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THE THRUST OF CAREER EDUCATION PROGRAMMING  
AND ITS IMPLICATIONS FOR BUSINESS  
AND OFFICE EDUCATION

by

Lowell W. Ellsworth  
Northern Michigan University

An Independent Study

Submitted to

Dr. Robert N. Hanson, Professor

Business Education Department

of

Northern Michigan University

in partial fulfillment of the requirements

for the degree of

Master of Arts in Community College Teaching

with an emphasis in Business Education

Marquette, Michigan

August  
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This independent study, submitted by Lowell Ellsworth in partial fulfillment of the requirements for the degree of Master of Arts in Community College Teaching with an emphasis in Business Education at Northern Michigan University, Marquette, Michigan, is hereby approved by the Advisor under whom the work has been done.

Robert W. Hanson



## ACKNOWLEDGMENTS

The writer would like to express his appreciation to Dr. Robert N. Hanson for his guidance and assistance in the writing of this study and to all those who provided material or information for it.

A special word of gratitude goes to Mr. Thomas Pierson and Dr. Kauko Wahtera, Industry and Technology Department, Northern Michigan University, for their encouragement and helpfulness in regard to this study.

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## ABSTRACT

### THE THRUST OF CAREER EDUCATION PROGRAMMING AND ITS IMPLICATIONS FOR BUSINESS AND OFFICE EDUCATION

Lowell W. Ellsworth, Master of Arts  
in Community College Teaching with an  
emphasis in Business Education

Northern Michigan University

#### Purpose

The purpose of this study was to determine what career education is and what its implications might be to business and office education.

#### Methods and Sources

The methods of study included the use of library resources, letters of inquiry, personal interviews, and a visitation to a school district where an in-service program for the teachers regarding career education was held. The library at Northern Michigan University and the Business Education Departmental Library were used. In addition, some resources from the private library of Dr. Robert N. Hanson, the researcher's advisor, were used. Supplemental materials were obtained from the private libraries of Dr. Kauko Wahtera and Mr. Thomas Pierson, Industry and Technology Department, Northern Michigan University, and from the Center for Occupational Education, North Carolina State University at Raleigh.



The Business Education Indexes from 1967 through 1971 and the Education Indexes from 1968 through 1972 were sources for locating information from the Northern Michigan University Library, the Business Education Department Library, and from the private collections of Dr. Robert N. Hanson.

Information from microfiche and microfilm sources were gathered from the AIM and the ARM indexes in Vocational and Technical education, Volume 5, Number 3, 1972, and Volume 5, Number 1, 1972. These indexes were obtained from the Business Education Department Library at Northern Michigan University.

### Summary of the Findings

It is significant that there is a changing philosophy of education and this change of philosophy is one that will, from all indications, be pertinent to our dynamic technological society.

Career education is a concept without a legalistic definition. Many definitions have been suggested, but no one true definition yet exists.

Many educators are expounding the virtues of this new philosophy of career education. They see it not as a panacea for all the educational ills but as a step in the right direction toward correcting some glaring inadequacies in our present system of educational programming.

Career education is not totally new. It can best be described as an evolutionary process.

The development of career education programming is an integral part of the process of education and, to be effective, all educational activities must be carried out within a framework of career development.

The greatest single force affecting our philosophy of education is that of technology. Our educational system is not keeping up with the many changes that are, and will be, occurring in our nation and the world.

The exploratory phase of career education encompasses the middle or junior high school level. A major role of the career exploratory phase is to help students at this level broaden their range of experiences by offering them diversity so that they can envision themselves in an increasing number of roles. The concepts of career education are particularly applicable in the educational development of the middle and/or junior high student.

Business and Office Occupations are an integral part of the USOE plan in conjunction with career education programming. Suggested structured programming for business and office education has been outlined and business educators are encouraged to carry out the goals set forth whenever possible.

The National Business Education Association supports the principles and goals of career education.

Career education, if it is to be successful, must have the total commitment of all educators.

## CHAPTER I

### INTRODUCTION

Career education and career development programs in the schools are providing a new perspective in education. We must be aware of what career education is, how it can be implemented within the structure of our curriculums, and how flexible we must make our curriculums to incorporate career education concepts into them. Specifically, we are concerned with career education's implications for business and office education.

#### Purpose of the Study

The purpose of this study was to investigate varied sources of information to gain a better understanding of the career education concept. Special attention was given to the exploratory phase of career education as well as to what the implications for business and office education might be.

#### Need for the Study

It is time for a study of this kind. An awareness of the limitations of our past programs and a cognizance of our responsibility to all students and their needs should be given priority. The possi-

bilities of success with new innovative programming which will better serve to meet the needs of our students in a rapidly changing society must be recognized.

With impetus from both federal and state government agencies, philosophy changes emanating from top levels of educational administration, and the technological impact of our dynamic society, it becomes imperative that we focus our attention on the career education concept. Education can no longer neglect or postpone changes. Educational programming must meet the needs of all people in the present day world of work society.

The needs for career education are obvious and very urgent. Sound philosophical and theoretical framework is the background for career education. It may well be the tonic for our education system which needs revitalization that is relevant to society. It could close the credibility gap between what is being taught and what should be taught. The first step must be a changed attitude in education and commitment to a program which will fully capacitate individuals for their multiple life roles.

#### Definitions of Terms

The following definitions apply to this study, but it must be understood that a definite and legalistic definition of career education has not yet been formulated. The definition below is only one of many

that have been suggested.

### Career Education

A fundamental concept that all educational experiences, curriculum instruction, and counseling should be geared to preparation for economic independence and the dignity of work.<sup>1</sup>

### Career Development Programs

Sequential and interactional learning activities which encompass perceptualization, conceptualization, and generalization at various stages of maturation. It has as its central purpose the providing of all youth with constructive avenues to adulthood while assisting them in finding personal values in the options available to them.<sup>2</sup>

### The World of Work

A career education model which introduces career awareness to the students at the elementary level, career exploration at the junior high level, and the developing of entry level job skills, specialized job skills, technical job skills, and professional job skills in a systematic order of learning activities at the upper levels of education.<sup>3</sup>

### USOE

Reference to the United States Office of Education.

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<sup>1</sup>Department of Education, Career Education (Washington, D.C.: Government Printing Office, 1971), p. 2.

<sup>2</sup>Norman C. Gysberts and Earl J. Moore, "Career Development in the Schools," First Yearbook of the American Vocational Association (Washington, D.C.: Government Printing Office, 1971), p. 222.

<sup>3</sup>Ibid., p. 227.

### Career Development Profiles

The storing of the individual's involvement in career development programs K-12 in a computer tape unit to provide a longitudinal and personalized look at what activities the individual has experienced and the impact of these experiences upon him.<sup>1</sup>

### Limitations

1. This study was limited to the library materials available from the Northern Michigan University Library and from the Business Education Department Library.

2. The limited amount of material supplied by Dr. Kauko Wahtera and Mr. Thomas Pierson, Industry and Technology Department, and from the personal library of Dr. Robert N. Hanson, Business Education Department, were limitations of this study.

3. Interviews were limited to three in number, namely those with Mr. David Dompierre, Marquette-Alger Intermediate School District, Marquette, Michigan, and Dr. Kauko Wahtera and Mr. Thomas Pierson, Industry and Technology Department, Northern Michigan University, Marquette, Michigan.

4. Nine monographs purchased from the Center for Occupational Education, University of North Carolina at Raleigh.

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<sup>1</sup>Ibid., p. 244.

### Delimitations

The delimitations of this study were as follows:

1. The expanse of library materials on the topic confined to the years 1968 through 1972 at the Northern Michigan University Library.
2. The resource studies within the scope of career education, a concentration on the exploratory phase of career education, and implications for business and office education.
3. The amount of material made available to this researcher on the topic of career education by Northern Michigan University educators' personal sources of information.



## CHAPTER II

### PROCEDURES

During the Fall Semester, 1972, as part of the course requirements for BE 596, Implications of Research in Business Education class, a proposal was submitted to Dr. Robert C. Panian regarding this study.

The proposal was discussed with the researcher's advisor, Dr. Robert N. Hanson. The discussion resulted in the approval of the topic as a library research study.

The Northern Michigan University Library, the Business Education Department Library at Northern Michigan University, and the private libraries of Dr. Robert N. Hanson, Business Education Department Head; Dr. Kauko Wahtera and Mr. Thomas Pierson, Industry and Technology Department, Northern Michigan University, Marquette, Michigan, were used for locating materials for this study.

Letters were written to selected staff members at the State Department of Education and at Michigan State University in Lansing, Michigan, for assistance in locating materials for this study.

Interviews were held with Mr. David Dompierre, Marquette-Alger Intermediate School District, in Marquette, Michigan; Dr. Kauko Wahtera and Mr. Thomas Pierson, Industry and Technology Department,

Northern Michigan University, Marquette, Michigan. Information and materials were provided by them to help with this study.

A series of nine monographs on the topic of career education was ordered and purchased from the Center for Occupational Education, University of North Carolina at Raleigh.

A limited number of microfiche available at the Northern Michigan University Library, Marquette, Michigan, were viewed, and pertinent information from these sources was used as background information for this study.

## CHAPTER III

### WHAT IS CAREER EDUCATION?

Career education is still in search of a definition. Many attempts at defining career education have been made. Some of these suggested definitions are appearing in pamphlets, journals, booklets, and magazines related to education. Books now appear on the market with career education as part of their titles as well as their themes. Even these can only suggest a definition for this new educational concept. No one clear, concise, and agreeable definition yet exists.

The definition of career education is still evolving. "This definition is emanating from three sources: current professional literature, changes taking place in the present educational system, and employed strategies necessary to incorporate career education into the present public education system."<sup>1</sup>

In a speech given at the Career and Vocational Education Conference in Grand Rapids, Michigan, on August 15, 1972, Dr. William Pierce followed up his words on what career education is not by stating:

Career education is, therefore, an attitude, an educational philosophy, if you will that must, to be totally effective, permeate the thinking of every

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<sup>1</sup>John B. Moulette, "New Philosophies, Renewed Efforts, Improved Strategies for Career Education," Journal of Career Education, I (Fall, 1972), 11.

teacher, counselor, administrator, board member and parent in this state. It is simply a commitment to do everything possible beginning with the preschool programs and continuing through graduate school, to see to it that the educational system prepares all children, youth, and adults, who do not suffer from an insurmountable physical, mental, or emotional impairment, to function at the maximum of their ability when they enter the labor market.<sup>1</sup>

Career education is a comprehensive educational program focused on careers, which begins in grade one or earlier and continues through the adult years. For elementary and secondary education, the program includes a structuring of basic subjects, grades one through twelve, around the theme of career opportunities and requirements in the world of work.<sup>2</sup>

Career education, in the researcher's opinion, is one of today's truly great concepts. However, it must still be seen in the proper perspective that relates to:

- a. the nature of recent efforts to improve the schools,
- b. the revolution that erupted in the 1960's,
- c. how youth develop values, attain wisdom, and become part of society, and
- d. how change takes place in the schools of our nation.<sup>3</sup>

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<sup>1</sup>Dr. William Pierce, Speech delivered at the Conference on Career and Vocational Education (Grand Rapids, MI: August 15, 1972).

<sup>2</sup>Arthur L. Hardwick, "Career Education--A Model for Implementation," Business Education Forum, XXV (May, 1971), 3-5.

<sup>3</sup>Grant Venn, "Career Education: Not a Panacea," Business Education Forum, XXVII (November, 1972), 3-4.

In order to put career education in its proper perspective we must realize that career education did not just suddenly and dramatically appear upon the educational horizons. It is not a concept that is totally new. It is best described as an evolutionary development.

Three major sources have contributed to the evolution of career education as a major conceptual framework for American education.

These three sources are (1) statements of the major goals of education enunciated by various groups, (2) educational legislation reflecting society's collective intentions in this area, and (3) the accumulation of research findings concerning individual development.<sup>1</sup>

Educational legislation gives the necessary funding priority to programs in the school systems that encompass the career development programs.

The career development program is an integral part of the process of education. Coordinated instruction is integrated into the entire curriculum to assist the student in understanding the world of work while clarifying its relationship to education. Competencies essential to living and making a living are the goal of career development programs.

Many proponents of career education believe that to be effective all educational activities must be carried out within a

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<sup>1</sup>Robert E. Taylor, Perspectives on Career Education (Columbus: Ohio State University Printing, 1972), pp. 6-7.

framework of career development.

Three types of learning are involved in the career development processes. They are perceptual, conceptual, and generalization. These are sequential and interactional in nature. Therefore, career development programs should arrange in a manner which serves to increase the learner's ability to grasp (perceptualize), transform (conceptualize), and transfer (generalize). Translated into levels of education this would mean that all career development programs need to emphasize perceptual learning during the elementary years, conceptual learning during later elementary years, and generalization during secondary school years.<sup>1</sup>

Before we examine the career education program, we should be concerned as to the reason for this emerging concept and the forces that brought about its emphasis.

An alarming drop-out rate of students from our structured school program; the increase of people on the welfare rolls; the imbalance of people educated for jobs and the availability of jobs to fit their needs; and the open and honest criticisms of educationists reviewing the system of education have had great effect in identifying glaring inadequacies of our education system. Sociological and economic implications have given rise to thought of restructuring education around the concept of career education.

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<sup>1</sup>Norman C. Gysberts and Earl J. Moore, "Career Development in the Schools," First Yearbook of the American Vocational Association (Washington, D.C.: The American Vocational Publishing Incorporated, 1971), p. 222.

Technological changes have presented a dramatic challenge to all of our nation's political, social, economic, and educational institutions. All levels of education must move to assume greater responsibility for preparing men and women for entry into the changed and changing world of work.

Tragically, the nation's educational system is in a gross imbalance, concentrating only on the twenty percent who go through college.<sup>1</sup>

Our educational system is not keeping up with the many changes that are and will be occurring in our nation.

Shoemaker states, "We offer a single, cultured, non-experience centered education at the elementary level. We offer a secondary education based on college preparatory and subject-centered academic education. The junior high school is lost someplace between 'Spot' and 'Harvard Physics', lost, if you please, without a place of its own."<sup>2</sup>

All these indications show the necessity for a change in our educational system.

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<sup>1</sup>Edward Chase, "Learning To Be Unemployable," Harper's Magazine, LXXXIII (April, 1963), 33.

<sup>2</sup>Byrl R. Shoemaker, "Career Education: A Chance for Change," American Vocational Journal, XXXVII (March, 1972), 27-31.

The greatest single force affecting our philosophy of education is that of technology. The new technology leaves no room for education error. Our concern must be that occupational information must become an integral part of our total educational system. For the well-being of society, we must raise the educational level of all people to the point where they will be well-adjusted, job-oriented contributors to society.

Occupation and its relation to status is an important aspect. We must restructure the present concept of job status to enhance the dignity of any productive type job. We should be aware that ". . . the individual has few other statuses which are capable of offering him a respected position in the community."<sup>1</sup>

Harry R. Hall believes that:

All education should be career education. All our efforts as educators must be bent on preparing students either to become properly, usefully employed immediately upon graduation from high school or to go on to further formal education. Anything else can be dangerous nonsense.<sup>2</sup>

### Concepts

From the philosophy of career education the following key

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<sup>1</sup>Wilbur B. Brookover and Sigmund Nosgow, "A Sociological Analysis of Vocational Education in the United States," Report of the Panel of Consultants on Vocational Education (Washington, D.C.: 1971), 3.

<sup>2</sup>Harry R. Hall, "New Thrust for Career Education," Michigan Challenge Magazine, XII (November-December, 1971), 16.



concepts can be derived:

1. Preparation for successful working careers shall be a key objective of all education.
2. Every teacher in every course will emphasize the contribution that subject matter can make to a successful career.
3. "Hands-on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.
4. Preparation for careers will be recognized as the mutual importance of work attitudes, human relations skills, orientation to the nature of the workaday world, exposure to alternative career choices, and the acquisition of actual job skills.
5. Learning will not be reserved for the classroom, but learning environments for career education will also be identified in the home, the community, and employing establishments.
6. Beginning in early childhood and continuing through the regular school years, allowing the flexibility for a youth to leave for experience and return to further his education, career education will seek to extend its time horizons from the "womb to tomb."
7. Career education is a basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education.
8. The schools cannot shed responsibility for the individual just because he has been handed a diploma or has dropped out. While it may not perform the actual placement function, the school has the responsibility to

stick with the youth until he has his feet firmly on the next step of his career ladder, help him get back on the ladder if his foot slips, and be available to help him onto a new ladder at any point in the future that one proves to be too short or too unsteady.<sup>1</sup>

### Components

Five basic components of career education may help to understand the key concepts.

The first component requires every classroom teacher in every course at every level to emphasize where appropriate the career implications of the substantive content he seeks to teach.

The second component of career education is represented by vocational skill training that will provide students with competencies for successful entry (or re-entry) into the occupational world.

A comprehensive career development program which involves the active cooperation and participation of both school and nonschool personnel is the third component.

The fourth component emerges since achieving the others requires the cooperation and positive involvement of public and private employers and labor organizations.

The fifth component recognizes and capitalizes upon the inter-relationships among the home, the family, the community, and the occupational society.<sup>2</sup>

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<sup>1</sup>Kenneth B. Hoyt, et al., Career Education: What It Is And How To Do It (Salt Lake City, Utah: Olympus Publishing Company, 1972), pp. 5-6.

<sup>2</sup>Ibid., pp. 7-8.

The three phases of career education have been mentioned. To reiterate, they are the awareness phase, exploring and personal decision making, and the implementation of work values. "This three step process is a continuing one which most individuals will experience more than once in their lives. Indeed, it must occur whenever the individual is faced with changing his occupation."<sup>1</sup>

#### Characteristics

1. Career education is not synonymous with vocational education but vocational education is a major part of career education.
2. Career education enhances rather than supplants public school educational programs.
3. Career education is an integral part of the total public education enterprise.
4. Career education involves extensive orientation and exploration of occupational opportunities.
5. Career education involves all students--and all educators.
6. Career education emphasizes individual instruction and student determination.
7. Career education is a continuum that begins in kindergarten and extends throughout employment.

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<sup>1</sup>Ibid., p. 11.

8. Career education includes specific preparation for occupations.
9. Career education assures realistic occupational choices.
10. Career education contributes to student incentive and aspirations.
11. Career education promotes wholesome attitudes toward all useful work.
12. Career education permits each student to realistically assess personal attributes as a part of setting life goals.
13. Career education provides a means of articulation from grade to grade and level to level.<sup>1</sup>

#### Objectives

The following seven goals will help implement a better program for office education.

1. To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.
2. To provide all persons the guidance, counseling and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations, and to develop appropriate attitudes about the personal and social significance of work.

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<sup>1</sup>Facts About Career Education, from an instructor's guide to students in Instructional Systems for Office Education, Business Education Department, Northern Michigan University, Marquette, Michigan (Spring Semester, 1973).

3. To assure the opportunity for all persons to gain a basic marketable skill before they leave school.
4. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education.
5. To offer services for placing every person in the next step in his development whether it be employment or further education.
6. To provide an educational system which utilizes and coordinates its activities with all community resources.
7. To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entry into the world of work and re-entry into the educational system.<sup>1</sup>

#### Developmental Activities

When any local educational agency considers career education, one of the first questions asked is, what are others doing? There are many examples that might be presented to illustrate the extensive developmental efforts taking place.

In 1971 the USOE implemented plans to develop and test four career education models:

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<sup>1</sup>Ibid.

1. Employer-based Model: The goals are to provide an alternative educational program for students, ages thirteen to eighteen, in an employer based setting. The aim is to make the community the classroom.
2. Home-based Model: The purpose is to develop an educational delivery system in the home and community, to provide new career education programs for adults, and to establish a career placement system to assist individuals in occupational and related life roles.
3. Residential-based Model: The model will include education in family life and community services, economic and development services, and research and evaluation activities. Complete family units will be brought to the training sites.
4. Comprehensive Career Education Model, or School-based Model: The objective is to develop and test a career education system K through 12 based upon exploration and increased knowledge of self.<sup>1</sup>

#### Basic Career Education Elements

<u>Career Education Elements</u>	<u>Element Outcomes</u>
<u>Career Awareness</u> Knowledge of the Total Spectrum of Careers	<u>Career Identities</u> Role or Roles within the World of Work
<u>Self-Awareness</u> Knowledge of the Components that Make up Self	<u>Self-Identity</u> Know Himself--Consistent Value System

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<sup>1</sup>Ibid.

Appreciations, Attitudes

Life Roles--Feeling Toward  
Self and Others in Respect  
to Society and Economics

Decision-Making Skills

Applying Information to  
Rational Processes to  
Reach Decisions

Economic Awareness

Perception of Processes in  
Production, Distribution,  
and Consumption

Skill Awareness and Beginning  
Competence

Skills--Ways in Which Man  
Extends His Behavior

Employability Skills

Social and Communication  
Skills Appropriate to  
Career Placement

Educational Awareness

Perception of Relationship  
Between Education and Life  
Roles

Self-Social Fulfillment

Active Work Role  
Satisfying Work Role

Career Decisions

Career Direction Has a Plan  
for Career Development

Economic Understanding

Solve Personal and Social  
Problems in an Economic  
Environment

Employment Skills

Competence in Performance  
of Job-Related Tasks

Career Placement

Employed in Line with  
Career Development Plan

Educational Identity

Ability to Select Educational  
Avenues to Develop Career  
Plans<sup>1</sup>

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<sup>1</sup>Ibid.

## CHAPTER IV

### THE EXPLORATORY PHASE

Career exploration is the supportive element in the dissemination, assimilation, and experiencing of occupational information, using limited laboratory activity at the orientation level and extensive laboratory activity at the exploration level. The later stages of career exploration help students make judgmental decisions and develop eye-hand coordination or basic manipulative skills.<sup>1</sup>

This exploratory phase of career education encompasses the middle or junior high school whose students need to discover their present selves and possible future selves. A major role of the career exploration phase is to help the student at this age group to broaden his range of experiences so that he can envision himself in an increasing number of roles.

The very nature of the students at the junior high level reveal the need for career education. Students in this age group are in a state of transition. The mixture of students in this category is in a physical, social, emotional, and intellectual flux. If not properly channeled, this diversity could well have negative effects upon their development. These students need help in their search for self-identity.

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<sup>1</sup>John B. Moulette, "New Philosophies, Renewed Efforts, and Improved Strategies for Career Education," Journal of Career Education, I (Fall, 1972), 16-17.



Despite great ranges of differences in individuals between the ages of eleven and fourteen, they have some characteristics in common. By examining these common characteristics, needs that can be met through career education are revealed.

These common characteristics are:

1. The need to develop a greater degree of responsibility,
2. The craving of acceptance and approval by his peers,
3. The likeliness of extreme idealism while at the same time prone to influences by undesirable elements,
4. Their search for identity,
5. More able than his elementary counterparts to comprehend relationships and to use abstract terms and symbols, and
6. The need to find himself in an environment in which he can succeed.<sup>1</sup>

These characteristics are related to some constructive programs in career education which aid students during these difficult maturing years.

#### Characteristic (1)

The need to develop greater degrees of responsibility.

Need Met by Career Education--The flexibility of career education programs will help the student acquire a greater degree of freedom in selecting and learning activities. His selections can be involvement

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<sup>1</sup>James E. Bottoms, "Overview: Middle/Junior High," Career Education Resource Guide. (General Learning Corporation, 1972), pp. 90-94.

in individual or group projects in subject areas that relate to his current career interests.

Characteristic (2)

The need for approval by his peers.

Need Met by Career Education--The school has a facilitating potential for enabling the different sub-groups within the school to establish constructive peer standards. The curriculum will include a variety of mini-courses in career exploration. These will extend from nine to twelve weeks in duration. Areas of construction, health, creative writing, teaching, horticulture, advertising, sales, electrical trends, journalism, among others would enable students with similar interests to learn about occupational areas. Each area has potential for mini-exploratory experiences in a variety of career oriented activities.

Characteristic (3)

The junior high student is highly idealistic and may be easily influenced by undesirable elements.

Need Met by Career Education--An encounter with a number of positive role models will allow the student to come in contact with a wide range of ideal youth and adults. On-the-job interviews, observations with workers, and visitations with former students in their secondary school setting will serve this purpose. Volunteer social

work involvement will provide enriching experiences. The gap will be bridged between youth and adults because career education will provide a much needed dialogue.

#### Characteristic (4)

Identity search.

Need Met by Career Education--In exploring career-oriented activities, the student would formulate answers to such questions as, "Who am I?" "Who might I be?" Group discussions following career-oriented activities could help the student answer many other important questions in regard to self.

#### Characteristic (5)

Comprehension of Relationships and Abstractions.

Need Met by Career Education--The implementation of career education programs will help the student find a challenge and enjoyment in these types of intellectual tasks, so that what he is asked to learn will enable him to realize how these things relate to adult problems, and he will discover a relationship between school and life.

#### Characteristic (6)

The need to find himself in an environment in which he can succeed.

Need Met by Career Education-- Career education will help the junior high student, who needs to move around physically, do things, explore, take chances, and build things. Individual learning will allow for more creativity and mobility. Learning will become more active and student-centered. A broader range of learning styles is accommodated.<sup>1</sup>

Boys and girls at the junior high level are "ripe" for career exploration. They want to be involved in many things that are going on around them. They like to visit new places. They like to meet new friends whose interests are the same as theirs. They enjoy making things that show off their talents. They like to compete with their peers in rewarding experiences. Studies are revealing the significance of influences during the junior high years that will have a lasting impact upon the career style of the student. Career exploration is even more exciting to the seventh, eighth, and ninth grader because he realizes he has the potential to manipulate certain aspects of his environment-- that by choosing a certain course he can expect to gain a certain end and that eventually the decision will be his to make.

No career education model geared for this age group will be developed that will meet the exact needs of all the students, staff, and resources of another school system or needs of another community. These must be geared to an individual situation involving students,

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<sup>1</sup>Ibid.

school, and community. However, some steps do bear repeating. A philosophy that appropriately reflects the career education plan of the school system must be established; alternate program plans need to be developed which state objectives that are best for the school district; a system of feedback and evaluation must be designed; the program must be implemented and revised, the revision coming from evaluation indications.<sup>1</sup>

In regard to the junior high or middle school years, no one approach to career exploration is recommended above others. The New Jersey plan calls for a wide variety of techniques and settings for career exploration. Some of their programs are described below.<sup>2</sup>

#### Career Clubs

The career club for Grades 7, 8, and 9 is not of the usual hobby variety. Students go on mini trips, toting cameras, audiotapes, and video recorders; they role-play jobs, set up and operate business firms, and conduct surveys; they visit with goal-oriented students in high schools and community colleges and publish their own career newsletter.

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<sup>1</sup>Thomas W. Gambino, "Junior High: The Exploratory Years," American Vocational Journal, XXXVII (March, 1972), 56-57.

<sup>2</sup>Ibid., 56-57.

### Summer Programs

Summer career exploration programs, also for grades 7, 8, and 9, have worked well for disadvantaged children. Since the out-reach and follow-up elements of this program are critical, student instructors working with the teachers are invaluable.

### Part-time Jobs

Boys and girls in Grades 7 to 9 are eligible for numerous part-time jobs in parks, homes, farms, and schools. Such job experiences with related counseling and remedial instruction are extremely helpful to students who are not enjoying a high level of success in the regular school setting.

### IV Programs

An Introduction to Vocations course will emphasize the development of occupational awareness in students at the junior high level. Exploratory, manipulative, classroom, shop, and laboratory experiences are offered in a wide range of occupational areas.

Students are scheduled for a minimum of five cycles (one daily period throughout the year) in such occupational areas as health, manufacturing, business, and marketing and distribution.

### Intensive Skill Training

Some valuable skills can be developed by those students who

may leave school after the eighth grade. These students are identified by counselors and teachers who help them determine the areas they want to explore and follow up with training for a specific entry-level job. Communities where good school-industry relations prevail are best for this program. Placement in a job or in more advanced training courses is critical to programs of this type.

#### Video Recorder in Career Counseling

The use of the video recorder is being introduced in some experimental programs. This aids in expanding the student's self-identity. Letting the student see and hear himself can be highly effective in assisting the student in this expansion.

Relative to General Business classes, which are usually introduced at the ninth grade level, some consideration may be given to career study in an outlined program centered around the what, why, when, how, and how much time aspects of using a career unit.

The what aspect could include an interest survey as well as an ability survey followed up by an occupational survey. The why aspect could follow through with the reasoning behind choosing certain occupational goals or their alternatives. When will emphasize that the time to begin planning is now to make the students realize they are closer to the job market than they realize. How can be investigated by vocational projects, job investigations, or career study. How much

time should take into consideration that students may lose interest if any one area is too prolonged. Thus we should divide the units into several parts so that no more than five or six days will be spent on any one topic or segment at any one time.

If a 36-week course is available, the career unit might be suggested during the seventh, twenty-first, and thirtieth weeks for about five days during each segment--a total of three weeks devoted to career study.

By dividing the segments into ten different topic areas, one could cover topics 1 through 4 during the seventh week; topics 5 through 7 during the twenty-first week; and topics 8 through 10 during the thirtieth week. These first four topic areas could be (1) the interest inventory, (2) the ability inventory, (3) the interview, and (4) the community job survey. During the second segment topic areas (5) career studies (individual research), (6) collection of advertisements, and (7) the detailed career study could be encompassed. Relative to the detailed career study, sub-areas such as a thorough job description, requirements of the occupation, working conditions, opportunities for employment, income, and opportunities for advancement could be researched. During the third and final segment there would be a follow-up with (8) the data sheet, (9) the letter of application, and (10) the application for employment form.



Vocational films that will be available should be investigated and scheduled. Also, a listing of all related papers, booklets, and pamphlets should be compiled for student use.

Due dates for the completion of each of these career unit projects should be set, and student progress should be reviewed often to assist in an understanding of each facet of these studies.

Completed projects should be returned, whether they are in folders or in some other form, as soon as possible; and evaluation should be done on an individual basis with each student. Emphasis should be on the quality of the work.<sup>1</sup>

This could make general business an integral part of career education and, if successful, could even be re-evaluated for expansion of such units during the term of the course.

In a program of this type we must be cognizant of the resource people available, such as representatives from the local employment agency, counselors, other teachers, other students, former students, work experience supervisors or coordinators, college vocational counselors, local service organization representatives, professional organization people, and the school librarian as being most helpful in complementing a career unit of study.<sup>2</sup>

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<sup>1</sup>Claudia C. Marlow and Richard S. Marlow, "Career Study: A Key to the Future," Business Education Forum, XXVI (March, 1972), 58-60.

<sup>2</sup>Ibid., 60.

It has been suggested that, in introducing the career education concept to students at the different age levels, a structure be followed which is based on fifteen occupational clusters. In some of these instances more than one cluster may be combined for reasons of programming. Specific suggestions are made as to who will be responsible for teaching in such occupational areas, and this may vary from community to community and from one local school to another.

In summarizing the exploratory phase of career education in retrospect, it is noted that the concepts pertaining to career education are particularly applicable in the educational development of the middle school student.

The middle school years are crucial in the development of the individual. Strange and exciting things are happening to the student physically, socially, sexually, mentally, and psychologically.

The concepts of career development important to the middle school students will help them understand themselves. Career education will also serve to increase their awareness and understanding of educational and occupational alternatives open to them. Such understanding will help them apply wisely the choice of options which are important to them at this age level.

## CHAPTER V

### IMPLICATIONS FOR BUSINESS AND OFFICE EDUCATION

Business education has always emphasized occupational goals. Students have long been taught the basic skills such as typewriting, shorthand, filing, and the training needed to operate certain calculating machines. As of late, the business educationists have been focusing on the integrating of these skills into semi-realistic (simulation) and realistic (co-operative work experience) settings to better acquaint the students with the multi-faceted implications of work done on the job. The educating of the whole personality has the new emphasis. This will better prepare the students to work within a realistic framework of people, equipment, and actual work flow. This will be valuable to them as they are placed on a job.

Business and office occupations are an integral part of the USOE plan. Their strategy will be a tremendous help in implementing some of the programs that for various reasons were previously difficult or impossible to implement.

The model programs in business are being planned to provide a comprehensive and rewarding educational experience to introduce students to the various careers in business. They will help them in

choosing a career and, when they learn enough about it by the completion of high school, they can enter useful employment or go on to higher education.

Proper counseling and guidance will be important because of the large number of career goals in business and office education.

It will also be essential that community leaders and labor and management segments of business and industry be involved in an advisory capacity to assure success of the occupational goals of the program. This cooperative effort will be a necessary ingredient of all career education, but it is particularly valuable in the flexible areas of business and office careers.

Students who become involved in other career fields will have a need for the acquisition of some business literacy. Whether one chooses a career as a television repairman, a waitress, an artist, or a housewife, an understanding of basic business principles will be beneficial.

Office occupations are considered the lifestream of firms; whether they are involved with construction, government, agri-business, or any other type of organization.

Management training will be available to the students who aspire to postsecondary education. Personnel training, communication skills, and other office-related procedures will be interwoven throughout the curriculum for basic management training in a large number of career

fields.

Career education is to be an on-going process. Whenever a student chooses to leave school, he will be better prepared to find a job that is satisfactory and to live a richer, fuller, more rewarding life.

The National Business Education Association supports the principles and goals of the career education philosophy and urges its members to follow closely the progress of the USOE actions and be prepared to carry out the curriculum goals whenever possible.<sup>1</sup>

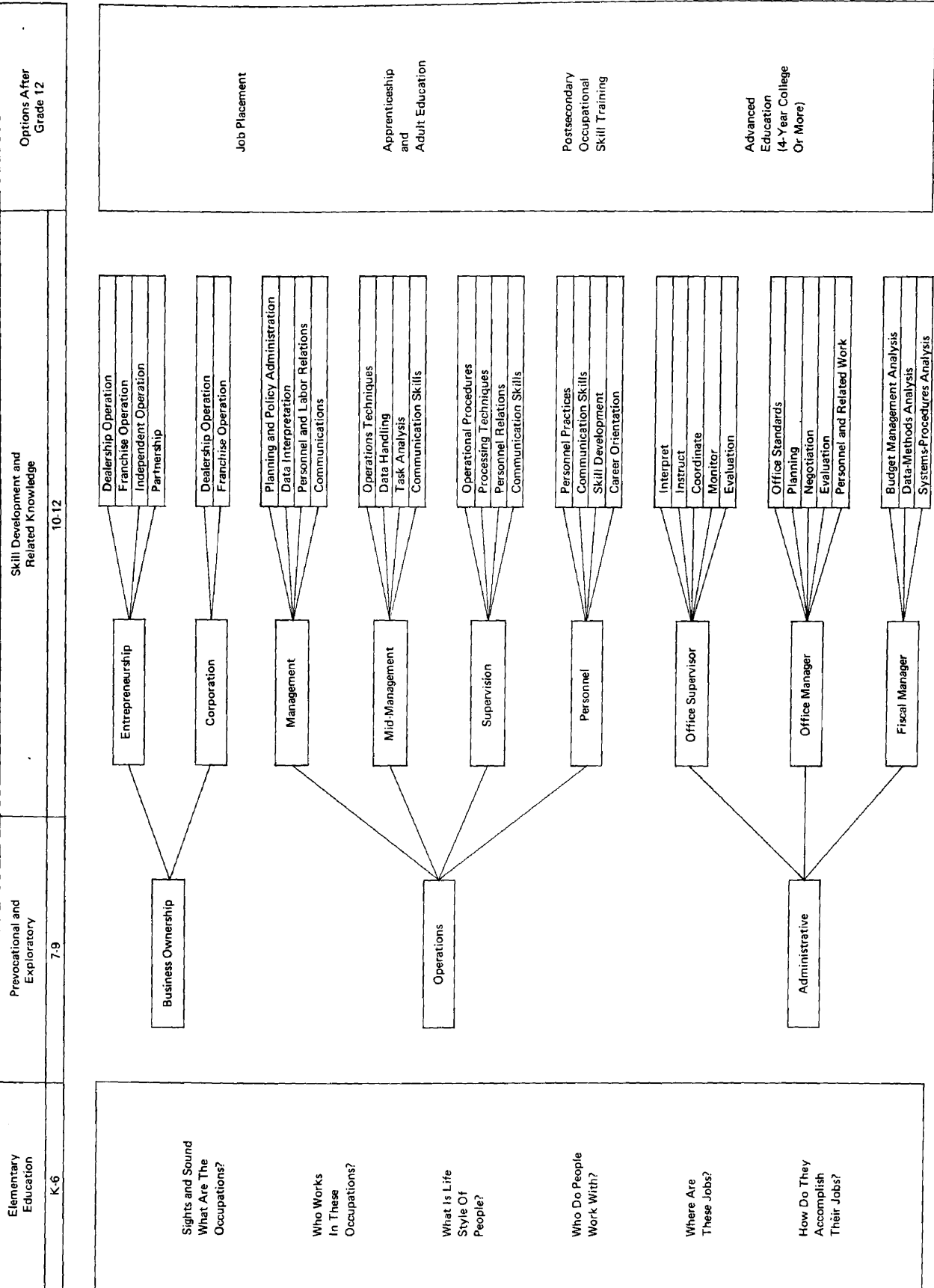
When plans develop for structured programming relative to business and office education, an awareness of possible changes must be given consideration. With emphasis on consumer education and data processing as parts of the curriculum in the past several years, it becomes apparent that in our rapidly changing technology we must find a place for new areas of practical instruction in business and office education.

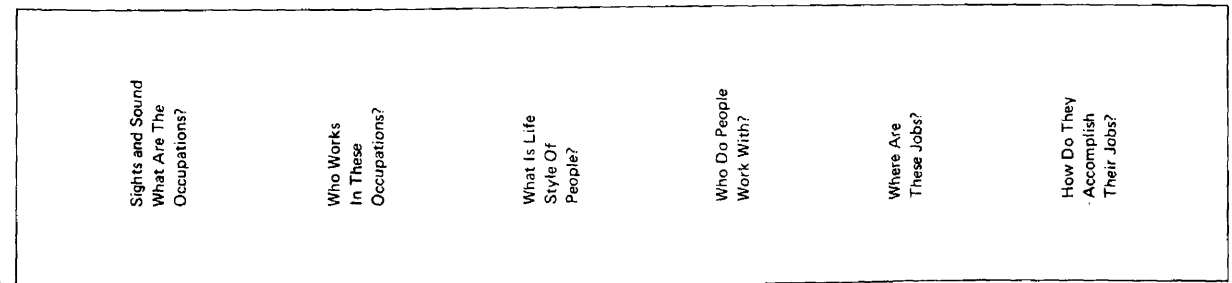
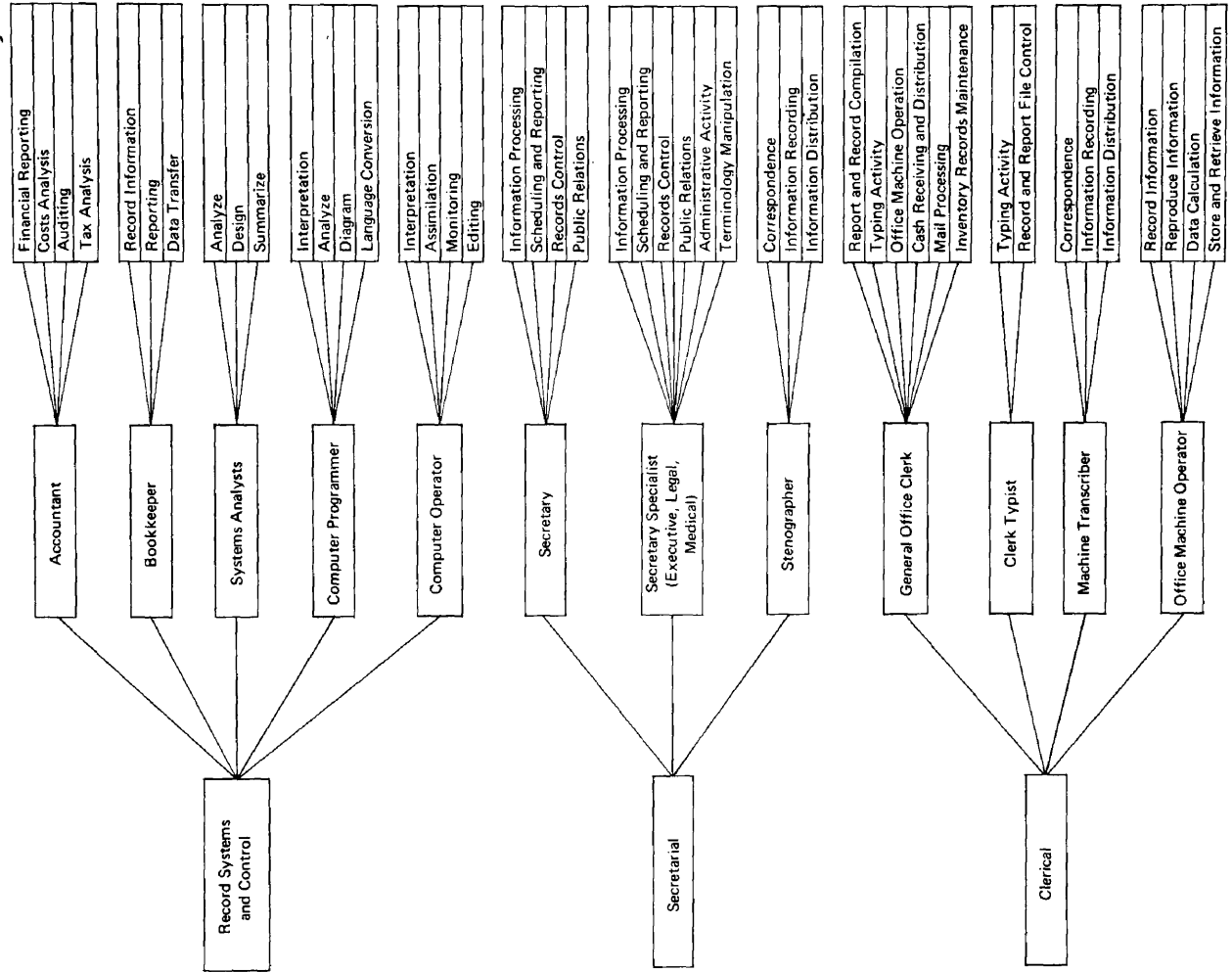
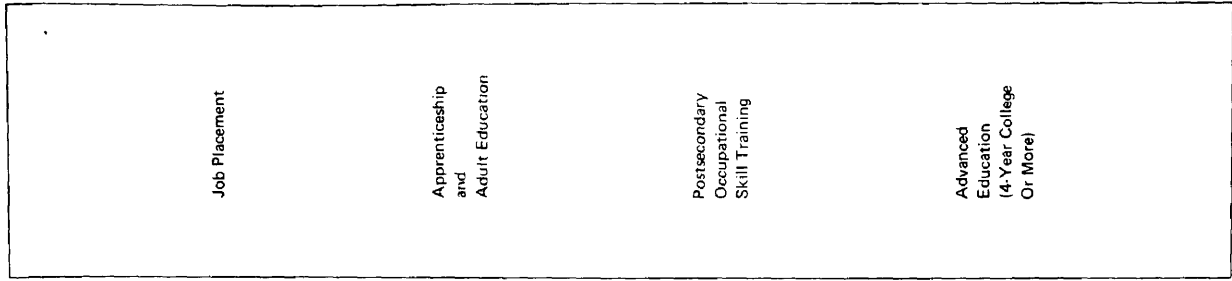
There have been suggested, structured programs for the career education concept as it relates to business and office occupations. These programs encompass the total K-12 structured plan with options after the twelfth grade made available to the individual student. This program as envisioned by the USOE is outlined in schematic form on the next two pages.

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<sup>1</sup>"Business and Office Occupations--Integral Part of USOE Plan," Business Education Forum (January, 1972), 72.

# CAREER EDUCATION FOR BUSINESS AND OFFICE OCCUPATIONS





## CHAPTER VI

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

#### Summary

A review of literature in the area of career education was conducted. The findings of this study were:

1. Career education is a concept without legal definition.
2. Career education is being viewed by many educators as a step in the right direction toward correcting some inadequacies in our present educational programming.
3. Career education can be described as evolutionary rather than revolutionary.
4. The greatest single force that is affecting our philosophy of education is that of technology.
5. The concepts of career education are particularly applicable to the educational development of the middle and/or junior high student.
6. Suggested structured programming for business and office education has been outlined and business educators are being encouraged to carry out the goals set forth whenever possible.



7. The National Business Education Association supports the principles or goals of career education.

8. Career education must have the total commitment of all educators if it is to be successful.

### Conclusions

The conclusions of this study are:

1. It is time that the career education needs of all our citizens be recognized.

2. The necessity of a four-year college education as the best route to successful employment is a false notion.

3. Eighty-three percent of our citizens will never attain a college degree. Thus, career education programming will best serve the majority of our citizens.

4. College education will continue as a major component for both career preparation and intellectual satisfaction and must be as meaningful as it can be made.

5. We must be aware that all that is labeled career education will not, in fact, be career education.

6. Training, technical assistance, supervision, and incentives will be needed to implement career education.

7. We must realize that all the perils of life will not disappear upon the implementation of career education.

8. Career education can help to enhance the objective of making work possible, meaningful, and satisfying to virtually all individuals.

9. We must be concerned with the employability of America's student population. This commitment must be to young people unsuited to our schools as they now exist as well as to those who will aspire to be businessmen and educators.

10. A great potential exists for the success of the career education program with proper programming suited to the needs of the middle or junior high school student.

11. Career education must be an on-going process. Whenever a student chooses to leave school, he should be better prepared to find a job which will help him live a more rewarding life.

#### Recommendations

1. Establish career education as an objective of high priority without diminishing the importance of other educational goals.

2. Conduct a study regarding the current educational system to determine what changes may be made to involve a career education concept.

3. Plan and design preliminary programs for career education that best fit local needs.

4. Organize a career education advisory committee.

5. Implement a system of career education according to local plan or design.

6. Develop an evaluation program by identifying goals and measuring the progress made in achieving these goals.

7. Create a feedback system to be used in improving the career education program.

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