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## Career Education and Its Implication for Vocational-Technical Education

Jack H. Adams

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CAREER EDUCATION AND ITS IMPLICATION  
FOR VOCATIONAL-TECHNICAL EDUCATION

by

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Bachelor of Science, Minot State College 1953

An Independent Study  
Submitted to the Faculty  
of the  
University of North Dakota  
in partial fulfillment of the requirements  
for the degree of  
Master of Science

Grand Forks, North Dakota

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1972

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This Independent Study submitted by Jack H. Adams in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisor under whom the work has been done.

Arnold M. Hager

Advisor

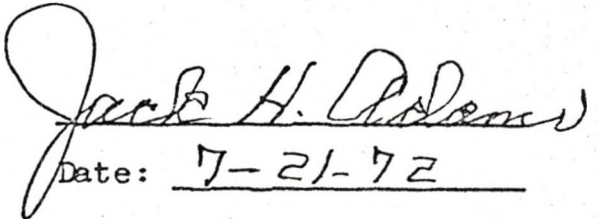
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Title: Career Education and its Implication for Vocational-  
Technical Education.

Department: Distributive Education

Degree: Master of Science

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## ABSTRACT

The major purpose of this independent study was to see if there were any implication forthcoming for Vocational Education as we know it today, because of the new concept of Career Education. In trying to accomplish this purpose, the area of Vocational Education, as well as the new concepts of Career Education, were examined. Both the past and future needs of the students were considered. The immediate and future needs of creating this new concept of Career Education was considered. A group of charts were presented for the purpose of giving anyone considering this new approach, a choice of the many methods that could be used in creating a program. The study concludes with a short summary of the general accepted objectives of Career Education at the various levels of education. It was also stated that funds would have to be made available from the federal and state government, if this program were to succeed.



## CHAPTER I

### NATURE OF THE PROBLEM

#### Introduction

This study was concerned with the effects and implications that the new concept of "Career Education" would have for Vocational Education.

#### Purpose

Career education is an exciting new development, a new name. It may just be a play on words, however, unless such a new development is tied into the past and future development of vocational education and is closely related to a critical need in the total educational program. Unless those two things are true, then we're just talking about a term. (Shoemaker, 1972)

Career education programs must be rooted in a need for educational change. This program is directly related to the philosophical base of vocational education and is important to the further development of a total program of vocational education.

Sidney P. Marland states that all education must have a defined, stated purpose and we can agree on a statement of purpose for our system of formal elementary and secondary education.

The purpose of elementary and secondary education in the United States is to prepare all students as well-developed people to enter successfully either a job or some form of post-secondary education, whichever they choose as soon as they leave the

elementary-secondary educational system.

This is one way to state briefly the overall goal--to develop citizens who function well in society. However, we educate in an imperfect society and under imperfect conditions. Young people, for very legitimate reasons although mostly unfortunate ones, frequently leave school before they are graduated.

Our goal must include those who, for whatever reason, choose to leave the formal system at any point. In other words, the stated goal is to prepare each student to enter a job or advanced study, successfully, regardless of when he leaves school.

For years our secondary schools have been so strongly college-oriented that most of the effort, planning, and aspirations have been directed toward the academic program. And yet the Department of Labor tells us that for now and the foreseeable future, 80 percent of the nation's jobs will be handled by employees with less than a baccalaureate degree.

In some ways we are starting to be more realistic. In fiscal year 1970, one million more secondary school students were enrolled in vocational education courses than the year before, representing a 25 percent increase. Post-secondary vocational and technical education enrollments in fiscal year 1970 exceeded one million, an increase of more than 40 percent over 1969.

Local and state governments are spending five dollars on vocational education for every one dollar spent by the federal government.

We have been doing a good job in vocational education and training, and in vocational counseling, but only 12 to 14 percent of all high school students enter these

programs. We have attached such emphasis to the baccalaureate degree that we have by implication downgraded other equally worthy options.

Career education would embrace vocational and technical education and all careers. It would help direct every student toward a career goal, including those aiming for the professions.

It would, I believe, greatly enhance the quality of learning in the academic subjects as a result of more realistic motivation. And it would enhance the vocational-technical training programs by attaching prestige and attention to the arena that they now occupy alone. That arena is where education is engaged in for a purpose and where a student can see for himself the relevance and usefulness of his efforts. (Marland, 1972)

### Scope and Limitations

This study was concerned with the implication that Career Education might have on Vocational Education and general education. In the absence of a clearly defined concept of career education many different concepts are emerging.

Career education is for all people and transcends all levels of education. Unfortunately, many people look upon it as a reform for vocational education, playing down the historic role of vocational education in preparing students for employment and in emphasizing occupational awareness and exploration.

If a diminished role for vocational education should be the eventual result, career education will build up false hopes among our youth, followed by frustration as they are denied opportunity to realize their career goals. The professional must constantly be on guard against this potential threat as they promote career education.

Burkett made the following observations about Career Education:

Vocational education as a key component of career education will be the pay-off for a major portion of youth coming through our educational system; it must be protected and strengthened. We must provide the leadership to see to it that career education is not so narrowly conceived as to preclude this key role for vocational education. (Burkett, 1972)

## CHAPTER II

### PURPOSES OF CAREER EDUCATION

Career education provides for a broad approach to preparation for citizenship; provides job information and skill development; and also helps individuals develop attitudes about the personal, psychological, social and economic significance of work in our society. It develops and fosters a vocational and recreational interests of individuals to help prepare for a well-rounded living in a world in which leisure time is increasing and greater opportunity for self-expression through creative production are available.

Career education is a comprehensive educational program which begins in grade 1 or earlier and continues through the adult years. For elementary and secondary education, the program includes a restructuring of basic subjects, grades 1 - 12, around the theme of career development, including opportunities and requirements in the world of work. The basic academic subjects, such as mathematics, science, social studies and language arts become more relevant because the student is helped to see the relationship to future goals. In the elementary school, students are informed about the wide range of jobs in our economy, and the associated societal roles. In junior high school, students will explore specific clusters of occupations through hands-on

experiences and field observation, as well as classroom instruction. In senior high school, students will prepare for job entry through classroom, laboratory and cooperative education activities and prepare for further education. Placement in a job or in further education are options open to all students. At the post-secondary and adult levels, opportunities will be provided for entrance and exit at any level, at anytime, in the individual's career development.

Extensive guidance and counseling activities assist the student in developing self-awareness and in matching his interests and abilities against potential careers.

### Characteristics

Career education helps students to develop a personal plan for lifelong learning which will include, learning about the world we live in, its people, the social and physical environment; learning about the sciences, arts, and literature we have inherited and are creating; and learning about the way in which the world's people are interacting. Effective career education equips individuals to live their lives as fulfilled human beings.

Career education is organized in a pyramid approach, beginning with career awareness in the elementary grades and moving from the general to the more specific orientation to the world of work. In junior high school, students are provided with exploratory experiences. These experiences in turn provide knowledge and experience to assist decision-making regarding areas of study and more specific preparation which the student will pursue in senior high school, post-secondary and adult programs. Intensive

guidance and counseling are provided concurrently with classroom instruction and skill development to improve the student's decision making abilities.

Careers are studied in relation to fields of work or clusters of occupations which are related to each other, such as the construction occupations cluster, the health occupations cluster, or the fine arts and humanities cluster.

Emphasis is placed on using multi-media learning approaches, such as films and video-tapes which may be more effective with students having a wide range of learning styles and skills. Types of instructional methods include classroom and laboratory activities, field observation, in-school skill training, work experience, cooperative education, and on-the-job training.

All students leaving high school will be prepared for and actively assisted in securing placement in either a job, post-secondary education, or higher degree education.

Career education focuses on the needs of the individual, the needs of society, the economy, and employers.

Career education provides knowledge and experiences that enhance employment adaptability in a time of rapid changes due to technological advances and fluctuating economic trends.

Successful operation of a career education program will require actively participating advisory councils, composed of local employers and union representatives and involved community groups are essential.

The United States Office of Education created the following goals for Career Education:

### Goals of Career Education

1. To make all education subjects 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.
3. To assure the opportunity for all persons to gain an entry level marketable skill prior to their leaving school.
4. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.
5. To provide services for placing every person in the next step in his development whether it be employment or further education.
6. To build into the educational system greater utilization and coordination of all community resources.
7. To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system.  
(Career Education, U.S.O.E., 1971)

### Career Clusters

In a career education program, each student is helped to develop a very broad awareness of the full range of career options in the world of work. At the same time he is helped to develop his own self-awareness to become cognizant of his own strengths and weaknesses, his aptitudes and capabilities, and his interests and needs so that he can make a realistic consideration of himself in relation to the many career options available in the world of work. In addition, he is helped to practice and develop logical direction-setting and decision making skills which will be useful to him



throughout his lifetime in considering alternative career possibilities.

After becoming aware of the full range of career options in the world of work, each student is provided with opportunities to explore in considerable depth, careers which he feels are of most interest to him and most suited to his needs and capabilities. He has a chance, through realistic exploratory experiences, to test himself against the activities and requirements typical of a number of career areas of his choice.

He is then in a position to make a rational choice of an appropriate career goal. Needless to say, this thorough and systematic approach to career possibilities is far better for the individual than the currently prevalent practices, which make career selection more a matter of happenstance than a rational activity.

Once a student has established for himself a tentative career goal, he is helped to plan an appropriate educational path to that goal, and he is provided with those educational programs and work experiences which will enable him to achieve the goal. For a given student, depending upon the nature of his particular career goal, the educational path may involve going to a four year college, going to a two year college, or going through job preparation experiences at the secondary school level which will enable him to go directly to work when he leaves high school.

The problems of offering this type of comprehensive career education are compounded by the complexity of the American economy and the diversity of the American labor force. The Dictionary of Occupational Titles, for example, lists more than

twenty thousand individual jobs. Obviously, dealing with each of these individual jobs would be administratively impossible when designing and implementing a career awareness program or when providing other aspects of career education. The only feasible solution seems to be to group these jobs into a series of manageable clusters. While it is not possible to deal with twenty thousand separate jobs, it would be feasible to deal with 15 or 20 broad career clusters.

Any scheme which is developed for clustering jobs for career education purposes should meet four basic requirements:

1. The cluster scheme should be such that it encompasses all the jobs in the Dictionary of Occupational Titles. In other words, after the cluster scheme has been established, it would be possible to fit each and every job in the Dictionary of Occupational Titles into some one of the career clusters which have been designated.
2. Each cluster should include jobs at all levels, from entry-level through skilled jobs, technical jobs, and professional jobs. That is to say, each cluster should contain a logical career ladder of jobs requiring increasing levels of education.
3. Each cluster should be related to an identifiable group of employers. For example, if we have a cluster in the health occupations, it is possible to identify within the community, a group of potential employers, such as hospital administrators, private physicians, and dentists, who could relate to this particular cluster. Similarly, if we have a cluster in the construction occupations it is possible to identify in a given community, various construction contractors and construction firms who could relate to this career cluster.
4. The clusters should be enduring over time. That is, each cluster should represent a continuing societal function which will be carried on throughout the foreseeable future. For example, it can be assumed that for the foreseeable future our society will be manufacturing things, constructing things, transporting things and providing health services for the people. Therefore, clusters in the manufacturing occupations, the transportation occupations, and the health

occupations are likely to be enduring. Although individual jobs within these clusters may be phased out due to technological change, other new and emerging jobs will appear in each cluster to take the place of those phased out. If an individual has had well-rounded training in the common core of a particular cluster, his flexibility for moving to another job within that cluster will be facilitated, should his present job disappear as a result of technological change. Having mastered the common core of the cluster, he would be able, with a minimum amount of retraining, to move to another type of emerging job within that same cluster. This will provide individuals with the flexibility needed to cope with the changing nature of our economy and our labor force. (Career Cluster, U.S.O.E. pamphlet, 1972)

The U. S. Office of Education has developed a cluster scheme which consists of 15 career clusters, which are: Construction Occupations Cluster, Manufacturing Occupations Cluster, Transportation Occupations Cluster, Agri-Business and Natural Resources Occupations Cluster, Marine Science Occupations Cluster, Environmental Occupations Cluster, Business and Office Occupations Cluster, Marketing and Distribution Occupations Cluster, Communications and Media Occupations Cluster, Hospitality and Recreation Occupations Cluster, Personal Service Occupations Cluster, Public Services Occupations Cluster, Health Occupations Cluster, Consumer and Homemaking Occupations and Fine Arts and Humanities Occupations Cluster.

The attached charts represent the scope of all the clusters involved in Career Education. Chart number 1 represents the Career Cluster Concept. Charts 2 through 5 are suggested Career Development Activities. Charts number 6 through 18 show how subject clusters may be broken down for better use in the classroom.

## CHAPTER III

### PURPOSES OF VOCATIONAL EDUCATION

The young man or woman who grows up without a decent education, in a broken home, in a hostile and squalid environment, in ill health or in the face of racial injustice--that young man or woman is often trapped in a life of poverty. He does not have the skills demanded by a complex society. He does not know how to acquire those skills. He faces a mounting sense of despair which drains initiative, ambition, and energy. (President Johnson's Message on Poverty, 1964)

Vocational education is designed to aid people to make satisfying adjustments in economic and personal life. It is a program which stands pre-eminently for efficient work, for a process of growth through which each individual will learn how to work effectively for himself and others and to contribute creatively toward the betterment of life.

Vocational education is recognized as one of the major objectives of American education in the statement of Purposes of Education in American Democracy formulated by the Educational Policies Commission. In this statement four major purposes are set forth: (1) Self-realization, (2) Human relationships, (3) Economic efficiency, (4) Civic responsibility. (Educational Policies Commission, 1938)

The general aim of aiding individuals to attain economic efficiency demands that special attention be given to preparing each to participate effectively in useful work. It is recognized that such participation requires fulfillment not of one but of all of these purposes. The worker is also a citizen with the full responsibility of citizenship. He not only makes but lives a living.

What is Vocational Education?

The vast scope of American industry, together with its changing nature, has required programs of education and training of various types for its ever increasing labor force. Since the beginning of American industry, programs of education and training have been provided by apprenticeship, by corporation, and by proprietary, endowed, and public schools. The combined efforts of all these agencies and institutions are presently required to supply workers with needed competencies for efficient production in industry. The public school program, which is the newest of the industrial education programs, has had its greatest expansion with the passage of the Smith-Hughes Vocational Educational Act of 1917. This law has stimulated the development of vocational education programs in times of peace and in times of war. This program, which was termed the trade and industrial education program, is now also known as the vocational education program.

Vocational education is defined as instruction which is planned for the purpose of developing basic manipulative skills, safety judgments, technical knowledge, and related occupational information for the purpose of preparing youth for initial employment in industrial occupations and of upgrading or retraining workers employed in industry. Vocational education courses are given in trade schools, in technical schools, in general purpose secondary schools and in factories and industrial plants. The present-day apprenticeship program, in which the school cooperates with industry and labor, is included in vocational education.

Vocational educators have experienced some difficulty in differentiating between the various groups of occupations

in vocational industrial, vocational technical, and professional vocations in industry. The vocational division, U. S. Office of Education, has defined a vocational industrial occupation as any industrial pursuit, skilled or semi-skilled, trade, craft, or occupations which directly functions in the designing, producing, processing, assembling, maintain servicing, or repairing of any manufactured product; and any service, trade, or occupation which is not classified as agricultural, commercial, professional or homemaking. (Education and Training, U.S.O.E., 1964)

Most of the occupations listed in the U. S. Census Reports under headings related to manufacturing, construction, mining, transportation and public utilities and some of the occupations listed under forestry and fishing and under domestic and personal services are classed as vocational industrial pursuits.

A functioning program in vocational education is constantly undergoing changes to meet new needs. This means that the program must not only cover existing occupations but must also contemplate new ones growing out of technological developments. This requires that educators in charge of vocational education programs maintain close relationship with workers in industry and be on the alert for changes in industry that affect programs in vocational education. Industry also has an interest in this program to be assured that workers in vocational education are properly trained for their responsibilities.

#### Development of Vocational Education

Few vocational education programs had been developed in public schools of the nation prior to the passage of the Smith-Hughes Vocational Education Act. This law resulted in the organization of vocational education programs of some nature in

every state during its first year of operation. These programs have expanded in scope and variety during the years since 1918. They have been characterized by flexibility to meet changing conditions, high standards to provide superior workmen, and adaptability to meet the needs of the various kinds and grades of workers. These characteristics are implied in the purposes or objectives which have served as guides in the development of the vocational education program.

Modern industry finds a need for training unskilled workers, semi-skilled operators, skilled mechanics, foreman, junior technical workers, engineers, and other high-level technical workers and executives. The training of engineers and executives is usually assigned to the colleges.

Skilled and semi-skilled workers receive education and training on the job and in vocational education schools and classes. It is usually to the advantage of both the employer and the employee to provide training for the unskilled worker necessary for efficient production and for safety in plant operation. This training should be given by a competent individual, either the foreman or a qualified instructor who has had foremanship or instructors training courses.

The semi-skilled worker usually has responsibility for operating production machines. No extensive training is needed since most of these machines are automatic, but a short period of instruction and practice is necessary. The skilled mechanic requires extensive knowledge and skill commonly acquired in apprenticeship programs, trade schools, extension classes, and corporation schools. The necessity for training foremen and

supervisors is becoming more apparent in industry. These employees need to know about company policies, efficient production methods, and how to deal effectively with employees.

The various kinds of workers and the differences in the training requirements of these workers suggest a need for a statement of principles to serve as a guide in the development of the various kinds of training programs needed. Guiding principles in terms of major objectives have been established for the vocational education program. These major objectives are as follows:

1. To provide instruction of an extension or supplemental type for the further development of performance skills, technical knowledge, related industrial education, safety, and job judgment for persons already employed in trade and industrial pursuits.
2. To provide instruction of the preparatory type in the development of basic manipulative skills, safety judgment, technical knowledge and related industrial information for the purpose of fitting persons for useful employment in trade and industrial pursuits. (U. S. Labor, Out of School Youth, 1963)

The major objectives are useful as a guide in over-all planning, but more specific statements of objectives are required in local vocational education programs. These specific objectives should be based on local needs. Various methods are used to determine local needs. Among these are questionnaires to be filled out by workers or employers, personal interviews, spot checks, employment service information, advisory committees and information from social, civic, and religious groups in the community. The information provided from these sources together with the statement of major objectives will enable the vocational



educator and his interested committee to determine the kinds of schools and classes needed in the local program of vocational education.

### Types of Vocational Schools and Classes

A complete program of vocational education includes various groupings changed from time to time to meet changing conditions. A recent grouping of classes was suggested by a number of committees, composed of professional workers in vocational education. This grouping includes:

1. Classes for secondary school youth who are regularly enrolled in school.
2. Co-operative classes for secondary school youth in which work experience is combined with organized classwork in school, and
3. Adult classes for employed workers. The adult classes are further divided to include trade preparatory courses for post-high school youth and adults leading to employment in industry, extension courses for employed adults which may be held during their working hours or during their non-working hours, and supplementary or foreman training courses of an extension nature designed for supervisors or conference leaders in industry. (Education For a Changing World of Work, U.S.O.E., 1963)

A more detailed grouping or classification of schools and classes in vocational education was suggested in the bulletin of the Vocational Division, U. S. Office of Education, entitled "Administration of Vocational Education." This classification, which includes essentially the same kinds of schools and classes as are suggested in the above grouping, has been used since the beginning of the vocational education program for statistical reporting. This classification includes three major types-- evening, part-time, and all day trade classes.

### Evening Classes

An evening class is one which is conducted for employed workers, including supervisors and foremen. This class is held during the non-working hours, and instruction given under the provisions of the federally aided program must be designed to extend the skill or knowledge of the worker in the trade in which he is employed. This class, which is referred to as an evening extension class, may include manipulative skills, technical instruction, safety, first aid, and the economics of the occupation. The minimum age of the enrollees is 16 years, but as a rule they are older.

### Part Time Classes

A vocational education class conducted during the usual working hours of the enrollees is referred to as a part time class. This class is designed to provide instruction in subjects given to increase the civic or vocational intelligence of workers over 14 years of age who have entered employment and who are permitted to leave their work stations during some of their working hours for instructional purposes.

There are three kinds of part time classes designed to meet the special needs of employed workers. These are:

1. Part time trade extension classes.
2. Part time general continuation classes and
3. Part time trade preparatory classes.

### All Day Trade Classes

All day training is given to full time day school students

who desire pre-employment training in a selected occupation.

The training includes instruction in skills and related training.

## CHAPTER IV

### THE PLACE OF CAREER AND VOCATIONAL EDUCATION IN OUR SOCIETY

Who are the socio-economically handicapped youth of the United States? In general, they are the children of parents of low income who live in our affluent society but do not share in its benefits. To draw a composite picture of these young people would be impossible. Each is an individual, with his own individual aspirations, capabilities, interests, and dreams. But common to them all and setting them outside the mainstream of American life is the limitation on their opportunities to develop their postntialities to the fullest. This limitation is the result of their family income and educational and occupational background, and in many cases of their local or national origin. These factors play decisive parts in producing a group difference. This in turn, negates the concept of equal opportunity; and cycle of cultural, educational and economic deprivation is set in motion.

In spite of our mounting prosperity, the number of families which make up the world of poverty is declining very slowly. During the decade 1947 to 1956, when incomes were growing rapidly and unemployment was low, the number of poor families declined from 32 percent to 23 percent of all families in our nation. But during the period from 1957 through 1962, when total growth was slower and unemployment was substantially higher, the number of families living in poverty fell less rapidly to 20 percent of all families. (U. S. Council of Economic Advisors, 1964)

There is strong evidence that in a large proportion of these families, poverty is being transmitted from one generation

to the next. Those born into it may never find their way out unless society breaks the cycle by providing education and employment and adopting a more enlightened attitude in human relationships.

The socio-economically handicapped include the Black, the Puerto Rican, the Mexican-American, and the American Indian; those living in economically depressed areas (such as the Ozarks or the coal-mining areas West Virginia) where the human and natural resources have never been fully developed or are no longer needed by industry. They include the migrant workers, whose work patterns are unstable or seasonal; the sick and the disabled; and the people who are emotionally incapable of meeting the competitive demands of modern industrial society. In general, they fall into distinct ethnic, racial, geographical, and economic classifications.

The President's Task Force on Manpower made the following observation:

Most of our citizens do not know this other America. They have few dealings across ethnic or racial lines, neighborhood boundaries, or income levels. They have few personal experiences which would help them to know and understand those of their fellow citizens who are oppressed by poverty; their contacts with them are usually limited to occasional needs for unskilled workers, to joint committee work for community action, and to relationships established at work or at school. Their concern is limited to self-concern when the crime rate rises, the welfare rolls increase, and juvenile delinquency becomes a national problem; or when it is revealed that one-third of all 18 year old men in the nation would be unqualified on physical or psychological grounds for induction into the armed forces. (President's Task Force on Manpower Conservation, 1964)

#### Some Conditioning Factors

Prominent among the low income sector of our population are

persons for minority racial or national origin who have suffered the additional handicap of racial or ethnic prejudice regardless of the efforts they may have made to improve their economic and social conditions.

Many of these families come from rural areas where the quality of the schools and the academic achievement of the pupils tend to be below the national average. Within the family, the father's role is usually predominant. The children generally have certain responsibilities around or in the home, an arrangement which makes them an economic asset and at the same time contributes to the stability of the family unit. The church plays an important part in the lives of many and constitutes the center of their rural community.

When such families move to or settle in urban areas, certain of their family and religious controls tend to break down. Lack of education or skills often prevents the adult males from obtaining jobs which would adequately support their families. Some are employed sporadically; others abandon their families, leaving them to be supported by public or private welfare agencies. Many of the women take jobs to supplement the family income. In such circumstances, children tend to become an economic liability.

Adjustment to urban life, in which people live close to one another and health and safety regulations are necessary for the protection and welfare of all, is a learning experience. Except for occasional and un-co-ordinated attempts by some social service agencies, such lessons are not shared with separate language to poor use and comprehension of the English language, lead to difficulties of communication. Certain differences in

customs and traditions lead to conflicts with the majority culture.

Socio-economically handicapped parents who are either working or struggling to find ways to support their families cannot give the time or the guidance which their children need; in many cases they do not have the know how. In addition, low income may confine families to certain sections of the community and force them to live in houses which are often so deteriorated as to be unfit for human occupancy. Their funds are too limited to allow them to provide a variety of nutritious foods, and they do not know what constitutes a proper diet. They do not always practice proper hygiene, and they are almost entirely ignorant of preventive medicine.

Hal Bruno made these observations in his article,

Chicago's Hillbilly Ghetto:

These people, whether urban or rural, are apt to be very mobile. Families are often migrant and move from county to county or state to state, with no chance to establish community roots. Those from depressed areas who migrate into the cities in search of a new life through better economic opportunities often move from neighborhood to neighborhood and house to house, as their financial resources allow. Some from the Southern mountain regions move temporarily to the cities, hoping to earn a living while waiting to return when things get better "down there." (Bruno, 1964)

Those born in low income slum areas in the cities often move many times within their community as their incomes fluctuate, and as housing becomes available, or as they are evicted or their dwellings are condemned. Such transiency results in little community participation through the PTA or through other active community work. Many families feel isolated from total community and are unaware of the community social services available to them.

The Young People and Their Environment

Children of poor families of low social status all too often find themselves rejected by the adult world into which they were born. Frequently, the economic circumstances of their parents make them unwanted at birth. In some cases, the fathers desert their families because they are unable to support them adequately or are unwilling to accept responsibility for them; in other cases, they remain as nominal heads of the household but vent their frustrations in what seem to their youngsters to be harsh or unjust actions. Mothers cannot always give their children the care and affection they desire and need, because the burden of merely holding the family together is an exhausting emotional strain.

To such young people, the forces of law and order also seem rejecting. Innocent wandering and exploration may be mistaken for delinquency and misbehavior. Possession of money and visits to stores may be regarded as grounds for suspicion. School systems have rejected them by failing to plan curriculums and to provide materials which meet their needs and capacities. More seriously, the community has rejected them by failing to provide enough schools, teachers, guidance counselors, playgrounds and play space, and job opportunities. Finally, society had rejected them by narrowing their future opportunities and by limiting their aspirations.

Summarized below are some of the adverse conditions with which many of our disadvantaged young people, particularly those in an urban setting, have to contend:

1. Overcrowded home conditions which do not permit privacy or personal development.



2. A tendency for them to be restricted to their immediate environment and thus remain unfamiliar with areas beyond their neighborhood boundaries.
3. Little experience with successful adult "models" to whom they can look up.
4. A scarcity of such things as books, instructive toys, pencils and paper, and the inability of anyone in the home to explain their use.
5. Parents who do not have the time or the knowledge to teach their children or to help them to acquire information and experiences.
6. A slum environment which lacks variety and stimulation for a healthy life.
7. A lack of successful experiences, which conditions them for failure and demoralizes them to the extent of creating a negative self-image and low estimate of their own competencies.
8. Few youth organizations which attempt to meet their needs or to which they can belong.
9. A lack of sufficient funds to provide proper attire to meet the exigencies of weather or teen-age fashion trends.
10. An education which does not appear practical or does not meet the needs for occupational training, and frequently seems unrelated to the world of which they find themselves a part.
11. Discrimination and segregation, often resulting in feelings of hostility, humiliation, inferiority, self-doubt, self-hatred--all of which impair self-development. (Deutsch, 1962)

With a world of disorganization surrounding them, often living in appalling conditions of filth, dilapidation, neglect, and violence, and with few adult behavior models to emulate, these young people must also cope with the usual problems of adolescent teen-agers.

#### The Strength of Disadvantaged Youth

In the face of this apparently overwhelming array of

negative forces, one might hesitate before offering an educational program, if it were not for the strength so often to be found in these young people.

Paul Fine, in his study for the Presidents committee, discovered the following:

Perhaps their greatest source of strength is the ingeniousness and resourcefulness with which most of them cope with the difficult conditions of life peculiar to their status of economic insufficiency and poverty, of low social standing, and often of minority racial origin. In talking with them and observing their behavior, one learns very rapidly the hatred they feel for their environment. (Fine, 1963)

Most young people want to do the acceptable thing and so earn approval and sometimes reward. When approval and reward are not forthcoming, when direction and guidance are not given, when it seems that there is no one who cares, they are tempted to slip into anti-social behavior. The relatively small percentage of disadvantaged youth who do get into trouble with the law enforcement agencies is some proof that these young people have great strength.

#### Attributes for Learning

Studies made of disadvantaged students have revealed the following characteristics related to abilities for learning in school:

1. They are creative, motivated, and proficient in areas where their interests lie. If they feel a thing has little or no relevance to their needs, as they perceive them, they will consider it useless or a waste of their time; this is particularly true of abstract ideas, plans for the future, or subject matter which they have never understood in terms of its purpose in their overall education.
2. They are capable of working well and hard on a specific task or assignment which has a purpose for them. For example, if they are taking courses which will result in a job or in a scholarship

leading to a career, or if they can see an opportunity to use their skill or knowledge in the immediate future.

3. They have a capacity for close and loyal personal relationships. This is especially true of relationships with their peers because of their need for sustained associations, they find in each other the support they need--but seldom get--from adults. However, when an adult has succeeded in winning their friendship and trust, especially in times of crisis, he will receive their loyalty and support.
4. Significant or unusual experiences will make a deep impression on them, as they do on all children. But unlike more fortunate children whose parents have the time to converse with them and remind them of past happenings in their lives, these youngsters will best remember events of importance to themselves or experiences which are repetitive.
5. They exhibit an accuracy of perception and generalization as regards to certain social, psychological and physical phenomena. Because their range of experiences is limited and their geographical world is small, events in their lives and things they see around them have much significance for them.
6. The mental associations they make with familiar objects often differ from those usually made by the general public.
7. They may be slow to make non-personal reference. It is hard for them to conceptualize or visualize impersonally, because they have not been encouraged to use their minds in this way. They believe only what they can see, feel, and prove. (Gordon, 1963)

#### Schools and Disadvantaged Youth

Reading, writing, and arithmetic are still basic to all education today. Without these tools, young people are unprepared for whatever further educational steps they must take. Many socio-economically handicapped students never really master these skills in their early school years because the teaching methods are not geared to their peculiar needs. Nor does their home situation reinforce the school's attempts to educate them. The

result is that their days in school become almost unbearable; because they do not read and do not understand what they are trying to read or what the teacher is saying, they cannot keep up with their classwork. By the time they reach high school, their I. Q. tests, their school marks, and evaluations by their teachers have designated them as "slow learners."

Loneliness and unhappiness at home, combined with a frustrating experience at school, may lead them to commit anti-social acts which subject them to disciplinary action by the school or police. The pressure of financial responsibilities at home may inhibit them from doing their best work or force them to drop out as soon as they legally can. Some of those who remain in school may do no more than go through the motions of attendance; the weight of their apathy and despair holds them back from being able to realize their genuine potential.

What do the teachers see in their classrooms? They see young people who reflect the hopelessness and futility of their homes and communities. But often the teacher's vision is partly obscured by preconceptions, by the pressures of the classroom schedule, or the results of inappropriate classroom offerings which reduce their ability to be aware of each student as an individual.

The socio-economically handicapped student in the classroom manifests one, often more than one, and sometimes all, of the following:

1. Low level reading ability.
2. Limited formal vocabulary and poor speech construction and diction.

3. Relative slowness in performing intellectual tasks.
4. An anti-intellectual attitude.
5. Poor health and poor health habits.
6. Indifference to responsibility.
7. Non-purposeful activity, much of which is disruptive.
8. Limited experiences of the sort, schools assume their students have had with their families for instance, contact with social, cultural, and governmental institutions.
9. A failure syndrome resulting from apathy and lack of self confidence. (Background Paper on Dropouts and Youth Employment, U.E.O.E., 1963)

The problem presented to the schools is one of young people with low achievement, low intelligence test scores, poor attendance records, health problems, high dropout rates, and cultural differences which sometimes make them hard to assimilate into the middle class majority culture.

How do the students view school and education in general? It is important to consider and understand their attitudes before attempting to change them. Their educational experience, as they see and interpret it, is as follows:

1. The school day is dull, long, and tedious.
2. The education they are receiving seems to lack relevance to their future life and needs.
3. The school system often fails to recognize and respect their culturally different backgrounds.
4. Some teachers lack an understanding of their special needs and problems, or ignore them.
5. Little or no special instruction and attention are provided which might help them fit into the regular school programs.
6. Too much time in their view is spent on discipline;

staff members are occasionally involved in physical conflict with the students. Such behavior on the part of adults is already too frequent a part of these youngsters lives.

7. They think they are not given the type of counseling, encouragement, or other support they need to enter the world of work, and so they leave school unprepared for a job. When they encounter discrimination or failure in job seeking because of their age, race, or poor educational background, they do not believe that a return to school will improve their situation. (Background Paper on Dropouts and Youth Employment, U.S.O.E., 1963)

### The Dropout

Although the dropout rate is decreasing slowly (from 44.7 percent in 1954 to 36.4 percent in 1962), increased school enrollments have pushed the total number of dropouts upward (from 1,031,000 in 1954 to 1,105,000 in 1962 to an estimated 1,200,000 in 1965.) (U.S.O.E., 1963)

It is estimated that 40 percent of the youths who dropped out of school in 1961 were from families whose annual income was less than \$3,000, the level of poverty. Half the dropouts had left school in the second or third year of high school; but almost one-fourth did not reach high school. (U. S. Department of Labor, 1963)

The situation is becoming explosive to society. Large numbers of young people are leaving school unprepared to find or hold a job. Discouragement or frustration awaits them; often they become either dependent on others for their basic needs or anti-social in attitude and behavior. In many cases, society has left no choice but to support them on relief roles. For a few, the penal institutions are the end of the line.

Public and private investment in preventive action can help minimize this tragic waste of human beings and drain on public funds. Additional counselors, teachers who are better prepared to train these youngsters, work-study programs, new instructional materials, and the other ancillary services and activities for which the Vocational Education Act of 1963 and 1968 provides, can all help to prevent dropouts and to improve the preparation of students.

It is unrealistic, however, to think that the dropout rate can be eliminated completely. There will always be students who leave school as soon as legally possible for reasons which include the financial, the emotional, and the academic. But there are at least four ways in which the schools can work to alleviate this situation. The first is to identify potential dropouts and counsel them, working with their parents, if possible, so that they understand what it will mean to their future if they leave school before they receive a high school diploma and/or have some skill to offer a prospective employer.

The second is to provide special classes for such students, to give them the remedial help they need to enable them to acquire some basic occupational skills and teach them the social skills required in applying for a job and the attitude and conduct expected of employees on the job, including the ability to take orders and to get along with fellow workers. The third type of assistance the school can give is to develop some type of work-study program to help meet the financial needs of these students and so induce them to stay in school; this procedure has the added advantage of allowing them to get their first experience of the

world of work while they are still receiving teaching and counseling support from the school. Finally, the school can help the actual dropout by encouraging him to return, whether he has left school recently or is already in his adult years. This would involve creating a climate of acceptance, offering the courses which he needed, and making available to him any advice or counseling he might need or request.



## CHAPTER V

### CAREER AND VOCATIONAL EDUCATION RESPONSIBILITY TO ALL YOUTH

The schools today are being asked to help redress the massive deprivation, including the educational deprivations, which many of our young people have suffered, and to stimulate and motivate these youngster to learn and achieve. (Wolf, and Wolf, 1962) But there is little any school can do for the deprived, the apathetic and the frustrated if their communities do not provide opportunities for the realization of their hopes and aspirations. The social and economic conditions which so profoundly affect their learning must be improved. Only if this is done can the school act as a catalyst and become the coordinating center for a many faceted program.

Individuals need not, because of their race, family background, sense of values, or cultural patterns, be restricted to the economic status into which they were born. All educators have a responsibility to participate in the efforts to break the cycle of poverty and to aid the handicapped toward a more productive future. If a student enters the secondary school unprepared for the work required of him, it is probable that his elementary education did not do all it should have done to meet his needs. Though the blame may lie elsewhere, the responsibility can no longer be avoided. The student's secondary school years are the last few years during which the school has the opportunity

to increase his reading skills, develop his language and writing abilities, help him develop his faculties of comprehension, and prepare him for adult responsibilities through career education.

### The Student's Personal and Academic Development

Schools with disadvantaged students should take unusual measures to help these students develop standards, values, and habits which lead to responsible and mature adulthood. This involves both personal and academic development as well as career development.

An accepting climate in which the student does not fear rejection or feel it necessary to be defensive, is a pre-requisite for the mutual respect which leads to self-respect. Recognition, courtesy, and help should be accorded to each student on the basis of merit. When students feel that school authorities respect them as individuals and understand their personal circumstances, problems of discipline are often minimized.

Schools should constantly strive for congenial relationships between students and staff, and among the students themselves. The students should be re-educated to unlearn the lessons of unreasonable and irresponsible authority from undependable adults which they have learned in a hostile environment. They should be taught that an environment can accept them and be responsible to them. They should learn that there are adults who are mature enough to be depended upon, and that there is authority which is both reasonable and responsible. (Washington, 1963)

The students should be guided to set high but realistic standards for themselves and to assume responsibility for their own behavior. Youth who participate in establishing rules and regulations understand them and the reasons for them, and so are more likely to observe them.

Underprivileged students have little experience of economic security in their lives and thus little motivation, they have little knowledge of the means by which to achieve economic security and little confidence in their ability to do so. Career programs should help them gain the necessary confidence, motivation and knowledge. Teachers should instill the concept that education, job preparation, and performance and stability when on the job are directly related to the ability to get a job, to hold it, and to progress in it, or to transfer from one job to another.

The schools will need to use every possible medium and method of instruction. Difficulties in reading, communication, and comprehension will have to be overcome. Each student's progress should be judged by his own pace of achievement.

Educators should encourage every student to develop his native talents to the fullest so that he may later put them to the most effective use. They should apply tests devised to measure potential rather than the tests that have been applied to measure intelligence using standards based on the achievement levels of students from middle class homes. They should give each student the individual care, attention, and guidance he needs.

#### The School Administrator and the School Board

School boards and the administrators have the primary and initial responsibility in the educational community to put the human and financial resources available to them to the most effective use in educating and training handicapped students to the full extent of their abilities and interests. It is the aim of vocational and career education to prepare young people for the

world of work on a subprofessional level in fields of their interests and abilities and for the occupations for which there will be a demand. The Nation's manpower needs and economic well being, require that each of its citizens be educated and trained, to be productive in whatever he chooses as his life's work and has the ability for, be it as a homemaker, a skilled worker, a technician, or a professional aid. But too often in the past, students have been denied admittance to vocational programs because of their lower academic achievements, or because career opportunities in certain occupations have been denied them owing to their racial or national origin.

Schools offering vocational and career education programs might consider the following suggestions and guidelines:

1. The goals of the school should be defined to include the objective of educating every student by every means and all techniques which would help him derive the maximum benefit from his program.
2. The school's objectives and underlying philosophy should be communicated to every member of the school staff. It is their cooperation, concern, and participation, that will make the educational process work for the handicapped.
3. Individualized curriculums should be provided for those students who are below the academic average or who have special psychological problems.
4. Potential dropouts should be identified as early as possible and special educational and referral services should be provided for them.
5. School social workers and personnel for psychological services should be provided in the school.
6. The services of the school guidance counselor, the school social worker, the school health official, the school psychologist, the teacher, and the administrator should be coordinated.
7. School counselors should be full time staff members.

They can help the faculty develop curriculums; assist the teachers as they work with individual pupils who have personal problems which interfere with their studies. They can help in devising student schedules which may deviate from the regular program for those who need to go at a different pace. They may also be used as job coordinators for the work-study program. They should be allowed to extend their services to out-of-school students until they reach the age of 21.

8. Teachers should be encouraged to give individual attention to all their pupils, and to refer those who seem to be having difficulty in the classroom or school setting to the school counselor, school social worker, or school psychologist. Salary incentives, additional teaching aids, small classes and lighter extra curricular work loads will help the teachers do a more effective job.
9. The school administrator should work closely with community leaders (for example, elected public officials, businessmen, labor leaders, and heads of citizens organizations) and community social services and thus tie the school in with the community. Community involvement and backing is essential in order to get more funds for education, more job opportunities for young people, and more understanding of what the school can accomplish. Specifically, the successful administrator would serve on committees, take an active role in community action programs, work with the press to publicize the schools activities, encourage businessmen's service clubs to develop and sponsor projects which would help disadvantaged youth, and offer the school plant and facilities for community functions.
10. The school administrator and his staff should establish close liaison with representatives of industrial and business concerns and of trade unions. These persons can give valuable help in job placement and in the realistic planning of courses. They can help in redefining entry job qualifications, and by providing work training experiences and contributing equipment and personnel to the career programs.
11. Constant evaluation of course offerings in the light of job opportunities must be a built in process. When new job opportunities are presented, the school must be flexible in gearing their curriculum and course offerings to match the demands. Vocational educators should cooperate with the public employment agencies, professional organizations, and business

concerns undertaking surveys of current and projected manpower needs and job opportunities.

12. Work-study programs should be instituted for students in vocational education who need financial assistance to continue their studies. Participation may place a particularly heavy burden on some of the socio-economically handicapped who may have trouble keeping up with their full time studies, working, and getting their homework done in an overcrowded home situation. Although standards should not be lowered for them, some recognition of their situation should be made. (The author's own thinking based on his past experiences)

### The Teacher

Harry Passow, in his article Education in Depressed Areas, made the following observations:

Much of the enrollment in vocational courses has been selective; students have been admitted on the basis of "who can profit" from these offerings. As a result, the experience of most of the teachers has been with students who are alert, have an aptitude, have the right attitude toward their studies, and seem to have the characteristics which will make them employable. In addition, most of the teachers themselves have come from the middle class, or if they have come from low-income groups, are oriented to the white middle class. Their cultural life is distinctively different from that of the majority of the students coming from predominately disadvantaged areas and backgrounds. Their education courses and student teaching have seldom prepared them to meet the multiple problems of language development, varying social norms, habits not generally accepted by teachers, behavior which is often not success oriented, lack of student cooperation, and achievement levels well below those that teachers normally expect to find. (Passow, 1963)

But for teachers of the disadvantaged, proficiency a keen grasp of subject matter, and a desire to help young people, are not sufficient; they must also have empathy with, and understanding of, their students. If they are to do an effective job they need to have:

1. Competence in the subject matter and work skills in the field of specialization.

2. Interest in working with young people who have special problems.
3. Ability to reinforce the slow learner and refrain from responding only to those students who respond to them.
4. Ability to seek and find additional techniques to enable them to communicate with all students.
5. Skill in presenting goals to the students and in helping them to meet challenges.
6. Ability to measure students by their individual achievements without lowering standards for the class.
7. Ability to work with other school personnel to maximize the effectiveness of their work.
8. Willingness to use instructional materials geared to the understanding ability of some of their students and patience to work with the slow learner.
9. Skill in working with students to build up their self-concept, in seeking hidden strengths, abilities, and creativities, and in helping to channel these into a productive direction.  
(Passow, 1963)

## CHAPTER VI

### CAREER AND VOCATIONAL EDUCATION AND THE PUBLIC

Sidney P. Marland made these observations in his article,

Every Student Headed for a Goal:

If we care to examine the schools of the nation, we will find the failings can be found in the general education courses and the students enrolled in them. We can say that the programs failed because it had no real goals. It didn't prepare them for a job nor did it do much to prepare very many of the students for college programs. Yet we know that education, as a joint process of teaching and learning, works only when it is conducted for a purpose on the part of the learner, as well as the teacher.  
(Marland, 1972)

Can we set a goal for every student to have received preparation for meaningful work or meaningful higher education? Can we assume that every student, regardless of age will have a chance to choose between the world of work or world of education?

To put a career education program into action will require a rethinking of our missions and restructuring of operations by all who are concerned with American education.

School board members and the general public will have to make some decisions. Career education's initial installation costs, including inservice training and new curriculum materials, could increase school budgets fairly substantially the first few years. After this the costs should decline to previous levels.

There will be large rewards for every one because of the career education program in their school. They will then become



joyful places rather than the fortresses of despair that so many of them are today.

### Public Relations

Too often, the value of a vocational education is not clearly understood by those who should be reached and attracted by the training, or by the community which must support it with their votes, their taxes, and their active participation. Public support is essential to the success of any vocational and career education program. To get this support, the program and its objectives must be well publicized. Its administrators and staff should use all available means of communication to reach the various groups affected.

The handicapped will often be hard to reach and encouraged to take advantage of the vocational and career programs offered. Many potential students and their families cannot read and so are beyond the reach of articles and announcements in the newspapers. Moreover, in the past many of them have been prevented or discouraged from entering vocational classes on the ground of poor academic records, language difficulties, or undesirable personal characteristics. Even those who had the interest and ability for the regular vocational programs and could probably have succeeded in them, received no encouragement. Now a new climate of acceptance and support is being created, and they are being urged to apply for career and vocational training in occupational areas where they had previously never expected job opportunities to be open to them. But feelings of suspicion and distrust and fears of being "conned" into doing something

because it would benefit someone else are hard to erase.

The most effective communication will probably be by word of mouth. Personal experiences of being accepted and helped to succeed through the community, some potential students might be reached through middlemen with whom they are in contact. Guidance counselors in junior high schools can be most helpful in steering students into occupational education in the secondary schools. Often priests and ministers can transmit educational and training program information to their parishioners or to those living in the surrounding neighborhood. Social workers can encourage their clients to take adult courses to prepare them for work, and can encourage the children of their clients to seek career and vocational education. Small businessmen, especially those doing business in neighborhoods predominantly occupied by low-income or minority ethnic, social, or religious groups, often serve as confidantes to their customers. Juvenile court personnel, attempting to rehabilitate youth before they become enmeshed in a life of crime, find that vocational education and a secure sense of preparation for employability have helped many young people to reform. Youth workers, neighborhood center workers and public health staff should all have some familiarity with career and vocational education facilities in the community so that they can at least refer their clients, customers, patients, and youth groups to those in a position to make their entry into career and vocational classes possible.

Public service time on radio and television should be used to announce opening of classes, the start of special programs, and job openings. Feature stories should be prepared for the

newspapers reporting plans and progress, new course offerings, ongoing experimental or pilot projects, and success stories. Placards on public transportation vehicles and at terminals may be used. But talks by members of the school staff to community action groups and to social service agencies often provide a more direct and sometimes a more effective means of reaching the special audience for which the information is intended.

Both industry and labor have much to give to, and to gain from, the successful education of all persons. The business community constitutes a major source of job opportunities; its advice is needed on course offerings, curriculum content, and needed job surveys. Businessmen recognize the benefit to their community of having a well trained work force qualified to fill job openings and to serve new industries which may be brought in as a result of well publicized training facilities. As welfare costs go up, they are becoming concerned with the drain on their tax dollars for an expenditure which contributes neither to the community's economy nor to their own businesses. Career and vocational educators must often initiate the contacts with the business and industrial community. Members of this community should be asked to serve on advisory committees for specific vocational offerings. They should be encouraged to participate in the initiation of demonstration and pilot projects, in sponsoring scholarships, in working out new job entry positions, in setting up cooperative work arrangements, and in giving or lending equipment, facilities, and personnel to the schools.

## CHAPTER VII

### SUMMARY AND CONCLUSIONS

The new concept of Career Education, will enhance the already well established Vocational Education and give more meaning to general education. This will be a step leading to the achievement of a major goal for education.

Career Education will contain the following general objectives at the various levels. For grade levels K-6 the objectives are:

1. To develop in pupils attitudes about the personal and social significance of work.
2. To develop each pupil's self-awareness.
3. To develop and expand the occupational awareness and the aspirations of the pupils.
4. To improve overall pupil performance by unifying and focusing basic subjects around a career development theme.

The Career Education objectives at the seventh and eighth grade levels would be:

1. To provide experiences for students to assist them in evaluating their interests, abilities, values, and needs as they relate to occupational roles.
2. To provide students with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for indepth exploration at the ninth grade level.
3. To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and

focusing it around a career development theme.

Career Education objectives at the ninth and tenth grade levels include:

1. To provide indepth exploration and training in one occupational cluster leading to entry level skills in one occupational area and providing a foundation for further progress, leaving open the option to move between clusters if desired.
2. To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.
3. To provide guidance and counseling for the purpose of assisting students in selecting an occupational specialty for eleventh and twelfth grade levels with the following options; Intensive job preparation, preparation for post-secondary occupational programs, or preparation for a four year college.

For grade levels eleven and twelve, objectives for Career Education would be:

1. To provide every student intensive preparation in a selected occupational cluster, or in a specific occupation, in preparation for job entry and/or further education.
2. To increase the student's motivation to learn by relating his studies to the world of work.
3. To provide intensive guidance and counseling in preparation for employment and/or further education.
4. To insure placement of all students, upon leaving school, in either: (A) a job, (B) a post-secondary occupational education program, or (C) a four year college program.
5. To maintain continuous follow-through of all dropouts and graduates and to use the resulting information for program revisions. (Selland, 1962)

The role of vocational education in career education is a concern of many vocational educators, and this is to be expected since their professional commitment is to vocational education. The vocational educators have reaffirmed a commitment

to this broad definition of vocational education and has pledged to support the retention of vocational education as a significant and identifiable component of career education.

Leadership is a necessity if career education is to become firmly established. Therefore, which agencies and professional associations should give leadership to the development and management of career education? At the fore front is the American Vocational Association. (Cross, 1972)

Adequate funding is a must if the development of career education is to move forward. The 1968 Amendments does not have funds for career education, as it is defined by Commissioner Marland. It will mean that seeking more funds through legislation that would allow for further expansion for the total career education programs.

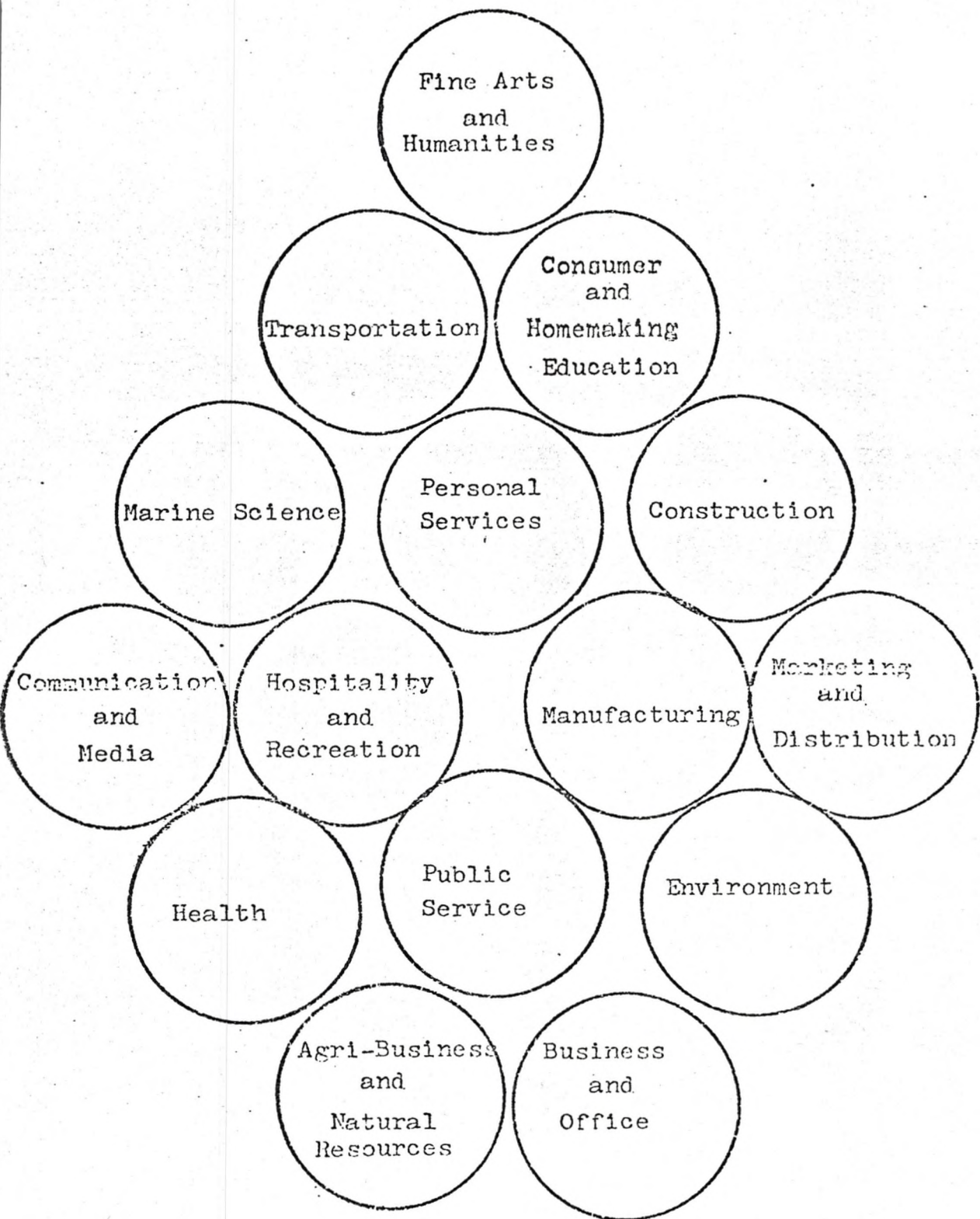
Career education is a new concept to all educators as well as the general public. This means, that there is a great job of selling this program to vocational educators, general education, and the general public.

There will be a great challenge to all vocational educators, if the total concept of career education is to emerge as a part of the overall educational program. Only if we are willing to work with one another can this great exciting concept of career education become a reality.

If career education is to work in the terms of the goals that have been stated, then we as educators must work together. This program must encompass the entire school program from kindergarten through the post-secondary and adult education. (Marland, 1972)

A career is a term sometimes used to indicate the type of job or the line of work a person pursues. It might be more meaningful to define a career as simply a lifetime of work and

learning, or the occupational path a worker pursues. A career is made up of many tasks, jobs, steps, and levels of work extending over a lifetime. In fact, there is an old saying that "to destroy a man, it is only necessary to make his work seem inept and useless."



KEY TO OCCUPATIONAL CLUSTERS



**SUGGESTED CAREER EDUCATION EXPERIENCES BY GRADE LEVEL**

GRADES 1-6	GRADES 7-8	GRADES 9-10	GRADES 11-12		
STUDENT DEVELOPS SELF-AWARENESS AND UNDERSTANDING OF HIS INTERESTS AND ABILITIES					JOB
STUDENT DEVELOPS ATTITUDES ABOUT THE PERSONAL, SOCIAL, AND ECONOMIC SIGNIFICANCE OF WORK					
<b>OCCUPATIONAL AWARENESS:</b> Student is informed about occupations through a series of clusters representing the real world of work.	<b>OCCUPATIONAL ORIENTATION AND EXPLORATION:</b> Student explores several clusters of his choice.	<b>OCCUPATIONAL EXPLORATION IN DEPTH, BEGINNING SPECIALIZATION:</b> Student selects one cluster to explore in greater depth.  Develops entry-level skill.  May change cluster if desired.	<b>SPECIALIZATION:</b> Student specializes in one cluster.  Takes prerequisites for further education and/or intensive skill training for job entry.	100% PLACEMENT	NON-BACCALAUREATE PROGRAM   BACCALAUREATE PROGRAM

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of work stations within a school, pupil will explain job responsibilities of at least four workers in their school.

School Workers:  
Staff

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 1

50

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Use teaching pictures to introduce. Visit each worker in his work area. Suggested places are: Principal's office School nurse Librarian Janitor Teachers Cooks	1. Review job of each worker before trip. Divide activity in 2 or 3 trips. Discuss value of job of each worker as he is visited. "Why is your job important? What do you do? How does it fit in with other workers in the school? What tools do you use? What do you like best about your job?"	1. *Teaching Pictures - School and School Helpers - Cook (General aid to these activities) Our Home & Our Schools Fraser & Hay American Book Co. 1961 Our School Workers 1-6, McGraw-Hill
2. Play game - "Who Am I?"	2. Tell some important thing I do and let pupil guess what worker it is.	2. Resource people from school staff.
3. Stories	3. Select as they relate to the discussion.	3. BOOKS: *I Want to be Books, Carla Greene; I Want to be a Nurse, I Want to be a Teacher The True Book of Schools - Elkin My First Day at School - Hefferman (text - teachers edition)
4. Filmstrips (and records)	4. View and discuss	*All About School Helpers - Hoffman Look-Read-Learn Series Melmont Publ., Inc. Chicago, Ill.
5. Sing song	5. Sing with actions made up for song. Improvise verses to fit job under discussion.	*"A Trip Through a School" - Rowe, Watts *I Know a Teacher" - Buchheineu, Co Helper Bk.
6. Draw and color workers	6. As each is studied, draw, color, and cut out worker for bulletin board.	4. FILMSTRIP: *Taylor Audio Visual -

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? \_\_\_\_\_; Grade level? \_\_\_\_\_.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
  - a. What additions or deletions could you suggest in the activity and technique column?
  - b. Could you suggest additional resource materials for this activity.

SPECIFIC BEHAVIORAL OBJECTIVE: After calculating five problems which demonstrate a knowledge of areas and perimeters, each student will list at least three occupations in which this knowledge is used.

SUGGESTED SUBJECT AREA Mathematics

SUGGESTED GRADE LEVEL 7

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
<p>By illustrating to students the practical application for areas and perimeters they will become aware of the importance of this knowledge.</p>	<ol style="list-style-type: none"> <li>1. Ask students to compute textbook problems to prove they understand areas and perimeters.</li> <li>2. Through discussion, ask students to list as many workers as they can that use this knowledge and tell how they use it.</li> <li>3. Some examples of the use would be helpful:               <ol style="list-style-type: none"> <li>a. laying carpet</li> <li>b. painting a house</li> <li>c. putting down linoleum or tile</li> <li>d. etc.</li> </ol> </li> </ol>	<p>Regular textbook</p> <p>Any worker that uses areas and perimeters</p> <p>Stores selling paints, carpets, etc.</p> <p><u>Essential Mathematics for Skilled Workers</u> John Wiley &amp; Sons</p>

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? \_\_\_\_\_; Grade level? \_\_\_\_\_.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
  - a. What additions or deletions could you suggest in the activity and technique column?
  - b. Could you suggest additional resource materials for this activity.

**BROAD OBJECTIVE:** To have the students realize the importance of attitudes, personal satisfaction, dignity of work, cooperation with co-workers, and dependability in work.

**SPECIFIC BEHAVIORAL OBJECTIVE:** Each student will be able to show in writing the importance of attitudes, personal satisfactions, the dignity of work, cooperation with co-workers, and dependability in work.

**SUGGESTED SUBJECT AREA** English Grammar

**SUGGESTED GRADE LEVEL** 10

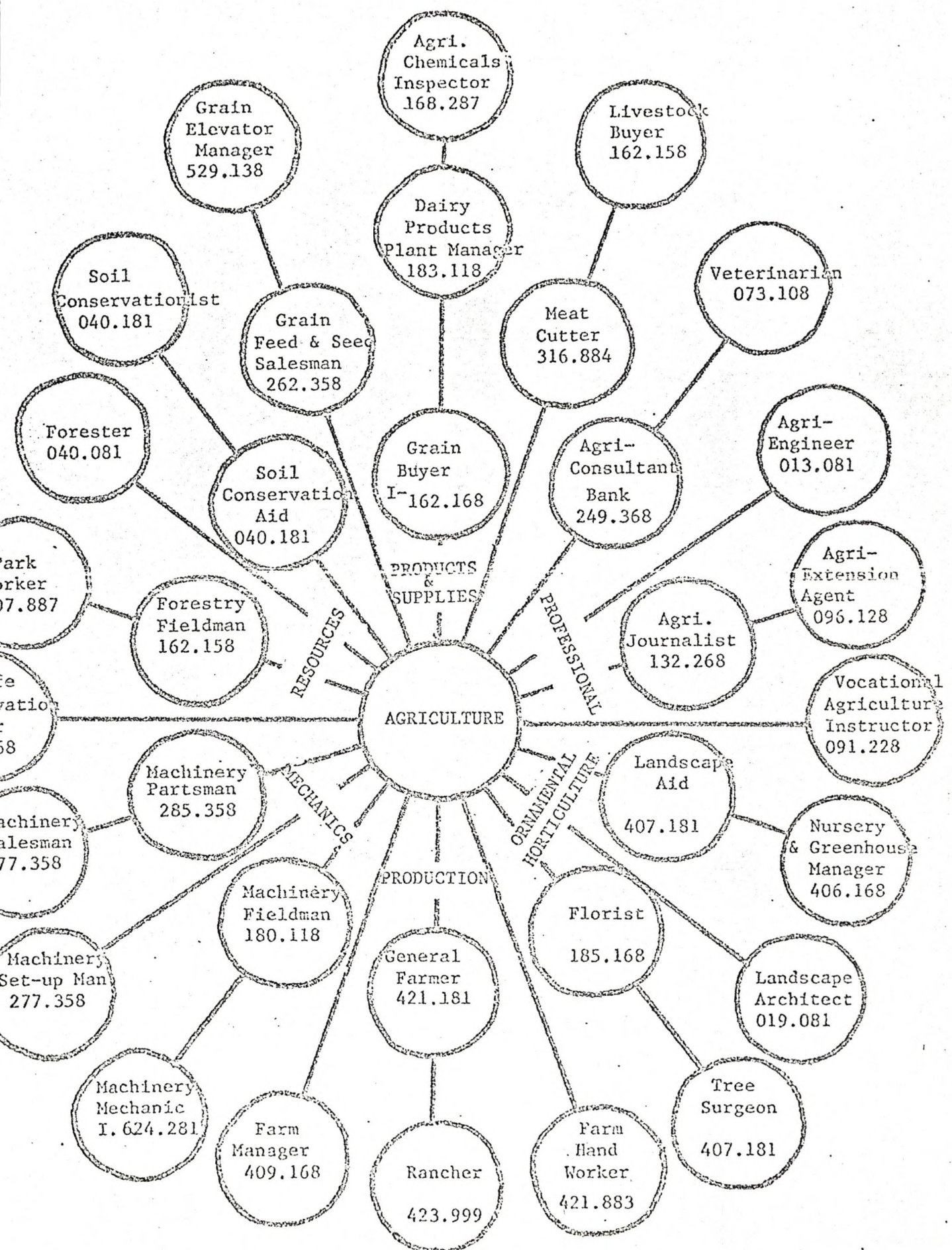
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Gaining an understanding of attitudes, personal satisfaction, dignity of work, cooperation with co-workers, and dependability in work through composition.	After studying the paragraph on how to incorporate paragraphs into a composition, give an assignment to write a composition using the students newly gained knowledge of composition in one of the following topics: 1. Attitudes toward work determine success or failure. 2. Your occupation will give you personal satisfaction. 3. Dignity of work. 4. The importance of cooperation with fellow workers and employers. 5. Be dependable in your job. Write the preceding topics on the board and discuss each topic. After discussion have students choose one topic for a composition.	Grammar Text  Eye Gate instructional material (cassettes and filmstrips)  Guidance Associates (cassettes & filmstrips)  Guidance Department  Employment Agency personnel

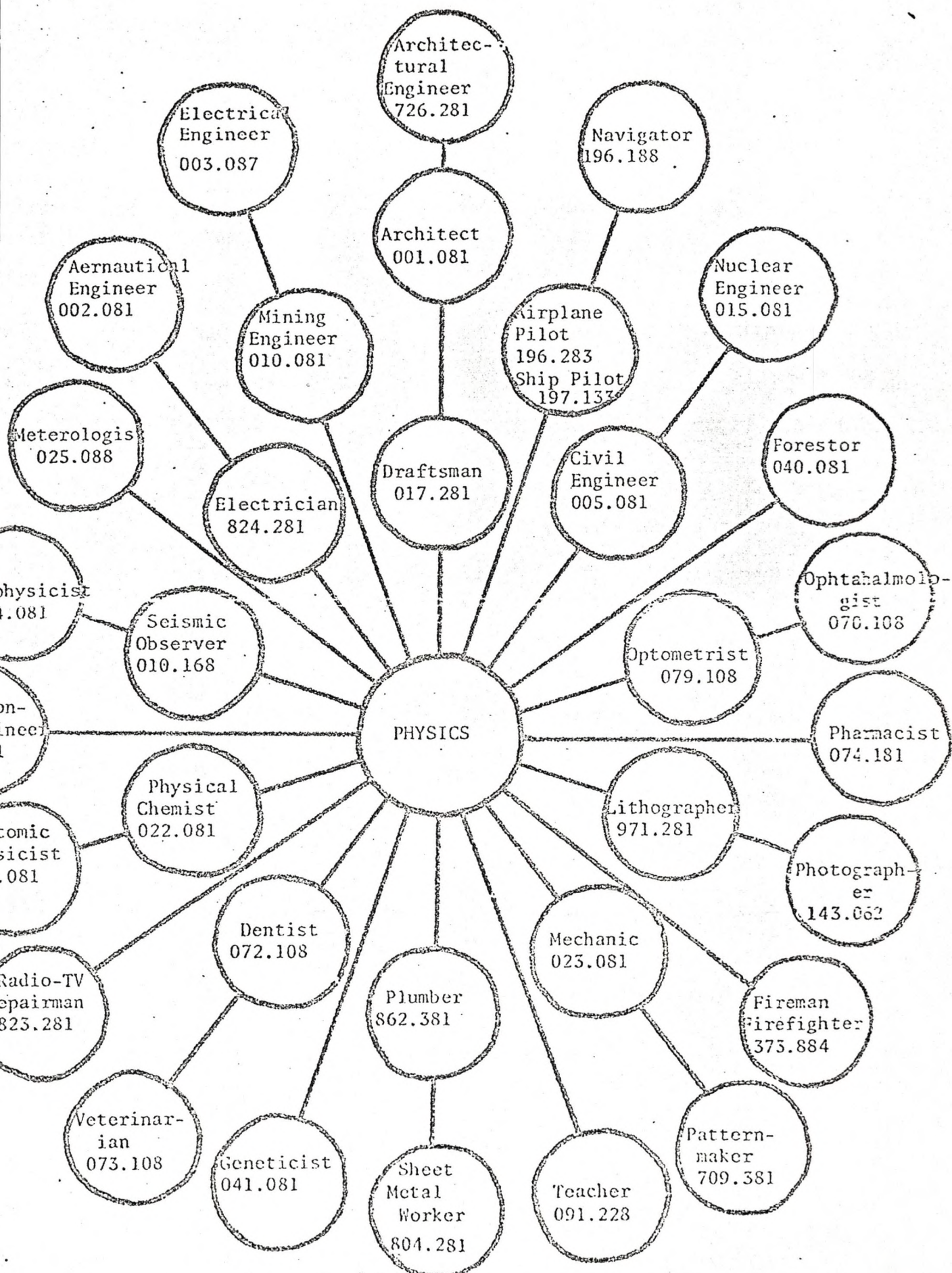
**Teacher Evaluation:**

1. Did this activity apply to the suggested subject area? \_\_\_\_\_; Grade level? \_\_\_\_\_.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
  - a. What additions or deletions could you suggest in the activity and technique column?
  - b. Could you suggest additional resource materials for this activity.

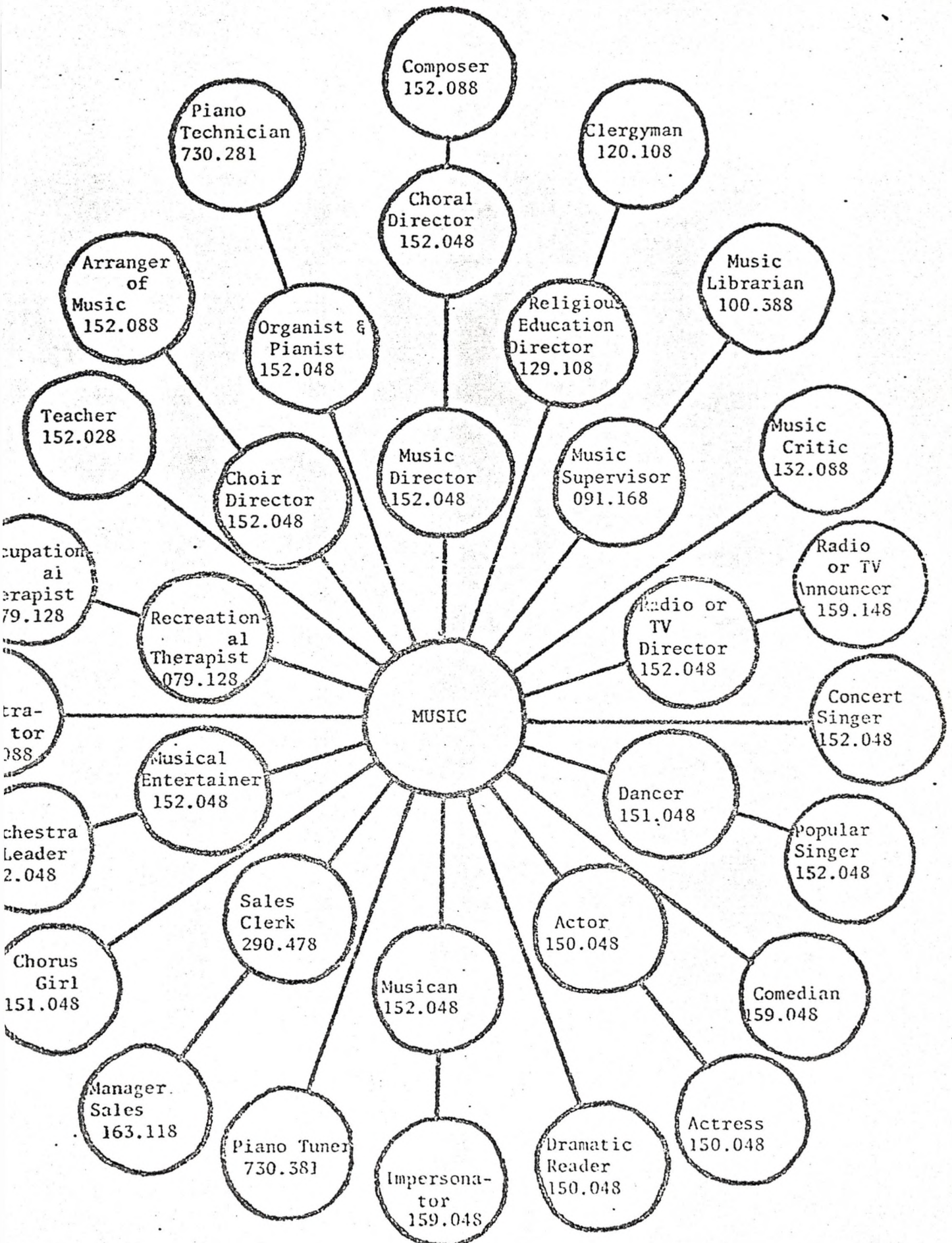
Figure 6

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN AGRICULTURE





SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MUSIC



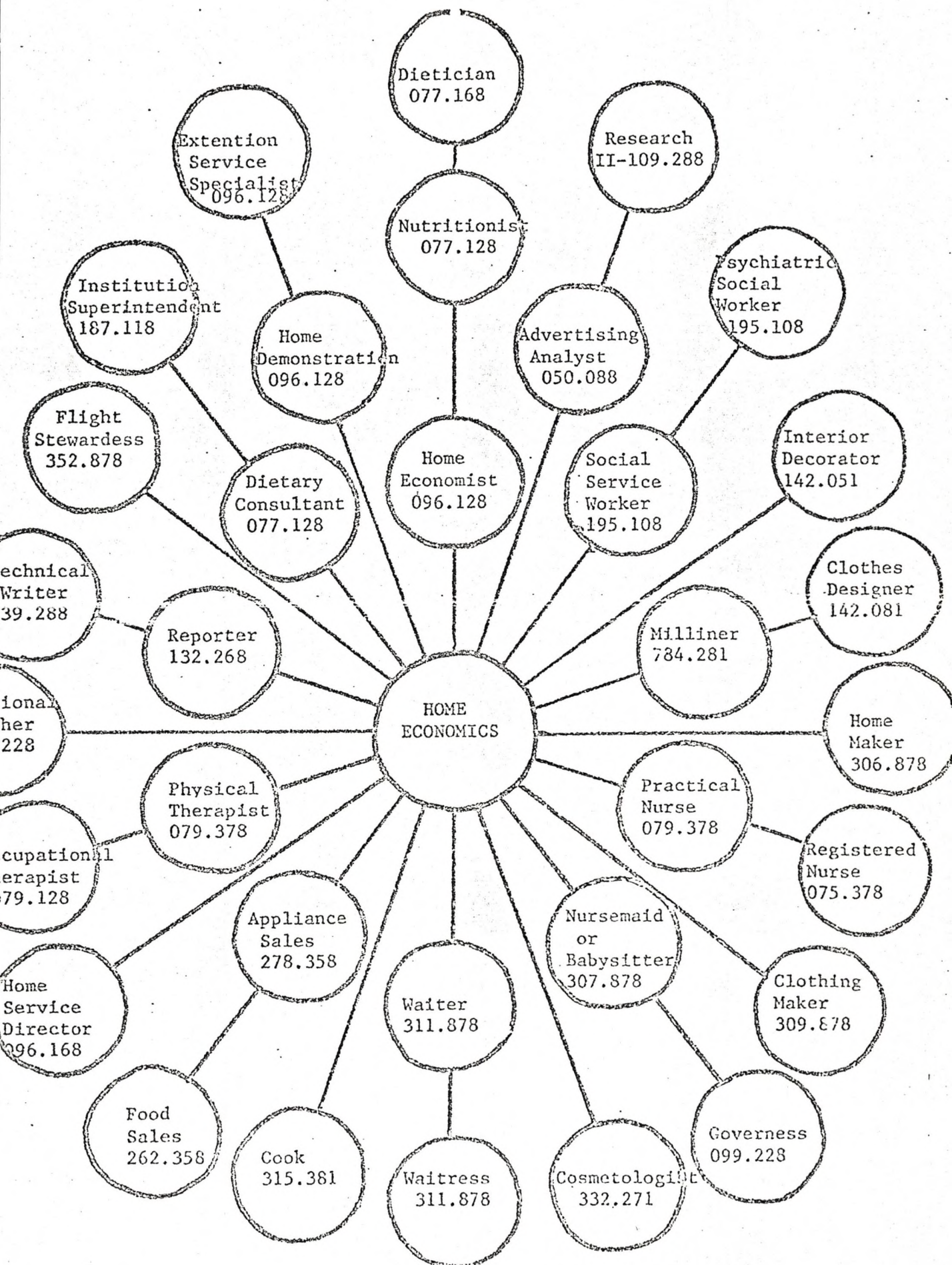




Figure 10

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HEALTH AND PHYSICAL EDUCATION

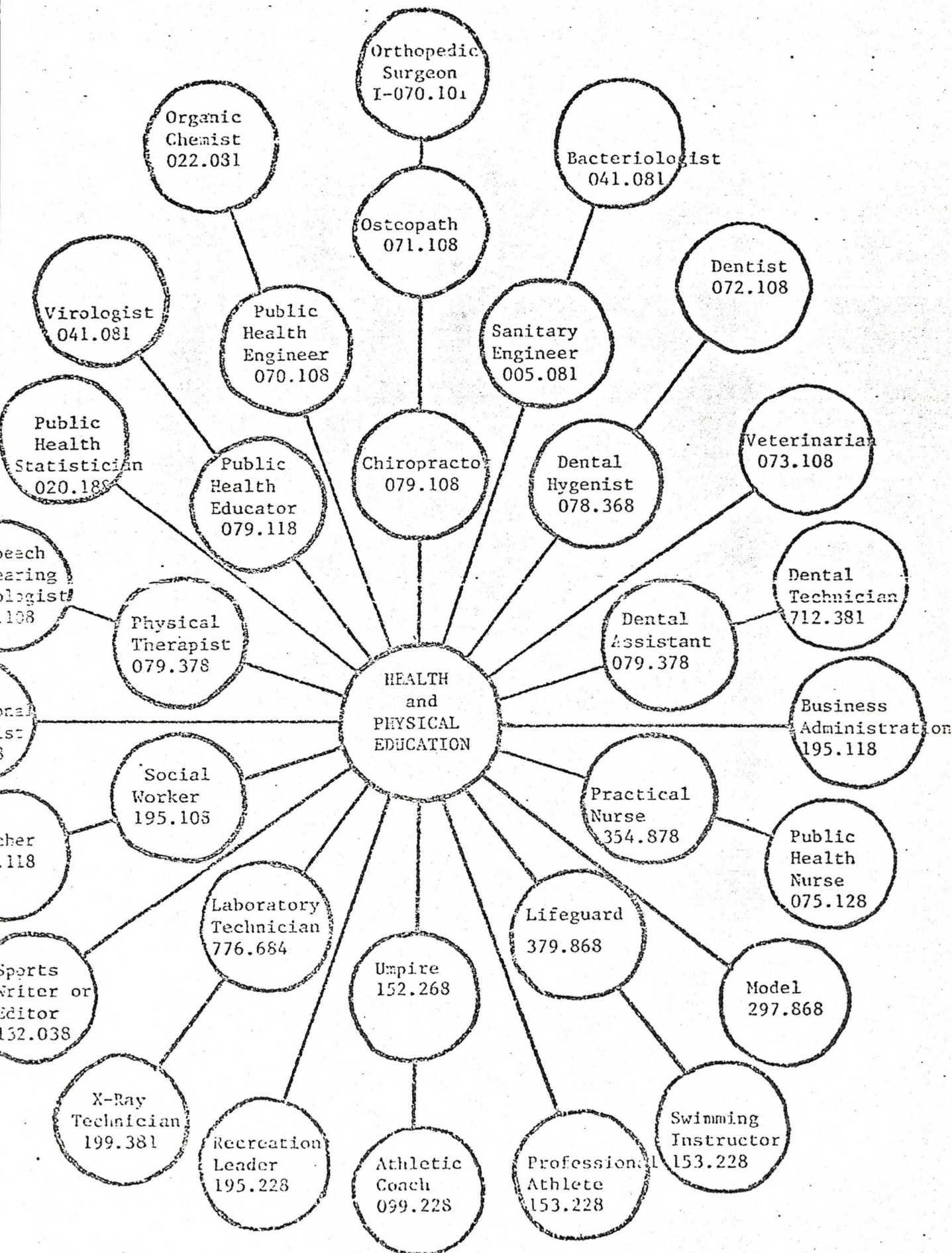
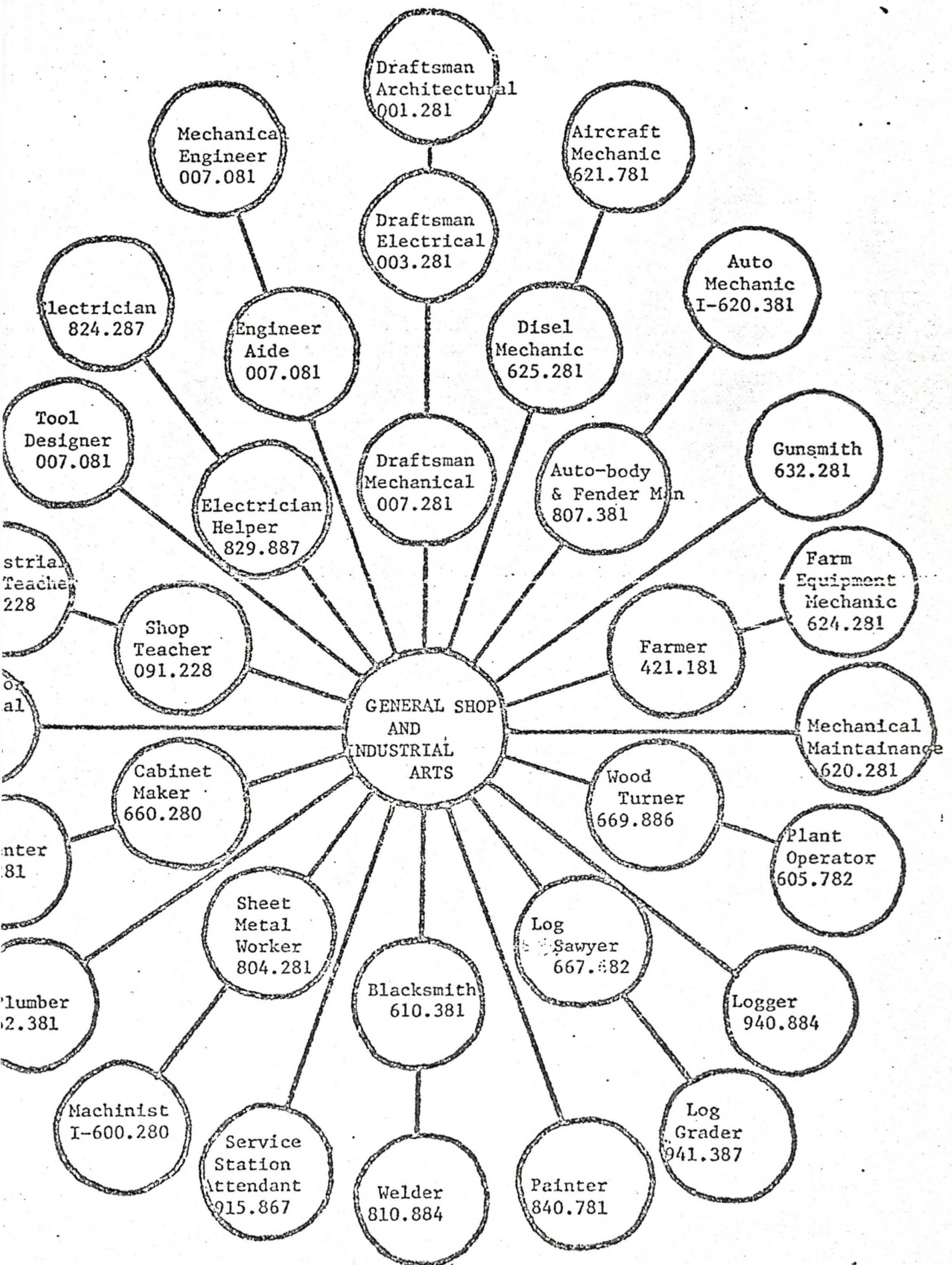
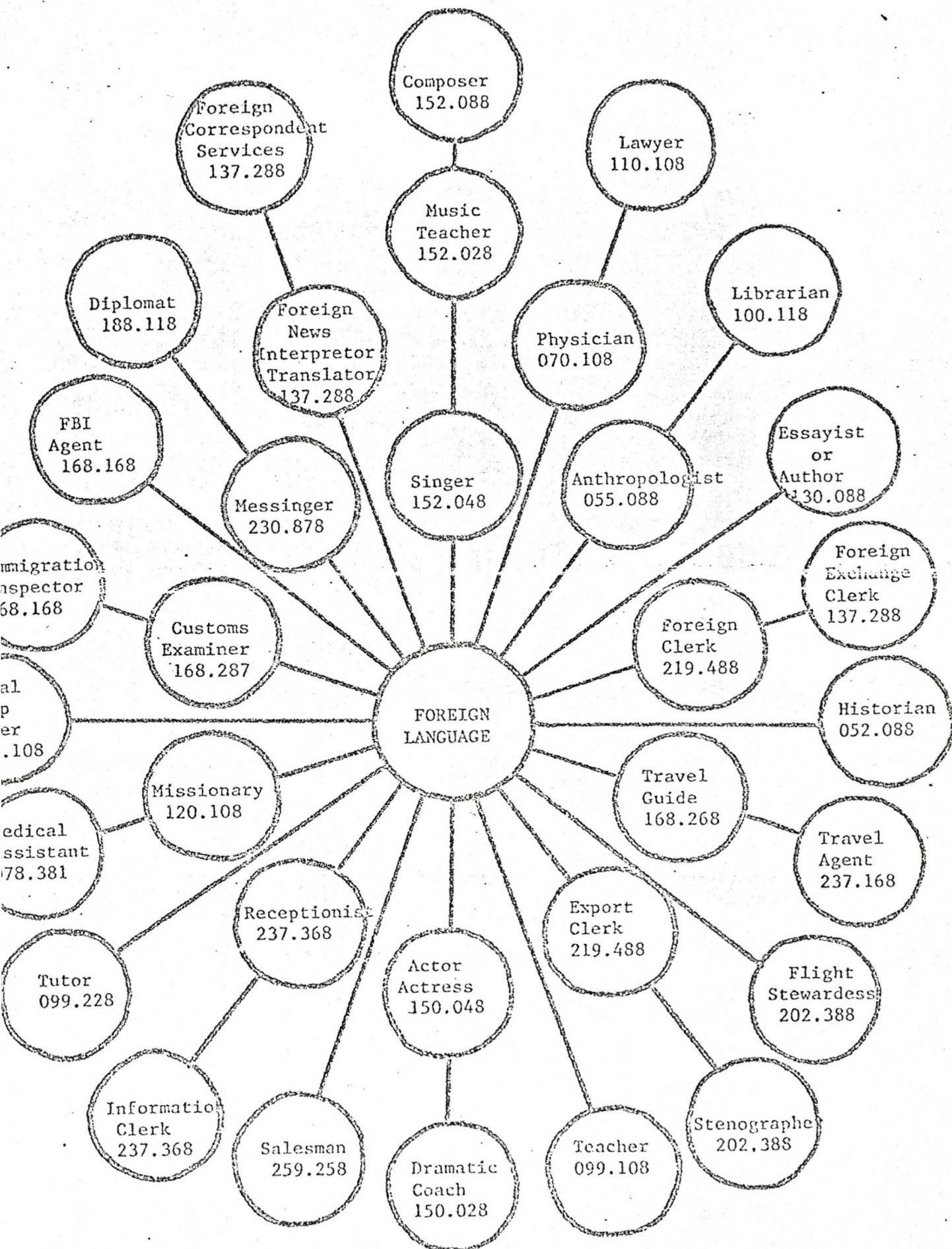
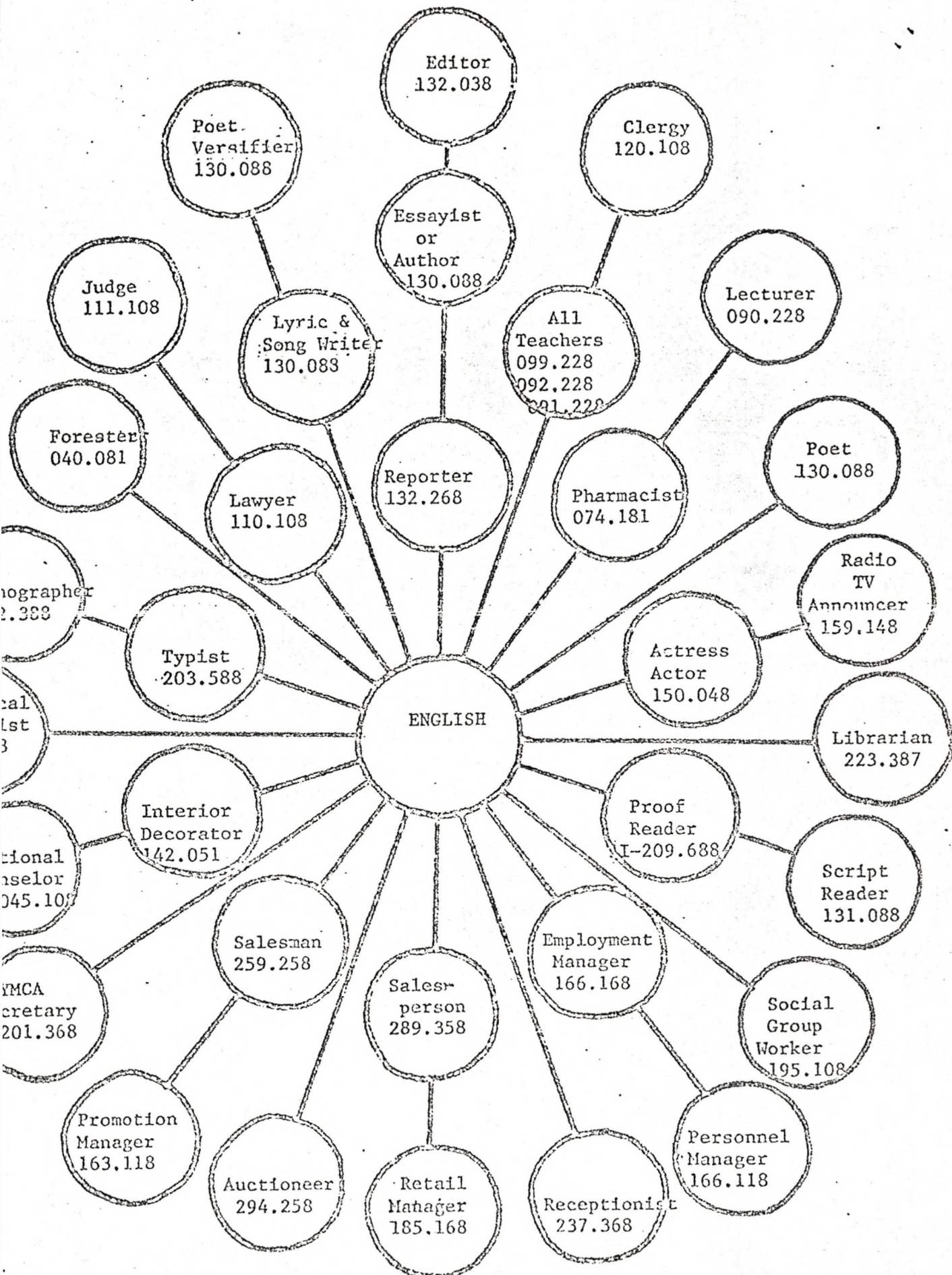
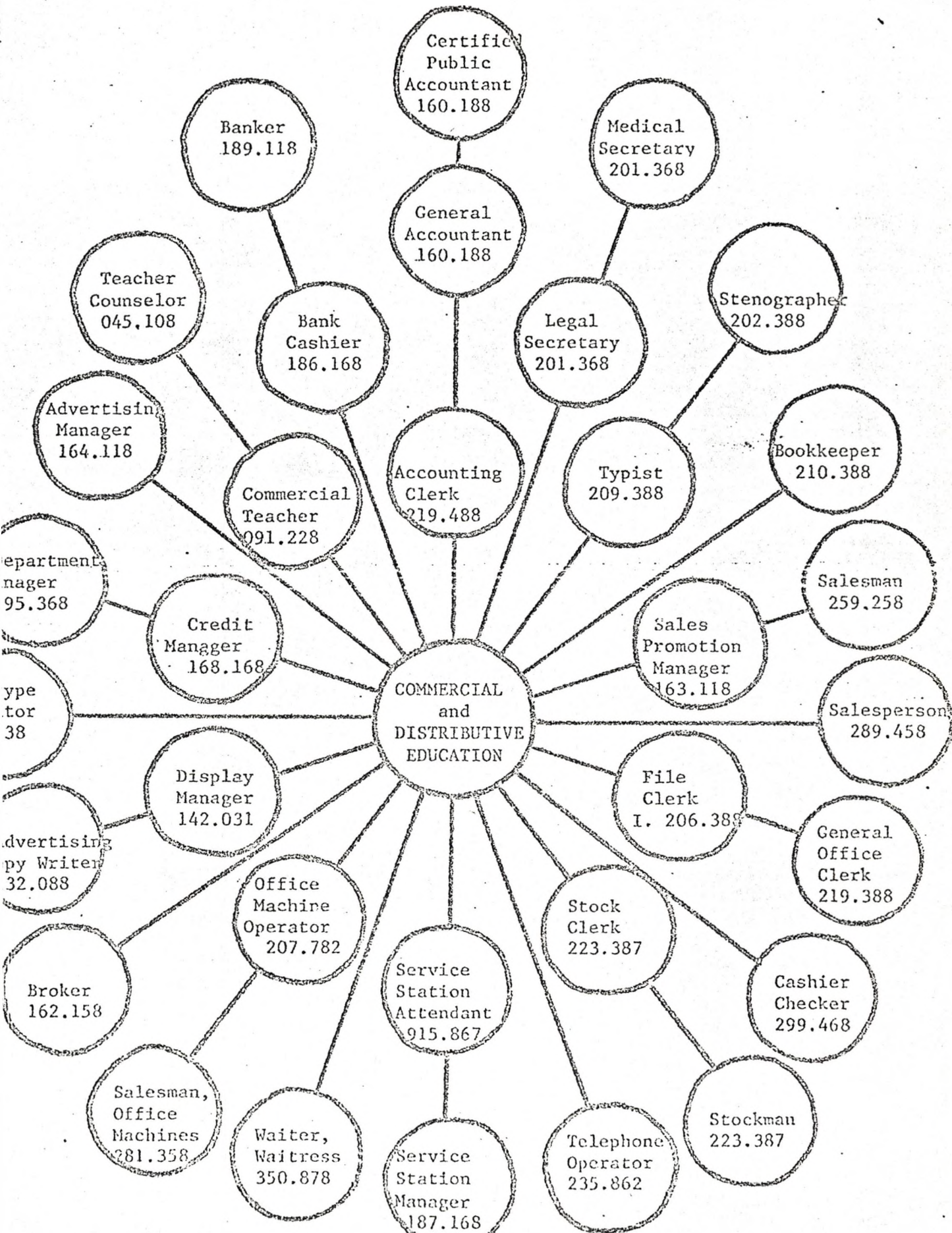


Figure 11  
 SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN  
 GENERAL SHOP AND INDUSTRIAL ARTS

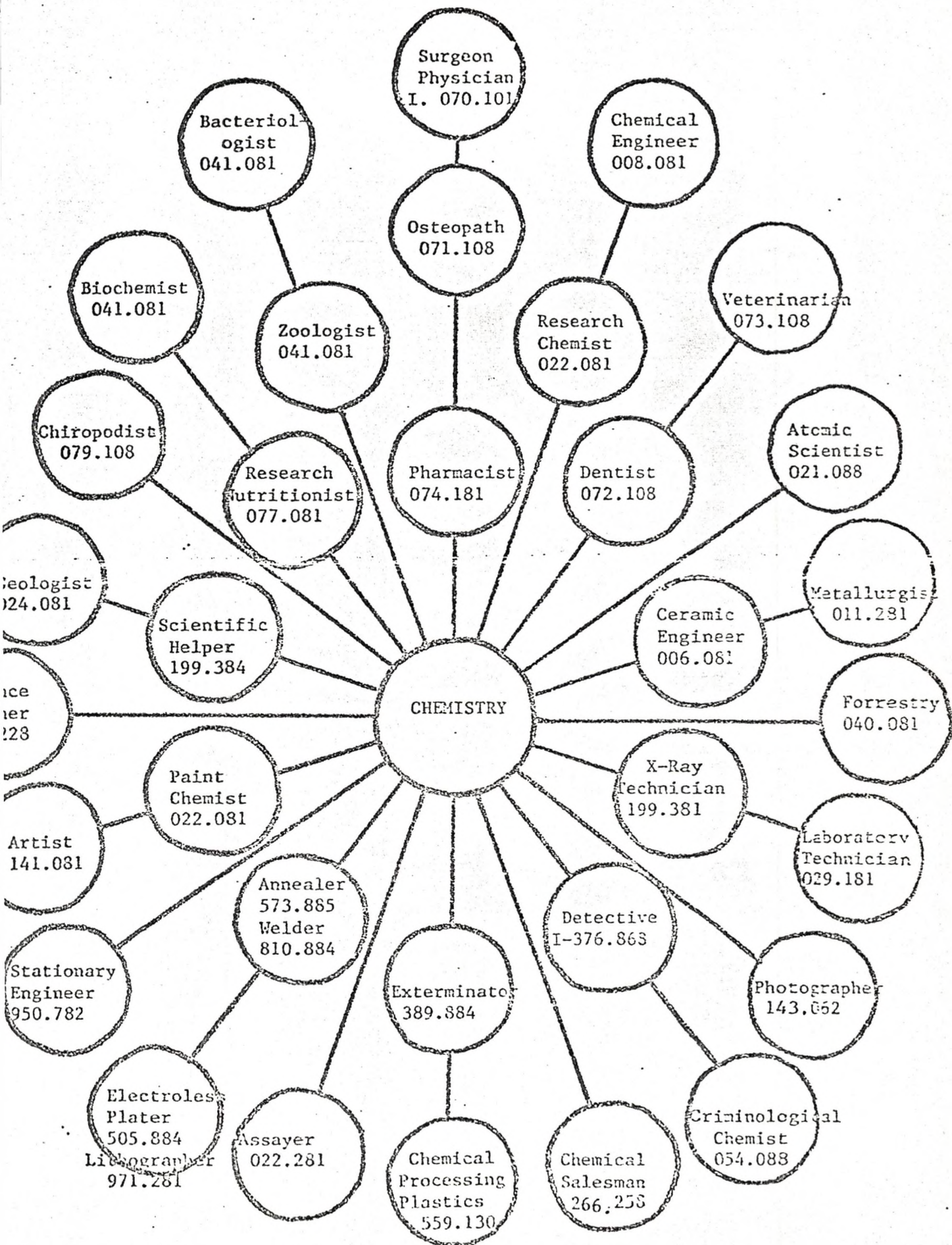




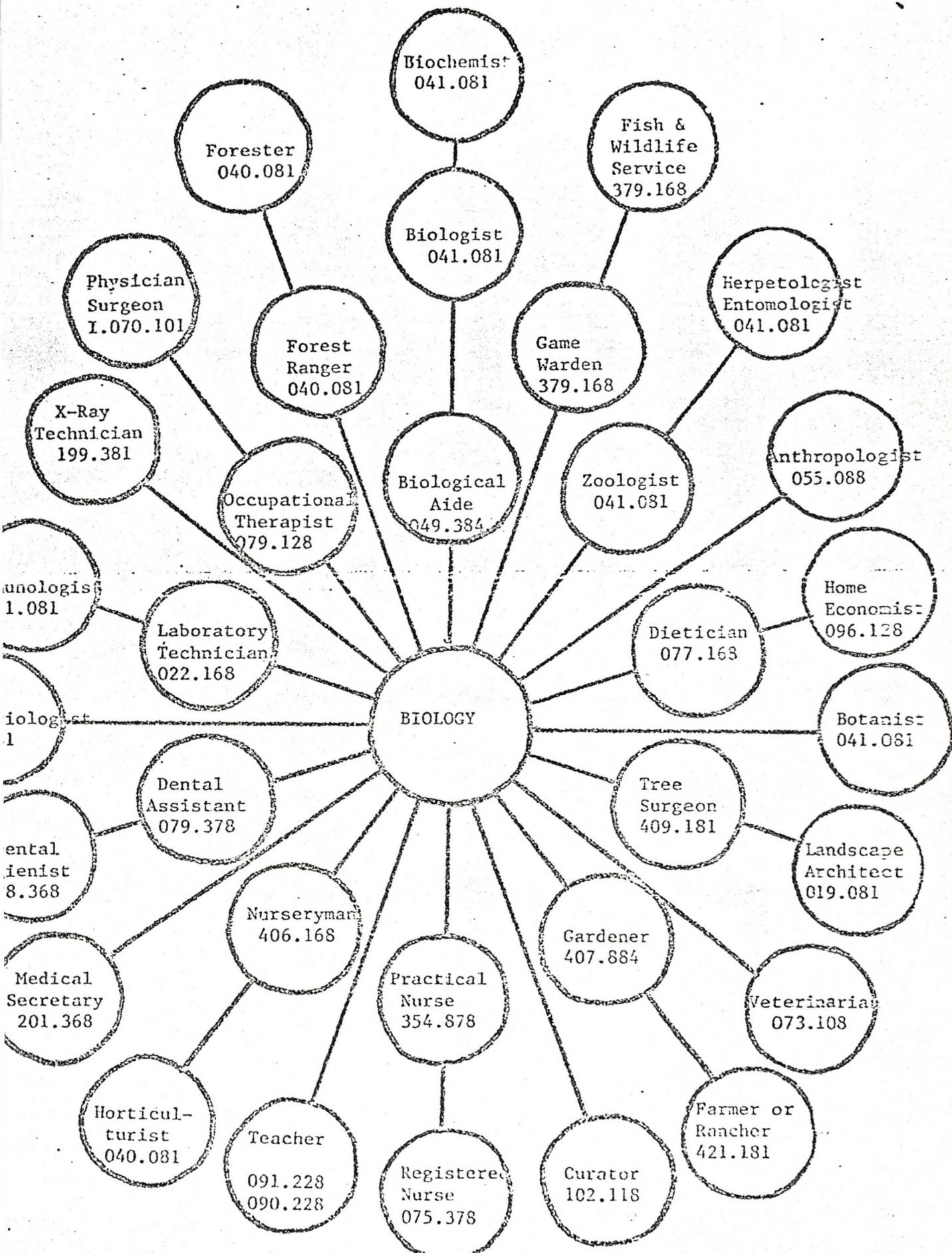




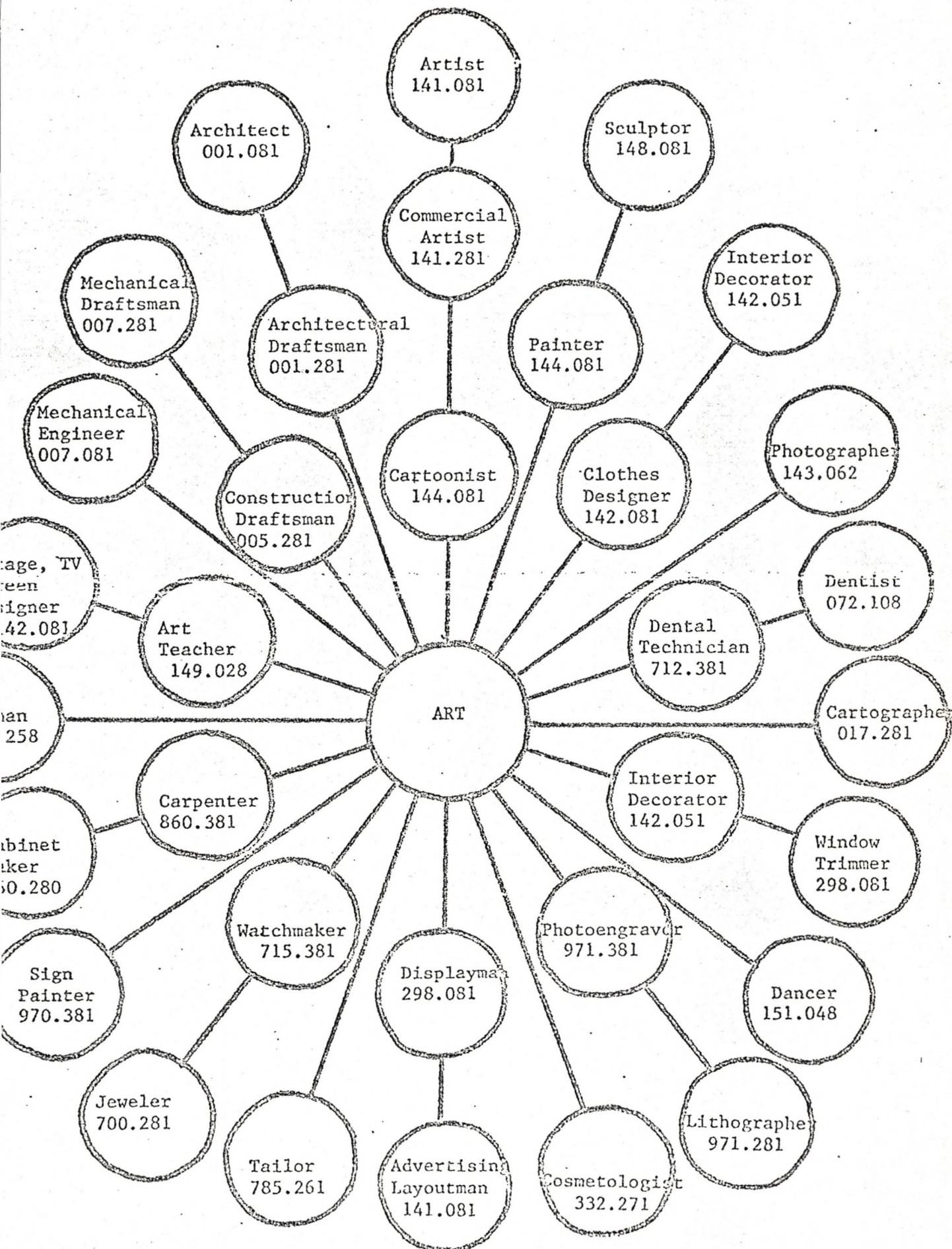
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN CHEMISTRY



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BIOLOGY

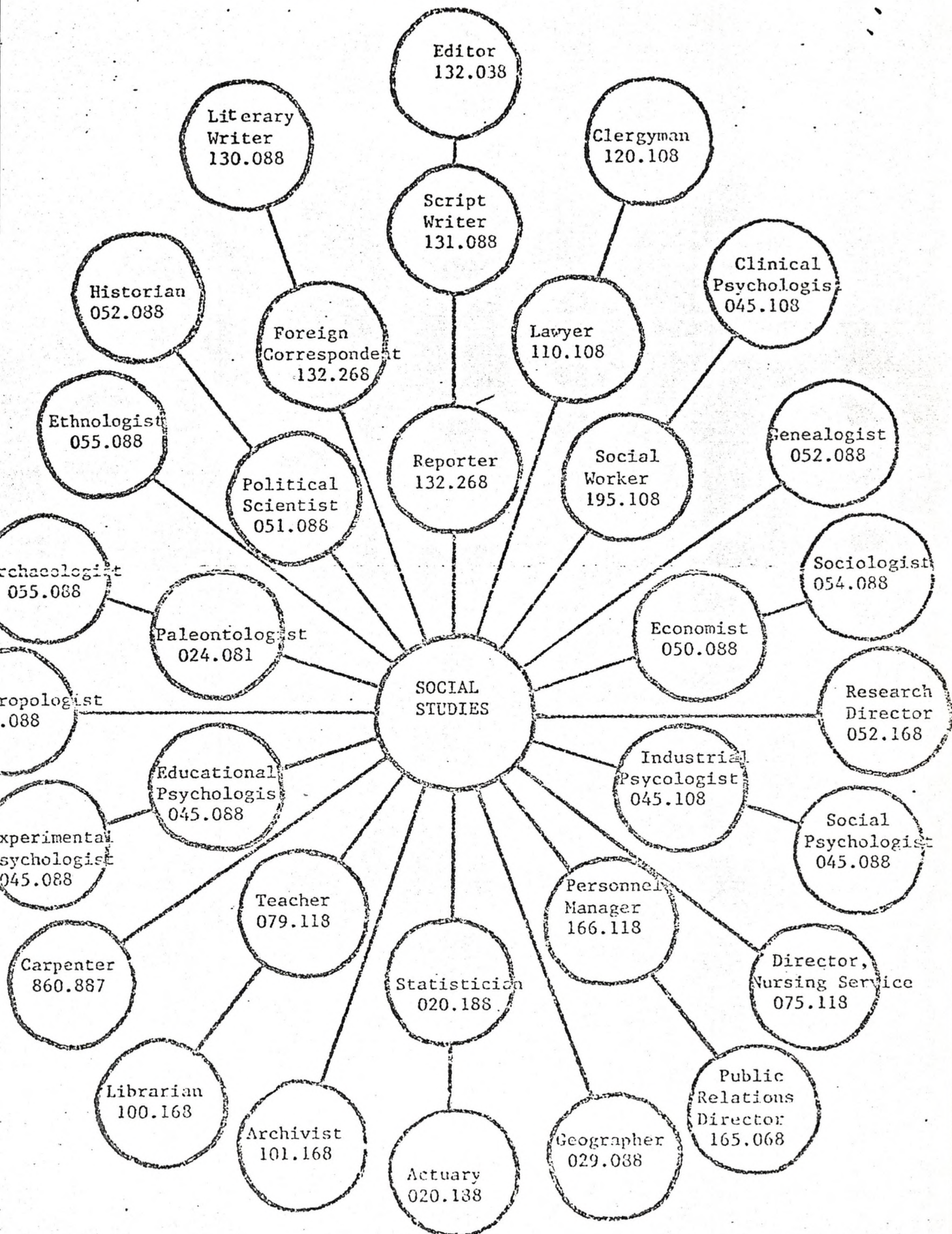


SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ART





SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN SOCIAL STUDIES



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