The booklet is intended to share ideas about a variety of career awareness activities which now exist in the State of Washington. Activities in each of a number of schools are described briefly and are accompanied by photographs of students participating in the activities. Most of the projects are for elementary and junior high students, though a few are also for kindergarten students and high school seniors. (Author/PR)
Part 2

What about VOCATIONAL education?

A guideline for career awareness

how do I get there

where am I going

who am I
career awareness:!

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness:

career awareness
In 1967, early in its existence, the Washington State Coordinating Council for Occupational Education recognized the dangers in a college-oriented curriculum and launched Project NEED, now renamed Project WAVE (What About Vocational Education?), a continuing series of workshops offered to equip school people with realistic information about the opportunities that exist in the world of work and to affect change in the persistent attitude in America that the only good education is a college education and that a college degree is a guarantee of success.

More recently the National Advisory Council on Vocational Education has given support to the Council's philosophy in a series of reports to the nation expressing concern about the general lack of realistic career guidance and has severely criticized the heavy concentration by school systems on college preparatory programs in reckless disregard of the fact that for 60% of our young people high school is still the only transition to the world of work. The Advisory Council, which believes that exploration of career opportunities should begin early, has further urged "a new respect for vocational education for career preparation at all levels."

NACVE's fourth report (March 1971) recommends vocational orientation at the elementary level and that general education be redirected to prepare students for a job entry skill.

Additionally, the Washington State Advisory Council for Occupational Education in its first report criticizes the heavy concentration by school systems on college preparatory programs in reckless disregard of the fact that for 60% of our young people high school is still the only transition to the world of work.

The Advisory Council, which believes that exploration of career opportunities should begin early, has further urged "a new respect for vocational education for career preparation at all levels."

NACVE's fourth report (March 1971) recommends vocational orientation at the elementary level and that general education be redirected to prepare students for a job entry skill.

What about VOCATIONAL education? part 2

This publication is intended to serve as a guideline in sharing ideas about a variety of career awareness activities which exist within the state. Many of these were created as a result of the CCOE's Project WAVE (formerly NEED) workshops which were designed to acquaint school people with career awareness activities which now exist. Additionally, the Washington State Advisory Council for Occupational Education believes that a career-oriented curriculum on all grade levels is a sound educational policy. In view of these statements, the Council for Occupational Education believes that a career-oriented curriculum should be a part of the total educational program of all grade levels and that a career-oriented curriculum should be a part of the total educational program of all grade levels.

In 1967, early in its existence, the Washington State Coordinating Council for Occupational Education recognized the dangers in a college-oriented curriculum and launched Project NEED, now renamed Project WAVE (What About Vocational Education?), a continuing series of workshops offered to equip school people with realistic information about the opportunities that exist in the world of work and to affect change in the persistent attitude in America that the only good education is a college education and that a college degree is a guarantee of success.

The Advisory Council, which believes that exploration of career opportunities should begin early, has further urged "a new respect for vocational education for career preparation at all levels."

NACVE's fourth report (March 1971) recommends vocational orientation at the elementary level and that general education be redirected to prepare students for a job entry skill.

Additionally, the Washington State Advisory Council for Occupational Education believes that a career-oriented curriculum on all grade levels is a sound educational policy. In view of these statements, the Council for Occupational Education believes that a career-oriented curriculum should be a part of the total educational program of all grade levels and that a career-oriented curriculum should be a part of the total educational program of all grade levels.
When Elementary School Principal Richard Erskine describes his curriculum, he calls it a "coordinated effort for occupationally oriented education from K through 6." He tells you that it's risky.
Erskine has turned his school into an occupational awareness camp. "Every teacher, every student is involved," he says and also claims one of the highest ratios of parent involvement anywhere. They volunteer to teach skills such as typing, carpentry, and electricity. This is not just to let the students fool around with equipment, he explains, but to teach the skills and study about the jobs that go with those skills.

Unruffled by the notion that using non-certified teaching parents might be bad, he states simply that "it's always risky when you do something different. It's more important to have the help." Therefore, he says, "Every teacher, every student is involved."
He says teachers are encouraged to take on projects to get the kid onto the community and out of the classroom. Example: the third grade that decided to serve dinner to 140 invited guests. They made the menu, cooking the food, and cleared the table. How did they raise the money to finance the project? Answered teacher Volunteering with a smile, they went downtown and bought materials for $16. How did they pay for it all? They decided to serve a dinner to 140 invited kids into the community and all of the classroom. Example: the kids into the community and all of the classroom.
Maplewood Elementary

Puyallup

Sixth grade teacher Ed Trotter operates his class as a miniature of society itself. His approach, something he’s been doing about 5 years, provides a free enterprise system, state and national level government, and even welfare. Students must have a source of income, says Trotter, because literally everything in the room is “owned” by someone operating a “business.”

Example: the pencil sharpener constitutes a “business” and a fee is charged for its use. Students conduct “business”, buying and selling goods, services, and “government” services, like buying and selling goods, services, and “government” services. Participants are all regular classroom work.

A small crisis developed recently, recalls Trotter, when a student threatened to give up his own business, but not to do so. Trotter’s response was to assign a “banker” to the student, who would lend him money, but at 10% interest.

When they pass a bad law, he says, “I let them experience the hardships.”

Students elect their officials (the constitution limits them to one term) who are paid out of tax collections. “You get mad at income tax time,” groans Secretary of Welfare Renita Young, age 12. “It’s just like it is with your parents.”

Trotter feels sure his students actually do experience some of the same feeling as their parents and have a pretty good idea of the system by the end of the school year.

When they pass a bad law, he says, “I let them experience the hardships.”

Sixth grade teacher Ed Trotter operates his class as a miniature of society itself. His approach, something he’s been doing about 5 years, provides a free enterprise system, state and national level government, and even welfare. Students must have a source of income, says Trotter, because literally everything in the room is “owned” by someone operating a “business.”

Example: the pencil sharpener constitutes a “business” and a fee is charged for its use. Students conduct “business”, buying and selling goods, services, and “government” services. Participants are all regular classroom work.

A small crisis developed recently, recalls Trotter, when a student threatened to give up his own business, but not to do so. Trotter’s response was to assign a “banker” to the student, who would lend him money, but at 10% interest.

When they pass a bad law, he says, “I let them experience the hardships.”

Students elect their officials (the constitution limits them to one term) who are paid out of tax collections. “You get mad at income tax time,” groans Secretary of Welfare Renita Young, age 12. “It’s just like it is with your parents.”

Trotter feels sure his students actually do experience some of the same feeling as their parents and have a pretty good idea of the system by the end of the school year.

When they pass a bad law, he says, “I let them experience the hardships.”
Venice Olson, a teacher for 17 years, appears excited. „Never before..."

Mrs. Boberg, a teacher for 17 years, opposes extended unemployment. She noted: "This is a national problem." She also mentioned the need for a federal grant to be used for a summer program. "A federal grant was just approved," she said. "This is the first time such a grant has been awarded to a school district." She added that the grant will be used to fund a program for students from kindergarten through 8th grade. "The common goal—sell the product, the common good—will be achieved."

"The school system has been under pressure to find ways to improve the quality of education," she said. "We are doing this by involving the students and parents in the decision-making process." She noted that the program involves students from grades 1 through 8 in designing, producing, and marketing products. "A real business," she said. "This is something that is being away from school."

Counselor Brenda Wyler explained that nearly the whole faculty was involved in the planning of the project. "Involving the parents, integrating it into the regular school day, a federal grant was used to ensure this," she said. "We are doing this to improve the quality of education." She added that the program will be evaluated at the end of the year. "We are looking forward to seeing how this will work," she said. "The students are excited about it, and we are looking forward to seeing how it will work." She noted that the program will be evaluated at the end of the year. "We are looking forward to seeing how this will work," she said. "The students are excited about it, and we are looking forward to seeing how it will work." She noted that the program will be evaluated at the end of the year. "We are looking forward to seeing how this will work," she said. "The students are excited about it, and we are looking forward to seeing how it will work." She noted that the program will be evaluated at the end of the year. "We are looking forward to seeing how this will work," she said. "The students are excited about it, and we are looking forward to seeing how it will work." She noted that the program will be evaluated at the end of the year. "We are looking forward to seeing how this will work," she said. "The students are excited about it, and we are looking forward to seeing how it will work."
Special education teacher Ruth Thompson has found that since she started emphasizing the facts connected with songs, the students' interest in music has increased. Here, 9-year-old Joe Gonzales sees himself as an "engineer" instead of a locomotive when using sandblocks in a time with music.

Whitman Special Education students are also involved in the operation of machinery, special education student John Wilson oversees the regular classroom, and the students in manufacturing and the regular classroom also teach in manufacturing and the students in the regular classroom also teach in manufacturing.
Peggy Lewis, 6th grade and 12 years old, arrived at school in a bit of a rush one recent day. She had forgotten to post the previous day’s stock averages on “the big board” and was anxious to catch up.

Peggy, and all the members of her class, are members (“shareholders,” she says) of a corporation. “It’s not make believe,” she insists, “it’s real with real money and we sell a real product.”

Teacher Dale Keats explains: “It’s to help them understand the system, the economy, how business works.” He helped his class to elect a board chairman and officers; issue 150 shares of stock at 10¢ a share; decide what to market; and decide what to sell.

“Board chairman” Dave Daniels, 11, reported that they found they had a ready supply of old comic books which they buy on bid and sell “for more than we pay.” Employees are all paid a salary (bookkeeper Jean Toop, who receives 380 a month says that isn’t enough) and the corporation pays rent to the school for business space and the use of electricity. Two students are licensed stockbrokers who charge 10¢ for each transaction, trading has been active, according to Daniels. The brokers work out details of a contractual arrangement with the school for business space and electricity.

John Toop, the corporation’s treasurer, works out details of a contractual arrangement with the school for business space and electricity.

Peggy was anxious to catch up. Today’s stock averages on the big board, “are way off,” she said. She had forgotten to post the previous day’s closing price. “Board chairman” Dave Daniels, 11, reported that today’s price is 17¢, up 7¢, which the corporation’s trading has been active.

“Board chairman” Dave Daniels, 11, reported that they found they had a ready supply of old comic books which they buy on bid and sell “for more than we pay.” Employees are all paid a salary (bookkeeper Jean Toop, who receives 380 a month says it isn’t enough) and the corporation pays rent to the school for business space and the use of electricity. Two students are licensed stockbrokers who charge 10¢ for each transaction. Trading has been active, according to Daniels. The brokers work out details of a contractual arrangement with the school for business space and electricity.
When she turned her speech therapy class into an "employment agency," Irene Nordstrom discovered an enthusiasm she had never seen in her students before. They now "interview" for jobs by playing a game, sort of like bingo. Students must first pronounce the word correctly to announce the word on the bingo card which is oriented toward a single occupation, such as carpenter. First one to fill his or her card "gets" the job. "It became a real incentive to pronounce the word correctly," says Mrs. Nordstrom, who uses the technique with all students from grade one through junior high.
Barry Galvin, a 6th grade teacher, served as one of three Career Fair planners. "A change in how we spent our time..." was asked what it cost. "Only a change in how we spent our time." The level of enthusiasm, reported the level of enthusiasm as enormous, one of the planners, reported. The whole school was tuned into the project, in one way or another. From K through 6, their parents and students shared their jobs. The whole kindergarten was involved. Posters describing a variety of jobs, even interview cards, job cards, and interviews. The building was decorated up by principal George McPherson and two members of the faculty, resulting in the whole building being busy. The whole school was involved. The whole building was decorated up by principal George McPherson and two members of the faculty, resulting in the whole building being busy.

The poster on the wall showed a man with a wrench working on a huge piece of machinery. The caption read: "Jerry's daddy..."

"A change in how we spend our time..."
Would they do it again? Of course.

The idea was to give them a "hands on" experience with tools and equipment with an emphasis on what people do for a living. They visited the allied arts facilities at Renton High School and each was assigned to one of the high school students enrolled in one of the high school dies to do for a living. They visited the Renton High School and each was assigned to one of the high school students enrolled in one of the high school classes in arts or technology. They learned what sort of job the students would do and then let the kids actually use the equipment and do a job.

Emphasis was given to this experience for the students, grades 3 to 6, to provide an understanding of what people do for a living.
Renton allied arts facilities where they observed the youngsters visited the.

helping Brian W. Wehrman, 8, sophomores John Mark, 17, shown here.
help of "instructors" like "hands on" experiences with the
and received a variety of

tried new skills

observed
Vocational agriculture.

Vancouver, Davis high school district has found success in using vocational agriculture to train special education students for employment. Here, student works with instructor Ron Miller learning ornamental horticulture, already is employed part-time.

Yakima is doing about the same thing. Special education students at Davis high school are given training in a variety of vocational skills by instructor George Lombardi.
Vancouver, 6.1Y

A vocational linkage up early to get in the lab, to school, and back. Student "cry when I leave"... He says it's better than 9 weeks. He says the program is dominated by... The project was designed with all kinds of... He adds they're hardly ever absent.

Walt: was chosen because of his longevity. He adds they're handy for absent on the two days a week. They go to the lab. He adds they're handy for absent on the two days a week.
If was all there.

who am I? Where am I going? How do I get there?

City of jobs. Are you looking for a job? The City of Jobs is here to help. We have a wide range of positions available in various fields. Whether you're interested in blue-collar work or white-collar jobs, we have something for everyone.

The team decided to launch an occupational fair designed to put jobs on display. The students, course, did all the work. Researching jobs, designing, and building display booths, they created an informative and interactive job fair where visitors could learn about different job opportunities. 

When Willard asked the students to develop a mobile career fair, they decided to design a booth that would be easy to set up and transport. They chose a large, colorful display that would attract attention. The booth featured a variety of job information, including descriptions, requirements, and contact information.

The team also developed a pride in work, a respect for work, and a sense of accomplishment. They learned that by continuing to work with the students, they could see the kids develop and grow. The members of the team worked together to create a fun and engaging experience for the visitors.

The fair was a success, with many visitors expressing interest in the various jobs on display. The team was proud of their hard work and dedication to creating a meaningful experience for both the students and the visitors.

Where am I going? How do I get there?
Sandy Stone, 12, working here with routing tool, thinks this is the "best period of the day."

Project Occupational Versatility, an area-wide activity involving several school districts, offers Renton student Greg Kent, 12, a chance to "develop his identity in a shop environment." Students, including girls, work in metal, wood, plastics, and have large assortment of hand and power tools. Students can "develop his identity in a shop environment." Students, including girls, work in metal, wood, plastics, and have large assortment of hand and power tools. Students can choose their own project: Kenya Kent, 12. A chance to "develop his identity in a shop environment." Students, including girls, work in metal, wood, plastics, and have large assortment of hand and power tools. Students can choose their own project: Kenya Kent, 12.

Project Occupational Versatility, an area-wide activity involving several school districts, offers Renton student Greg Kent, 12, a chance to "develop his identity in a shop environment." Students, including girls, work in metal, wood, plastics, and have large assortment of hand and power tools. Students can choose their own project: Kenya Kent, 12.
At Mt. Adams junior high, 5th grade teacher Marcia Fields (left) discusses jobs with her class, often using overhead projector. "Work is a long way off," she tells them, "but we must begin thinking about it now." Mrs. Fields stresses the importance of how things they are learning now in class will be necessary later when they are employed.

"Front protection? Work is a long way off," the kids say.

"What do you think about the class, other than windshield wipers?"

Mr. Adams junior high, 5th grade teacher Maria Fields.
Kent jr hi

"The program lends itself to the development of worthwhile habits, practices and attitudes," writes vocational director Tom Straka in a brochure plugging the Industrial Graphic Communications class. This Kent philosophy seems to rest on Straka's idea that the students must "investigate the materials, processes and occupations of American industry." Teacher Ory Brown translates this into what he calls "the real thing." Brown attempts to "interpret industry" by making his class a blueprint of industry itself and keeping his training current with modern practices. He organizes the activity as a business and considers himself more as an "owner" than teacher. He claims he does little teaching, instead turning his students over to "plant superintendent," Troy Crites, age 14. The class is divided into four groups, each with a "journeyman" student. "Nobody has tried to take my job yet," mused Ory Brown, the owner.

They compete here just like they will someday on the job, moving up through the ranks, training each other and all can take a crack at being a foreman or even the superintendent. "The program lends itself to the development of worthwhile habits, practices and attitudes," according to the Kent philosophy. "The real thing," says Ory Brown.

Kent Jr Hi
Industrial arts teacher Mike Trainer and business and education teacher Lois Ott thought up an idea to give students a feeling of what business is like. Trainer and Mrs. Ott invited the students to team up and form a business enterprise, combining their business skills and industrial skills they developed a product and went on the market. The company is operated completely by the students, everybody with a specific assignment, with a minimum of supervision, except their own. The company is operated on the market, the students have sold a product and have put into practice the skills they developed. They have sold the product and have seen the results of their efforts. The students have learned about the business side of running a business and have gained a firsthand feeling of what business is really like. Trainer and Mrs. Ott have been pleased with the results.

Secrestary: Neil Hill, 17, and Kayn Warden, 16, work as a team to design the product produced and marketed by the group of business education and industrial students.

Late word has it that sales are brisk.
Harold Prairie once said, "Everybody does something well." With that in mind he went on to develop his now famous experiment at Pasco which he labeled OM, Operation Motivation. He wanted to create a different setting for students who don't respond to the ordinary classroom and to give them an idea of "what the working world is all about." The former construction engineer succeeded on both counts. His project reversed Pasco's rising dropout rate in the first year and now, as a permanent part of the district program, he has a waiting list.

A direct outgrowth of Operation Motivation is the Career Development Center at Pasco, according to its counselor-coordinator Howard Parkhurst. The Center enrolled teachers in occupational awareness workshops in an effort to get awareness activities going right in their own classrooms, a program of the Tri-Cities Area Vocational Education Cooperative. The workshops acquainted the teachers with a wide variety of job opportunities, especially those open to non-college graduates. "It was a chance for them to see what many people really do for a living and we emphasized the importance and dignity of those jobs," he said. "Columbus also had a crew." Parkhurst likes to say and is disturbed by the teacher who reacts in a negative way when a youngster says something about wanting to be a truck driver. "That's putting him down," he says, "and gets him to thinking there's something wrong with driving a truck." Teachers need the confidence of knowing about jobs in order to discuss them in class and they should "place the same value on all kinds of work."

Parkhurst shared the results of a recent survey which showed that most Pasco seniors want jobs requiring a college degree and revealed a surprising lack of knowledge about job opportunities among the students. When it comes to students developing a realistic attitude toward their future role in the world of work, area vocational director Les Adams summed it up: "It's the classroom teachers who must do it."
Fifth grade teacher Ron Hanson includes discussion about occupations in all class work throughout the day. "What's a telegrapher?" asked Rachel Dawes. The 12-year-old inquirer was examining a chart on the communications industry in Ron Hanson's 5th grade class. Teacher Hanson has students review kinds of jobs in relationship to charts students themselves make reflecting the industry and economy of the entire United States. He has them study an individual industry, list what it does and how it fits into the economy, and then list all the jobs within that industry. Field trips are included in his job awareness program with an emphasis, he says, on what the people are doing. Hanson also tries to relate the environment to the jobs they see and study. "Where we live," he tells his students, "influences our attitudes and often determines how we earn a living."

One of Hanson's students, lists "paperboy" as one of the jobs within the printing and photography industries. "What's a telegrapher?" asked Rachel Dawes.

Special education student Dwight England works part-time at Pantos Cleaners for pay and school credit. His teacher Fred Sporledor, who says such experience is good for all students, correlates classroom study with work experience. By relating classroom study with work experience, students learn that work experiences gained in professional and commercial settings vary from one student to another. Students themselves make relating the industry and economy of the entire United States to their world view of jobs in that industry. Teacher Hanson asks students in his grade class, "What's a newspaper? Teacher Hanson asks students in his grade class, "What's a newspaper?"
Puyallup high school is trying out a career information center where students can take a two-week unit in career planning or seek information about jobs during their free time. Head of the district's English program Mrs. Loraine Friberg said the center is stocked with all the career information materials she can find.

Puyallup High School is trying out a career information center.
Wayne Hiranaka got to wondering the other day what it would be like to be an architect. Not long afterward he was able to spend an afternoon with Kent architect Paul Bogard in his office, seeing his work, and learning what it would be like to be an architect.

He's not sure yet, but...

Wayne's 17-year-old Kentridge senior, met Bogard through a program called Project Know and Care, a cooperative effort of the Kent Chamber of Commerce and the Kent School District designed to introduce young people to careers in business and industry. Students are excused from class, and the students go on to work in business and industry, often on projects they have never heard of before. Mrs. Barbara Calhoun, coordinator, says a student has to contact her and arrangements are made. Students are excused from class, and the response from business and industry has been almost 100%. Wayne, learning what it would be like to be an architect, was able to spend an afternoon with Kent architect Paul Bogard, visiting his office, seeing his work, and learning what it would be like to be an architect.

The program includes placing students in jobs while in high school, a follow-up system, related class activity, and an attempt to place students following graduation. Parents are also involved. The district has extended the project to Rogers high where students themselves are developing a career information center.
"There is no need for failure here."

Robbie Robinson stopped what he was doing long enough to observe that "a high school diploma is not enough." He then continued with his work-experience program at the Madison South Convalescent Center in Spokane, designed to have him ready for employment when he graduates. Robbie, 17, is enrolled in health occupations and attends the "continuation high school." District vocational director Homer Matson describes it as a program for students to "continue for job training or for education and experience." Robbie's vocational teacher Mrs. Frances Crabtree says, "There is no need for failure here."
The atmosphere around the place is definitely

towards the sidewalk academy, a place

They call it the sidewalk academy, a place

volunteer is a minimum of two or three attending

because they want to and about the only

neglect experience that they come here
completely void of the usual classroom appara

They are out in a different sort of way, observed

optimistic, confident and happy. "Work. Gets

done out in a different sort of way," observed

The students are remarkable in the right setting.

Students are remarkable in the right setting.
In November of 1976 the Seattle School Board adopted as policy a simple, straightforward approach: Career-oriented education will be an integral part of the curriculum. The Seattle School Board, under the leadership of Director of Instruction Richard Hughes, adopted a policy to coordinate the efforts of the junior high school, the high school, and the Seattle School District's four vocational schools. The policy, coordinated by Hughes, coordinated the efforts of all the schools to achieve the goal of what Hughes called, "a commitment" to career-oriented education. Hughes, who is perhaps the man most intimately involved with teaching the most important role of students, serves as the link between the City of Seattle elementary and secondary schools. Hughes is responsible for ensuring that students have the opportunity to learn about the trade that goes with the tools they use. In other rooms, students operate a class SW fa...
"mini-courses" at Denny Jr High

About 8:15 every morning over 300 students "skip" their regular homeroom periods and go to work long list of "mini-courses" applied by principal Lloyd Comiskey. These courses are designed to give students an opportunity to explore actual occupations.

For example, Pam Carter, a junior, spends time working in the school's child care center. She works with a real 15-year-old Pam Carter, a junior, spends time working in the school's child care center. She works with a real situation, not just in books.

"Film director" Gordon Murphy, 14, and his partner, Mark Hegstrom, 15, discuss their project in the visual arts studio. "Micro-course" in movie-making. Art teacher Howard Tully.

"Film director" Gordon Murphy, 14, and his partner, Mark Hegstrom, 15, discuss their project in the visual arts studio. "Micro-course" in movie-making. Art teacher Howard Tully.

"Film director" Gordon Murphy, 14, and his partner, Mark Hegstrom, 15, discuss their project in the visual arts studio. "Micro-course" in movie-making. Art teacher Howard Tully.

"Film director" Gordon Murphy, 14, and his partner, Mark Hegstrom, 15, discuss their project in the visual arts studio. "Micro-course" in movie-making. Art teacher Howard Tully.
Project MOVE is a pilot which reaches into the small community of Tekoa, in the Sprague, Reardon, Chewelah, Colville, and Tekoa.

In the small community of Tekoa, a group of high school juniors and seniors gathered to hear Mrs. Helen Owen talk about occupations in the health field. Mrs. Owen is supervisor of health occupations at Spokane Community College, and was part of Project MOVE. That means, according to Tekoa principal Bob Golphenee, Project MOVE is a pilot which reaches into the small community of Tekoa, a group of students just don't come in contact with many job fields. By having professionals actually visit the students, with the equipment of the trade, he says the kids “get very enthusiastic. They absorb the information with the equipment of the trade.”

Project MOVE is a pilot which reaches into the small community of Tekoa, in the Sprague, Reardon, Chewelah, Colville, and Tekoa.

You should be able to do something...
If its true we're supposed to give equal education to all students, then we must offer different programs... because students are different.

Rueben Stueckle
Director of Vocational Education
Puyallup

because students are different.

If its true we're supposed to give equal education to...