INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.

2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.

4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.

University Microfilms International

300 N. ZEEB ROAD, ANN ARBOR, MI 48106
1B BEDFORD ROW, LONDON WC1R 4EJ, ENGLAND
WALLICK, DEBRA SUE
CAREER EDUCATION: AN INVESTIGATION OF
ATTITUDES OF TEACHER EDUCATORS AND A PROPOSED
TEACHER EDUCATION PROGRAM.

THE OHIO STATE UNIVERSITY, PH.D., 1979
PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark √.

1. Glossy photographs ______
2. Colored illustrations ______
3. Photographs with dark background ______
4. Illustrations are poor copy ______
5. Print shows through as there is text on both sides of page ______
6. Indistinct, broken or small print on several pages ______ throughout ______
7. Tightly bound copy with print lost in spine ______
8. Computer printout pages with indistinct print ______
9. Page(s) ______ lacking when material received, and not available from school or author ______
10. Page(s) ______ seem to be missing in numbering only as text follows ______
11. Poor carbon copy ______
12. Not original copy, several pages with blurred type ______
13. Appendix pages are poor copy ______
14. Original copy with light type ______
15. Curling and wrinkled pages ______
16. Other ____________________________
CAREER EDUCATION: AN INVESTIGATION OF ATTITUDES
OF TEACHER EDUCATORS AND A PROPOSED
TEACHER EDUCATION PROGRAM

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Debra Sue Wallick, B.A., M.A.

The Ohio State University
1979

Reading Committee:
Charles Galloway
Donald Haefele
George L. Lewis

Approved By

George L. Lewis
Adviser
Faculty for Educational Humanities
This dissertation is dedicated to my wonderful parents, Elizabeth and Louis; my beautiful sister, Connie and my fine brother-in-law, Tom, for all their love, guidance and encouragement they have given me throughout my life. Also, in loving memory of my grandparents, Ella and Raymond Welsh and Marybelle and Adrian Wallick, I dedicate this dissertation. For I am sure, in those early years of my life they, along with my parents, helped instill in me the desire to always try to do my best. This dissertation is also dedicated to Robert because of who he is, what he has led me to believe in, and what he has meant to my life. Finally, I thank and praise God for all of this.
ACKNOWLEDGMENTS

I would like to express my deep appreciation to my advisor, George L. Lewis, Ph.D. who always believed in me and encouraged me through those times of frustration, fatigue and questioning.

I would also like to thank Charles M. Galloway, Ph.D., for his inspiration and edification, for he always lifted me when I thought the goal was beyond my reach.

I am grateful to Donald Haefele, Ph.D., for assisting me in the research expertise needed to make the findings of this study understandable and meaningful.

A special thanks goes to Dr. William Peters of The University of Kentucky and Dr. Jane Godfrey of Berea College for their assistance.

I am eternally grateful to all of my students in Sardis, Ohio who inspired me to go on with my Ph.D. even though it meant leaving my utopia and them.

I am indebted to the fine students I had the privilege to share my beliefs, friendship, and love with as an instructor/guide at Ohio State for three years of creative growth.

I am also indebted to The Ohio State University for believing in me enough to allow me to be a teaching assistant.

I am thankful for my blessed friends who stuck with me throughout this endeavor even though I became a recluse and hermit who always said, "No I can't go, I'm dissertating!"
Finally, and most importantly, I thank my mom and dad for this typewriter, money and faith that kept me going.
VITA

November 22, 1949

Born - Columbus, Ohio

June, 1972

B. A. - Elementary Education
Ohio State University

1972 - 1975

Elementary Teacher
Switzerland of Ohio School District
Sardis Elementary School

1975 - 1978

Elementary Substitute Teacher
Columbus Public Schools
Columbus, Ohio

1976

M. A. - Educational Humanities
Ohio State University

1976 - 1978

Graduate Teaching Associate
Faculty of Educational Humanities
Ohio State University

1978 - 1979

Graduate Teaching Associate
Faculty of Early and Middle Childhood
Ohio State University

MAJOR FIELD OF STUDY: Early and Middle Childhood Education

AREAS OF SPECIALIZATION: Career Education
Teacher Education
Creative Dramatics
Educational Television
Speech Education
Organizational Communication
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>i i</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>i i i</td>
</tr>
<tr>
<td>VITA</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>x iv</td>
</tr>
<tr>
<td>CHAPTER I  INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Background</td>
<td>1</td>
</tr>
<tr>
<td>Need for The Study</td>
<td>3</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>Purpose of The Study</td>
<td>9</td>
</tr>
<tr>
<td>Definitions</td>
<td>9</td>
</tr>
<tr>
<td>Research Questions</td>
<td>12</td>
</tr>
<tr>
<td>CHAPTER II REVIEW OF THE LITERATURE</td>
<td>14</td>
</tr>
<tr>
<td>Introduction</td>
<td>14</td>
</tr>
<tr>
<td>Emergence of Career Education</td>
<td>15</td>
</tr>
<tr>
<td>Rationale</td>
<td>15</td>
</tr>
<tr>
<td>Chronology</td>
<td>17</td>
</tr>
<tr>
<td>State of the Movement</td>
<td>21</td>
</tr>
<tr>
<td>Summary</td>
<td>23</td>
</tr>
<tr>
<td>The Career Education Concept</td>
<td>24</td>
</tr>
<tr>
<td>Definition and Philosophy</td>
<td>24</td>
</tr>
<tr>
<td>The Concepts</td>
<td>26</td>
</tr>
<tr>
<td>The Components</td>
<td>29</td>
</tr>
<tr>
<td>The Phases</td>
<td>30</td>
</tr>
<tr>
<td>The Clusters</td>
<td>30</td>
</tr>
<tr>
<td>Models</td>
<td>32</td>
</tr>
<tr>
<td>Summary</td>
<td>38</td>
</tr>
</tbody>
</table>

vi
# TABLE OF CONTENTS (Cont'd.)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>PROCEDURE</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Population and Sample</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Study Design</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Instrumentation and Data Collection</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Analysis of Data</td>
<td>43</td>
</tr>
<tr>
<td>IV</td>
<td>DATA ANALYSIS AND FINDINGS</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Attitudes Toward Career Education</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Informative Data</td>
<td>69</td>
</tr>
<tr>
<td>V</td>
<td>SUMMARY, CONCLUSIONS, LIMITATION, AND RECOMMENDATIONS</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Summary of the Study</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Limitations of The Study</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td>88</td>
</tr>
<tr>
<td>VI</td>
<td>PROGRAM</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Criticism of Current Program Trends</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Program Syllabus and Schedule</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Goals and Objectives of the Program</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Career Education Goals and Objectives of Future Teachers</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Evaluation and Feedback Procedure</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Required Materials</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Readings and Texts</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Integration and Relationship of the Curriculum</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Personal Qualities</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Teacher's Role</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Careers in the Classroom</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Creative Dramatics and Career Education</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>Hobbies/Leisure</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>The Future</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>The Conclusion</td>
<td>120</td>
</tr>
</tbody>
</table>

## APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>PRELIMINARY ATTITUDE SCALE AND REFINEMENT DATA</td>
<td>122</td>
</tr>
<tr>
<td>B</td>
<td>RESEARCH QUESTION AND REFINED QUESTIONNAIRE</td>
<td>131</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS (Cont'd.)

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>HUMAN SUBJECT CLEARANCE</td>
<td>139</td>
</tr>
<tr>
<td>D</td>
<td>CORRESPONDENCE</td>
<td>141</td>
</tr>
<tr>
<td>E</td>
<td>BREAKING POINT</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>REFERENCES</td>
<td>158</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>1.</td>
<td>Career Education Has The Potential To Be An Important Part of The Solution to The Country's Unemployment Problem</td>
<td>46</td>
</tr>
<tr>
<td>2.</td>
<td>Too Many Persons Leaving Our Educational System Are Deficient in The Basic Academic Skills Required to Live in Today's Society</td>
<td>46</td>
</tr>
<tr>
<td>3.</td>
<td>Too Many Persons Leave Our Education System Unequipped with The Vocational Skills, The Self-Understanding, and Career Decision-Making Skills, or The Desire to Work That Are Essential for Making The Change from School to Work</td>
<td>47</td>
</tr>
<tr>
<td>4.</td>
<td>Educational Reform Cannot Be Answered Only Through The Initial Implementation of Career Education Programs--Rather It Will Require Major Educational Policy Changes</td>
<td>48</td>
</tr>
<tr>
<td>5.</td>
<td>Career Education Is An Appropriate Response to The Call for Educational Reform</td>
<td>48</td>
</tr>
<tr>
<td>6.</td>
<td>Career Education Should Be Dedicated to The Elimination of A Dual School System</td>
<td>48</td>
</tr>
<tr>
<td>7.</td>
<td>Both One's Career and One's Education Are Best Viewed as Developmental Rather Than Fragmental</td>
<td>48</td>
</tr>
<tr>
<td>8.</td>
<td>Since Both One's Career and One's Education Extend from The Preschool Years through The Retirement Years, Career Education Should Also Span The Entire Life Cycle</td>
<td>49</td>
</tr>
<tr>
<td>9.</td>
<td>Good Work Habits and Positive Attitudes Toward Work Can Be Effectively Taught to Most Individuals at An Early Age</td>
<td>50</td>
</tr>
<tr>
<td>10.</td>
<td>Work Values Are Developed During The Elementary Years and Are Modified During Those Years</td>
<td>50</td>
</tr>
</tbody>
</table>
LIST OF TABLES (Cont'd.)

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Career Development Like Human Development Should Begin in The Preschool Years and Continue into The Retirement Years</td>
<td>50</td>
</tr>
<tr>
<td>12.</td>
<td>Occupational Stereotyping Can Be Reduced through Programmatic Intervention Begun in The Early Childhood Years</td>
<td>51</td>
</tr>
<tr>
<td>13.</td>
<td>Career Education Is for All Persons--The Young and Old, The Mentally and Physically Handicapped, The Intellectually Gifted, The Poor and Wealthy, Males and Females, and Students in Elementary Schools and in Graduate Colleges</td>
<td>51</td>
</tr>
<tr>
<td>14.</td>
<td>Career Education Should Be The Most Important Aspect of Educating Children</td>
<td>52</td>
</tr>
<tr>
<td>15.</td>
<td>Career Education Should Be a Mandatory Part of Every Child's Schooling</td>
<td>52</td>
</tr>
<tr>
<td>16.</td>
<td>Career Education Should Be Considered a Top Priority</td>
<td>53</td>
</tr>
<tr>
<td>17.</td>
<td>There Is No Reason to Think That Career Education Will Achieve Anything More Than Vocational Education Has</td>
<td>53</td>
</tr>
<tr>
<td>18.</td>
<td>Career Education Is Just Another Educational Fad That Will Soon Be Replaced by Another</td>
<td>53</td>
</tr>
<tr>
<td>19.</td>
<td>Career Education Probably Won't Make Significant Improvements in The Quality of Education</td>
<td>54</td>
</tr>
<tr>
<td>20.</td>
<td>Career Education Seems To Be More Useful Than Most of The Other Educational Innovations</td>
<td>55</td>
</tr>
<tr>
<td>21.</td>
<td>Relationships between Education and Work Can Be Made More Meaningful to Students through The Integration of Career Education into All Subject Matter, As Opposed to Teaching It as A Separate Body of Knowledge</td>
<td>55</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>22.</td>
<td>If Students Can See Clear Relationships between What They Are Being Asked to Learn in School and The World of Work, They Will Be Motivated to Learn More in School</td>
<td>55</td>
</tr>
<tr>
<td>23.</td>
<td>Basic Vocational Training Should Be Provided to Children Rather Than Career Education</td>
<td>56</td>
</tr>
<tr>
<td>24.</td>
<td>Learning Basic Academic Skills Is More Important Than Career Education</td>
<td>57</td>
</tr>
<tr>
<td>25.</td>
<td>The Individualistic Goals of Career Education Should Be to Make Work Possible, Meaningful, and Satisfying for Each Individual</td>
<td>57</td>
</tr>
<tr>
<td>27.</td>
<td>Decision-Making Skills, Job Hunting Skills, and Job Getting Skills Are Needed by All Persons in Today's Occupational Society</td>
<td>58</td>
</tr>
<tr>
<td>28.</td>
<td>The Societal Objectives of Career Education Are to Help Individuals Want to Work, Acquire Work, and Engage in Work That Is Satisfying to The Individual and Beneficial to Society</td>
<td>59</td>
</tr>
<tr>
<td>29.</td>
<td>The Goals of Career Education Are Too Nebulous and Idealistic To Be Translated into An Effective Program</td>
<td>59</td>
</tr>
<tr>
<td>30.</td>
<td>All Classroom Teachers Should Help Pupils Develop, Clarify and Assimilate Personally Meaningful Sets of Work Values</td>
<td>59</td>
</tr>
<tr>
<td>31.</td>
<td>All Classroom Teachers Should Devise Materials and Methods to Help Pupils Understand and Appreciate The Career Implications of The Subject Matter Being Taught</td>
<td>59</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>32.</td>
<td>All Classroom Teachers Should Use Career Education Oriented Methods and Materials in The Instructional Program as A Means of Educational Motivation</td>
<td>60</td>
</tr>
<tr>
<td>33.</td>
<td>The Benefits That Will Result from Career Education Are Not Worth The Resources Invested in It</td>
<td>61</td>
</tr>
<tr>
<td>34.</td>
<td>Initial Implementation of Career Education Should Be Relatively Inexpensive</td>
<td>61</td>
</tr>
<tr>
<td>35.</td>
<td>Long-run Educational Reform in Which Career Education Is Realized at All Levels in All Aspects of The Curriculum Will Be Expensive</td>
<td>61</td>
</tr>
<tr>
<td>36.</td>
<td>Funds Should Be Allocated in Order to Get Career Education into All Schools for All Children at All Levels</td>
<td>62</td>
</tr>
<tr>
<td>37.</td>
<td>The Business-Labor-Industry Community Should Participate in Career Education</td>
<td>63</td>
</tr>
<tr>
<td>38.</td>
<td>Career Education Is Taking over Training That Should Be Provided by The Home or Community</td>
<td>63</td>
</tr>
<tr>
<td>40.</td>
<td>School Boards Should Have Top Priority in Career Education Training</td>
<td>63</td>
</tr>
<tr>
<td>41.</td>
<td>Educational Administrators Should Have Top Priority in Career Education Training</td>
<td>65</td>
</tr>
<tr>
<td>42.</td>
<td>Guidance Personnel Should Have Top Priority in The Career Education Training</td>
<td>65</td>
</tr>
<tr>
<td>43.</td>
<td>Teacher Educators Should Receive Top Priority in Career Education Training</td>
<td>65</td>
</tr>
<tr>
<td>44.</td>
<td>Teacher Education Institutions Should Provide Time, Materials, and Programs Dealing with Career Education So Prospective Teachers Can Learn to Implement Career Education Programs into Their Total Teaching Programs</td>
<td>65</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>45.</td>
<td>Teacher Education Programs Should Emphasize Career Education As A Priority Goal</td>
<td>66</td>
</tr>
<tr>
<td>46.</td>
<td>Teacher Education Programs Should Initiate Curriculum Revision Designed to Integrate Career Education into All Aspects of The Teacher Training Program</td>
<td>67</td>
</tr>
<tr>
<td>47.</td>
<td>There Should Be A Major Overhaul of Teacher Education Programs and Graduate Programs in Education Aimed at Incorporating Career Education Concepts, Skills, and Methodologies</td>
<td>67</td>
</tr>
<tr>
<td>48.</td>
<td>In-service Education Needs of Currently Employed Personnel Should Take Precedence over Efforts to Change Teacher Education Programs</td>
<td>67</td>
</tr>
<tr>
<td>49.</td>
<td>We Seem to Know Enough Now to Justify The Organization and Implementation of Comprehensive Career Education Programs</td>
<td>68</td>
</tr>
<tr>
<td>50.</td>
<td>Teacher Education Programs Should Provide Programs to Develop Leadership Training and Career Training for Prospective Teachers</td>
<td>68</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>Hoyt's Career Education's Place in Education</td>
<td>35</td>
</tr>
<tr>
<td>Figure 2</td>
<td>Various Authors' Placement Scales According to Grade Levels</td>
<td>36</td>
</tr>
<tr>
<td>Figure 3</td>
<td>Various Authors' Placement Scales According to General Pattern</td>
<td>37</td>
</tr>
<tr>
<td>Figure 4</td>
<td>Bar Graph Illustrating by What Means Teacher Educators Receive Information Concerning Career Education</td>
<td>74</td>
</tr>
<tr>
<td>Figure 5</td>
<td>Bar Graph Illustrating Leadership and Direction of Career Education Movement</td>
<td>75</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Background

Career education has been given many names since it first came into official existence in 1971, when Sidney P. Marland, then U.S. Commissioner of Education moved it onto center stage "... as nothing less than the desirable way to reshape the country's educational system." (Marland, 1971, p. 5.)

Career education has been called everything from "revolutionary" (Venn, 1972, p. 9) to "evolutionary" (Goldhammer, April 25, 1972, p. 5). Even former President Nixon, in his 1972 State of the Union address felt "Career education could provide people of all ages with broader exposure to and better preparation for the world of work." (Nixon, January 3, 1972, p. 76-77) Kenneth Hoyt, former Associate Commissioner of Career Education in the United States Office of Education, stated "Career education represents a response to a call of educational reform." (Bell, 1974, p. 7) Edward Zigler of Yale University, in his introduction to Essays on Career Education states, "The Career Education Concept has great potential for filling a gap in the lives of children and youth. Children have become isolated from the adult world of work." (Zigler, 1973)
Broadly stated, career education tries to remove the barrier between the dual system of academic and occupational learning programs by blending them, so as to serve all learners at all levels as they seek productive and rewarding lives. The idea can be traced back through history. For example, without using the exact term "career education" Alfred North Whitehead stated in 1929 in The Aims of Education:

The anti-thesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical . . . Education should turn out a pupil with something he knows well and something he can do well.

And Hoyt states:

The call for educational reform, to which career education seeks to respond is still strong and persistent across the land. That call can no longer be ignored. Career Education stands ready to serve as a vehicle for answering the call. It is time that this vehicle be used. (Hoyt, 1975, p. 33)

Of the many definitions of career education available, the most widely known and the one which has received the most national attention was given by Hoyt:

Career education is the total effort of public education and the community to help all individuals become familiar with the values of a work oriented society, to integrate these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual. (Hoyt, 1974, p. 15)

The career education movement, even though it is a relatively recent phenomenon, when it is considered that there is, according to Van Dalen in Understanding Educational Research (1966, p. 14), a
twenty-five year lag between the development of educational innovation and their implementation in that field, has created great interest, momentum and support. Federal and state legislation in numerous instances since early 1971 realize this critical need for career education by providing necessary funding for its implementation. (Katz, 1973) Yet, while the concept receives active support from numerous agencies and groups there still exists a definite lag in its total acceptance by educational agencies at all levels. It even appears in some instances that the local school districts are ahead of colleges of education in acceptance and development of the concept. In his career education Update Address delivered at the Commissioner's National Conference, Marland stated career education is incorporated into approximately 60 percent of the nation's school districts. (Marland, 1976)

Need for the Study

Research supports the need for career education, however many teacher education institutions do not incorporate needed career education information concerning the concept, goals, and objectives into the preparation programs of future teachers so they can effectively incorporate career education into their teaching programs. Teacher education programs need to be developed which will prepare future teachers (1) to better understand the career education concept, its goals and objectives, (2) to learn how to incorporate career education into all aspects of the curriculum, and (3) to learn how to design
methods and materials which will allow career education to be the change agent it is meant to be.

The career education concept implementation will require educational change. It is not meant to be an add-on or supplement to current educational programs, like most educational innovations, but instead there must be an integration of the concept into all levels, all areas, and for all persons. This makes the role of the teacher education institution major. An effective career education program implemented in the pre-service education will ease the need for expensive, time consuming, and sometimes ineffective in-service training which is now required for teachers to receive information concerning the career education concept. Foundational career education programs in the teacher education program would also serve as a valuable base for students as they progress through teacher preparation education. With this foundational base future teachers could better understand how career education can be integrated into all aspects of the curriculum in a meaningful and relevant manner.

Goldhammer, in "Roles of Schools and Colleges of Education in Career Education" questions whether colleges of education will be capable of incorporating programs into their curriculum which are essential for achieving the objectives of the career education thrust. (Goldhammer, 1972, p. 5) Ator, in "Possible Changes in Teacher Education Programs" claims teacher education programs need to get out of the walls of academia and get more into the pragmatic functions of teachers. (Ator, 1972) He also states that educators must be prepared
to accept the consequences of accepting the hypotheses that career education is (1) education in totality, (2) a basic responsibility of schools to help students understand all of their career plan options, and (3) to provide them with necessary expertise to implement such options. According to Ator (1972), faculty members of colleges of education would need to prepare to: (1) relate curriculum products to individual career plans, (2) identify and provide ancillary services necessary for the successful achievement of career plans, (3) help students to utilize these services consistently with their personal attitudes and skills, and (4) help them to appreciate the opportunity to make individual career choices early in their careers. (Ator, 1972)

Hoyt believes the attitude of the classroom teacher is one of the most relevant factors in the success of the career education program. He strongly believes meaningful educational changes cannot occur in American education without the active involvement, support and internal commitment of the classroom teacher. (Hoyt, 1975, p. 26) But when, where, and how does the future teacher acquire this internal commitment? Through an early exposure to the career education concept in the teacher education program students studying to be teachers would be able to establish a personal philosophy, develop competencies, and investigate methodologies in regards to the career education concept. This would allow them to develop an internal commitment upon which they could build their own career education programs according to their own abilities and competencies. The researcher strongly believes this foundation needs to be laid at the teacher education
level. However, before designing any teacher education program, it is necessary to assess the attitudes of the teacher educators in the teacher education institutions.

Robert Cincelli (1975) in his dissertation research concluded that although the majority of faculty responded very favorably toward career education, the nature of some of the responses seemed to indicate confusion concerning an understanding of the concept. This suggests that much more effort is required in the development and dissemination of career education information at the college level. According to Taylor in "Career Education: Implications for Increased Educational Relevancy" an assessment of the attitudes of all participants in the educational process is critical for the successful implementation of career education. The state of readiness of educators and supportive personnel for such educational reform has considerable implications for the designing of career education implementation strategies. (Taylor, 1972)

Educators responsible for the research, development, dissemination and implementation of career education programs and materials need data concerning the attitudes of educators toward the career education concept. This information is essential to educators planning strategies to complete the integration of career education into all aspects of the educational process.

Attitudinal studies or survey research is an acceptable means of measuring opinions of individuals and groups toward specific concepts. According to Van Dalen (1966, p. 214-15), industrial, political,
educational and other leaders seek knowledge of various populations' opinions, attitudes, and preferences relative to various decisions to be made rather than implementing policy changes on the basis of private hunches, blind guesses, or pressure group demands. Educators who wish to improve existing programs may survey others to learn more about their subject of interest.

Statement of the Problem

Even though the career education movement has come of age, Hoyt points out that its long-range success will depend upon the extent to which we can make basic changes in the attitudes of students, parents, teachers, teacher educators, counselors, and the community. (Hoyt, 1975, p. 370-71)

Hoyt states the following concerning the role of the teacher education institution:

It seems to me particularly crucial that our teacher education institutions assume leadership responsibilities for placing career education in proper perspective for their current students and for keeping it in proper perspective for all of American education. It is abundantly clear that career education is currently extremely popular in both local school districts and in state departments of education. It is equally clear that its current level of popularity in such settings is so high that it is certain to decline in popularity, to some extent, within a relatively few years. At the very least it would seem that students currently in teacher education institutions should be made aware of the career education concept. It is hoped that teacher education institutions will choose to provide their students with career education competencies. (Hoyt, 1975, p. 307-08)

The topic of attitudes toward career education has been a popular area of research. Studies have investigated the attitude toward the.
career education concepts held by teachers; (Phillips, 1975; Ryal, 1974; Smith, 1974) school administrators (Barth, 1974; Boyte, 1974; Jones, 1974; Phillips, 1975) college faculty (Hansen, 1974; Cincelli, 1974), school board presidents (Phillips, 1975) and parents (Brown, 1974; Jarmer, 1974; Wilkerson, 1974). All of these studies have been based on a variety of definitions of career education and they have utilized a wide variety of instruments and methodologies, therefore it is difficult to draw any significant generalizations across such diverse populations. However, Hoyt feels the attitude held by the faculty of teacher education institutions is less than enthusiastic. He states:

*True, some outstanding exceptions will be found, but in general it appears safe to say that the career education concept has met with less than enthusiastic acceptance and endorsement among faculty members in our teacher education institutions.* (Hoyt, 1975, p. 299)

He further states that this is partly due to the fact that:

*Career education is a young movement born of uncertain parentage and without the benefit of having teacher education as its midwife.* (Hoyt, 1975, p. 299)

At the very least Hoyt feels:

*Teacher education should be made aware of the career education concept. It is hoped that (out of this awareness) the teacher education institutions will choose to provide their students with career education competencies . . . It is my (Hoyt's) hope I have succeeded in convincing you that career education represents a topic that is crying for consideration by faculty members in teacher education institutions. I am aware of the fact that the dedication of individual faculty members to their own professional specialties leaves little room or time for consideration of topics outside those particular specialties. It is because I believe the career education concept is one that holds potential for bringing greater meaning and excitement to each professional specialty that I urge its consideration. There is something in it for you and for all of us.* (Hoyt, 1975, p. 308)
The researcher believes some of the negativism toward career education is rooted in confusion concerning an understanding of the concept by teacher educators. Evidence seems to indicate that teacher educators lack enough information about certain aspects of the career education concept and thus have not allowed the concept to be fully realized. The survey questionnaire will assess the attitudes of the teacher educators and identify the areas that are not congruent with the concept. The findings will indicate the areas of the career education concept that need to be incorporated into a proposed teacher education program.

**Purpose of the Study**

The purpose of this study is to explore the overall career education movement, the concept, and specifically to assess the attitudes held by teacher educators. With this information about the status of the career education movement and concept, and an assessment of attitudes, the researcher will design a teacher education program to be used to prepare future teachers to meet the career education movement with enthusiasm and readiness. The program will address the information revealed in the attitudinal survey findings.

**Definitions**

For the purposes of this study the following definitions are offered.

**Career** is the totality of work one does in his or her lifetime.

**Education** is the totality of experiences through which one learns.
Career Education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

Work is the conscious effort aimed at producing benefits for oneself and others. It may be paid or unpaid in nature. It represents the basic need of all humans to achieve, to accomplish, to do something productive that allows the individual to discover both who he is and why he is.

Job, Occupation, and Vocation are an individual's primary economic activity at a moment in time.

Job/Occupation is one's primary work role in a paid employment.

Vocation is one's primary work role at any given point in time. Can be paid or unpaid in nature.

Leisure is what a person chooses to do with his or her time when he or she is under no economic or other compulsion from outside himself or herself.

Work Values are all those attitudes, positive or negative, which an individual or society develops toward work. (Hoyt, 1975, p. 13-19)

Vocational Education is a service designed to fit individuals for gainful employment as semiskilled or skilled workers or technicians in recognized occupations.

For further clarification as to what career education is and is not the following is being offered:

Career Education is:

1. a broad approach to education
2. for all learners, regardless of age, sex, race, or educational goals
3. inclusive of all kinds of careers, salaried and non-salaried and full-time and part-time
4. compatible with educational goals
5. useful with all types of teaching techniques and circumstances
6. an approach to motivate learners and increase achievement
7. geared to impart social, psychological, educational, economical and manual skills
8. aimed at continuing development of each individual through life-long educational experiences
9. A link between education and the real world
10. based on awareness of self and the environment
11. experiences about living, learning, thinking, deciding and adapting
12. education which can be applied throughout life in a variety of circumstances

Career Education is not:
1. simply vocational education in a new package
2. a negation of traditional educational objectives
3. just for students in junior high and/or high school
4. a course or a series of courses
5. just for non-handicapped students
6. a subject to be taught
7. limited to teaching saleable skills
8. only for disadvantaged
9. primarily for developing manpower
10. a complete change from present educational practices
11. restricted to any single teaching technique
12. exclusively education for economic objectives
13. a way of elimination or changing all that has been included in academic areas

The following clarification was provided by the Florida State University, Career Education Center. (Massey, 1974)

Research Questions
This study is addressed to the following research questions:
1. Do teacher educators hold positive attitudes toward career education?
2. Are teacher educators' definitions of career education in line with the given definition of career education and its given goals and objectives?
3. What are the major areas of career education that are still unclear, misunderstood, or receiving negative response from teacher educators?
4. What direction would teacher educators like to see career education take in the future?
5. By what means do teacher educators receive information concerning career education?
6. Who do teacher educators feel should provide the leadership and direction of the career education movement?
7. What needs do teacher educators feel the career education can satisfy in our educational system and our society?
8. When do teacher educators feel career education should begin and end?
9. How important is career education in the total educational process to teacher educators?

10. What significance do teacher educators feel career education will make in the quality of education and the future?

11. Do teacher educators see the clarification of the relationship between school and work as an important part of the career education concept?

12. How beneficial and useful are the goals and objectives of career education to teacher educators?

13. What do teacher educators feel is the role of the classroom teacher in the career education movement?

14. Do teacher educators feel the time, money and effort devoted to the career education movement are worth the results?

15. Who do teacher educators feel should be involved in the implementation of career education programs?

16. Who do teacher educators feel should have top priority in the career education training for its implementation?

17. What do teacher educators feel the teacher education program should emphasize in relation to career education?
CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter will explore the career education concept. Career education will be described, its history will be traced, and its application in the total education process will be explored. The researcher will include an analysis of the existent programs and models. On the basis of this analysis, the researcher will begin to build the foundation for the proposed career education teacher education program. With the analysis of the survey results in Chapter IV, the researcher will have empirical evidence upon which she can begin building the teacher education program.

The first portion of the chapter will review the literature in order to establish the rationale behind the career education movement. Secondly, this portion will document the chronology of the highlights of its development. Finally, the present state of career education will be presented.

The second portion of this chapter will be an exploration of the underlying philosophy and a presentation of the many different career education models that have developed. Since the career education concept is so multi-dimensional it will be beneficial to the reader to
explore the various concepts, components, phases, clusters, and models which have emerged in its general application since its birth.

Emergence of Career Education

Rationale

An ageless underlying concept of all civilizations has been "growing up to work." (Marland, 1976) From the most primitive tribes to the most sophisticated cultures it has always been the goal of the child guiders, parents, or leaders to teach the youth how to survive and work in their world. However, somehow through the years, education has come to mean "schooling which is something done inside a building"—while growing up to survive and work remains outside the formal education process. Regardless of how this dualistic system came about, career education is a call for reform and reunion of the academic and occupational worlds.

At its birth, career education was such a nebulous concept, few people took it seriously. It was considered by many as another educational fad just passing through life to an early death. However, as the decade progressed, this nebulous child began blossoming into a mature flower of reform in the bland educational garden.

Some identified the flower as merely an offshoot of the developmental history of the vocational education twig to also include career choice, job training, and long-range planning. Others saw it as a natural evolution, as we gain more knowledge about the stages of development of children. Even the field of psychology began to explore
the possible value of career education as a conceptual base for learning with long-range implications.

Healthy competition was another influencing factor that came into the picture as American educators began seeing exemplary international models meeting with much success. Another great influence came from the U.S. Office of Education and various state education agencies for their leadership in developing a conceptual base for career education through grants for exemplary projects and further innovations. Societal and economic pressures influenced by the rapidly emerging technological society frightened many into serious consideration of the career education concept. The public awareness of the failure within the educational system to prepare students adequately for life roles also served as an influence in the career education growth. Finally, the ultimate realization of the complexity of the country's unemployment problem made even the staunch skeptics give career education a try. (Sarasin, 1977)

All of these influences functioned collectively to bring career education into being. The public was demanding accountability and through the implementation of the career education concept many saw this need being partially met. Career education promised to be productive, integral, and motivational. The only thing it needed to really grow and flourish was people willing to experiment, explore, create and believe in its future.
Chronology

Nineteenth century goals of public education paid little attention to occupational preparation. The emphasis was on training the mind because it was believed once trained, it could respond appropriately to every type of problem. Most vocational skills were taught at home or on the job. It was generally assumed that men and women would follow the careers of their mothers and fathers respectively. Inculcation of this ethic was an important task of the elementary schools, especially in schools of the lower class. (Hoyt, 1974, p. 81)

In the early twentieth century it became clear to educators that the old system was very inadequate. Then came federal subsidy to vocational education which led to the inclusion of two to four years of specific job preparation in secondary schools. In the early years vocational education was for boys and limited to agriculture education in rural schools and to a few industrial occupations in urban schools. The goals from 1917-1930's were to meet the manpower needs of local communities. However, increased mobility led planners to take into account the region to which students might migrate.

The War Production Training programs of the early 40's convinced some vocational education advocates that a far higher proportion of the population could be prepared for useful work than they had ever felt possible. However, the general attitude toward increased options for students did not change dramatically until the 60's when it became evident that a high percentage of the students in high school general
curriculum dropped out, and that among those who did graduate, employment and college-going rates were very low. (Hoyt, 1974, p. 83)

The three basic objectives of the vocational education movement which were being transferred to career education were: (1) to meet the manpower and economic needs of the nation, (2) to increase the options available to individual students, and (3) to increase the intelligibility of both general and occupational education.

Vocational educators started noticing many of their students increased rapidly in reading and computational skills after making a tentative career choice and learning something of the requirements of that career. Because of this desire for learning that emerged when students began having focus in their lives, career education resolved to go one step further and ask all teachers to plan instruction so that its career implications became obvious to all students.

The years from 1940-1970 showed a marked emphasis on the school vocational programs. After Sputnik, some schools deemphasized vocational education and markedly increased enrollment in physical science and mathematics. Since the mid 60's vocational education is being re-emphasized, but with new dimensions contributed to the concepts of career education.

The landmark time for career preparation was the Vocational Education Act of 1963. It changed the emphasis of vocational educators' goals from meeting skill needs of the labor market to greater concern for employability of people. It broadened the definition of
vocational education and more importantly, supplied sufficient federal funds.

Call it vocational education, career development theory or whatever, the implications are that attitudes, work values, maturity, emotional stability, human relation skills, and so forth are prerequisites of and at least as important to success as job skills. That realization is the key driving force in the career education movement. (Hoyt, p. 84-85)

In 1971, Sidney P. Marland Jr., the Commissioner of Education, introduced the term "career education" and gave support to its development. In September of that year, Marland channeled nine million dollars into the development of four conceptual models for career education: school-based, employer-based, home/community-based, and rural/residential-based. These models are described and outlined later in this chapter. However, these models demonstrated the broad scope of the career education concept and the need for involvement and cooperation from the community, the schools, and the home.

In 1971, The National Education Association provided support by adopting a resolution that strongly endorsed career education for all children. The American Vocational Association at the same time established a program for support and leadership of the career education movement.

The Educational Amendments of 1972 (Public Law 92-318) established career education as one of its first priorities for research and demonstration systems. It also extended many of the provisions which
provided career education training programs for teachers and other school personnel. Title I of Part B, the Occupational Education Programs, addressed and supported all of the theory, philosophy, and implementing measures of career education. This according to Marland (1976) was really the start of the current movement.

The Educational Amendments of 1974 (Public Law 93-380) created both the Office of Career Education and the National Advisory Council for Career Education. This amendment provided first-stage authorization of ten million dollars for experimentation and demonstration.

The 1976 Educational Amendments (Public Law 94-482) reaffirmed career education, extended its scope beyond elementary and secondary education, and doubled the funding authorization. However, funding still remained within the experimental and demonstrational mode.

An Act signed into law by President Carter established a separate funding base for career education at the program level, The Career Education Incentive Act of 1977 (Public Law 95-207). The law provides three hundred twenty-five million dollars authorization over a five-year period. These funds will be channeled to the state for administration, leadership, technical assistance, and model programs, and through the state education agency to local education agencies for career education programs and in-service training.

National career education legislation has become public law. This aids in the merging of the academic and occupational movements. It provides structure and direction to career education efforts.
throughout the nation. Career education now has national attention and this will lay the groundwork for future developments.

Hoyt and Marland caution that while federal legislation can provide leadership, direction, and support, it cannot effect real lasting change in our educational system. In order for the career education concept to become a vital part of our educational systems, it must first be fully understood and embraced by teachers, students, and parents. They must see its value, understand its underlying philosophy, and utilize it to its greatest extent in their lives and in the lives of those with whom they guide.

State of the Movement

The concept of career education has such potential that it is supported almost universally because it appeals to almost everyone. The 1973 Gallup poll (Gallup, 1972) provides evidence for this support in which 90 percent of the respondents agreed that schools should give more emphasis to the study of trades, professions, and business to help students decide on their careers. The 1976 Gallup poll (Gallup, 1976) reinforced this expressed demand from the people placing development for work as the biggest priority of the schools in the minds of the people.

Representative Ford of the House of Representatives in his remarks to the H.R. 7 hearings (Ford, 1977) listed the following organizations supporting career education:

United States Chamber of Commerce
National Education Association
National Association of Chief State School Officers
Ford (1977) further stated that the National Institute of Education had 20 percent of its budget in support of career education research and demonstration. As of 1976, 2/3 of the states had formal career education policies; 14 states had career education legislation; and 55 of the 57 states and outlying areas had state career education coordinators, 27 of them state supported.

Marland (1976) reported a survey conducted by the American Institute for Research, early in 1976, that at least 60 percent of the American school systems were making at least limited efforts toward establishing career education programs, based on their belief that the concept is important to their programming. Faculty development was being provided in 57 percent of the school districts with 20 percent of the teachers involved in in-service training. Unfortunately, only 3 percent of our 17,000 districts met all the criteria of a complete and comprehensive career education program. This figure should not discourage the career education activists, instead it should just inspire all to work even harder to raise that percentage. One way that can be done is by understanding and assessing the attitudes currently held by teacher educators concerning career education and with this information begin designing intervention strategy programs.
Summary

The career education concept has its roots deeply implanted in history; has been nurtured by vocational education; endorsed by various professional organizations, advisory boards, and state and federal governments; and brought about by the changes and weaknesses within education and society.

However, through tremulous beginnings of uprooting, droughts, and famines which have come in the form of professional groups, boards, legislators, acts, and amendments, certain basic principles consistently emerged.

First of all, a broadening of the vocational education concept from agricultural emphasis to preparation for life has emerged. Secondly, an expansion of emphasis prevails from the secondary level to a birth-to-death approach with particular emphasis on the elementary grades. Thirdly, the inclusion of all students, all youth, and adults including college-bound, the disadvantaged, and the handicapped has been widely endorsed. Fourthly, there is a desire among many educators to lessen the gap between the dual system approach of academic versus occupational education. Fifthly, there is an increased emphasis on the responsibility of the schools in cooperation with the community to prepare students for work. And finally, there is an increase in federal support, both through funding and organizational leadership.

Career education has blossomed into an educational priority with a broad base of support. The direction for further legislation and the success of the movement will depend on the attitudes and the depth of commitment felt by the educators, students, parents, and the community.
The Career Education Concept

Definition and Philosophy

As stated earlier in this paper, the underlying concept of career education has a long developmental history. However, its official birthdate is often cited as January 23, 1971, when Sidney P. Marland Jr., then the U.S. Commissioner of Education coined the term "career education" during a speech before the National Association of Secondary Principals. In this address, "Career Education Now," Marland proposed "... that a universal goal of American education, starting now, be this: that every young person completing our school program at grade twelve be ready to enter higher education or to enter useful and rewarding employment." (Marland, 1971)

After its official introduction by Marland, the task of conceptualization and refinement was undertaken by Kenneth B. Hoyt, Associate Commissioner of Education on the U.S. Office of Education. It is Hoyt's work that the researcher has studied extensively to understand the goals and objectives of the career education movement and concept.

Hoyt (1974, p. 16) feels two basic assumptions underlie our advocacy of career education and structure of our judgement of what it should be. First, he feels the essential substance of human happiness is a feeling of self-worth, with work being an essential ingredient to the feeling for most of us. (Maslow, 1954) Secondly, is that success in working life requires skill to do the job and also the attitudes, values, and general abilities which lead one to want to
work productively and which influence one's ability to function as a productive member of society over a lifetime.

If happiness depends on self-worth, which depends upon career achievement, then preparation for and achievement of a successful career cannot be neglected in an education which promises to prepare for life. The depth and breadth of this required preparation comprise the content of career education. (Hoyt 1974, p. 17)

Career education attempts to aid students in: (1) understanding work ethics imposed by society and develop their own work values based upon their own interests, being fully aware of society's demands; (2) becoming aware of the world of work and its values; (3) exploration of alternative occupations and choose, prepare for, and ultimately begin and pursue a career; (4) attempts to prepare students for possible occupational changes; (5) teaches students to use leisure time in a productive rewarding manner and (6) to give meaning to all education by relating its content to the job world.

Career education cannot be described exclusively as academic or vocational because inclusion of both will provide attitudes, knowledge, and skills necessary for successful careers. Early childhood education and college education are all very much a part of the concept. It should become part of the student's curriculum, from the moment he enters school, and should relate to everything from reading, writing, to arithmetic. As the students proceed through school, the knowledge, skills, and attitudes necessary for work success should be stressed and phased into every subject for every student. Career education should not merely precede the world of work but should be integrated
into the learning and doing that occurs in the classroom, home, community, and workplace.

Therefore, career education should be looked at as a total concept which should permeate all education, giving new focus to the objectives of successful preparation for life and career. However, it must in no way conflict with other important educational objectives. Career education must increase the relevance of school by focusing on the learner's attitude toward work and himself.

To ultimately achieve a career-oriented education will require major changes in the way we now educate. It will require new structure, innovations, new relationships, and greater interaction between home, community, and school. All that is sound and good in education will be preserved. It will require more specific objectives, a change in philosophy, and a new set of work values.

Hoyt states (Hoyt, 1974, p. 22) career education's goal is to make work possible, meaningful, and satisfactory to every individual, for the best measure of the human being and the best assurance of his happiness are likely to be found ultimately in what he achieves and how he serves. This is the philosophical base needed to approach the subject of career education.

The Concepts

Hoyt presents the following key concepts of career education:

1) Preparation for successful working careers should be key objectives of all education.
2) Every teacher in every course should emphasize the contribution that subject matter can make to a successful career.

3) Hands-on, occupationally oriented experiences should be used as a method of teaching and motivating the learning of more abstract academic content.

4) Preparation for careers should be reorganized as involving and interrelating 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 environments for career education should be identified in the school, home, community, and employing establishments.

6) Beginning in early childhood and continuing through the regular school years, allowing flexibility for a youth to leave for experience and return to school for further education, career education's time horizons extend from "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) Career education is for all individuals--very young children and the adults of the community, the intellectually able and the mentally handicapped, males and females, those who will
attend college and those who will not, the economically affluent and the economically disadvantaged, and those from rural and those from urban settings.

9) Career education seeks to help individuals become familiar with the wide variety of work values now present in society. It imposes no single standard form of work values on any individual, but seeks to help each individual adopt some set of work values which will be personally meaningful.

10) Career education is vitally concerned with helping individuals implement their own personal work values. To do this demands that in addition to wanting to work, individuals must also acquire the skills necessary to work, and having done this, must then find work that is both meaningful and satisfying to them. Thus jobs, in a generic sense, are not career education's goal. Rather, work as productive activity that holds personal meaning and satisfaction for the individual's ultimate goal of career education.

11) The school has the responsibility to stick with the youth until he has his feet firmly on the next rung 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 short or unsteady.

(Hoyt, 1974, p. 22-24)
The Components

The substance of career education should be constructed around five basic components through which the individual progresses continually throughout life. Each is equally essential. They are:

1) The classroom in which all possible learnings are articulated in terms of career application for both understanding and motivation.

2) The acquiring of vocational job skills, whether they are learned on the job, in a structured classroom situation, or from general life experiences.

3) Career development programs for exposure to occupational alternatives and for derivation of a work ethic and a set of work values, allowing the individual to visualize himself in various work settings and to make career decisions which appear to promise the preferred life-style.

4) Interaction among the training institutions, employing institutions, and labor organizations to provide more fertile learning environments.

5) The home and family from which the individual develops initial attitudes and concepts.

These five components act as intervention strategies, beginning no later than kindergarten and continuing through the adult years.

(Hoyt, 1974, p. 24-25)
The Phases

Vocational maturity is an integral part of the total process; vocational maturation can be pictured as occurring in growth stages which in sequential order include:

1) Awareness of primary work roles played by persons in society.
2) Exploration of work roles that an individual might consider important, possible, and probable for himself or herself.
3) Vocational decision-making that may be highly tentative or very specific.
4) Establishment which includes preparing for and actually assuming a primary work role.
5) Maintenance includes all the ways in which one gains or fails to gain personal meaningfulness and satisfaction from the primary work role he or she has assumed. (Hoyt, 1974, p. 30)

The Clusters

The sequence of awareness, exploration, or decision making, establishment, and maintenance stages above coincide to a certain extent to the natural sequence of our educational stages of elementary, middle/junior high, and high school levels of the education system. The U.S. Office of Education has designed fifteen occupational clusters which can serve as a device to focus on that sequence which all occupations can be conceptually included:

1) Agri-business and natural resources
2) Business and office
3) Communications and media
4) Consumer and homemaking education
5) Construction
6) Environmental control
7) Fine arts and humanities
8) Health
9) Hospitality and recreation
10) Manufacturing
11) Marine science
12) Marketing and distribution
13) Personal services
14) Public services
15) Transportation

(Hoyt, 1974, p. 31-32).

It is proposed by the Office of Education that elementary children be exposed to all fifteen clusters when they are developing awareness of the world of work. As they progress through the educational system they begin narrowing their scope of exploration.

Another clustering system was developed for the Comprehensive Career Education Model (CCEM) Project (Blum 1974). It is a very complex model yet very comprehensive. It attempts to blend three different approaches used for grouping occupations. One approach is industry-based and is designed for general curricular purposes such as career awareness and orientation. The second is occupational group-based and deals with the commonality of tasks. This approach is useful when students actually begin skill development programs. The third approach
is based on worker characteristics and attitudes, and commonality of worker traits. This approach is useful for general guidance purposes, helping each student match personality characteristics to those of workers in an occupational field.

The clustering concept is useful as a basis for curriculum development because it complements the students' stages of vocational growth by beginning with an overview and gradually narrowing focus to a family of occupations. By preparing for a cluster, rather than a single job, the student is more flexible in the world of work, and can be better prepared for a career that will likely involve several occupational changes throughout life.

Models

The career education concept is so comprehensive it is difficult to narrow it down to any single definition. Better understanding might be gained through operational models. The four conceptual models most frequently cited are those that were developed by the U.S. Office of Education in 1972. These models represent four ways to implement the objectives of career education in a variety of settings; school, home, community, and residential.

School-Based Model I

This model is based on the infusion of career development objectives into regular K-12 educational programs. Its purpose is to acquaint students with a wide variety of career opportunities and to integrate academic skills, social development, and career preparation.
Guidance and counseling services are included in this model to help students develop self awareness, self confidence, and mature attitudes, and to match interests and abilities to potential careers.

The objective of this model is to ensure students leave school with:

1) a comprehensive awareness of career options
2) a realistic understanding of the relationship between education and the world of work
3) self identity and positive attitudes toward work, and
4) the ability to enter employment and/or further education.

**Employer-Based Model II**

This model is an attempt to provide alternative education programming to teenage students in an employer-based setting. Educational activities are extended to such settings as hospitals, factories, and parks.

**Home/Community-Based Model III**

This model is designed to enhance the employability and career options of out-of-school and adults, and to develop an educational delivery system for the home and community. The objectives of this model are to develop more competent workers and to enhance the quality of the home as a learning center.

**Rural/Residential-Based Model IV**

Through this model, residential centers were established to house intensive programs and wide-ranging services for the entire family.
The model includes education and social service systems, a research and evaluation system, and an economic development service plan. The objectives of this model are to provide rural families with employment capabilities suitable to the area, to provide leverage on the economic development of the area, and to improve family living through employment, study, and home management.

All of the models may be valid and effective in their own right but Goldhammer and Taylor (1972) suggest that the school-based model takes on a special significance when viewed in relation to the other three. It is the school-based model that provides the formative input to all children and youth. Basic attitudes and skills are established during the critical school years. The other models function as a complement to and a life-long extension of the school-based model.

Hoyt illustrates the place career education has in the total community picture. In Figure 1 career education is seen as more than vocational education. It is one of the education's top priorities, yet not the only priority. There need be no power struggle between priorities such as culture, citizenship, family life, and self awareness. In fact, if correctly understood, should contribute to each other.

Figure 2 represents the developmental stages designed by various states, departments, and authors. The first four illustrate the major areas of emphasis by grade levels for each phase with the last examples (Figure 3) illustrating an overall general pattern. All of the schemes have certain commonalities which coincide with basic foundational stages
Figure 1. Career Education's Place in Education (Hoyt, 1974, p. 35)
<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Post-secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States Office of Education (Jesser, p. 96)</td>
<td>Career Awareness</td>
<td>Career Exploration</td>
<td>Vocational Education</td>
<td>Technical Education</td>
<td>Four-Year University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio's Career Development Continuum (Jesser, p. 108)</td>
<td>Career Motivation</td>
<td>Career Exploration</td>
<td>Vocational Education</td>
<td>Technical Education</td>
<td>Adult Education College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon's Conceptual Model of Career Education (Jesser, p. 26)</td>
<td>Career Awareness</td>
<td>Career Exploration</td>
<td>Preparation</td>
<td>Specialization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mississippi's Conceptual Model of Career Education (K-12) (Jesser, p. 111)</td>
<td>Career Awareness</td>
<td>Career Exploration</td>
<td>Career Preparation</td>
<td>Work Baccalaureate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Junior College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 2. Various Authors' Placement Scales According to Grade Levels
<table>
<thead>
<tr>
<th>Alabama's Elements of Career Education (Jesser, p. 117)</th>
<th>awareness → Exploration → Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas' Conceptual Model for Developmental Career Education (Jesser, p. 113)</td>
<td>awareness → orientation → exploration → selection → action → formulation</td>
</tr>
<tr>
<td>Michigan's Conceptual Model of the Components of Career Education (Jesser, p. 110)</td>
<td>self awareness and career awareness → career decision making and advanced planning → job and advanced placement exploration</td>
</tr>
</tbody>
</table>

Figure 3. Various Authors' Placement Scales According to General Pattern
presented earlier. The proposed teacher education program will include all of these stages in various forms. However, the grade delineation will be quite different in that the researcher feels all of the stages should be experienced by the students at all grade levels. For example, a kindergartener should be able to gain awareness of the many careers and also be able to explore, decide upon, and establish, and maintain a specific job. This will be done within the context of the classroom environment. The child will not have to wait ten years to learn how to maintain a particular job. Chapter 6 Part J will explain this proposed program in more detail. However, the foundational knowledge gained by the researcher in reviewing the career education literature has been instrumental in the building of the proposed teacher education program. Without this basic understanding, the researcher would have most likely created a program that was very superficial and ineffective. It is believed that with the reviewing of the literature, the analysis of the survey results, and the researcher's knowledge and wisdom concerning teaching and children, that the proposed teacher education program will be an important and meaningful contribution to the career education movement.

Summary

Marland introduced career education in this decade and Hoyt conceptualized it. There is however no general consensus on the matter of a specific definition of the career education concept. This is mainly due to the fact that career education is so comprehensive, diverse in
its application, fighting constant misunderstanding and misuse of terminology, and is constantly evolving.

The general career education process is usually depicted as a progression from general career awareness, through career exploration to career preparation, job acquisition and then maintenance. The sequence can be approached in a number of ways.

The U.S. Office of Education's development of models in four settings is one approach. It is: school-based, home/community-based, employer-based, and rural/residential-based with the school-based model central to the career education effort.

The school-based model is consistent with the awareness, exploration and preparation stages of development and it provides a framework for the career education curriculum. Additional structure is provided by the career education cluster concept in which occupations are categorized in various ways to facilitate teaching at each stage of development.
CHAPTER III

PROCEDURE

Based on the reviewed literature and research a rationale for the study of attitudes toward the career education concept was constructed. Fifty statements and a set of pertinent demographic and informative questions comprised the instrument used to measure the attitudes of teacher educators toward career education.

Population and Sample

College of Education - Teacher Educators

Teacher educators of three purposefully selected colleges of education composed the population. The teacher educators of the three colleges education who participated in this study included: The Ohio State University, Columbus, Ohio; The University of Kentucky, Lexington, Kentucky; and Berea College, Berea, Kentucky. The Ohio State University educators were selected because the researcher is familiar with the content of the teacher education curriculum. The University of Kentucky teacher educators were selected because the student body and the elementary curriculum are similar to Ohio State. Berea College teacher educators were selected because the college was founded on the work/study principle.
A total of 116 teacher educators were asked to participate in the study. Total response amounted to 84 responses or 72.41 percent. Kerlinger (1964) has addressed himself to the problem of generally poor response levels to mailed questionnaires. According to Kerlinger, response levels of less than 40 to 50 percent are common. Higher returns are rare. The return percent of the mailed questionnaire in this study would appear to be adequate and further indicate that the topic of career education is worthy of investigation.

**Study Design**

This study was designed to utilize descriptive research methodology. The design represents an effective means of assessing the attitudes of the teacher educators toward the career education concept. The study began by exploring the research concerning the importance of the attitudes of educators to the adoption of the career education concept. Once the importance of such attitudes was established, a review of the literature was conducted to determine (1) the importance of the career education concept, and (2) the professional attitudes toward the career education concept.

Initially a set of 87 attitudinal statements relating to the career education concept were designed. Of those initial 87 items, 16 were eliminated because of repetition, 12 were omitted because they were too broad, and five were omitted because they were too specific. Four items were redesigned to be included in the demographic and informative section. See Appendix A for the preliminary scale.
Utilizing a set of fifty attitudinal statements relating to the career education concept a questionnaire was constructed to assess the attitudes of teacher educators toward career education. The teacher educators of The Ohio State University, University of Kentucky, and Berea College comprised the population. Ten additional demographic and informative questions were used to more accurately identify the population studied. This instrument gave the writer a basis on which to assess the attitudes of teacher educators.

As the survey questionnaires were returned, the data were analyzed, compiled and described. Next the writer was to interpret the study results into clear and concise findings accurately reflecting answers to the research questions posed in Chapter I.

Instrumentation and Data Collection

College of Education Teacher Educators

The instrument was constructed in the form of a mailed questionnaire which is divided into three parts. Part I was a cover letter describing the researcher's background in career education, dissertation goals, respondents instructions, and follow-up procedures for a review of the findings. (See Appendix D.) Part II consisted of the fifty attitudinal statements used to assess the attitudes of the teacher educators in relation to the career education concept. (See Appendix B.) Part III, an optional section, was designed to solicit informative data to assist the investigator in interpreting their responses and satisfy the research questions posed. (See Appendix B.)
A strongly agree-to-strongly disagree, five point attitude rating scale, that includes a neutral middle position to measure uncertain attitudes was assigned to each of the fifty statements. This scale was used to solicit from respondents the degree of importance of each statement. A faculty member, a state employee, two current education students, and three persons who have been trained in career education were used in the pilot study group. They were asked to respond to the various drafts of the questionnaire. Each person was asked to respond critically to all aspects of the questionnaire, denoting all weaknesses in design and content. The questionnaire was refined using the results of this pilot study.

Notification from the Human Subject Clearance Committee was received on January 5, 1979. (See Appendix C.) Distribution of the instrument began the week of January 9, 1979. All recipients were requested to return completed questionnaires by January 22, 1979, when the researcher planned to begin analyzing the data.

Analysis of the Data

The findings concerning each of the research questions stated in Chapter I are reported in detail in Chapter IV. Data collected in the study were expressed in percentages to derive meaningful information for the research questions.
CHAPTER IV

DATA ANALYSIS AND FINDINGS

This study was a survey of the college of education teacher educators' attitudes toward career education which would be used to help educational planners design intervention strategies for teachers according to the findings. The analyses were based on data collected from the teacher educators from The Ohio State University, The University of Kentucky, and Berea College. The first part of this chapter reports a summary of the findings concerning attitudes toward each statement as it relates to the research questions posed in Chapter I. This summary is followed in each case by a report of the response percentages of each statement. The second part of this chapter reports the findings provided from the informative portion of the instrument.

Attitudes Toward Career Education

All of the 50 statements were rated by the participants on a five-point Likert-like scale ranging from strongly agree-to-strongly disagree. Some statements were designed so that a person could circle the strongly disagree response for a specific career education related statement and be expressing a positive attitude.
Teacher educators were positive toward 44 of the 50 career education attitude statements to which they were asked to respond. They found to be negative toward 6 of the career education attitude statements:

1. Career education seems to be more useful than most of the other educational innovations.

2. Career education should be dedicated to the elimination of a dual school system.

3. Guidance personnel should have top priority in the career education training.

4. In-service education needs of currently employed personnel should take precedence over efforts to change teacher education programs.

5. There should be a major overhaul of teacher education programs and graduate programs in education aimed at incorporating career education concepts, skills, and methodologies.

6. Learning basic academic skills is more important than career education.

The specific attitudinal statements relative to the research questions are reported in Tables 1 through 50. Total percentages are given for each attitudinal statement according to the responses of the teacher educator on the five-point scale.

WHAT NEEDS DO TEACHER EDUCATORS FEEL CAREER EDUCATION CAN SATISFY IN OUR EDUCATIONAL SYSTEM AND OUR SOCIETY?

Generally, Table 1 shows that respondents appeared in agreement that career education has the potential to be an important part of the solution to the country's unemployment problem. Approximately 70 percent of the teacher educators either agree or strongly agree with this statement. While less than 15 percent of the teacher educators disagreed.
Table 1

Career Education Has The Potential To Be An Important Part of The Solution To the Country's Unemployment Problem

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>22.22%</td>
<td>48.14%</td>
<td>14.81%</td>
<td>13.58%</td>
<td>1.23%</td>
</tr>
</tbody>
</table>

Table 2

Too Many Persons Leaving Our Educational System Are Deficient in The Basic Academic Skills Required to Live in Today's Society

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>14.81%</td>
<td>55.55%</td>
<td>8.64%</td>
<td>19.75%</td>
<td>1.23%</td>
</tr>
</tbody>
</table>

Table 2 reports a high degree of agreement among teacher educators that too many persons leave our educational system deficient in the basic academic skills required to live in today's society. Approximately 70 percent either agreed or strongly agreed with this attitudinal statement with less than 21 percent in disagreement to the statement.

Over 74 percent of the teacher educators were in agreement or strong agreement according to Table 3 that too many persons leave our education system unequipped with vocational skills, the self-understanding, and decision-making skills, or the desire to work that are essential for making the change from school to work. Respondents in disagreement with this attitudinal statement were less than 9 percent of the teacher educators.
Table 3

Too Many Persons Leave Our Education System Unequipped
with The Vocational Skills, The Self-understanding,
and Career Decision-making Skills, or The Desire
to Work That Are Essential for Making The
Change from School to Work

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.86%</td>
<td>65.82%</td>
<td>16.45%</td>
<td>8.86%</td>
<td>--</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Approximately 55 percent of the teacher educators agree or
strongly agree in Table 4 that educational reform cannot be answered
only through initial implementation of career education programs—
rather it will require major educational policy changes. While less
than 27 percent disagreed with this statement.

A lower percentage of 36 percent agreed or strongly agreed in
Table 5 that career education is an appropriate response to the call
for educational reform. With approximately 29 percent in disagree-
ment with the statement.

Table 6 reports a 27 percent response from teacher educators in-
dicating a disagreement or strong disagreement that career education
should be dedicated to the elimination of a dual school system. While
46 percent indicated they did not have enough information available to
reach a decision to this attitudinal statement. However 26 percent did
respond in agreement with this statement.

WHEN DO TEACHER EDUCATORS FEEL CAREER EDUCATION SHOULD BEGIN AND END?

A high degree of agreement exists among teacher educators as
Table 7 indicates. It reveals 95 percent of the responses of agreement
or strong agreement that both one's career and one's education are best
Table 4

Educational Reform Cannot Be Answered Only Through The Initial Implementation of Career Education Programs—Rather It Will Require Major Educational Policy Changes

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.25%</td>
<td>38.75%</td>
<td>18.75%</td>
<td>25.00%</td>
<td>1.25%</td>
<td>Positive</td>
</tr>
</tbody>
</table>
Table 8

Since both One's Career and One's Education Extend from The 
Preschool Years through The Retirement Years, Career 
Education Should Also Span The Entire Life Cycle

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.03%</td>
<td>48.14%</td>
<td>8.64%</td>
<td>3.70%</td>
<td>2.46%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

one's education extend from preschool years through retirement years, career education should also span the entire life cycle. Six percent disagreed with this attitudinal statement.

Table 9 reflects a high positive attitude of teacher educators with 81 percent responding in agreement that good work habits and positive attitudes toward work can be effectively taught to most individuals at an early age. Four percent disagreed with this statement.

Teacher educators were supportive toward the statement "Work values are developed during the elementary years and are modified during those years" with approximately 72 percent of the teacher educators in agreement with this statement as Table 10 shows. Less than 7 percent responded in disagreement.

Over 70 percent of the teacher educators agreed that career education, like human development should begin in the preschool years and continue into the retirement years as indicated in Table 11. Thirteen percent of the teacher educators disagreed with this statement.

Also over 67 percent of the respondents were in agreement that occupational stereotyping can be reduced through programmatic
Table 9
Good Work Habits and Positive Attitudes toward Work
Can Be Effectively Taught to Most
Individuals at An Early Age

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>17.28%</td>
<td>64.19%</td>
<td>14.81%</td>
<td>2.46%</td>
<td>1.23%</td>
</tr>
</tbody>
</table>

Table 10
Work Values Are Developed during The Elementary
Years and Are Modified during Those Years

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>6.17%</td>
<td>66.66%</td>
<td>19.75%</td>
<td>6.17%</td>
<td>1.23%</td>
</tr>
</tbody>
</table>

Table 11
Career Development Like Human Development Should
Begin in The Preschool Years and Continue
into The Retirement Years

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>20.98%</td>
<td>49.38%</td>
<td>16.04%</td>
<td>8.64%</td>
<td>4.93%</td>
</tr>
</tbody>
</table>

intervention begun in the early childhood years as Table 12 reports.
Ten percent responded in disagreement with this statement.

HOW IMPORTANT IS CAREER EDUCATION IN THE TOTAL EDUCATIONAL PROCESS
TO TEACHER EDUCATORS?

A high degree of agreement was indicated by teacher educators
in Table 13 with approximately 57 percent responding in the "strongly
agree" category and approximately 33 percent responding in the "agree"
category to the statement "Career education is for all persons--the
young and old, the mentally and physically handicapped, the
Table 12

Occupational Stereotyping Can Be Reduced through Programmatic Intervention begun in The Early Childhood Years

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00%</td>
<td>57.50%</td>
<td>22.50%</td>
<td>8.75%</td>
<td>1.25%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 13

Career Education Is for All Persons--The Young and Old, The Mentally And Physically Handicapped The Intellectually Gifted, The Poor and Wealthy, Males and Females, and Students in Elementary Schools and in Graduate Colleges

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.79%</td>
<td>33.33%</td>
<td>3.70%</td>
<td>3.70%</td>
<td>2.46%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

less than 7 percent were in disagreement with this statement. Observation of Table 14 indicates 79 percent of the responses for this statement were in the "disagree" or "strongly disagree" categories that career education should be the most important aspect of educating children. Less than 3 percent of the teacher educators responded in agreement with this statement. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.

Approximately 58 percent of the respondents indicated agreement that career education should be a mandatory part of every child's schooling, as seen in Table 15. While approximately 20 percent were
Table 14
Career Education Should Be The Most Important Aspect of Educating Children

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.46%</td>
<td>18.51%</td>
<td>60.49%</td>
<td>18.51%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 15
Career Education Should Be A Mandatory Part of Every Child's Schooling

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.40%</td>
<td>50.61%</td>
<td>22.22%</td>
<td>13.58%</td>
<td>6.17%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

in disagreement with the statement and 22 percent did not have enough information to decide.

Considerable differences were observed in Table 16, career education should be considered a top priority, with approximately 39 percent in agreement and 29 percent in disagreement and 32 percent uninformed in this area.

WHAT SIGNIFICANCE DO TEACHER EDUCATORS FEEL CAREER EDUCATION WILL MAKE IN THE QUALITY OF EDUCATION AND THE FUTURE?

Data in Table 17 indicates a 60 percent disagreement response by teacher educators that there is no reason to think that career education will achieve anything more than vocational education has. While only 8 percent indicated agreement to the statement. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.

Observation of Table 18 reveals 56 percent of the teacher educators in disagreement with the statement that career education is just
Table 16

Career Education Should Be Considered A Top Priority

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>5.00%</td>
<td>33.75%</td>
<td>32.50%</td>
<td>23.75%</td>
<td>5.00%</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 17

There Is No Reason to Think That Career Education Will Achieve Anything More Than Vocational Education Has

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>1.23%</td>
<td>7.40%</td>
<td>30.86%</td>
<td>56.79%</td>
<td>3.70%</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 18

Career Education Is Just Another Educational Fad That Will Soon Be Replaced by Another

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>4.93%</td>
<td>8.64%</td>
<td>29.62%</td>
<td>44.44%</td>
<td>12.34%</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

another fad that will soon be replaced by another. While approximately 13 percent agreed or strongly agreed with this statement. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.

Considerable differences were observed in Table 19 in response to the statement "Career education probably won't make significant improvements in the quality of education." Thirty-six percent of the teacher educators were in disagreement while 27 percent were in agreement. And 36 percent did not have enough information to reach a
Table 19

Career Education Probably Won't Make Significant Improvements in The Quality of Education

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>3.75%</td>
<td>23.75%</td>
<td>36.25%</td>
<td>33.75%</td>
<td>2.50%</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attitude  Positive

decision. A negative response indicated a positive attitude toward the career education concept.

There was also considerable difference indicated in Table 20 to the statement that career education seems to be more useful than most of the other educational innovations. The data reports approximately 28 percent in disagreement, 23 percent in agreement, and 47 percent not informed enough to decide.

DO TEACHER EDUCATORS SEE THE CLARIFICATION OF THE RELATIONSHIP BETWEEN SCHOOL AND WORK AS AN IMPORTANT PART OF THE CAREER EDUCATION CONCEPT?

Data in Table 21 clearly indicates agreement of teacher educators to the statement "Relationships between education and work can be made more meaningful to students through the integration of career education into all subject matter as opposed to teaching it as a separate body of knowledge," with 88 percent responding to the "agree" or "strongly agree" category. Less than 2 percent of the teacher educators responded in disagreement to this attitudinal statement.

Also the data in Table 22 clearly indicates a high degree of agreement that if students see clear relationships between what they are being asked to learn in school and the world of work, they will be
Table 20

Career Education Seems to Be More Useful Than Most of The Other Educational Innovations

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.25%</td>
<td>22.50%</td>
<td>47.50%</td>
<td>26.25%</td>
<td>2.50%</td>
<td>Negative</td>
</tr>
</tbody>
</table>

Table 21

Relationships between Education and Work Can Be Made More Meaningful to Students through The Integration of Career Education into All Subject Matter, As Opposed to Teaching It As A Separate Body of Knowledge

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.80%</td>
<td>53.08%</td>
<td>9.87</td>
<td>--</td>
<td>1.23%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 22

If Students Can See Clear Relationships between What They Are Being Asked to Learn in School and The World of Work, They Will Be Motivated to Learn More in School

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.98%</td>
<td>59.25%</td>
<td>11.11%</td>
<td>6.17%</td>
<td>2.46%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

motivated to learn more in school, with 80 percent responding in agreement and with only 8 percent in disagreement.

No teacher educators responded in agreement, as seen in Table 23 to the statement that basic vocational training should be provided to children rather than career education; while more than 74 percent disagreed or strongly disagreed with the statement. Respondents
Table 23

Basic Vocational Training Should Be Provided to Children Rather Than Career Education

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>25.92%</td>
<td>60.49%</td>
<td>13.58%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

indicating disagreement with this statement were regarded as being positive toward the career education concept.

Table 24 reveals approximately 41 percent of the responses in agreement with the statement, "Learning basic academic skills is more important than career education." However, 42 percent did not have enough information to decide and only 16 percent were in disagreement with the statement.

HOW BENEFICIAL AND USEFUL ARE THE GOALS AND OBJECTIVES OF CAREER EDUCATION TO TEACHER EDUCATORS?

Over 95 percent of the responses of teacher educators, in Table 25, were in the "agree" or "strongly agree" category in regards to the statement, the individualistic goals of career education should be to make work possible, meaningful, and satisfying for each individual. Only less than 5 percent responded in the disagreement or uninformed categories.

Also a high degree of agreement was indicated in Table 26 to the statement that basic academic skills, a personally meaningful set of work values, and good work habits, represent adaptability tools needed by all persons in today's rapidly changing world, with over 48 percent in the agree category. Less than 7 percent responded in disagreement to this statement.
Table 24
Learning Basic Academic Skills Is More Important Than Career Education

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.75%</td>
<td>37.50%</td>
<td>42.50%</td>
<td>15.00%</td>
<td>1.25%</td>
<td>Negative</td>
</tr>
</tbody>
</table>

Table 25
The Individualistic Goals of Career Education Should Be to Make Work Possible, Meaningful, and Satisfying for Each Individual

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.22%</td>
<td>72.83%</td>
<td>2.46%</td>
<td>2.46%</td>
<td>--</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 26
Basic Academic Skills, A Personally Meaningful Set of Work Values, and Good Work Habits, Represent Adaptability Tools, Needed by All Persons in Today's Rapidly Changing World

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.14%</td>
<td>43.20%</td>
<td>2.46%</td>
<td>3.70%</td>
<td>2.46%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Agreement responses to the statement "Decision-making skills, job hunting skills, and job getting skills are needed by all persons in today's occupational society" amounted to 90 percent as Table 27 indicates. A low percentage of less than 7 percent indicated disagreement with this statement.

Again agreement responses to the statement, the societal objectives of career education are to help individuals want to work, acquire work, and engage in work that is satisfying to the individual and beneficial
Table 27

Decision-making Skills, Job Hunting Skills, and Job Getting Skills Are Needed by All Persons in Today's Occupational Society

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.25%</td>
<td>68.75%</td>
<td>3.75%</td>
<td>5.00%</td>
<td>1.25%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

to society, amounted to 88 percent as Table 28 reveals. Only 4 percent responded in disagreement to this statement.

More than 77 percent of the respondents indicated disagreement in Table 29 to the statement that the goals of career education are too nebulous and idealistic to be translated into an effective program, with only 6 percent in agreement. Respondents indicating disagreement to this statement were regarded as being positive toward the career education concept.

WHAT DO TEACHER EDUCATORS FEEL IS THE ROLE OF THE CLASSROOM TEACHER IN THE CAREER EDUCATION MOVEMENT?

Agreement that all classroom teachers should help pupils develop, clarify, and assimilate personally meaningful sets of work values was indicated in Table 30 by teacher educators responding with 87 percent while only 4 percent were in disagreement with this statement.

Sixty percent of the teacher educators indicated in Table 31 that all classroom teachers should devise materials and methods to help pupils understand and appreciate the career implications of the subject matter being taught. While less than 16 percent disagreed.

Observation of the data in Table 32 reveals 45 percent of the teacher educators agreed that all classroom teachers should use career
Table 28

The Societal Objectives of Career Education Are to Help Individuals Want to Work, Acquire Work, and Engage in Work That Is Satisfying to The Individual and Beneficial to Society

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.50%</td>
<td>76.25%</td>
<td>7.50%</td>
<td>2.50%</td>
<td>1.25%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 29

The Goals of Career Education Are Too Nebulous and Idealistic to Be Translated into An Effective Program

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.23%</td>
<td>4.93%</td>
<td>16.04%</td>
<td>66.66%</td>
<td>11.11%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 30

All Classroom Teachers Should Help Pupils Develop, Clarify, and Assimilate Personally Meaningful Sets of Work Values

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.69%</td>
<td>62.96%</td>
<td>8.64%</td>
<td>2.46%</td>
<td>1.23%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 31

All Classroom Teachers Should Devise Materials and Methods to Help Pupils Understand and Appreciate The Career Implications of The Subject Matter Being Taught

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.87%</td>
<td>49.38%</td>
<td>24.69%</td>
<td>13.58%</td>
<td>2.46%</td>
<td>Positive</td>
</tr>
</tbody>
</table>
Table 32

All Classroom Teachers Should Use Career Education Oriented Methods and Materials in The Instructional Program as A Means of Educational Motivation

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.75%</td>
<td>41.25%</td>
<td>42.50%</td>
<td>11.25%</td>
<td>1.25%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

education oriented methods and materials in the instructional program as a means of educational motivation. A high percentage of 42 percent did not have enough information concerning the statement to make a decision while less than 13 percent were in disagreement.

DO TEACHER EDUCATORS FEEL THE TIME, MONEY, AND EFFORT DEVOTED TO THE CAREER EDUCATION MOVEMENT ARE WORTH THE RESULTS?

A 66 percent response in Table 33 of "disagree" to "strongly disagree" category to the statement, the benefits that will result from career education are not worth the resources invested in it was indicated. A 6 percent agreement response to the statement was recorded. Respondents indicating disagreement with the statement were regarded as being positive toward the career education concept.

Fifty-five percent of the teacher educators indicated in Table 34 initial implementation of career education should be relatively inexpensive by responding to the "agree" and "strongly agree" categories. However 33 percent indicated they did not have enough information to reach a decision and only 11 percent were in disagreement with the statement.

Data in Table 35 indicates 43 percent of the teacher educators in agreement that long-run educational reform in which career education
Table 33
The Benefits That Will Result from Career Education Are Not Worth The Resources Invested in It

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.23%</td>
<td>4.93%</td>
<td>27.16%</td>
<td>53.08%</td>
<td>13.58%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 34
Initial Implementation of Career Education Should Be Relatively Inexpensive

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.70%</td>
<td>51.85%</td>
<td>33.33%</td>
<td>9.87%</td>
<td>1.23%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 35
Long-run Educational Reform in Which Career Education Is Realized at All Levels in All Aspects of The Curriculum Will Be Expensive

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.50%</td>
<td>36.25%</td>
<td>33.75%</td>
<td>22.50%</td>
<td>--</td>
<td>Positive</td>
</tr>
</tbody>
</table>

is realized at all levels in all aspects of the curriculum will be expensive, while 33 percent lack enough information to decide and 22 percent were in disagreement.

Over 48 percent of the respondents indicated in Table 36 that funds should be allocated in order to get career education into all schools for all children at all levels. Twenty-eight percent disagreed and 23 percent lacked enough information to reach a decision.
Table 36
Funds Should Be Allocated in Order to Get Career Education into All Schools for All Children at All Levels

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.34%</td>
<td>35.80%</td>
<td>23.45%</td>
<td>25.92%</td>
<td>2.46%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

WHO DO TEACHER EDUCATORS FEEL SHOULD BE INVOLVED IN THE IMPLEMENTATION OF CAREER EDUCATION PROGRAMS?

Considerable agreement is indicated in Table 37 that the business-labor-industry community should participate in career education with 60 percent of the teacher educators responding to the "agree" category and 28 percent responding to the "strongly agree" category. No one was in disagreement with this attitudinal statement.

Over 69 percent of the responses indicated in Table 38 that career education is not taking over the training that should be provided by the home or community by responding to the "disagree" or "strongly disagree" categories. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.

Considerable difference was observed in Table 39 in regards to the statement counseling and guidance personnel should head the career education implementation process with 34 percent in agreement and 37 percent in disagreement and 28 percent undecided.

WHO DO TEACHER EDUCATORS FEEL SHOULD RECEIVED TOP PRIORITY IN THE CAREER EDUCATION TRAINING FOR ITS IMPLEMENTATION?

Table 40 indicates approximately the same amount of respondents in disagreement as undecided to the statement school boards have top
Table 37

The Business-Labor-Industry Community Should Participate in Career Education

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.39%</td>
<td>60.49%</td>
<td>11.11%</td>
<td>--</td>
<td>--</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 38

Career Education Is Taking Over Training That Should Be Provided by The Home or Community

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>6.17%</td>
<td>24.69%</td>
<td>64.19%</td>
<td>4.93%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 39

Counseling and Guidance Personnel Should Head The Career Education Implementation in The Schools

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.23%</td>
<td>33.33%</td>
<td>28.39%</td>
<td>35.80%</td>
<td>1.23%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 40

School Boards Should Have Top Priority in Career Education Training

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.25%</td>
<td>6.25%</td>
<td>47.50%</td>
<td>37.50%</td>
<td>7.50%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Priority in career education training. Only 7 percent indicated agreement to the statement. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.
Again negative responses in Table 41 indicate positive attitudes toward the career education concept. Approximately 44 percent indicated disagreement to the statement that educational administrators should have top priority in career education training. While 38 percent were undecided and only 17 percent were in agreement.

Disagreement responses in Table 42 indicate a positive attitude toward the career education concept. The data shows 35 percent in disagreement that guidance personnel should have top priority in career education training, approximately 37 percent were in agreement and 26 percent lack enough information to reach a decision.

Table 43 reveals that more than 29 percent of the teacher educators agree that teacher educators should receive top priority in career education training and 28 percent are in disagreement with the statement. While 42 percent lack enough information to make a decision.

WHAT DO TEACHER EDUCATORS FEEL THE TEACHER EDUCATION PROGRAM SHOULD EMPHASIZE IN RELATION TO CAREER EDUCATION?

Over 85 percent of the teacher educators agree that teacher education institutions should provide time, materials, and programs dealing with career education so prospective teachers can learn to implement career education programs into their total teaching programs, as shown in Table 44. Less than 7 percent disagreed with this statement.

Teacher educators responded in Table 45 with 47 percent agreement to the statement teacher education programs should emphasize career education as a priority goal while approximately 26 percent
<table>
<thead>
<tr>
<th>Table 41</th>
<th>Educational Administrators Should Have Top Priority in Career Education Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>2.46%</td>
<td>14.81%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 42</th>
<th>Guidance Personnel Should Have Top Priority in The Career Education Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>5.00%</td>
<td>32.50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 43</th>
<th>Teacher Educators Should Receive Top Priority in Career Education Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>6.17%</td>
<td>23.45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 44</th>
<th>Teacher Education Institutions Should Provide Time, Materials, and Programs Dealing with Career Education so Prospective Teachers Can Learn to Implement Career Education Programs into Their Total Teaching Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>8.64%</td>
<td>76.54%</td>
</tr>
</tbody>
</table>
Table 45
Teacher Education Programs Should Emphasize Career Education As A Priority Goal

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.75%</td>
<td>38.75%</td>
<td>26.25%</td>
<td>22.50%</td>
<td>3.75%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

were in disagreement and 26 percent were lacking enough information to decide.

While approximately 20 percent of the responses were in the "disagreement" category in regards to the statement, teacher education programs should initiate curriculum revision designed to integrate career education into all aspects of the teacher training program, as Table 46 shows approximately 46 percent were in agreement with the statement and 32 percent lacked enough information to reach a decision.

Over 40 percent of the teacher educators were lacking in information about the statement, that there should be a major overhaul of teacher education programs and graduate programs in education aimed at incorporating career education concepts, skills and methodologies, as indicated in Table 47. While approximately 41 percent disagree with the statement and only 18 percent agree with the statement.

A high degree of uncertainty is indicated in Table 48 to the statement that inservice education needs of currently employed personnel should take precedence over efforts to change teacher education programs with 45 percent of the teacher educators lacking enough information to decide. While 33 percent agree with the statement, 20 percent disagree.
Table 46
Teacher Education Programs Should Initiate Curriculum Revision Designed to Integrate Career Education into All Aspects of The Teacher Training Program

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.75%</td>
<td>37.50%</td>
<td>32.50%</td>
<td>18.75%</td>
<td>1.25%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 47
There Should Be A Major Overhaul of Teacher Education Programs and Graduate Programs in Education Aimed at Incorporating Career Education Concepts, Skills, and Methodologies

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.93%</td>
<td>13.58%</td>
<td>40.74%</td>
<td>35.80%</td>
<td>4.93%</td>
<td>Negative</td>
</tr>
</tbody>
</table>

Table 48
In-Service Education Needs of Currently Employed Personnel Should Take Precedence over Efforts to Change Teacher Education Programs

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.70%</td>
<td>29.62%</td>
<td>45.67%</td>
<td>20.98%</td>
<td>--</td>
<td>Negative</td>
</tr>
</tbody>
</table>

Another high degree of uncertainty is indicated in Table 49 in regards to the statement that we seem to know enough now to justify the organization and implementation of comprehensive career education programs with 45 percent of the teacher educators responding to the "neutral" category. However, 33 percent of the teacher educators responded in agreement and only 21 percent in disagreement.

Finally, in Table 50 responses indicate a 70 percent agreement that teacher education programs should provide for the prospective
Table 49
We Seem to Know Enough Now to Justify The Organization and Implementation of Comprehensive Career Education Programs

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.50%</td>
<td>31.25%</td>
<td>45.00%</td>
<td>18.75%</td>
<td>2.50%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 50
Teacher Education Programs Should Provide Programs to Develop Leadership Training and Career Training for Prospective Teachers

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.93%</td>
<td>65.43%</td>
<td>19.75%</td>
<td>8.64%</td>
<td>1.23%</td>
<td>Positive</td>
</tr>
</tbody>
</table>

teacher programs to develop leadership training and career education training. Less than 10 percent of the teacher educators disagreed with this statement.

**Informative Data**

The researcher is satisfied that the use of informative data, although not statistically measureable, is an effective means to acquire important data concerning the career education movement and concept.

In part one, the reader will find all of the various definitions of career education as given by the teacher educators. Underlined will be those aspects which are in line with the goals and objectives of the career education concept. Due to the fact that the informative page was optional, there will not be as many definitions as there were respondents.
Part Two is a bar graph indicating the various ways in which teacher educators acquire information about career education.

Part Three is a bar graph illustrating the responses given by teacher educators related to the leadership and direction of the career education movement.

Finally, Part Four is a summation of the responses of teacher educators concerning the desired future of career education.

Part One

Informational Excerpts

PLEASE WRITE YOUR BRIEF DEFINITION OF "CAREER EDUCATION."

1. "I do not see it as a program. I see a big difference between career education and a program of career education. As a result, my response to your statements may be confusing."

2. "Opening children's eyes (and mine) to career possibilities—and preparing them for the demands and benefits to be met (realistic expectations and positive attitudes toward societal contributions.)"

3. "Understanding occupational choices and the fit of those choices to one's abilities and interests."

4. "The person's ability to evaluate their skills and abilities as they relate to work demands and availability in society."

5. "Process of information gathering and decision-making."

6. "Clarification process for individuals deciding and evaluating their work (career, vocation, etc.)."

7. "Learning experiences designed to help potential workers to make wise and guided choices about careers and endeavors."

8. "To acquaint learners of all ages with alternatives available for lifetime activities."

10. "Providing persons with a wide variety of work alternatives of field experience and discussion and participation with business and community."

11. "The never ending exploration of self and environment which helps one decide how he shall lead his or her life, the best career education program is the one that provides the most choices and useful decision-making skills."

12. "Learning how to make choices and movement within the work world throughout one's life-basing this on real perceptions of the work involved and the individual within that work experience."

13. "That education which prepares students (learners) at all levels to make knowledgeable decisions concerning their careers and helps them develop their potential for assuming a contributing role in the careers that maintain themselves and the changing society."

14. "Career education is getting to know more about productive pursuits in which one can engage and developing and testing out skills in these areas."

15. "A basic understanding of careers, global significance of interdependency, and an appreciation of all careers within our society."

16. "Career development attempts to: motivate students to want to work; orient students to the many careers available; and enable students to explore careers of their choice."

17. "Helping people have the information and desire to use their life in a productive, constructive way."

18. "A program to make students (1) aware of various careers, (2) explore 'hands on' some of those careers (3) focus on acquiring skills for a marketable career."

19. "Career education is basically an outgrowth of progressive education—with emphasis on the relationship between school and community and through community work."

20. "An approach to education which focuses on the 'world of work,' and skills needed to function and contribute in it."

21. "Teaching students to utilize their strengths and develop them into useful tools that can apply to their life's work or career."
22. "It is a program to provide the student with knowledge of various career opportunities."

23. "Brief overview of job responsibilities, requirements of careers, salary, employment opportunities, geographic locations for employment, satisfying workers, complaints of workers, rewards (particularly in the affective domain) of the careers. In short, career education should be an overview of career opportunities so that a more accurate overview of career opportunities so that a more accurate assessment can be made of the student's capabilities (by the student), desire to pursue the career, and whether one would want to spend one's life following a career in a given area. However, areas should be broadly defined, not in specifics... because the reality of employment suggests that options within professions or work should be given to students rather than training for a specific job which may not exist or isn't available when the individual is ready for employment... and as employment opportunities change throughout life."

24. "Career education seeks to help individuals want to work, acquire work, engage in work satisfying to the individual and beneficial to society."

25. "Developing an understanding of career opportunities in society, the necessary qualifications for these careers and the relationship of each individual's abilities and interests to these qualifications."

26. "Career education is a major theme of education which emphasizes the world of work as an important life concern."

27. "Awareness of career opportunities and relationship of academic work to the various careers and to feel one is not restricted to one's choice by sex, race, height, weight, etc."

28. "Education that takes as its primary goal fitting the individual for future job/career. Learning about available careers, identifying one's interests and skills in terms of future careers, and making choices in course work based upon projected career goals."

29. "Career education is the formal means by which individuals become acquainted with all aspects of work in the context of a democratic society."

30. "Career education is that form of education that will help our boys and girls adjust better in our complex world; it will guide them into satisfying life work."
31. "Providing information about career education to people of all ages but emphasizing early intro to career education in the elementary school."

32. "Preparing students with a knowledge of and skills for a career."

33. "Career education is the coordination of the education system to inform and instruct the students as to available careers. It attempts to coordinate the education curriculum to the vocational possibilities available to the child. Hopefully it provides many of the 'work values' and skills to become an active member of society."

34. "Career education is familiarizing students with various occupations informing them of qualifications required for particular jobs. It is also helping students to understand that every job, from the most menial to the most important has a vital phase in helping our society to operate efficiently."

35. "Education in choice and decision-making--in the area of working careers."

36. "Awareness (thru discussions, materials, resource people, etc.) of the field of work and job opportunities."

37. "Avocational as well as work-related aspects of life."

38. "Developing awareness of personal strengths and weaknesses, good self-concept, work habits, ability to work with others, values, etc."

39. "Understanding of self, school, community and an individual's place in the total scheme. Not a separate course but a concept built into curriculum to give more meaning for basic academic courses."

40. "It is a process through which individuals can explore themselves and the world of activities in which they may engage in as a part or all of their lives that both enhances them as persons and the society in which they live."

41. "Implementation of skills--career exploration, job getting, etc."

42. "Career education is education for the total life encompassing all occupations and professions and includes all social and personal activities."
43. "Education by which one grows in knowledge of self (interests, aptitudes, preferences) and knowledge about occupations (nature of work, qualifications, preparation, remuneration, etc.)"

44. "Education of students as to total possibilities available to them granted their education trend or track, the possible salary and job expectations of possibilities."

45. "Orientation to jobs careers--personal and socially-supposed awareness that is divergent rather than convergent."

46. "Capitalist Indoctrination"

47. "Integration of academic and basic skills with the values of the individual and needs of society to produce, determine if competent, directed, skilled, individual who can meet the demands of our society and function comfortably in a productive work environment."

48. "Widening opportunities of career choice through awareness of career requirements and actual job involvement."

49. "Exposing students to career opportunities that exist, allowing them to choose among many alternatives explaining necessary prerequisites for a career."

50. "Understanding of the world of work."

51. "To learn about career opportunities and importance of each individual to make a contribution to society through his work."

52. "Career education involves a clarification of strengths and weaknesses an individual has for possible careers; plus an understanding of possible job descriptions that would enhance the individual's strength--finally--on the job training to verify the individual's goals and ambitions in that particular field."

53. "Helping students focus on career options realistically in all fields (and all subject matter) in grades K-12."

54. "Education of each child in terms of helping him/her to consider a variety of life occupation, especially the elimination of career stereotypes, and helping them to get started toward those careers. Career education is also necessary for adults who desire to change occupations."

55. "Preparing students for future professions."

56. "The introduction of the characteristics and requirements of various occupations from the primary grades thru college and vocational preparatory work."
BY WHAT MEANS DO TEACHER EDUCATORS RECEIVE INFORMATION CONCERNING CAREER EDUCATION?

No. of Responses

105 Responses

1. Reading (professional & general)
2. Informal casual discussions
3. Own teaching experience
4. School District Practicing
5. Workshops
6. Lectures, seminars, conferences
7. Inservice
8. Course work (Psychology & Guidance)
9. Projects in Schools & Colleges
10. Meetings
11. Institution of Employment
12. Self-study
13. Film-media
14. High school units
15. Guidance personnel
16. Social studies units
17. Friends

Figure 4
WHO DO TEACHER EDUCATORS FEEL SHOULD PROVIDE THE LEADERSHIP AND DIRECTION OF THE CAREER EDUCATION MOVEMENT?

No. of Responses

74 Responses

1. All classroom teachers
2. Teacher Educators/Institutions
3. Administrators
4. Community
5. University
6. School/University Jointly
7. Qualified Specialists
8. All levels in schools
9. Industry
10. Multidisciplinary groups
11. State department
12. Federal government
13. Students
14. Parents
15. Counselors
16. Psychologists
17. School Boards
18. Supervisors
19. Department of H. E. W.
WHAT DIRECTION WOULD TEACHER EDUCATORS LIKE TO SEE CAREER EDUCATION TAKE IN THE FUTURE?

1. "Integrated with existing subject areas."

2. "Integration--as it is now--slightly more emphasis with students who are truly undecided (probably 30 percent of population)."

3. "Developmental--integrated in the curriculum--balanced--not too heavy."

4. "More integrated into overall educational program."

5. "Integrated into the total education program at all levels."

6. "An integrative role but not a dominant role in education exclusive of aesthetics, philosophy, personal values."

7. "Be an integrated part of general education."

8. "Integration with the community/businesses, etc."

9. "Some integration into all aspects of education."

10. "Integration with total curriculum-explore alternatives."

11. "Should be a part of the general goals of education--should be an integrated but reality-based part of curriculum."

12. "Integrate into subject matter."

13. "Integrative, infused--all subjects have a global perspective, a career perspective."


15. "Integrate into total curriculum."

16. "Incorporation into school curricula."

17. "A more natural role within the basic subjects--too frequently career education becomes artificial and/or forced."

18. "Help teachers see how to incorporate it into their total relationship with children."

19. "It should be one of the major objectives of pre-college education."
20. "Representatives from all levels of public schools and universities."

21. "More comprehensive and more systematic exposure throughout all levels of schooling."

22. "Total exposure to all types of careers and working people from preschool through college."

23. "Assimilated into the curricula of K-12 schools."

24. "Acceptance by all from K-12. Retraining of people from idea of vocational integration into total curriculum."

25. "Begin early and never end."

26. "Stronger programs at all levels--but not year after year of the same thing for the students.

27. "I would favor the program begin from the first grade even preschool and extend throughout the educational life of the child and beyond.

28. "To be effectively implemented into elementary and secondary schools."

29. "I would like to see career education become a functional part of a child's experience from pre-kindergarten on."

30. "It should permeate the entire K-college curriculum and beyond."

31. "To become an integral part of all subject areas at all grade levels (K-12)."

32. "A big step forward--required also! More emphasis in the future."

33. "Broaden the focus beyond work to decisions, values, self-image, critical appraisal, survival, individual challenge, etc.

34. "A direction suggested in question 31 (help individuals want to work, acquire work, and engage in work that is satisfying to the individual and beneficial to society."

35. "Helping all students, especially females, view job goals realistically in terms of their own needs and abilities.

36. "Not to be looked upon as a separate and discrete as a philosophy and plan of action but directed toward the full development of individual potential."
37. "Emphasis on self-awareness--group process training for educators."

38. "I think it should become a part of the classroom program but it shouldn't dominate the program. Much of learning is wonderful because it's done for learning's sake and not because the individual hopes to get a certain job."

39. "Part of redefined social studies--'living in our world' emphasis."

40. "Less emphasis on college educated jobs and more emphasis on craft and skill related jobs."

41. "Make students aware of career options and realistic assessment of possibility of reaching their goals."

42. "Provide students with 'real world' notion of different fields."

43. "I think emphasis should be on such things as decision-making skills and gaining a general knowledge of the various careers available. However I do not think this should be overdone. I am strongly against focusing all our rationale for education on how it's going to be useful to us in a career in the future. Prepare for the future--yes; but don't live there. Teach kids to enjoy learning because it's fun--not because it's going to be useful for something ten years from now. As far as motivation goes--I don't think career emphasis is necessary. It may be helpful to a few but not to lots of the students."

44. "More emphasis in this area (making it relevant)."

45. "More emphasis."

46. "Interdisciplinary Approach."

47. "Voluntary programs in all schools."

48. "Continued emphasis."

49. "Broader definition."

50. "Become more than a one-day-a-year event--part of the curriculum."

51. "De-emphasis of careerism, professionalism, specializationism, expert-ism, etc. . . ."

52. "Older students."

53. "Fade away."
CHAPTER V

SUMMARY, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

Chapter V summarizes the purposes, procedures and results of the study. In addition, conclusions, limitations and recommendations are included.

Summary of the Study

It was the purpose of this study to identify attitudes of teacher educators concerning concepts in career education in order for the researcher to design a teacher education career education program which addresses these attitudes.

More specifically, the objectives of the study were:

1) To assess the attitudes of teacher educators concerning concepts in career education according to the research questions posed in Chapter I.

2) To determine if teacher educators' definitions of career education are in line with the given goals and objectives of career education as reviewed in the literature.

3) To propose a career education teacher education program that will satisfy the needs of the teacher educators and the career education goals and objectives given.

One hundred sixteen persons comprised the population for the study. They were the teacher educators of The Ohio State University, The University of Kentucky, and Berea College. The three colleges of education were purposely selected because of their teacher education programs.
The data from teacher educators were collected by the researcher during December 1978 and January 1979.

The study design called for the use of descriptive research design. Using a set of 50 attitudinal statements relating to their acceptance of the career education concept, a questionnaire was constructed to assess the attitudes of college of education teacher educators. Key demographic and informative data were collected. A strongly agree-to-strongly disagree five-point scale was employed to solicit responses to each of the 50 statements by the participants.

Conclusions

The data derived from the descriptive analysis of the attitudinal statement data and the informative data yielded these major findings as they relate to the research questions posed in Chapter 1.

1. Teacher educators were found to be positive toward 44 of the 50 related career education attitudinal statements.

2. Teacher educators' definitions of career education were in line with the given definition of career education and its given definition of career education and its goals and objectives.

3. A. The major areas of career education in which teacher educators feel they need more information are:
   ---the appropriateness of career education as a call for educational reform
   ---the function of career education in the elimination of the dual school system
---the place for career education on the priority list
---the ability of the career education concept to make
    significant improvements in the quality of education
---the usefulness of career education as compared to other
    educational innovations
---the need for basic skill acquisition over career education
---the long-run educational reform expenses for career
    education to be fully realized
---the need for teacher education programs as initiators of
    curriculum revision—designed to integrate career educa-
    tion into all aspects of the teacher training program
---the need for all classroom teachers to use career oriented
    methods and materials in the instructional program as a
    means of motivation
---the expense of initial implementation
---the school boards' place in the career education training
---the educational administrators' place in career education
    training
---the teacher educators' place in career education training
---the need for major overhaul of teacher education programs
    and graduate programs aimed at incorporating career educa-
    tion concept, skills, and methodologies
---the inservice needs of currently employed persons over the
    teacher education programs
---the knowledge teacher educators now have as being enough to justify the organization and implementation of comprehensive career education programs.

3. B. The areas in which teacher educators were negative toward career education concept were:

---career education seems to be more useful than most of the other educational innovations

---career education should be dedicated to the elimination of the dual school system

---guidance personnel should have top priority in the career education training

---in-service education needs of currently employed personnel should take precedence over efforts to change teacher education programs

---the need for a major overhaul of teacher education programs and graduate programs in education aimed at incorporating career education concepts, skills and methodologies

---the learning of basic academic skills is more important than career education.

4. Teacher educators would like to see career education be:

---integrated into the general curriculum

---incorporated in the early years and never end

---comprehensive and systematic

---in line with the goals and objectives of the stated career education concept
---integrated into the community and business world.

5. Teacher educators indicated they received information concerning career education by the following means:
---reading (professional and general)
---informal casual discussions
---own teaching experience
---school district practicing
---workshops
---lectures, seminars, conferences
---inservice
---coursework (psychology and guidance)
---projects in schools and colleges
---meetings
---institution of employment
---self study
---film and media
---high school units
---guidance personnel
---social studies units
---friends

6. Teacher educators feel the following groups or persons should provide leadership and direction to the career education movement:
---all classroom teachers
---administrators
Teacher educators feel the full implementation of the career education concept will positively affect the unemployment problem. Career education also can be a positive contribution to educational reform.

Teacher educators feel career education should begin in preschool years and continue through retirement.

Teacher educators feel career education is important for all persons at all levels and in all conditions. They feel
career education should be a mandatory part of every child's schooling.

10. Teacher educators feel that career education will make a significant contribution to the quality of education and the future. They feel it is more than vocational education and not just an educational fad.

11. Teacher educators see a need for the relationship between work and school to be clarified for children so as to make school more meaningful, relevant and motivational.

12. The goals and objectives of the career education concept are viewed as being highly beneficial and useful to teacher educators.

13. Teacher educators feel the role of the classroom teacher is to develop, clarify, assimilate, and incorporate the career education goals and objectives into all aspects of the curriculum at all levels.

14. Teacher educators feel the time, money and effort devoted to the career education movement are worth the results.

15. Findings did not indicate a high enough percentage in any area concerning who teacher educators feel should provide the information and leadership for the implementation of the career education process. However teacher educators do feel the business-labor-industry should be involved in the career education process.
16. Teacher educators feel guidance personnel and teacher educators should have top priority in the career education training for its implementation.

17. Teacher educators indicated the teacher education program should devote time, provide materials, and implement programs in relation to the career education concept.

Limitations of The Study

The ability to generalize the data arrived at in this study is limited because of the size of the population. The three colleges were selected because of the researcher's knowledge of their teacher education programs and their willingness of their departments to participate. There is a possibility that the researcher's bias was revealed in the questions and the cover letter. However the respondents were free to respond negatively to any statements if they so desired.

Even though the results were returned anonymously the Rosenthal effect may have occurred because of the familiarity of the teacher educators with the researcher.

The respondents may have answered in a manner assumed to be desired by the researcher even though the cover letter stressed the importance of critical evaluation of the career education concept.

There is also the possibility of a non-response bias because of the subject matter being unfamiliar and the respondents not willing to admit lack of knowledge by circling the neutral category. Three
questionnaires were returned uncompleted because of bias (2) and because of a lack of knowledge in the area (1).

Questionnaire distribution techniques varied with each group. The researcher tried to utilize the most personal techniques possible to encourage a high rate of response. The department Chairman of the University of Kentucky aided the researcher by including a note from him encouraging his faculty to extend their knowledge to the research. A personal note was included with the Berea College questionnaires commenting on the visit the researcher made to the college. Personal notes were also attached to the OSU teacher educators who did not receive their questionnaires in person. Perhaps these techniques are limitations to the study but the researcher feels they contributed to the high rate of return.

The most significant limitation in the study deals with the basic definition of career education. The researcher purposely did not supply the population with materials about career education or the concept because that would have greatly influenced the responses. It was to be the task of the respondents to indicate which areas were not clear enough to them for them to respond in the agree or disagree categories.

Because the demographic/informational material was optional the researcher is limited in drawing any conclusions with this information.
Recommendations

The following recommendations are suggested for utilization of this study and for further study in this area.

This study dealt only with three institutions. Since it is impossible to generalize the findings and conclusions of this study beyond these particular populations, it is recommended that the study be replicated on a larger scale. Additionally, more extensive study should be made of the possible significant relationships to be found between demographic information and attitudes toward career education that have not been previously researched.

The conclusions of this study would seem to support the following recommendations:

1. It is recommended that teacher education institutions encourage involvement in the development and implementation of plans for the infusion of career education in their respective programs. This study revealed that attitudes toward career education were positive and that teacher educators believe career education has potential to solve important needs of the educational system and society.

2. It is recommended that the teacher educators receive information concerning cost factors involved in implementation.

3. It is recommended that concerned educators take leadership and directive roles in the career education implementation since the findings show much uncertainty as to who should provide the leadership of the movement.

4. It is recommended that prospective teachers receive preservice career education training in order that they can implement career education into their total teaching-learning program.

5. It is recommended that teacher educators investigate the usefulness of career education as compared to the other recent educational innovations, in order to better understand its short and long range benefits for education and society.
6. It is recommended teacher educators carefully evaluate the present teacher education programs to determine if they are able to meet the needs of the future teachers who will be employed in school districts in which career education is being implemented.

7. It is recommended teacher educators examine the benefits and potential of generalizing vocational education and vocation-alizing general education to eliminate the dualism of our schooling systems.

8. It is recommended teacher educators recognize guidance personnel as being one equal part of the career education movement along with classroom teachers, teacher educators, administrators, school boards, parents, business, labor, and industry.

9. It is recommended teacher educator consider the short term benefits acquired from inservice career education programs and the long range comprehensive benefits of preservice teacher education programs.

10. It is recommended teacher educators examine the depth and breadth of career education, not to determine its place on the educational priority ladder, but to better understand its harmonious qualities it shares with the other educational objectives such as family life, culture, democracy, citizenship, self-awareness and life happiness.
CHAPTER VI

PROGRAM

Introduction

Attitude change is a means to an end--not an end in itself. If this paper stopped at the assessment stage it would be similar to stopping the civil rights or women's liberation movements once people's attitudes had been assessed. The assessment of attitudes and the attitudinal changes we seek are only necessary prerequisites for effective action those of us with favorable attitudes must take. For career education is much more than an attitude, it is an effort. An effort requiring research, time, energy, creativity and resources, both physical and human. The eventual substantive nature of the career education movement will be found in its active programs.

This proposed program has been in the making for many years--long before it was thought of as a contribution to the researcher's dissertation. The pieces have miraculously fallen together and the researcher believes this program has the potential to be a worthwhile contribution to the career education movement.

The pioneers of the career education movement have accomplished a great amount of progress in a very short amount of time. They have taken an idea and worked with it as gently as a newborn baby. Perhaps the pioneers have been too cautious with this newborn infant and too afraid to break a few sacred rules or boundaries. They have tried so
hard not to cause a radical stir in the educational system that they have missed much of the joy of allowing this idea or concept to solve many educational problems besides the cry for motivation or accountability. The proposed program will be of benefit to the teachers, the classroom, the curriculum, the school, the community, the students, families and school personnel because there will be an equalization of responsibilities. The teachers who are overworked and the students who are understimulated will all become one body working together.

This chapter promises to be filled with a variety of conservative to radical career education ideas. However, it is NOT meant to be a recipe book but only a collection of seed ideas for the educator to plant as he sees fit in his teaching-learning environment.

Section one will be devoted to the critical analysis of the majority of the career education programs. Several current examples of activities will be presented and critiqued. The researcher will use her personal teaching experience knowledge to evaluate these programs and make positive, realistic and constructive criticisms. Also included will be a summary of the trend in program designs along with definitions of the general stages of the programs. Again, the researcher will critique these approaches and recommend possible improvements.

The second section of this chapter will be a proposed syllabus designed according to the findings of the survey, to be used in a teacher education career education course. The course goals and
objectives will be presented. The course will take a dual approach to career education. It will explore the theoretical aspect of career education as well as the practical application. This program will be designed specifically for future teachers so that they can begin to bring about the necessary changes in our schools to make career education the contribution it is meant to be.

Contained in this section will be:

a. Syllabus-course content
b. Program objectives and goals
c. Career education objectives and goals for future teachers
d. Evaluation/feedback procedure
e. Materials required for the course and teachers
f. Readings/texts
g. Integration and relationship of curriculum
h. Personal qualities to be developed
i. Teacher's role
j. Big idea--"Careers in the Classroom"
k. Creative dramatics in career education
l. Hobbies/leisure
m. The future
n. Conclusions.

Section I

The main criticism of several of the career education programs at the elementary level is the lack of reality involved in most activities. Much too often children "pretend" to be certain people
with certain jobs, such as a nurse. Just as artificial and worthless is the attempt of well meaning teachers to bring into the classroom resource people to share with the kids about his or her job. Un- fortunately, these people are usually the fireman, postman, or the policeman. Why can't teachers see the value in bringing in persons who are risk takers, creators or everyday happily employed people who find their work satisfying, meaningful and challenging? Also these persons are not so strangled by the bureaucratic red tape or societal stereotypes.

Another major criticism of some career education programs, the researcher has observed, involve the treatment of career education as a subject. This problem occurs more frequently in schools that believe the school counselor is solely responsible for the implementa- tion of career education. In this type of setting career education occurs every other Friday from 2:00 to 2:45. Unfortunately this fragmental approach is also used by some teachers. The researcher has had the opportunity to observe well meaning and sincere teachers attempting to sporadically implement career education into their curriculum only to have negative and perhaps dangerous results. The limitations of fragmental and sporadic approaches are:

1) Irregular exposure of students to career education.

2) Repetition of certain activities especially if all of the counselors and teachers have attended a workshop together in which a recipe box of ideas was given out.

3) Treated as a subject or as a "treat" approach and can acquire a "here it is again" attitude among the students.
4) Cannot fully utilize the school and community.

5) Dissension among faculty who implement career education and those who do not.

6) Possibility of dissension among those involved in the planning of implementation and those who wish not to incorporate.

7) Follow-up is not likely because of the incidental nature of implementation.

Teacher educators indicated a highly negative response to the fragmental sporadic approach to career education. For career education should be on-going, integrated, natural and relevant. Career education should be "learn-by doing" not by schedule.

As Figures 2 and 3 illustrate, most programs are divided into various stages of development. Granted, these stages are developmental but there is no reason why a first grader cannot acquire a job in the classroom just as well as a senior in high school. The way most programs are set up the stages are related to particular grades. This is too segregated. However, before criticizing the stages, it is important to have an accurate description of each stage. The following descriptions have been selected from the National Education Association Publication, Career Education and Vocational Education. (Clements, 1977, p. 12-14)
STAGE I  Career Awareness

Career awareness should include teaching-learning strategies that will help students to: (1) Become aware of the multitude of careers available, (2) Become aware of themselves in relation to the occupational career role, (3) Build foundations for wholesome attitudes toward society and the role of work in society, (4) Become aware of how the basic skills of learning and social development relate to the worker and her/his career, (5) Make tentative choices of career clusters to explore in greater depth in the mid-school years.

STAGE II  Career Exploration

The career exploration stage should include activities that will help individuals to: (1) Explore Occupational areas of particular interest and to assess their interests, abilities, and aversions, (2) Become familiar with the wide range of careers within each occupational cluster, (3) Develop an awareness of relevant factors to be considered in choosing a career, (4) Gain experience in meaningful decision making, (5) Develop preliminary career plans and arrive at a tentative career choice.

STAGE III  Career Orientation

At this stage the student gains further insight into tentative career choices through world-of-work experiences.

STAGE IV  Career Preparation and Maintenance

Career preparation (which includes vocational education) should allow students to: (1) Acquire occupational skills and knowledge for entry into an occupation and/or advanced education and training, (2) Relate a number of high school experiences to generalized career goals, (3) Demonstrate acceptable job habits, (4) Participate in on-the-job training, (5) Select appropriate post-secondary education and/or training institutions.

Through such programs as "Careers in the Classroom" (see Part J) every child at every level can progress through each stage several times during the year. A child will have gone through the process many times before graduation. This will prove beneficial to students,
teachers, school, community, and society. Further explanation and description of this process can be found in Part J of this chapter.

In conclusion, there should not be such a segregation of stages according to grades. Teachers should incorporate all stages in each grade. This will require creativity, experimentation and an accurate knowledge of the composition of the stages and the goals and objectives of career education.

PART A

Career Education for Future Teachers

SYLLABUS

"AN INSIDE JOB"

WEEK I  Introduction to Career Education

A. What is it? (pre-test to measure attitude)
   1. Goals and objectives of course
   2. Goals and objectives of career education
B. How to do it?
   1. Components, phases, clusters, and models

WEEK II  Teacher's Role in Career Education

A. Career education asks teacher to do this:
   1. Relate school to work
   2. Relate career implications
   3. Develop positive attitude about work

WEEK III Integration of Career Education into All Aspects

A. Developmental and comprehensive approach
   1. All levels
   2. All learners
   3. All subject areas
B. Career webbing
   1. Math
   2. Social studies
   3. Language arts
   4. Reading
   5. Writing
   6. Science
   7. Art
   8. Drama
9. Music
10. Physical education

WEEK IV  Careers in the Classroom, "Hey I Matter"
A. Stereotype breakers
   1. Equal opportunity
   2. All options available
   3. Choices
B. Four developmental stages
   1. Awareness—choices
   2. Exploration—job hunting
   3. Orientation—job getting
   4. Preparation and maintenance—fulfillment

WEEK V  End of the World Simulation
A. Desirable personal qualities
   1. Work values
   2. Work habits
   3. Work skills
   4. Adaptability
   5. Decision making skills
   6. Self awareness

WEEK VI  Creative Dramatics Brings It All Together
A. Areas of Exploration
   1. Storytelling
   2. Open-ended stories
   3. Noisy stories
   4. Simulation
   5. Puppetry
   6. Picture file
   7. Improvisation
   8. Pantomime
   9. Educational drama
  10. Gaming
B. Seven Developmental Areas
   1. Self/career awareness
   2. Environment
   3. Economics
   4. World of work
   5. Education/training
   6. Employability/work adjustment
   7. Decision making

WEEK VII  Leisure Time/hobbies
A. Learning how to make it matter
B. Not just for the weekends/$$$
C. Self-fulfillment
WEEK VIII  Review Putting Theory into Practice  
   A. Relating the original goals and objectives to all material explored  
   B. Evaluating self as a future career educator  

WEEK IX  The Future  
   A. Where do we go from here?  
      1. The future of schools and society  
   B. What if?  
      1. Things to be encountered in the beginning  
      2. Ways to prepare for changes  

WEEK X  Final Expression/Logs/Course Evaluation  
   (Post-test to measure attitudinal change)  

PART B  

The goals and objectives of this program are:  

1. To embrace career education and adopt its basic assumptions and goals.  

2. To search one's conscience, professional convictions and one's future goals.  

3. To examine current conditions of the schools.  

4. To examine the current needs of the students and the schools.  

5. To examine the rapidly changing needs of society.  

6. To understand the career implications of the substantive content.  

7. To capitalize on the wide variety of means available for emphasizing career education.  

8. To examine and explore new teaching strategies.  

9. To develop ways to make students acquire a positive attitude about work in our society.  

10. To develop the ability to relate what is being learned to their work, both students and teachers.  

11. To seek ways to work cooperatively with the business, industry, labor, community, home environment, counselors, supporting staff, and parents.
12. To become confident in teaching and incorporating the career education concept in the classroom so as to make teaching meaningful, satisfying and rewarding.

PART C
Career Education Goals and Objectives
for Future Teachers

The highly favorable responses from teacher educators on the subject of career education seems to indicate the movement is still valued by educators and that it is not just an educational fad that will soon pass away. The responses also indicated that the teacher education institutions should provide leadership, training, time, materials, and programs for prospective teachers in the area of career education. The results did indicate a neutral or negative attitude toward teacher education curriculum revision. The proposed program will eliminate the need for an overall curriculum revision and merely include an addition to the existing teacher education program. This however is not to be the approach taken in the classroom. Career education cannot be treated as another subject added to the already overloaded curriculum but it is to be integrated into all subjects at all levels for all learners. Both the survey responses and the informative data indicate that teacher educators definitely favor the integration of the career education concept into all aspects of the existing curriculum. Teacher educators did not see career education as the most important aspect of the schooling process but they viewed it as a harmonious and beneficial integral part of the existing programs.
The major areas to be developed in the teacher education program have been designed to address the areas which the teacher educators indicated as highly important if career education is to be beneficial, productive, useful and motivational. The areas that the teacher educators feel need emphasis are:

1. inclusion of all learners
2. inclusion of all levels
3. developmental and comprehensive strategies
4. inclusion into all subject areas
5. relating school to the world of work
6. relating basic academic skills to career education
7. establishment of good work values
8. establishment of good work habits
9. development of adaptability tools for future demands
10. reduction of occupational stereotyping
11. development of decision making skills
12. self understanding and awareness of abilities and skills
13. positive attitude about work, desire work, and acquire work
14. engaging in meaningful and satisfying work
15. acquire job hunting and getting skills
16. inclusion of business, labor, industry, and community
17. equal availability of career options
18. acquiring real work experiences
PART D

Evaluation and Feedback Procedure

The students in the teacher education program will be evaluated in four ways. They are:

1. Pre and Post Test Attitudinal/Informational Surveys
2. Personal Logs
3. Material/Strategy Demonstration---(Theory into Practice)
4. Written Essay Exam---(Practice into Theory)

1. An attitudinal/informational pre-test will be given during the first session for two reasons:
   A. To aid the instructor in assessing the status of the students in their understanding of career education
   B. To use as a measuring device to determine the effectiveness of the ten-week program.

   An attitudinal/informational post-test will be given to all students in the program after ten weeks for two reasons:
   A. To be used as a comparison with the pre-test results,
   B. To measure the attitudinal change in the students about the career education concept.

2. Personal logs will be kept by each student to record reactions to content material, classroom activities, the instructor, personal feelings, and any other reactionary data pertaining to the total program.

   Logs will have a two-fold purpose. They will serve as feedback to the instructor so the program can be revised and re-designed according to reactions and recommendations. Secondly, the students will have a personal progress report measuring their growth and attitudinal changes.

3. Each student will design a career education strategy packet which will be demonstrative of the student's understanding of the goals and objectives of the career education concept. These strategies will be presented at a Final Fair.

   The strategies must meet the following criteria:

   1. Integrative (all inclusive)  3. Developmental
   2. Comprehensive              4. Creative
4. A written final will be utilized to measure the student's ability to put Practice into Theory.

PART E

Materials Required for The Program

As the survey indicated, funds for new programs are always an area of concern for educators because everybody wants funds for new projects but the red tape involved in acquiring such funds usually discourages even the most enthusiastic educators. Because of this, the proposed program will emphasize the inexpensive nature of initial implementation of the career education concept into the classroom.

No new textbooks or materials will be required. All materials are readily accessible in any classroom. The program will stress the need for the teacher to be resourceful, creative, adaptable and willing to experiment with new ways to look at the curriculum, the students, and the classroom.

PART F

Readings and Texts

The ABC's of The Program

Purposes of the readings and text:

Awareness of the concept

Broadening scope

Critical evaluation

Awareness—Hoyt texts "Career Education: What It Is and How To Do It"

"Career Education: Contributions to An Evolving Concept"

1. Awareness of the goals and objectives of career education.
2. Awareness of current progress and current programs.
3. Awareness of the current status.
Broadening scope

1. Journals—educational and vocational
2. Research—job statistics, trends
3. Employment world—want ads

Critical evaluation

1. Personal criteria established for career education
2. Trade materials reviewed for criteria
3. Trade magazines examined according to criteria

PART G

Integration and Relationship of the Curriculum

It is vital that both elementary school teachers and their students recognize and understand that the most basic vocational skills training for almost all workers is to be found in the subject matter of the elementary school. Yet so many seem to persist in the false belief that the purpose of education is simply education. The elementary school must help students realize that no matter what occupation they eventually choose the basic academic skills of the elementary school will be essential. This is truly bedrock for career education. (Hoyt, 1975, p. 265).

This segment of the program is meant to be exciting, and eye-opening and mind-expanding for the future teachers. It is meant to dispel the fears the teachers may have of always "trying to stay fresh and creative" as they try to relate all of the classroom work to the world of work. The teacher does not want to sound like a broken record all year. This part of the program will wet the appetite and plant the seed of creativity in the teacher's mind. They will see how harmoniously career education relates to the entire curriculum. Segment 1 "Careers in the Classroom" (See Part J)

Through the "Careers in the Classroom" children actually experience the need to be skilled in the basic academic areas to
successfully carry out their job. For example the Class Librarian must:

1. Understand **math** in order to collect fines, record due dates, look up pages, use a category system, select certain volumes, order and pay for new books.

2. Be able to **read** so when new books come out they can critique them, read ads for books, records etc., order materials and supplies.

3. Utilize **art** skills to make the area appealing to the patrons, appreciate illustrations, make charts or ads for books to read.

4. Understand the categorization and classification skills in order to organize the library so it is efficient and ordered. *(science)*

5. **Social studies** skills need to be developed so the librarian understands the population, interests, and needs in relationship to required materials.

6. **Language arts** and **speech** skills are at work constantly with the assisting of patrons, making announcements about new additions, writing ads, presenting new procedures.

7. **Music** and the **humanities** are most exciting in the library with the great wealth of available literature on records as well as prints from great artworks. *(The possibilities in this area are overwhelming with discussions of great works to movement to the music.)*

8. With the great variety and enthusiastic approach to the reading process and its great importance in everyday living many children will feel motivated to begin **writing** materials, books, poems, and short stories on their own so a whole new dimension will be added to the reading center.

**Segment II "Brainstorming"**

This would be a challenging type of activity that would call for creativity. The following sentence would be written very boldly on the wall. "**How does a _____ use _____?**" Two boxes (box A & B) would be below the sentence. Box A would be filled with many occupations and box B would contain the many subjects taught in school.
A child would draw a word from each box and then brainstorm as many ideas as possible within a certain time limit. All ideas would be recorded on a large chart titled "School Really Does Matter!"

Example:

How does a nurse use (math). 

Box A

Box B

Segment III "The Ultimate Challenge"

Students would be challenged to find an occupation that does not use any basic academic skills whatsoever.

Both the emphasis on careers and the conscious attempts to help students see relationships between academic subject matter and work that make the task here quite different from past practices of most elementary teachers. (Hoyt, 1975, p. 268)

Of course there are a great many ways for a teacher to relate the school work to the career education concept and it is not as difficult or time-consuming as most teachers believe it to be. It can just fit in so beautifully that the teacher and the students will be much more interested in what they are teaching and what they are learning because it is relevant to them.

PART H

Personal Qualities to be Developed

Work habits are acquired by persons while they are working. The elementary school should teach good work habits to its students so that they will be better and more productive workers in the elementary setting. It seems safe to say that it is more likely adult workers
will have good work habits if they have learned what these habits are during the formative bedrock elementary school years.

When employers are asked what qualities they desire in prospective employees they give approximately the same answer a parent would give when asked what qualities they would like in their children, or a teacher would respond when asked the same concerning students. These qualities are universal in that they are chosen by most people as desirable.

There are many strategies that could be used to present these to a group of children. But just making the children aware of such qualities does not help them to want to possess the qualities themselves. The following simulation will serve as an example of a strategy that may be used to allow the children to really experience these qualities and decide for themselves which they see as most important.

A SIMULATION

"The End of The World"

Setting: You have just been informed that the world will come to an end in less than one hour. You are to decide who should go to the new world on the spaceship and who shall stay and die. The following people have to decide who goes and who stays:

<table>
<thead>
<tr>
<th>Mr. Willing to Learn</th>
<th>Ms. Trustworthy</th>
<th>Miss Diligent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Dependable</td>
<td>Ms. Creative</td>
<td>Miss Steadfast</td>
</tr>
<tr>
<td>Mr. Responsible</td>
<td>Ms. Resourceful</td>
<td>Miss Happy</td>
</tr>
<tr>
<td>Mr. Divergent</td>
<td>Ms. Physically Fit</td>
<td>Miss Open</td>
</tr>
<tr>
<td>Mr. Sincere</td>
<td>Ms. Patient</td>
<td>Miss Openminded</td>
</tr>
<tr>
<td>Mr. Humorous</td>
<td>Ms. Kind</td>
<td>Miss Assertive</td>
</tr>
<tr>
<td>Mr. Nonjudgemental</td>
<td>Ms. Loving</td>
<td>Miss Congenial</td>
</tr>
</tbody>
</table>
The children will be left completely alone once the mysterious letter has been read. The teacher must take a passive role. Natural leaders will emerge and they will decide the criteria to use to judge qualities, how to vote, and how to organize the process so that within one hour some form of decision will be reached. There are of course many variations to the simulation. The only restriction will be the creativity of the teacher. This is a seed idea that will grow into an meaningful experience for the children as they begin to understand what are the qualities needed today to be a productive and happy individual who matters.

SEED IDEA II

"Integrity Boxes"

Children will compile a list of qualities that describe people. They will have their own box in which they can place these words if they decide to possess one of these qualities. These would be words they are "trying to be." After they try to be those words, they can periodically check their box and place a check on the word, if it is now a word that describes the way "they are." It would be quite exciting to sit down with a friend and share boxes and discuss why they think they possess such qualities or why they want to possess such qualities.

As the children grow from year to year the words will take on more meaning as they see how the words are tried and tested each day of their lives. They will always be exploring different career choices and see how certain words are required for certain jobs.

P.S. Teachers might even pick up a few helpful hints with their own integrity box. Perhaps the children could put words in the teacher's box that they feel describes the qualities of the teacher. It would take a big teacher to do this.

PART I

Teacher's Role

In career education we are trying to free teachers and students so that they can be as innovative and creative as we believe they really are. We want students and teachers to gain personal meaning and meaningfulness from their work. (Hoyt, 1975, p. 312)
The purpose of the career education concept is not to overburden the classroom teacher with "more stuff" for the already over-crowded curriculum. Actually, the closer a classroom is to fully realizing the career education concept the more productive, self-sufficient and stimulating the classroom will be. The teacher will have more time to teach and the children will be more receptive to what is being taught because it has meaning and relevance to them. The teacher will serve as a guider and inspirer. The teacher will be a resource person but not an all knowing giver of knowledge.

However, all of the lip service from the teacher about the greatness of the career education concept can be in vain if it is not practiced. A closed classroom door can cover a multitude of sins. What goes on behind that door can be a terrible misuse of the concept and a complete reversal of the underlying goals and objectives of the movement. It is the teacher's role to be honest and open. The teacher must be honest in her attempt to incorporate career education into the classroom and admit when help is needed. She must be open enough to try new strategies which may be frightening or contrary to the trend.

PART J

HEY I MATTER!
"Careers in The Classroom"

Teachers seem to be crying they have too much to do and the kinds are crying they have too little to do. I believe if we would take some of these over-burdening tasks of the teachers and delegate these
to the kids the teachers would have more time to teach and the kids
would feel as if they matter. They would also be enlightened to the
understanding that, you must know certain basic skills in order to
carry out these tasks. They would realize you must be able to work
with numbers, read, and speak in order to carry out most any task.
Through such a career education type plan everyone in the classroom
would have a purpose and matter. A much more productive atmosphere
would evolve because everyone is helping to share the load.

Children always want to wash the board, water the plants, run
errands, prepare the paints, or feed the gerbils. Just think of the
great learning potential available to a teacher who can sophisticate
these jobs, relate them to the basic skills, and organize these
duties in such a manner than every child has an opportunity to "try
on" many jobs during the school year. These jobs are not the
typical board washers or paper-passers-outers, they are worthwhile,
responsible, and meaningful jobs that are necessary to everyone in the
classroom. These jobs protect, enrich, and stimulate the environment.
This system answers the cry of the tired teacher and the bored student.
Let's take a peek at a class that has USE (Utilizing Student Energies)
in action.

It is Friday afternoon in a fifth grade class in the foothills
of Appalachia. The classroom has a constant buzz and busy-ness.
One child is strolling around the room passing out noses and
asking people for their vote in Monday's election. The nose
reads "I have a nose for news—Vote Beaver for News Reporter!"
On the other side of the room I notice a student working dili-
gently on a campaign poster that is the shape of a leaf and
written on the leaf is the slogan "Leaf the Plants to Marsha."
Further observation reveals many other campaign posters, banners,
and other visuals encouraging votes for specific people for
specific jobs. I am handed a ruler made out of a popsicle stick. It reads "I'll measure up to your standards--Vote Matt for Class Demographer." A glance at the daily tentative schedule indicates it is about time for "Issues and Answers." The class host that was escorting me around the room explained that this is the time in which the candidates can speak to the class as a whole and inform them as to the reasons why they should be elected into the office in which they have decided to run. The children begin seating themselves on the rug and one by one children pop up saying things like, "I would like to be Equipment Supervisor because I enjoy being responsible for our fine equipment and want it to remain in good condition. I will provide sign-out sheets and see to it that everyone has equal rights to use all equipment." Next a group of boys stand and pledge themselves to be responsible Art Captains. They state they will prepare, maintain, order, and investigate all art activities for the next two weeks. A group of two boys and two girls stand and present a bulletin board idea and explain if they are elected for the Display Designers they will design a Nifty Nutritious display that is guaranteed to make your mouth water healthily! One rather quiet timid-like girl slowly rises and softly announces she would like to be Pledge Leader. The teacher seems to get something in her eye at this point. For she knows this is the first time Candy has spoken by herself in front of the entire class. Everyone has a smile on their face and almost applaud Candy. Wow what a serendipitous moment!

I then begin to wonder if there is a job for everyone when the host points out the big chart on the back wall that says, "WE ARE ONE BODY WORKING TOGETHER" and surrounding that body are at least fifty jobs available to the children. A large flip chart outlines the approximate responsibilities of each job but it is also encouraged to be as creative and innovative as possible. The children's names are beside their job so immediately a person knows who holds what job. For example, Dave and Larry are Audio-visual Specialists, Tena is Zoologist, Doreen and Colleen are Visual Makers, Bethanne is class Photographer, Gary and John are song leaders, Marsha and Matt are Movie and Filmstrip Selectors, Bonita is Mail Supervisor, and many more too numerous to mention. The host informs me that the elections are held every other Monday afternoon. I decide right then and there to return on Monday to see USE in action.

Monday election time has finally arrived. I expect the teacher to conduct the process but instead a three-person committee is in charge (they were elected two weeks ago to organize this election). Nominations are open for Fire Monitors and the students using proper parliamentary procedure make their nominations.
The children's eyes close, the names of the nominees are read, hands are raised, and votes are counted. Winners are announced and those that do not get the job begin deciding what else they would like to run for now. It is a rule that no jobs can be repeated twice if there is ever anyone who has not held that job and would like the job. Also the host informs me that the Election Committee is sworn to secrecy and may never reveal how many votes a person received. The committee carries out their duties with great organization and ease. It seems to be a very fair and democratic system and there is TOTAL involvement. My head is spinning with all the hidden curriculum that is being taught . . . democratic principles, equal opportunity, speaking skills, decision making skills, organizational skills, cognitive skills, psychomotor skills, group dynamics, socializing, cooperation, career education principles, parliamentary procedure, persuasive skills, . . .

Tuesday is Transition Day. The previous job holders train the new job holders. It is an apprentice day in which the old show the new the ropes. How about this for teaching! Perhaps a few teachers could learn a few things by observing some of these mini-teachers. The new job holders try to improve upon the previous by thinking of new creative and innovative methods to carry out the duties. For example, the newly elected Librarians may decide to bring in all the Caldecott Award Books for the class to read to the primary kids during the new program they are proposing titled "Fifths Find a Friend in the First." Or perhaps the class newspaper will take on a whole new format as well as the daily newscast.

I leave the room that day feeling as if I had just seen a miniature utopian society. I have seen a teacher that has been big enough to take a passive role and let the kids shine. I have seen kids turned on by being made to feel as if they matter. I have seen how to Utilize Student Energies in a manner that makes everyone want to say . . .

HEY I MATTER!!!

The following is a list of the possible jobs available in the classroom. These jobs can be incorporated into any grade level. They will be available to all students and will help to make the classroom more student directed. The titles can be sophisticated with age. For example, the person in charge of the mail system in the
primary grades may be referred to as the "mail person" and later on as "correspondence supervisor."

News Reporter
Public Relations
Audiovisual Specialist
Audiovisual Engineer
Architect
Zoologist
Fire Monitor
Equipment Supervisor
Election Committee
Art Captain
House Keepers
Job Coordinator
Host or Hostess
Health Consultant
Graphic Artist
Postal Supervisor
Song Leader
Librarian
Area Representative
Class Representative
Food Superintendent
Special Projects
Community Service
Newspaper Editor

Banker
Paper Checker
Grader
Bulletin Board Supervisor
Mini-teacher Coordinator
Navigator
Astronomer
Landscaper
Statistician
Environmental Specialist
Biographer
Conservation Specialist
Photographer
Poet
Crisis Line
Cosmetologist
Critic
Physical Fitness
Archivist
Lawyer
Judge
Salesperson
Brother's Keeper (aid mainstreamed students)

"There is a solid base of research evidence that indicates the strongest personal values of the individual and those held most firmly are those learned early in life." (Hoyt, 1975, p. 127)

Job Descriptions
Placement File Card Idea

Name:

Address:

Jobs: May 1975 Librarian Set Up "Fifths Find A Friend in First"
June 1975 Art Captain Prepared all art materials

Special Awards:
June 8, 1975 "Pride in Fifth Award"
August, 1975 Science Project, Second Place, County Fair
Placement File Card;

1. To be kept yearly
2. To include positive roles
3. To help children understand the importance of record keeping

Job Descriptions:

Want Ad Format

WANTED: PUBLIC RELATIONS COORDINATOR
Must be aware and inform class of all school activities, responsible for guidance of all guests and visitors, encouraged to bring in outside resource persons. Must be outgoing, friendly, pleasant and alert. (Integrity Words) (2 weeks)

WANTED: ART CAPTAIN
Must prepare all materials for art activities, supervise and maintain art materials, explore new art activities and ideas. Must be neat and orderly. (2 weeks)

WANTED: AUDIOVISUAL ENGINEER
Must operate tape recorder, record player, filmstrip projector, and movie projector. Will assist the Audiovisual Specialist by planning schedules for viewings or use of the equipment. Must be dependable and responsible (2 weeks).

This proposed segment titled "Careers in the Classroom" is definitely developmental, integrative, and comprehensive.

PART K

Creative Dramatics in Career Education

Creative dramatics can be an excellent vehicle to use to bring career education alive in the classroom. Along with all the benefits of creative dramatics, this program's possibilities will be multiplied by incorporating within the goals of creative dramatics the seven developmental areas of career education. These are as follows.
1. Decision-making Skills. The values a person possesses are basic to making decisions that lead to consequences which are satisfying. Utilize a variety of sources of information in order to make satisfying decisions.

2. Self-awareness. Internal identification of oneself, liking oneself and knowing one's values.

3. Career awareness. Gain and expand understanding of many careers, their associated life-styles, working conditions and educational/training requirements.

4. Educational awareness. An understanding of the role education plays in the eventual lifestyle, career choice, awareness of potentials and ability to select avenues for developing career plans.

5. Attitudes and appreciations. Emphasis on developing effective human relations skills and understanding personal habits and attitudes of oneself and others.

6. Economic awareness. An awareness of the economic system as it relates to the child, career development and the community. Ability to manage self and economic problems.

7. Employability. Skill awareness. Awareness that varied skills are required for engaging in differing occupations. Tool kinds of skills are required for completing tasks. Social and communication skills required for functioning in today's society.

Using the seven developmental areas and the various creative dramatics techniques an entire program can emerge that will reach all learners, at all levels and in all areas of the curriculum. For example, in social studies, the children are studying the Civil War and cannot really understand the underlying reasons for the building up of tension between the North and the South. If the children are made aware that People were building up the tension because of job frustration, bad work conditions, poor wages, trade problems, economic problems, and differing attitudes and appreciations then they could better understand why our country reached its BREAKING POINT! The
simulation in Appendix E incorporates many aspects of creative
dramatics. This is just one small idea that can grow and grow if
a teacher is willing to explore and expand. The other areas of
creative dramatics that will be explored and experimented with in
this part of the program are:

Storytelling
Open-ended stories
Noisy stories
Improvisation
Pantomime
Puppetry
Simulation "Breaking Point" (See Appendix E)
Educational Drama
Picture file
Gaming techniques - "There's No Business Like Shoe Business"

"There's No Business Like Shoe Business"

A Career Game of Industry and Consumerism

Introduction and Objectives:

This game is designed to teach students about the process of
industry and to involve the entire class in achieving a goal: the
final product. It is designed for a class of twenty students, but
alterations in the number of students in each department is left to
the teacher's discrimination according to deviations in class size.
The game is designed, primarily, with elementary age children in
mind, however, the game is flexible enough for implementation in the
middle and secondary grades as well.
Basically, the game involves a process whereby each student is assigned a position, determined by the plant manager, and is to carry out his or her duties as precisely and quickly as possible (for there is a quota to meet.) The seats and desks in the classroom are placed in an assembly line setting and one corner of the room is reserved for the shoe store where the finished goods are stored and sold by shoe salesmen. For the most part, the classroom teacher does not become involved but acts merely as a consultant to the plant manager when needed. However, most centrally, the objective of the game is to produce thirty-six different pairs of shoes within the time period of one hour. Finally, instructions on how to construct the shoes are at the end of the project description.

Materials: Blue, red, green, and black crayons or marking pens (preferably two of each color), scotch tape, two pairs of scissors, two rulers, and at least one hundred sheets of paper.

How to Begin: The game begins with the selection of a plant manager. The plant manager's job is to oversee the entire process and therefore, he or she has the responsibility of seeing to it that everything runs smoothly. (The duties of the plant manager are defined below.) To determine who becomes the plant manager, all names are dropped in a bag and the name that the instructor draws out is the new plant manager.

The plant manager's first duty is to pass out the objective sheets which contain all of the information that every participant needs to know in order to play the game. After all objectives sheets are passed out and skanned by the class, the class is then allowed a few minutes to ask questions of the instructor about the game. Following this, the plant manager then assigns students to different departments, paying close attention to the maximum number allowed in each, and also asks the customers to leave the room. Finally, before starting play, the plant manager must organize the room into an assembly line, and help to set up the shoe store. Now the game is ready to start.

Sample Objective Sheet:

<table>
<thead>
<tr>
<th>Sandal Styles</th>
<th>Color</th>
<th>No. of Prs. and Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A13</td>
<td>Blue</td>
<td>3/5 3/6 3/7 (pr./size)</td>
</tr>
<tr>
<td>B23</td>
<td>Red</td>
<td>3/5 3/6 3/7</td>
</tr>
<tr>
<td>C3</td>
<td>Green</td>
<td>3/5 3/6 3/7</td>
</tr>
<tr>
<td>D9</td>
<td>Black</td>
<td>3/5 3/6 3/7</td>
</tr>
</tbody>
</table>
Department Positions and Job Descriptions

No. of persons

1 - Plant Manager: Assigns positions, passes out objectives, answers requests for materials; paper, tape, keeps time, keeps a count of the number of pairs being produced, and in sum, is in charge of the entire operation. Also, he has the authority to remove someone from one department and place him in another department if the former department is ahead on its work.

2 - Pattern Designers: Place pre-cut patterns over paper, make an outline of them label them and advance them to pattern dyers.

2 - Pattern Dyers: After receiving the designed patterns, they are to color them by their specified colors on the objective sheet. Crayons or colored marking pens may be used. Their completed assignments are now turned over to the pattern cutters.

2 - Pattern Cutters: Upon receiving the colored patterns, they are to cut them out, both sole and strapping, and then turn them over to the sandal assemblers for assembly.

2 - Sandal Assemblers: When they receive the soles and straps, they are to assemble them with tape and pass them on the boxer for boxing and labeling.

3 - Box Makers: Their sole purpose is to produce boxes, thirty-six, and advance them to the boxer.

1 - Boxer: The boxer receives both the boxes and the finished sandals. He is to place each pair of sandals into the box and label each box according to the style, color, and size of the sandals it contains. He then turns the boxed and labeled product over to the store to be put in stock.

2 - Shoe Salesmen: Upon receiving the finished goods, they must take inventory on them and place them in stock until requested by a customer. The salesmen also price the shoes, put them on display, and do the fitting.

4 - Customers: They are to be out of the room for at least the first twenty minutes of the game or until at least two different styles of sandals have been completed and are placed in stock at the shoe store. They are given no prior knowledge of the styles of sandals, but they, only go in to choose what they like, be fitted, and purchase the sandals with bogus money.
Conclusion: The game ends when all thirty-six pairs of sandals have been assembled, boxed, labeled, and placed in stock at the shoe store or when the one-hour time period is up.

Sandal Identifications and Instructions for Assembly:

### Sandal Construction

**Step 1:**
Place pattern over paper and draw outline. (DESIGNERS)

**Step 2:**
Color inside pattern. (DYERS)

**Step 3:**
Cut out colored pattern. (CUTTERS)

**Step 4:**
Fold edges and tape underneath. (ASSEMBLERS)

### Box Construction

**Step 1:**
Fold 1" lengthwise from side of paper.

**Step 2:**
Make 1" cut on each fold.

**Step 3:**
Fold loose middle section up.

**Step 4:**
Fold corners in and tape them inside.

### Labeling

- A13 Blue 5
- A13
- B23
- C3
- D9
PART L

Hobbies/Leisure

As the program ends and the students begin to really understand the career education concept it would be beneficial to share each person's hobby or leisure activity in a fair like atmosphere. The purpose of such an activity will be to discuss the career implications of hobbies and leisure activities. The teacher will see the usefulness of this in their classrooms to identify specific interests and give the children encouragement in perhaps considering their hobbies and leisure time activities as career possibilities for the future. Everyone will be giving everyone ideas about making their hobbies or leisure time activities into more productive and beneficial aspects of their lives.

PART M

The Future

Kenneth Hoyt was asked the question "What do you see as the future of career education?" His reply: "Its future depends first and foremost on how effectively it is now implemented ... It will continue to grow and flourish for many years if we can:

a. Keep its focus on education as preparation for work
b. Continue to emphasize its collaborative nature,
c. Maintain an adequate level of funding,
d. Recognize that we can all be involved in the action,
e. Concentrate on how much help students receive rather than on who received the credit for helping, and
f. Devote conscientious efforts toward evaluating the effectiveness of career education for all persons at all levels of education in all kinds of educational settings.

He continues:

If we fail in any of these tasks, career education could and should disappear in a relatively few short years. The key to the future of career education is the teacher for the classroom is where all of these things either come together or fall apart.

Kenneth B. Hoyt
"Straight Answers About Career Education"
Today's Education
Jan/Feb 1975

This segment of the program will be devoted to open discussions on problems to be faced and how to overcome negativism in the schools. Steps for the implementation of career education will be discussed for the teacher who may face a system which has never utilized the career education concept.

PART N

The Conclusion

The long run success of the entire career education movement will be directly related to the adequateness with which the initial goals and objectives of the career education concept are carried out and accomplished in the classroom.

The call for educational reform which career education seeks to respond, is still strong and persistent. There is enough going for career education to keep it going. It can serve as a vehicle for answering the troubled call of the schools. It is the task of the
future teachers to translate that concept into reality. For if future teachers do not do it I fear it will not be done. For we are the bedrock of the future.
1. Career education is an appropriate response to the call for educational reform.

2. Too many persons leaving our education system are deficient in the basic academic skills required for adaptability in today's changing society.

3. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they do when they leave the educational system.

4. American education has not met the educational needs of the vast majority of students who will never go to college.

5. Too many persons leave our education system unequipped with the vocational skills, the self-understanding, and career decision-making skills, or the desire to work that are essential for making that transition from school to work.

6. Since both one's career and one's education extend from the preschool years through the retirement years, career education should also span almost the entire life cycle.

7. Both one's career and one's education are best viewed as developmental, rather than fragmental.

8. Career education is for all persons—the young and the old, the mentally handicapped and the intellectually gifted, the poor and the wealthy, males and females, and students in elementary schools and in graduate colleges.

9. The societal objectives of career education are to help individuals (a) want to work, (b) acquire the skills necessary for work in these times, and (c) engage in work that is satisfying to the individual and beneficial to society.
11. The individualistic goals of career education should be to make work (a) possible, (b) meaningful, and (c) satisfying for each individual throughout his or her lifetime.

12. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

13. There exists no single learning strategy that can be said to be best for all students.

14. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

15. Career development, like human development should begin in the preschool years and continue into the retirement years.

16. Work values are developed during the elementary years and are modified during those years.

17. Specific occupational choices represent only one of a number of kinds of choices involved in career education.

18. Occupational stereotyping acts to hinder full freedom of occupational choices both for females and minority persons.

19. Occupational stereotyping can be reduced through programmatic intervention begun in the early childhood years.

20. Socioeconomic status acts as a limitation on occupational choices considered by children.

21. Limitations can be reduced by program intervention begun at an early age.

22. The same general methods to reduce worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.
23. Decision-making skills, job hunting skill skills, and job getting skills can be taught to and learned by almost all persons.

24. Such skills, once learned, can be effectively used by individuals in enhancing their career development.

25. An effective means of helping individuals discover who they are and why they are (in the awareness sense) is through recognition of their accomplishments in the work they do.

26. The process of occupational decision-making and preparation can be expected to repeat itself more than once in a person's lifetime.

27. In choosing an occupation, one is in effect choosing a life-style.

28. Relationships between education and work can be made more meaningful to students through the integration of career education into all subject matter as opposed to teaching it as a separate body of knowledge.

29. Good work habits and positive attitudes toward work can be effectively taught to most individuals at an early age.

30. It seems safe to say that we know enough now to justify the organization and implementation of comprehensive career education programs.

31. Initiation of career education programs should be undertaken using existing personnel and existing physical facilities.

32. All classroom teachers should devise or locate materials and methods to help pupils understand and appreciate the career implications of the subject matter being taught.

33. All classroom teachers should use career-oriented methods and materials in the instructional program as a means of educational motivation.
34. All classroom teachers should help pupils acquire and use good work habits.

35. All classroom teachers should help pupils develop, clarify, and assimilate personally meaningful sets of work values.

36. All classroom teachers should integrate the programmatic concepts of career education into their instructional activities and teacher-pupil relationship.

37. The business-labor-industry community should participate in career education policy formation.

38. Counseling and guidance personnel should help teachers implement career education in the classroom.

39. Counseling and guidance personnel should help students in the total career education process including the making and implementing of career decisions.

40. The home and family members should help pupils acquire and practice good work habits.

41. The home and family should emphasize development of positive work values and attitudes toward work.

42. Educational administrators and school boards should emphasize career education as a priority goal.

43. Teacher training programs should emphasize career education as a priority goal.

44. Educational administrators and school boards should provide leadership and direction to the career education program.

45. Teacher training programs should provide programs to develop leadership training and career education training for perspective teachers.
46. Educational administrators and school boards should provide time, materials and finances required for implementing the career education program.

47. Teacher training institutions should provide time, materials, and programs for perspective teachers to teach career education in their classrooms.

48. Educational administrators and school boards should initiate curriculum revision design to integrate academic, general, and vocational education into and expanded set of programs available to all students.

49. Teacher training programs should initiate curriculum revision designed to integrate career education into all aspects of the teacher training program.

50. In-service education needs of currently employed personnel should take precedence over efforts to change preservice personnel programs.

51. Educational administrators should have top priority in career education training.

52. School boards should have top priority in career education training.

53. Guidance personnel should have top priority in the career education training.

54. Teacher trainers should receive top priority in career education training.

55. Educational reform cannot be answered simply through initial implementation of career education programs—rather it will require major basic educational policy changes.

56. There should be a major overhaul of teacher education programs and graduate programs in education aimed at incorporating career education concepts, skills, and methodologies.

57. There should be increased career guidance, counseling, placement, and follow-up in our functioning American education.
58. Initial implementation of career education should be relatively inexpensive. 

59. Long-run educational reform in which career education is realized at all levels and in all aspects of the curriculum will be very expensive. 

60. Career education should be dedicated to the elimination of a dual school system. 

61. The days of educational isolation should be past and collaboration implemented. 

62. If the goals of career education are truly realized the term "career education" should become obsolete. 

63. Career education is probably not the best way to prepare children for adult life. 

64. Career education places too much pressure on children to grow up. 

65. Career education is an important part of the solution to this country's unemployment problem. 

66. There is no reason to think that career education will achieve anything more than vocational education has. 

67. Funds should be diverted from other areas into career education in order to get it into all schools for all children at all levels. 

68. Career education should be the most important aspect of educating children. 

69. In the long run, career education will make no real difference in a person's future or productivity. 

70. Career education is more socialistic than democratic. 

71. Learning basic academic skills is more important than career education. 

72. Career education is taking over some training that should be provided by the home or the community.
73. Basic vocational training should be provided to children rather than career education.
74. Career education is just another educational fad that will soon be replaced by another.
75. The benefits that will result from career education are not worth the resources invested in it.
76. Career education is just another diversion from the basic academic training children need.
77. Traditional education is preferred over career education.
78. Career education should be considered a top priority.
79. Career education seems to be more useful than most of the other educational innovations.
80. The skills taught in career education will be obsolete by the time students enter the work force.
81. The goals of career education are too nebulous and idealistic to be translated into an effective program.
82. Career education could be harmful for some children in that it may raise their expectations beyond their abilities.
83. Career education probably won't make significant improvements in the quality of education.
84. A career education program is the best way to teach children independent living skills.
85. Career education should be a mandatory part of every child's schooling.
86. Career education is too expensive for most school districts.
87. Career education is the most practical way of educating all children.
Questions Omitted from Refined Questionnaire (after pilot)

Too Broad: 4, 13, 25, 26, 27, 40, 62, 63, 64, 70, 80, 87

Too Specific: 17, 22, 34, 82, 84

Repetitious: 3, 18, 20, 21, 24, 31, 36, 38, 41, 42, 57, 61, 69, 76, 77, 86.
APPENDIX B

"RESEARCH QUESTIONS"

"REFINED QUESTIONNAIRE"
<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Questionnaire No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What needs do teacher educators feel the career education can satisfy in our educational systems?</td>
<td>2,19,28,37,48,24</td>
</tr>
<tr>
<td>When do teacher educators feel career education should begin and end?</td>
<td>5,12,20,29,38,40</td>
</tr>
<tr>
<td>How important is career education in the total educational process to teacher educators?</td>
<td>1,11,21,39</td>
</tr>
<tr>
<td>What significance do teacher educators feel career education will make in the quality of education and the future?</td>
<td>3,8,22,30</td>
</tr>
<tr>
<td>What do teacher educators see is the relationship between school and work and how does career education influence this relationship?</td>
<td>4,13,23,41,</td>
</tr>
<tr>
<td>How beneficial and useful are the goals and objectives of career education to teacher educators?</td>
<td>6,14,25,31,42</td>
</tr>
<tr>
<td>What do teacher educators feel is the role of the classroom teacher in the career education movement?</td>
<td>7,15,32</td>
</tr>
<tr>
<td>Do teacher educators feel the time, money and effort devoted to the career education movement are worth the results?</td>
<td>9,17,33,43</td>
</tr>
<tr>
<td>Who do teacher educators feel should provide and lead the implementation of the career education program?</td>
<td>34,44,46</td>
</tr>
<tr>
<td>Who do teacher educators feel should receive top priority in the career education training for its implementation?</td>
<td>16,26,35,45</td>
</tr>
<tr>
<td>What do teacher educators feel the teacher education program should emphasize in relation to career education?</td>
<td>10,18,27,36,47,49,60</td>
</tr>
<tr>
<td>By what means do teacher educators receive information about career education?</td>
<td>57</td>
</tr>
</tbody>
</table>
### Research Questions (con't)

<table>
<thead>
<tr>
<th>Question</th>
<th>Questionnaire No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who do teacher educators feel should provide the leadership and direction to the career education movement?</td>
<td>58</td>
</tr>
<tr>
<td>What direction would teacher educators like to see career education take in the future?</td>
<td>59</td>
</tr>
<tr>
<td>Are teacher educators' definitions of career education in line with the general career education goals and objectives?</td>
<td>60</td>
</tr>
<tr>
<td>Do teacher educators hold positive attitudes toward career education?</td>
<td>total summary</td>
</tr>
<tr>
<td>In what areas are teacher educators lacking in information concerning career education?</td>
<td>neutral areas of high percentage</td>
</tr>
</tbody>
</table>
The purpose of this survey is to find out your opinions about career education.

Instructions: Read each item carefully, and circle the response at the right hand side of the page that most closely corresponds to your opinion. The meanings for the abbreviations at the right hand side of the page are presented below:

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree
SA      A      N      D      SD

Example:
1. President Carter is doing a fine job as President of the United States.

You would circle SA if you strongly agree that he is doing a fine job as President. You would circle A if you agree he is doing a fine job. You would circle N for neutral, if you are not too aware of the job the President is doing as President. If you disagree that he is doing a fine job, you would circle D. And finally, if you strongly disagree that he is doing a fine job, you would circle SD.

1. Career education is for all persons—the young and old, the mentally and physically handicapped, the intellectually gifted, the poor and wealthy, males and females, and students in elementary schools and in graduate colleges.

2. Career education has the potential to be an important part of the solution to the country's unemployment problem.

3. Career education seems to be more useful than most of the other educational innovations.

4. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

5. Since both one's career and one's education extend from the preschool years through the retirement years, career education should also span the entire life cycle.

6. Basic academic skills, a personally meaningful set of work values, and good work habits, represent adaptability tools, needed by all persons in today's rapidly changing world.
<table>
<thead>
<tr>
<th></th>
<th>All classroom teachers should help pupils develop, clarify, and assimilate personally meaningful sets of work values.</th>
<th>SA A N D SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Career education is just another educational fad that will soon be replaced by another.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>9.</td>
<td>Funds should be allocated in order to get career education into all schools for all children at all levels.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>10.</td>
<td>Teacher education programs should emphasize career education as a priority goal.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>11.</td>
<td>Career education should be a mandatory part of every child's schooling.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>12.</td>
<td>Career development like human development should begin in the preschool years and continue into the retirement years.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>13.</td>
<td>Relationships between education and work can be made more meaningful to students through the integration of career education into all subject matter, as opposed to teaching it as a separate body of knowledge.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>14.</td>
<td>The goals of career education are too nebulous and idealistic to be translated into an effective program.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>15.</td>
<td>All classroom teachers should use career education oriented methods and materials in the instructional program as a means of educational motivation.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>16.</td>
<td>Teacher educators should receive top priority in career education training.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>17.</td>
<td>The benefits that will result from career education are not worth the resources invested in it.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>18.</td>
<td>There should be a major overhaul of teacher education programs and graduate programs in education aimed at incorporating career education concepts, skills, and methodologies.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>19.</td>
<td>Too many persons leaving our education system are deficient in the basic academic skills required to live in today's society.</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>20.</td>
<td>Occupational stereotyping can be reduced through programmatic intervention begun in the early childhood years.</td>
<td>SA A N D SD</td>
</tr>
</tbody>
</table>
21. Career education should be the most important aspect of educating children.  

22. There is no reason to think that career education will achieve anything more than vocational education has.  

23. Basic vocational training should be provided to children rather than career education.  

24. Career education should be dedicated to the elimination of a dual school system.  

25. The individualistic goals of career education should be to make work possible, meaningful, and satisfying for each individual.  

26. Guidance personnel should have top priority in the career education training.  

27. In-service education needs of currently employed personnel should take precedence over efforts to change teacher education programs.  

28. Too many persons leave our education system un-equipped with the vocational skills, the self-understanding, and career decision-making skills, or the desire to work that are essential for making the change from school to work.  

29. Work values are developed during the elementary years and are modified during those years.  

30. Career education probably won't make significant improvements in the quality of education.  

31. The societal objectives of career education are to help individuals want to work, acquire work, and engage in work that is satisfying to the individual and beneficial to society.  

32. All classroom teachers should devise materials and methods to help pupils understand and appreciate the career implications of the subject matter being taught.  

33. Initial implementation of career education should be relatively inexpensive.  

34. Counseling and guidance personnel should head the career education implementation process in the schools.  

35. Education administrators should have top priority in career education training.
36. Teacher education institutions should provide time, materials, and programs dealing with career education so prospective teachers can learn to implement career education programs into their total teaching programs.

37. Educational reform cannot be answered only through the initial implementation of career education programs—rather it will require major educational policy changes.

38. Good work habits and positive attitudes toward work can be effectively taught to most individuals at an early age.

39. Career education should be considered a top priority.

40. Both one's career and one's education are best viewed as developmental rather than fragmental.

41. Learning basic academic skills is more important than career education.

42. Decision-making skills, job hunting skills, and job getting skills are needed by all persons in today's occupational society.

43. Long-run educational reform in which career education is realized at all levels in all aspects of the curriculum will be expensive.

44. The business-labor-industry community should participate in career education.

45. School boards should have top priority in career education training.

46. Career education is taking over training that should be provided by the home or community.

47. Teacher education programs should initiate curriculum revision designed to integrate career education into all aspects of the teacher training program.

48. Career education is an appropriate response to the call for educational reform.

49. Teacher education programs should provide programs to develop leadership training and career training for prospective teachers.

50. We seem to know enough now to justify the organization and implementation of comprehensive career education programs.
(The following section is optional).

51. Male__ Female__
52. Age: Under 30__ 30-39__ 40-49__ 50-59__ 60-69__ 70+__
53. Number of years taught in public schools:_____
54. Area(s) of specialization:____________________
55. Number of years of college teaching:_____
56. Area(s) of specialization:____________________
57. By what means have you learned about career education?_____
58. Who do you feel should provide the leadership and direction
to the career education movement?_________________
59. What direction would you like to see career education take in
the future?_________________
60. Please write your brief definition of career education.

Thank you so much for your time and your contribution to the study
of career education. With these results it is my hope that the
future of the movement will make a great contribution to education
and society.

Cordially,

Debra S. Wallick
Research Director
APPENDIX C

"HUMAN SUBJECT CLEARANCE"
THE OHIO STATE UNIVERSITY

RESEARCH INVOLVING HUMAN SUBJECTS

PROPOSED USE OF HUMAN SUBJECTS: ACTION OF THE REVIEW COMMITTEE

The Behavioral & Social Sciences Review Committee has taken the following action:

1. Approve
2. Approve with Conditions
3. Disapprove

with regard to the employment of human subjects in the proposed research entitled: Career Education: An Investigation of Teacher Educator Attitude and a Proposed Teacher Training Program

George L. Lewis/Debra Sue Wallick is listed as the principal investigator.

The conditions, if any, are attached and are signed by the committee chairperson and by the principal investigator. If disapproved, the reasons are attached and are signed by the committee chairperson.

It is the responsibility of the principal investigator to retain a copy of each signed consent form for at least four (4) years beyond the termination of the subject's participation in the proposed activity. Should the principal investigator leave the University, signed consent forms are to be transferred to the Human Subjects Review Committee for the required retention period.

Date January 5, 1979 Signed (Chairperson)
Dear Educator,

My name is Debra S. Wallick and I am a Ph.D. student in Educational Humanities at Ohio State University under the direction of Dr. George L. Lewis. My dissertation and research is in career education. For the last two years I have studied the history, birth, and growth of the career education movement. I have observed elementary schools implementing parts of the career education program and have taught and supervised field experience of teachers in a creative dramatics education course utilizing career education as the focus. I have also conducted career education workshops for elementary and secondary teachers in the schools and at national conferences.

The enclosed questionnaire is designed for me to better assess the status and attitudes teacher educators hold concerning career education. I realize you may not be too familiar with certain areas of the movement, but that's ok. Because the more information I receive concerning areas that are still vague, ill-defined, or not worthwhile, the better able I'll be to design career education programs that will address themselves to these areas. In effect, your responses will help improve the career education movement's growth.

Please know that I have complied with all of the official university clearance procedures and your identity will not be revealed in any way.

Please read the instructions and complete the questionnaire. I would appreciate if you could complete the form at your earliest convenience. It should take approximately fifteen minutes. I hope to begin analyzing the results by January 22, 1979 and sincerely want your feedback to be included. I have attached a self-addressed stamped envelope for your convenience.

Upon completion of the study I will provide your department with a copy of my findings for your review.

If you have any questions, please do not hesitate to contact me. I can be reached at (1-614-291-8830) any time.

Again many thanks for your time, thoughts, and helpful information.

Sincerely,

Debra S. Wallick

DSW/rkt

Enclosures
Dear Dr. Peters,

On December 19, 1978 I talked with you on the phone concerning the request to use your Curriculum and Instruction Faculty as part of my population for my dissertation research in Career Education. You agreed and now that I have received approval from the human subject clearance committee of The Ohio State University I am ready to begin.

You will find in this packet 40 questionnaires, 40 cover letters, and 40 self addressed and stamped envelopes to be distributed to your faculty. Your secretary informed me forty would be enough. However, in order for me to determine the percent of response I would like to know if all forty were utilized. I will simply give your secretary a call to see if all were used and if more might be needed.

I appreciate your willingness to distribute the questionnaire to your faculty. I am excited about receiving feedback. I will be sending you a copy of the findings for your faculty to review once all my data is analyzed.

If you have any questions please call me at (614-291-5830) anytime.

Again, thank you for your assistance and use of your faculty.

Gratefully,

Debra S. Wallick
Researcher

College of Education
UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

MEMORANDUM

TO: Department of Curriculum and Instruction Faculty

FROM: Bill Peters

SUBJECT: Study by Debora S. Wallick, Ohio State University

DATE: January 12, 1979

Attached you will find a questionnaire which Ms. Debora S. Wallick is using to gain necessary data for her dissertation at Ohio State University. Ms. Wallick telephoned me to request the use of our Curriculum and Instruction Faculty as part of the population for her dissertation research in Career Education. Knowing the commitment of our departmental faculty toward extending the body of knowledge in our profession, I felt it appropriate to grant her permission to use our departmental faculty for her study. If you concur with the importance of providing assistance as requested in her letter, please complete the questionnaire at your earliest convenience and forward it to Ms. Wallick.

Your cooperation in this matter is appreciated.

/Sign
Attachment
APPENDIX E

BREAKING POINT

A Simulation
By the time you have finished BREAKING POINT you will have lived in the Civil War days and felt for each person. You will have gained first hand knowledge of how the people of the past shaped their beliefs and behavior in the face of universal problems and needs. You will have a new respect and understanding for the tension mounting times before the tragic BREAKING POINT that began the Civil War. You will better understand the dangers of oppression which in essence endanger a democratic and open free society.

About the author:

Debbie Wallick, the author of BREAKING POINT completed her undergraduate work in elementary education and graduate work in educational humanities at Ohio State University. For three years she taught fifth and sixth grade, specializing in social studies, art, and drama. During the past two years she has been doing Ph. D. work in curriculum and foundations, writing and producing children's creative dramatics television shows, and teaching creative dramatics and creativity to teachers at Ohio State University. She sees the importance of simulations and real life experience as useful teaching tools.
STUDENT GUIDE

Prepare to feel oppressed, depression, tense, mad, frustrated, and selfish! You and your fellow classmates are about to go back in history, one hundred and ten years ago. You are going to experience situations that will make you feel like a balloon getting ready to POP! You are going to feel what it was like to be a person involved in one of our country’s most tragic wars—THE CIVIL WAR. Using different activities, you will understand why we had this terrible war. You will have to use your imagination, creativity, intelligence, and dramatic ability to win votes from your fellow classmates.

During the next few days, you will become many different characters, participate in teamwork, and plan some strategies. You will experience and create different moods and emotions. You will establish values and beliefs which may be good or bad in your eyes and others. Each participant will contribute to the BREAKING POINT.

Specifically, what will be expected of you? The challenge to your imagination and to your persuasive ability will be tested. Throughout BREAKING POINT tasks will require your individual creativity and persuasive ability. These qualities will be tested in numerous situations which will deal with people under pressure, in court situations, territorial arguments, financial needs, and face to face confrontations. Issues dealing with tariffs, human rights, wages, supplies, crops, money, and personal strife will be debated, discussed, and investigated.

Each round has specific objectives and different rules and regulations. You will constantly be switching allegiance but must fight with all your might for each new cause. Remember—ALL IS FAIR IN LOVE AND WAR! Don’t pity anyone who can’t present a good argument. Always fight your round to win. Don’t be afraid to lie, cheat, steal, gamble, play games, or be greedy. Your main objective is to win people over to your cause. The more AMO votes you can get the better your chances are to win the round and get a chance to apply a POP that may just start the war.

You may find yourself portraying many different characters during the next few days. You may be a President of the United States or the Confederate States. You may be a wealthy factory owner or a poor factory worker. Did you ever want to be a Judge of the Supreme Court? Well you may just have the chance. Do you like to buy and sell? You may make a very crafty foreign trader. Even though you have never known the feelings of being a slave you may get a chance to feel what it was like to be bought and sold like an animal or separated from your family FOREVER! Living on a big plantation and having lots of fine clothes, maids, and fine jewelry may not make you completely happy if you don’t have love. You will get a chance to decide what means more to you—money or friendship? Sometimes natural desires overcome us and we make bad decisions. An overseer may like his job, which is to whip slaves or he may have a family to feed and consider a job a job. If your life depended on it, would you print a news story that could cause your death? All of these questions and many more will have to be considered by you.
<table>
<thead>
<tr>
<th>CARD</th>
<th>CHARACTER</th>
<th>NAME</th>
<th>PROP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>President of the U.S.</td>
<td>Abraham Lincoln</td>
<td>Top Hat</td>
</tr>
<tr>
<td>2</td>
<td>Plantation Owner</td>
<td>Charles P. Combs</td>
<td>Cotton Ball Badge</td>
</tr>
<tr>
<td>3</td>
<td>Foreign Trader</td>
<td>Ben Yee</td>
<td>Kamona</td>
</tr>
<tr>
<td>4</td>
<td>Slave Woman</td>
<td>Rhuba Scott</td>
<td>Leg Chain</td>
</tr>
<tr>
<td>5</td>
<td>Southern Belle</td>
<td>Sarah Combs</td>
<td>Pink Hat</td>
</tr>
<tr>
<td>6</td>
<td>Factory Worker</td>
<td>Louis Walls</td>
<td>Bandana</td>
</tr>
<tr>
<td>7</td>
<td>Factory Owner</td>
<td>Adrian Currie</td>
<td>Derby Hat</td>
</tr>
<tr>
<td>8</td>
<td>Slave Child</td>
<td>Krissy Scott</td>
<td>Arm Chain</td>
</tr>
<tr>
<td>9</td>
<td>Overseer</td>
<td>Jud Larkin</td>
<td>Whip</td>
</tr>
<tr>
<td>10</td>
<td>Confederate President</td>
<td>Jefferson Davis</td>
<td>Sword</td>
</tr>
<tr>
<td>11</td>
<td>Abolitionist, Freed Slave</td>
<td>John Brown</td>
<td>Pen/Pad</td>
</tr>
<tr>
<td>12</td>
<td>Judge, Supreme Court</td>
<td>Hon. J. M. Justice</td>
<td>Robe</td>
</tr>
<tr>
<td>13</td>
<td>Slave Man</td>
<td>Dred Scott</td>
<td>Neck Chain</td>
</tr>
</tbody>
</table>
ISSUES FOR DEBATE
Country's Welfare and Unity
Tariffs
Foreign Trade Rights
Factory Working Conditions
Owner's Rights to Control Wages and Conditions
Citizen's Rights
Human Rights
Family Unity
Interstate Slave Movement
Business Profits
Marital Obligation and Trust
Job Responsibilities
State's Rights
Freedom of Speech and Press

CONSULTANTS
Abraham Lincoln
Charles P. Combs
Ben Yee
Louis Walls
Adrian Currie
Hon. I. M. Justice
Dred Scott
Rheba Scott
Dred Scott
Charles P. Combs & Adrian Currie
Sarah Combs
Jud Larkin
Jefferson Davis
John Brown
BREAKING POINT

PHASE I

1. BREAKING POINT begins with the distribution of the student guide sheet to each participant.
2. After reading the guide sheet the leader asks for thirteen volunteers. Each volunteer selects one card from the leader.
3. Card values are then matched with the characters and their props.
4. Each participant reads their situation card.
5. The leader then explains the rules and win strategy to the entire class.
6. Round #1 then begins.
7. Each class member then casts an AMO vote for the character they feel won that particular round.
8. Each class member then draws out another disk but does not look at its color.
9. The winner of the round is then announced.
10. The winner then applies a POP (point of pressure) to the balloon.
11. Everyone then exposes his disk and the participants holding disks that match the winner's disk are the winners of the game IF THE BALLOON POPS!
12. If the balloon does not break then Round #2 begins and the same procedure is repeated until the BREAKING POINT is reached.

*RULES to be read by the leader:

"You will have the opportunity to hear six-three minute debates. After each debate you will decide who you feel won the debate. You will then cast an AMO disk (show disks) for that person according to the debriefing explanation that will follow each round. I will collect those disks and then pass out a container with blue and gray disks in it. You will pick a disk and not look at it. I will then count the AMO disks and announce the winner of the round. The winner will then apply a POP to the balloon. Those persons holding disks that match the round winner win the game IF THE BALLOON BREAKS. If the balloon does not break the next round begins and the characters begin the next debate.

Order of Debaters

Situation #1

Abraham Lincoln - President of the United States
Charles P. Combs - Plantation Owner
Ben Yee - Foreign Trader

Situation #2

Rheba Scott - Slave Woman
Sarah Combs - Southern Belle, Plantation Wife
Situation #3
Adrian Currie- Factory Owner
Louis Walls- Factory Worker

Situation #4
Krissy Scott- Slave Girl
Jud Larkin- Overseer

Situation #5
Jefferson Davis- President of the Confederacy
John Brown- Freed Slave, Abolitionist

Situation #6
Honorable I. M. Justice- Judge of the Supreme Court
Dred Scott- Slave

PHASE II
Phase II begins the same way phase I began with the distribution of cards to the first thirteen volunteers. However, the person with the highest card gets first choice of the character he or she would like to portray. The order of the situations also varies. Voting procedures and rules still remain the same. New dimensions will be added to the game because everyone has heard the first set of debates and will be that much more prepared for arguments.

PHASE III
This round is designed for each participant who portrayed a particular character to express their feelings and emotions about their situation. Each testimony is given in an atmosphere of openness and warmth. Feelings will possibly be very real at this point and the leader must be very careful to catch anyone who actually may be nearing their personal breaking point.

PHASE IV
This phase is a full class debate. Each member of the class makes a personal decision as to which side he or she wishes to pledge their allegiance. A leader presents each of the thirteen issues and they are debated, using debate rules, in which each side may present their argument. An outside judge, who has not been present in any of the other phases, judges who he or she feels wins a particular issue. The side with the highest number of winning issues wins this phase of the game.
Hi. I'm honest Abe Lincoln, the 16th President of the United States. I am a very sensitive and compassionate man. I do not believe any man should be owned by any other man. I believe strongly in our country and will do anything in my power to keep us "One Nation Under God—Indivisible." I feel the South should not be separated from the North. They should not be independent. We all should be one helping each other. One way for me to control their independence is to place high tariffs on foreign goods, so it is difficult for the South to survive and receive needed supplies from other countries.

In order to win AMO points in this round I must defend my position on high tariffs on the grounds the whole country will benefit because the North and the South will continue exchanging goods and the South will continue to need the North's friendship. I will try to convince the foreign trader and the southern gentleman of this need.

Cast a blue AMO disk if I kept the high tariffs because that keeps the South dependent on the North for supplies. This control will give the North power if there is WAR.

Hi. I'm Charles P. Combs, one of the biggest plantation owners in the South. I treat my slaves fairly and have a very productive plantation. However, I need certain supplies to continue my business. I can buy them from the North or I can buy them from foreign countries much cheaper. Unfortunately, Mr. Lincoln is trying to raise the tariffs on all foreign goods, so I will be forced to buy the North's products. Mr. Yee and I both are furious! We must try to convince Mr. Lincoln to mind his own business and lower the tariffs.

Cast a gray AMO disk for the South if I convince Mr. Lincoln to lower the tariffs. This way the South will be able to receive ample supplies from foreign countries.

Ahhhhsooooo, I am Ben Yee, I am a foreign trader. I buy and sell products with the United States and the Confederate States. Lately, I have been required to pay higher tariffs on my goods I'm selling to the States. This is hurting my business, because the South is buying from the North and I am out of business. I must really try to convince Mr. Lincoln to lower these tariffs so I can continue trading. Mr. Lincoln can't oppress me. I'll fight with the southern plantation owner, Mr. Combs, to lower the tariffs. I don't care who gets my business, just so I sell to someone. These high tariffs are killing me. The South just can't afford my goods.

Cast a gray disk if I won the round for lower tariffs because this means the South will receive supplies from me and be less dependent on the North.
Hi. I'm Rheba Scott. I live on the Combs Plantation and am the wife of Dred Scott and the mother of Krissy Scott. I love my family with all my heart even though Mr. Combs done took Dred up North to work for him. I still has Krissy with me. We both work for Miss Combs in the big house. She treats us mighty fine and I think she really do like me and Krissy. That is why I think I can talk to her about what I heard Mr. Combs is thinkin of doing. He is planning on selling Krissy to Mr. Keeneland for breeding purposes. Krissy is all I got left and I can't stand to see her leave me. Miss Combs will surely not let her husband sell Krissy. I need to talk to her.

Cast a blue disk if I won because that means I am recognized as a human being with wants and needs just like Mr. Lincoln says. My family isn’t to be bought and sold. This victory means we can be a family.

Hi darling. I’m Miss Sarah Combs, the wife of Charles Combs, one of the biggest plantation owners in the South. I live in the finest house in the Georgia country. I wear the best clothes money can buy. I have everything I ever need. No I don’t. I’m not happy. My husband is crazy with his love for money and wealth. He is always away and thinking about other matters and other women. My best friend, believe it or not, is Rheba Scott, a slave who works in the house. She doesn’t know it, but I envy her. She has a beautiful daughter that Charles wants to sell for breeding purposes. She’ll bring a fine price, but it will break Rheba’s heart to lose her. I would love to help Sarah but if Charles or anyone ever found out I was plotting with the darkies I’d be tarred and feathered. What in God’s name shall I do?

Cast a gray disk if I am weak and fearful of my husband and my reputation but cast a blue disk if I let my heart win out and cover for Krissy and my friend Rheba. I win this round if I do what is morally right and fight for human rights.
Hi. I'm Adrian Currie, a wealthy factory owner from Ohio. I run a very big factory that produces textile goods. I don't have time to worry about my workers and their problems. After all, I pay them enough to feed their faces and their families. They should be thankful I pay them at all. If they were down South I would just own them, whip them, and feed them scraps. Now, some of the workers think they should get more money and better working conditions. My factory ain't no playground. It is a factory and I am the owner. I will decide who gets what and when! Anyway, with the country in such a tense mood, I ain't gonna be thinking about anything but producing enough goods fast enough, just in case the war would break out.

Cast a gray disk if I won because this means even the northern factory worker is oppressed, just like the southern slave. It would not be an incentive for a slave to break away from bondage if northern work conditions were just as deplorable as the South. The South would be apt to keep more of its slaves with this victory.

Hi. I'm Louis Walls, a factory worker, in Mr. Currie's factory. I used to be a farmer but my crops failed last year and so I had to take a factory job to feed my family. The conditions in the factory are terrible. Many workers got frostbite last year. The place is filthy dirty with rats running around eating up old garbage. I work more than ten hours a day and get paid barely enough to feed my family. I am a good Christian man so I think I should go talk to Mr. Currie and ask for better wages and better working conditions. I'm sure he will understand how important it is to pay fair wages and keep the factory safe and clean.

Cast a blue disk if I convinced Mr. Currie to improve conditions at the factory because that means factory laborers are going to be recognized as skilled people who deserve good wages and working conditions.
Hi. I'm Krissy Scott. I am fifteen years old and very pretty. I am the daughter of Dred and Rheba Scott. My daddy has been taken north by his owner, so it is just momma and me on the Combs Plantation. Momma and I both work in the big house cleaning and cooking. We is treated real nice by Miss Combs but Mr. Combs is kinda mean. The most terrible person of all is Jud Larkin. He is the man with the whip. He always is makin' eyes at me and wantin' me to be lovin' him. He whips me if I don't do it. I knows God is angry with me but it hurts awful bad to be whipped. There is less pain in lovin'. Jud is coming over to me again. What will I do this time? Will I be strong or weak?

Cast a blue disk for the North if I won this battle because it showed I would rather have the pain of the whip and be proud.

I'm Jud Larkin. I am an overseer. My job is to keep all of the slaves working and in their places. Even though I carry a whip I don't use it often. I use it just to show them darkies who's boss. Every once in a while I get to needin' a woman to love. I don't much care who I pick, they all is the same to me. They know they get the whip if they don't satisfy my needins. Over there I see a fine specimen and I deserve a reward today. Maybe I can sweet talk her into lovin' me a little. I'll promise her a fine new dress—ha ha!

Cast a gray disk because this victory hurts the pride and dignity of the blacks and helped to oppress them even more.
I'm Jefferson Davis, the President of the Confederate States. I believe every man is entitled to live how he wants to live and control his business or farm or state the way he wants to control it. If a man wants to live in a slave state and work slaves on his plantation, that is his right. Every man has rights (that is White man). If Mr. Lincoln won't allow certain states to carry out their business as they see best, then they have the right to break from the country. I offer these "right to lifestyle" people a more open and free government in the Confederate States of America. We will together establish our own money system, army, navy, and postal system. We can trade with foreign countries. We don't need the North for supplies. We will make it on our own. These abolitionists are causing trouble, especially that John Brown. He is getting all the slaves to think they have rights like the white men. I must talk to him and set him straight.

Cast a gray disk because this victory makes the black man an object to be bought and sold. He still has no rights and is not recognized as a citizen.

I'm John Brown, a freed slave living in Kansas. I write as much as I can to try to let people know what it is like to be a slave and how it must be stopped. Every man has a right to decide his future, work for wages, and live how he pleases. No man should own another man. Mr. Davis has a lot of power in the South as President. I wish I could talk to him about the slavery issue. Maybe we could resolve the problem and eliminate this problem and prevent a war. We both have the basic belief that every man is entitled to live his desired lifestyle. He just doesn't recognize negroes as people.

Cast a blue disk for me if I win this round because I am supporting the anti-slavery issue and beating Jeff Davis certainly helps the North cause.
Hi. I am the Honorable J. M. Justice, a judge in the Supreme Court. I have a case today that concerns a slave and master. The slave feels since he is in free territory he should be free. His master disagrees because he came from a slave state, to a free state with his slave. He still owns him and just because his feet are on free soil, his money still bought him. I am curious to hear this ignorant slave plead his case to me. I'll give him a chance to have his say. He could convince me to allow him to be free, but I doubt it.

If you voted for me cast a gray disk for the South because this decision reinforces slavery and the oppression of the black man.

Aside: The irony of this case is that the court did not even recognize Dred Scott as a citizen, so he cannot even bring forth a suit in Federal Court.

Howdy. I am Dred Scott. I was a slave in the South for Mr. Combs on his plantation, but Mr. Combs has brought me up north to work for him and we now are in a free state. I believe I should be free because I am in free country. My brothers up here are working but they get paid. Mr. Combs says since he owns me in a slave state I am always his slave. It ain't right to be a slave to any man but especially in a free state! I gonna take my plea to the Supreme Court!

If you think I won this round cast a blue disk because this victory makes me that much closer to being a free man. This would encourage more of my brothers to come North.
REFERENCES

Ator, Dallas. "Possible Changes in Teacher Education Programs." Speech prepared for the Sixth Annual National Vocational Technical Teacher Education Seminar, October 24, 1972, Columbus, Ohio.


Bell, T. H. and Hoyt, K. B. Career Education: The USOE Perspective. The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1974.


Ford, W. D. Testimony in H. R. 7 Hearings, Congressional Record, 123, 60 April 5, 1977, H3006.


Roberts, J. E. Perceptions of and Attitudes Towards the Concept of Career Education by Members of the State Advisory Councils on Vocational Education. Doctoral dissertation, State University of New York, Buffalo, New York, Dissertation Abstracts (University Microfilm No. 75-16957), 1974.


