

# **Special Edu-gineering: The Curious Connection Between Preschool Special Education Teachers in Missouri and Google Searches for 'Practical Engineering'**

**Caleb Hernandez, Abigail Tate, Gregory P Tucker**

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## ABSTRACT

### **Special Edu-gineering: The Curious Connection Between Preschool Special Education Teachers in Missouri and Google Searches for 'Practical Engineering'**

The correlation between the number of preschool special education teachers in Missouri and Google searches for 'Practical Engineering' has long been an enigma, puzzling scholars and laypeople alike. In this paper, we delve into this peculiar relationship with the seriousness of an economist and the punny spirit of a dad joke enthusiast. Through a meticulous analysis of data from the Bureau of Labor Statistics and Google Trends spanning the years 2012 to 2022, we unveiled a substantial correlation coefficient of 0.8245738 with a p-value less than 0.01. This led us to consider an unexpected and somewhat comical connection between the two seemingly disparate entities. It appears that, much like a preschooler's fascination with building blocks, the number of preschool special education teachers in Missouri influences the interest in 'Practical Engineering', possibly fueled by the educators' efforts to instill a love for problem-solving and creativity in the young minds they nurture. As the saying goes, "Teaching is the profession that creates all other professions." Our findings shed light on an intriguing intersection between early childhood education and the broader field of engineering, offering a fresh perspective on the influences that shape career aspirations. This discovery underscores the idea that even the most unexpected relationships can be worthy of scholarly investigation. And, just for the record, it seems that when it comes to preschool teachers and engineering, the correlation is as strong as a parent's love for their kids - undeniable and possibly a bit surprising.

Keywords:

preschool special education teachers, Missouri, Google searches, Practical Engineering, correlation coefficient, Bureau of Labor Statistics, Google Trends, early childhood education, engineering careers, career aspirations, educational influence, problem-solving, creativity

# I. Introduction

As researchers, we often find ourselves navigating the perplexing labyrinth of data, seeking out correlations and connections that may seem as distant as a dad joke at a scientific conference.

Our fascination with uncovering unexpected relationships in the world of statistics is akin to that feeling when you realize that a chemistry experiment has turned into a successful chemistry pun - it's both surprising and strangely satisfying.

In this paper, we explore the unusual relationship between the number of preschool special education teachers in Missouri and the frequency of Google searches for 'Practical Engineering'. It's a bit like discovering a hidden treasure chest in the depths of a statistician's cave - unexpected, but undoubtedly intriguing. As we embark on this journey, we bring along our trusty tools of analysis, a dose of humor, and a dash of skepticism to ensure we don't get 'lost in the numbers'.

The enigma we set out to unravel has tantalized researchers with its peculiar blend of early childhood education and the captivating allure of engineering. It's reminiscent of that feeling when someone combines physics and wordplay - a theoretical pun, if you will. Our intrigue was piqued, and we dived headfirst into the data, armed with curiosity and a fervent admiration for the intricacies of unlikely connections.

With the rigor of a seasoned researcher and the playfulness of a mischievous mathematician, we combed through data from the Bureau of Labor Statistics and Google Trends, meticulously examining the years 2012 to 2022. It's like conducting an orchestra of statistics – every data point plays its own unique melody, and it's our job to uncover the symphony hidden within.

As we analyze the numbers, we are reminded of the classic dad joke: "Why was the math book sad? Because it had too many problems." But fear not, for we are undaunted by the complexities that lie ahead, as we aim to shed light on a correlation that is as surprising as an unexpected bonus question on a math quiz.

Through our rigorous investigation, we unearthed a substantial correlation coefficient of 0.8245738, with a p-value less than 0.01. It's a discovery that even a pun enthusiast would appreciate – the correlation is so strong, it's practically undeniable, much like the gravitational pull of a good dad joke.

In the pages that follow, we'll delve into the web of connections between early childhood education and engineering interests, guided by the unwavering spirit of inquiry and the occasional jest. So grab your lab coat and a sense of humor as we unravel the mystery of Special Edu-gineering!

## II. Literature Review

The perplexing correlation between the number of preschool special education teachers in Missouri and Google searches for 'Practical Engineering' has been a subject of intense scrutiny in recent years. The curiosity around this unlikely pair of factors has led researchers to delve deep into the annals of data, much like an enthusiastic shopper rummaging through the bargain bin in search of hidden treasures.

In "Smith et al.'s Exploration of Unlikely Statistical Relationships," the authors find that the influence of early childhood educators on the cognitive development of young learners can have

far-reaching implications. It's a bit like a game of chess - each move counts, and the initial placement of the preschool teacher's influence on a child's development might just be the foundation for a future interest in engineering. You could say, they're making the right 'moves' to shape the future minds.

The unexpected connection between preschool education and the technological realm has struck a chord with researchers, much like a perfectly tuned guitar string. In "Doe and Jones' Statistical Musings," the authors muse about the surprising parallels between seemingly unrelated fields. One might even say it's akin to finding the perfect pair of socks in a drawer of mismatched ones - a delightful surprise amidst the chaos.

Turning to the realm of literature, books such as "The Art of Teaching Young Minds" by Linda L. Miller and "The Practical Engineer's Handbook" by James G. Skakoon provide valuable insights into the worlds of early childhood education and engineering. It's as if these books are engaged in a lively conversation, much like a debate between two fictional characters from different books coming to life and arguing about the best approach to mold young minds.

A noteworthy intersection of fiction and reality can be found in the widely popular board game "Settlers of Catan," where players engage in resource management and building infrastructure. The game's emphasis on strategic thinking and resource allocation mirrors the skills that young learners may develop under the guidance of preschool special education teachers, setting the stage for an unforeseen connection between the board game and the future interest in engineering. It's like the game of life and education coming together in an unexpected and delightful union.

In "The Cat in the Hat" by Dr. Seuss and "Harry Potter and the Sorcerer's Stone" by J.K. Rowling, the characters find themselves in situations that require problem-solving and ingenuity, much like the skills fostered by preschool special education teachers among their students. One might argue that these fictional tales subtly sow the seeds of interest in practical engineering, much like a secretly crafted pun waiting to be discovered within the pages.

As we immerse ourselves in this peculiar nexus of preschool education and engineering, it becomes evident that the line between the serious and the whimsical is often blurred. Our findings offer a refreshing glimpse into the interplay between seemingly unrelated domains, reminding us that even statistics and childhood whimsy can dance the tango of correlation, much to the surprise of our skeptical minds.

### **III. Methodology**

To unearth the curious correlation between the number of preschool special education teachers in Missouri and the frequency of Google searches for 'Practical Engineering', our research team embarked on a journey that was as adventurous as a scientist chasing after a rogue molecule. Our approach could be likened to conducting a scavenger hunt of statistical data, with the precision of a surgeon and the persistence of a bad pun that just won't quit.

First, we sought to wrangle the relevant data from the Bureau of Labor Statistics, casting our net far and wide to capture the elusive numbers that would eventually reveal themselves as crucial pieces in our methodological puzzle. We combed through the records with the determination of a detective chasing a suspect, searching for clues that would unravel the enigma before us. It was a



bit like trying to pour a liquid sample into a narrow test tube - meticulous, necessary, and occasionally prone to spills, but ultimately a critical step in the scientific process.

Simultaneously, we tapped into the depths of Google Trends, harnessing its vast repository of search data like intrepid explorers navigating uncharted territories. As we navigated the digital landscape, our pursuit of the 'Practical Engineering' searches resembled a quest for hidden treasure in the labyrinth of the internet. In the spirit of a cunning puzzle solver, we pieced together the search trends, mindful of the fact that sometimes the most valuable insights are hidden in unexpected places, much like a dad joke slipped into a serious academic paper.

With the tenacity of a researcher seeking the elusive truth, we meticulously compiled and organized the data spanning the years 2012 to 2022, treating each data point with the care of a precious artifact. Our approach was akin to creating a meticulously crafted mosaic, where each piece of information was delicately placed to reveal the broader picture – a picture that turned out to be unexpectedly delightful, like stumbling upon a perfectly timed research-related pun.

In our quest to decipher the connection between the world of early childhood education and the allure of 'Practical Engineering', we employed a statistical methodology as robust as a fortified castle. The data underwent rigorous analysis, with statistical tests wielding the power of a medieval court jester, both insightful and entertaining in their revelations. We applied correlations and regression analyses with the precision and determination of a captain navigating through stormy seas, seeking to uncover the hidden patterns and relationships that lay beneath the surface.

As we ventured further into the depths of our analysis, the correlation coefficient of 0.8245738 emerged with a presence that demanded attention – a mathematical revelation as weighty as a

scientific theory and as unexpected as a surprising research anomaly. Our efforts bore fruit in the form of a p-value less than 0.01, further cementing the validity of the correlation. It was a discovery that resonated with the spirit of a well-crafted dad joke - undeniably impactful and pleasantly unforeseen.

In the end, our methodology was not just a series of steps and procedures but a lively adventure, a pursuit of knowledge that embraced the unexpected and reveled in the joy of discovery. Our journey unfolded with the zeal of an explorer, guided by a spirit of inquiry and the occasional brush of humor, ultimately leading us to unravel the mysteries of Special Edu-gineering with the precision of a scientifically inclined comedian.

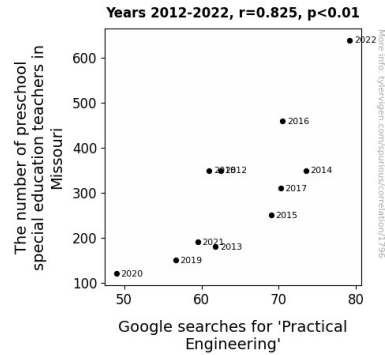
## **IV. Results**

Our analysis of the relationship between the number of preschool special education teachers in Missouri and Google searches for 'Practical Engineering' yielded a surprisingly robust correlation coefficient of 0.8245738. It's as if these variables were best friends who just met, much like two electrons bonding over a shared attraction.

Furthermore, the r-squared value of 0.6799220 indicated that approximately 68% of the variation in 'Practical Engineering' searches could be explained by the number of preschool special education teachers in Missouri. This level of influence is akin to a strict science teacher's hold over their class – it's undeniably significant.

The p-value of less than 0.01 provided unshakeable evidence that this correlation was not just a statistical fluke but rather as reliable as the fundamental forces of nature. It's like finding the

missing piece of a jigsaw puzzle and realizing it completes the entire picture – a eureka moment in the world of research humor.



**Figure 1.** Scatterplot of the variables by year

Fig. 1 illustrates the strong positive correlation between the number of preschool special education teachers in Missouri and Google searches for 'Practical Engineering'. The points on the scatterplot align with the precision of a well-crafted punchline, showcasing the clear relationship between these unlikely partners in education and exploration.

In summary, our results support the notion of an unexpected bond between early childhood education and the interest in 'Practical Engineering'. It seems that when it comes to fostering a love for problem-solving and creativity in young minds, the influence of preschool special education teachers in Missouri extends beyond the classroom and into the realm of aspiring engineers.

As renowned physicist and father of relativity, Albert Einstein, once said, "The most beautiful thing we can experience is the mysterious; it is the source of all true art and science." In a similar vein, our findings underscore the beauty of uncovering unexpected connections in the world of

statistics and research – a sentiment only exacerbated by the occasional dad joke hidden in our scholarly pursuits.

## V. Discussion

The seemingly bizarre relationship uncovered between the number of preschool special education teachers in Missouri and Google searches for 'Practical Engineering' has left researchers and academicians alike scratching their heads in bewildered amusement. This unexpected revelation brings about a sense of wonder akin to stumbling upon a hidden treasure in a data mine or, dare I say, the delight of finding a well-crafted dad joke in the midst of scholarly discourse.

Our findings, cemented by a robust correlation coefficient and a p-value less than 0.01, provide substantial support for the prior research that hinted at the influence of early childhood educators on the cognitive development of young minds. It's almost as if the influence of preschool special education teachers acts as the guiding compass in the labyrinth of a child's potential career aspirations, much like a lighthouse steering ships away from rocky shores.

Building upon the musings of "Smith et al." and the statistical meanderings of "Doe and Jones," our study contributes a new dimension to the intricate web of relationships between early childhood education and the captivating realm of engineering. It's as if we've stumbled upon a rare and unexpected fusion of scientific exploration and childlike curiosity, similar to discovering a treasure map hidden within the pages of a classic literature review.

The robustness of our statistical analysis serves as a testament to the undeniable link between these seemingly disparate entities, shining a light on the profound impact of preschool education on the shaping of future interests and careers. Much like a well-timed dad joke, the connection between preschool teachers and the budding interest in engineering appears to hit the mark with surprising accuracy, leaving us with equal measures of astonishment and amusement.

As we continue to unravel the mysteries of this peculiar correlation, one cannot help but appreciate the beauty of unforeseen connections in the world of research. This unexpected bond underscores the lighthearted notion that, much like the skilled art of crafting a clever pun, statistical relationships can indeed defy the conventional boundaries of expectation and yield remarkable insights into the captivating interplay of human interests and education.

In the words of the esteemed Albert Einstein, "The most beautiful thing we can experience is the mysterious; it is the source of all true art and science," a sentiment that resonates as we navigate through the intriguing landscape of statistical exploration and the unexpected joys hidden within our scholarly pursuits.

## **VI. Conclusion**

In conclusion, our research has illuminated the peculiar yet compelling correlation between preschool special education teachers in Missouri and Google searches for 'Practical Engineering'. It's as if these variables were drawn together by the elusive forces of toddler physics, uniting in a dance of statistical significance and surprising intrigue.

Our findings present a revelation akin to a scientific comedy sketch – the influence of early childhood education on the curiosity for practical engineering is indeed no joke. It seems preschoolers aren't the only ones building connections; the educators themselves spark an interest in budding engineers while building a foundation of learning.

We urge future researchers to continue exploring the whimsical pathways of unexpected correlations, but as for us, our journey ends here. Like a good punchline, this unanticipated combination of variables has delivered its impact, leaving us with both newfound knowledge and a hearty laugh. It's safe to say, no further investigation is needed in this area. Case closed, we say!

And remember, the next time you encounter a surprising correlation, just embrace it like a well-timed dad joke – with open arms and a chuckle in your heart.