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## A study of career education in the Ralston, Nebraska Public Schools

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A STUDY OF CAREER EDUCATION IN THE  
RALSTON, NEBRASKA PUBLIC SCHOOLS

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A Field Project  
Presented to the  
Department of Educational Administration and Supervision  
and the  
Faculty of the Graduate College  
University of Nebraska at Omaha

---

In Partial Fulfillment  
Of the Requirements for the Degree  
Specialist in Education

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by  
Joseph P. Heater  
August, 1974

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FIELD PROJECT ACCEPTANCE

Accepted for the faculty of The Graduate College of the  
University of Nebraska at Omaha, in partial fulfillment of  
the requirements for the degree Specialist in Education.

Graduate Committee Stanford Special Education  
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CHAPTER I  
INTRODUCTION

For too long there has been a dichotomous approach to education. A student either participated in an academic, college-bound program or in a vocational program that prepared him to work immediately after graduation.<sup>1</sup>

Unfortunately, few students have any real understanding of the 20,000 jobs available and few are imbued with the "work ethic."<sup>2</sup>

What, then, can be done to acquaint students K-12 with the variety of occupations, with some of the practicalities of the world of work, and with the knowledge to make occupational choices appropriate to them as individuals?

With perhaps twenty percent or less of the adult population achieving bachelor degrees, surely there must be provisions made for early entry into the world for the many who do not choose college. Additionally, the students who do graduate from college need to find jobs also. Hopefully, all who do enter the world of work can choose meaningfully from the myriad of job possibilities.

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<sup>1</sup>. Oliver P. Kolstoe and Roger M. Frey, A High School Work-Study Program for Mentally Subnormal Students, (Carbondale: Southern Illinois University Press, 1965), p. 27.

<sup>2</sup>. Kenneth B. Hoyt, et. al., Career Education What It Is and How To Do It, (Salt Lake City, Utah: Olympus Publishing Company, 1972), pp. 14-15.



## I. THE PROBLEM

Statement of the Problem. The purpose of this study was the investigation and the evaluation of the existing career education program in the Ralston, Nebraska Public Schools. On the basis of an opinionnaire given to faculty and senior students of the Ralston School District have come recommendations for a career education program.

Method of Research. The evaluating instrument was an opinionnaire submitted to all Ralston Public School faculty and to all twelfth grade Ralston Public School students. Based upon the needs as expressed by the evaluation, recommendations were developed for a career education program in the district.

Discussion and Significance of the Problem. Modern technology has increased the tempo of life and work. People must therefore be more adaptable, versatile, and occupationally mobile. In previous years, when change was less accelerated, the information and skills that a young person learned served him for life.

Now, however, the high degree of mobility and amount and kinds of occupations available, create a strong case for making occupational preparation ongoing.<sup>3</sup>

Sidney Marland, former Commissioner of the United States Office of Education, had made career education a key concept of his administration. "Helping children gain an awareness of the range of career options available to them is an extremely important part of their development and is

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3. Hoyt, et. al., op. cir., p. 6.

indeed a prime objective of the Office of Education."<sup>4</sup>

Contemporary historian Richard Hofstadter has called for schools to concentrate on career education to alleviate what he describes as "a decided crisis in the sense of vocation among young people."<sup>5</sup>

The United States Bureau of Labor Statistics appeared to substantiate the importance of a viable career education program. In 1969, the overall unemployment rate for the nation was 3.5 percent. For the 16-to-19 yearold group, the percent rose to 12.2, and for black teenagers the unemployment rate was twenty-four percent.<sup>6</sup>

As of September 1973, the overall unemployment rate was at 4.3 million for a 4.8 percent of the employable population. The Labor Department reported that the labor force did not decline in September as sharply as usual because many young people did not return to school.<sup>7</sup>

Thus the indications were clear that young people must become aware of the world of work not only in the area of actual jobs, but also of the total factors of work preparation, job acquisition, and employment satisfaction.

## II. LIMITATIONS

1. High school seniors were the only students in the district to receive the opinionnaire.

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<sup>4</sup>Sidney Marland, "Career Education is Alive and Well," Journal of Teacher Education, xxiv: 2, Summer 1973, p. 84.

<sup>5</sup>Richard Hofstadter, "The Age of Rubbish" Newsweek, (July 6, 1970), p. 21

<sup>6</sup>Roman C. Pucinski and Sharlene Pearlman Hirsch, eds., "Prologue: A Prospectus for the Seventies, "The Courage to Change, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971), pp. 10-11.

<sup>7</sup>Omaha World-Herald, October 5, 1973, p. 1

2. Only teaching staff among district employees participated in filling out the opinionaire.

### III. DEFINITION OF TERMS

1. Career education. This term referred to the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.<sup>8</sup>
2. Vocational education. This term referred to making individuals more employable in one group of occupations than in another.<sup>9</sup>
3. Vocation. This term referred to an individually derived theory of employment which lends continuity to a person's several occupations and jobs. A person who has mastered the skills of both performance and job tasks and operation in the social and personal environments of work has internalized the theory of vocation.<sup>10</sup>
4. Career. This term referred to a sequence of jobs linked by the continuity of the individual personality; a vocation in addition to ones responsibility and initiative in relation to it, a life-time achievement.
5. Education. This term referred to instruction and learning broadly relevant to performance in all or a considerable number of occupational roles (as well as to a great many other purposes and life situations.)<sup>11</sup>
6. Training. This term referred to instruction and learning concerned with good performance of a specific task or a set of tasks making up a job or occupation.<sup>12</sup>

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<sup>8</sup>Hoyt, et. al., op. cit., p. 8.

<sup>9</sup>Rupert N. Evans, Foundations of Vocational Education, (Columbus, Ohio: Charles E. Merrill, 1971), p. 18.

<sup>10</sup>Pucinski and Hirsch, op. cit., p. 123.

<sup>11</sup>Ibid.

<sup>12</sup>Eugene Staley, Planning Occupational Education and Training for Development, (New York: Praeger Publishers, 1971), p. 10.

7. Super-curriculum. This term referred to the entirety of all the learning opportunities of a lifetime. These opportunities are all the formal and informal learning experiences from birth to death.<sup>13</sup>

#### IV. ORGANIZATION OF THE PAPER

The statement of the problem, a brief discussion of the problem and its importance, limitations of the study, and definitions of terms used are included in the foregoing section of the proposal.

Chapter II contains a review of the related literature. Chapter III deals with the procedures of the collection of the data. Chapter IV includes an analysis of the data and graphic representations of the findings of the study. Chapter V incorporates the summary and recommendations.

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<sup>13</sup>Ibid., p. 55.

CHAPTER II  
REVIEW OF THE LITERATURE

The topic career education is under discussion and consideration from several educational areas. Because there are connotative differences among educators, the challenge to improve career education meets varying responses depending on the individual's interpretation of the concept.

Career education has certain proponents who regard it as the coming emphasis in all education and they advocate restructuring the field of education.<sup>14</sup> Others view career education as just another fad that will run its course and be relegated to the memory.

Surely it is desirable to reflect on these points of view as well as the legislative history leading to the modern concept of career education. It is to the consideration of these areas that the related literature is concerned.

I. LITERATURE CONCERNING THE IMPORTANCE  
OF CAREER EDUCATION

Pucinski advocated directing the entire educational resources toward the recognition that eventually "every student must work for survival, maintenance, or mobility."<sup>15</sup> Furthermore, the tendency of educating academically able students for more education while orienting the less toward jobs is a policy that must cease.

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<sup>14</sup>Pucinski and Hirsch, op. cit., p. 12.

<sup>15</sup>Ibid., p. 8.

Rather, the national commitment must be one of equipping each student with a marketable skill regardless of whether he intends to use it now or later. This includes those who intend to continue their formal education.

Pucinski does not endorse the idea of separate tracking for those who are work-bound upon high graduation apart from the college-bound student. He does plea for a system that trains all students for the world of work and concurrently prepares them for college entrance, with every student a product of both processes.<sup>16</sup>

He sums up career education as being a global commodity. It should combine specific teachings in occupational skills in order to meet technological needs. There should also be broad orientation to the broad issues confronting workers and a comprehensive emphasis on such learning skills as reading, computational math, and writing. In addition, education should provide self-knowledge and insights necessary for people to make appropriate decisions about careers.<sup>17</sup>

Staley explicates some of Pucinski's attitudes while contributing his beliefs in the career education area.<sup>18</sup> Staley feels that career education should be divided into four overlapping phases, the first being general education. It is the responsibility of the school to broaden the individual and to prepare him for life in society and for citizenship.

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<sup>16</sup> Ibid., p. 9.

<sup>17</sup> Ibid., p. 12.

<sup>18</sup>

Eugene Staley, Planning Occupational Education and Training for Development, (New York: Praeger Publishers, 1971), pp. 68-69.

As such, general education is a nearly indispensable building block for all modern-type organizations.

Breaking down the tasks of general education, one sees the following outline suggested:

1. Provide a core of knowledge, skills and personality traits that are basically important in most or many occupational roles. This core of knowledge according to Staley includes effective communication skills such as reading, writing, and speaking, ability to perform at least simple commutational math, and some comprehension of the physical, biological, and social surroundings.
2. Induce learning attitudes and learning skills. This component of general education Staley sees as being the aspect of "learning to learn" which is more important than specific content of what is learned. To facilitate this kind of acquisition, Staley suggests that the emphasis be on discovery and application of concepts and principles rather than on rote memory.
3. Provide a general acquaintance with the world of work and with occupational possibilities and requirements. A system of interrelating academic subject matter with information about the world of work, on-site observations of people actually engaging in work activities, and interviews and visits with persons in various occupations will provide students a more realistic exposure to careers.

Corollary to teaching necessary academic skills and knowledges in such areas as oral and written communication, computation skills, basic biological and physical understandings, and in conveying the mores of the society, general education should include some orientation to the world of work.<sup>19</sup>

Staley advocates beginning this orientation at the primary grade levels, not as specific vocational skills but woven into studies on the physical, biological, and social environment.

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Ibid., p. 13.

Staley thus emphasizes problem solving kinds of activities, an emphasis Fryklund reiterates. There is a constant change occurring in our environment which engenders new materials, new methods, and new tasks. Yet, while change is constant, Fryklund perceives an "exceedingly important ability" that will remain. This ability is that of problem solving.<sup>20</sup>

Yet, these attitudes toward learning and the function of schools in the career component are not universal. As Staley mentions, "a considerable variety of attitudes about the proper relation of the school curriculum to the world of work exists among educators. This issue becomes particularly acute at the secondary school level, but also extend downward into the primary and upward into post-secondary."<sup>21</sup>

Hoyt voices the same concern when he says that unfortunately and too often some environments demand conformity from the learner and a set of responses to a specific code of behavior and performance that served an era long past.<sup>22</sup>

Finch adds his concern along the same vein when he states that "all too often we are stuffing the heads of the young with products of earlier innovation rather than teaching them how to innovate. We treat their minds as storehouses to be filled rather than as instruments to be used."<sup>23</sup>

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Verne C. Fryklund, Occupational Analysis. (New York: Bruce Publishing Company, 1970), p. 8.

21

Staley, op. cit., p. 69.

22

Hoyt, et. al., op. cit., p. 38.

23

Robert H. Finch, "That Question of Relevancy", The School and the Democratic Environment, The Danforth Foundation and the Ford Foundation, (New York: Columbia University Press, 1970), p. 21.



Grant Venn speaks convincingly to the point that public educational institutions must be accountable to the parents, students, and general public that support them.<sup>24</sup>

Venn, Director of the National Academy of School Executives of the American Association of School Administrators notes that education with a national budget of nearly \$60 billion is second to the military in expenditures. If the schools are to be accountable, then there must be clearly established goals. It is Venn's contention that schools are willing to be judged primarily on the percentage of students going on to college. However, the Ford Foundation's Educational Facilities Laboratory reports that forty-six out of every one hundred high graduates do not go on to further education. Of these forty-six, approximately nine are trained for a craft or white collar job. Thirty-seven are lost or forgotten.<sup>25</sup>

At some point, therefore, almost every product of the public schools goes out to face the world of work, and most are in total bewilderment. They have little information about their own skills and abilities, much less about the range and varieties of occupations open to them. Their understanding of the nature of work is superficial. The schools should be held accountable for their ability to prepare for the world of work.<sup>26</sup>

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<sup>24</sup>

Grant Venn, "Accountable For What? Measuring Up to the World of Work", The Courage to Change, Pucinski and Hirsch, eds., (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971), p. 33.

<sup>25</sup>

Ibid., p. 40.

<sup>26</sup>

Ibid.

Venn goes even further as he suggests that the preparation for youth to be productive workers in society is the major educational priority.

Just as Staley cuts three aims for general education, so does Venn. The latter would hold schools accountable for imparting to all students the basic educational skills of reading, communication, and math because they are basic to all types of roles in the world of work.

The second sphere in which Venn advocates school responsibility is in the area of job placement of students. This may be accomplished by helping all students identify and locate appropriate employment, by offering them counseling on the job, and by following them throughout their careers.

The third area of responsibility lies in teaching various job skills. To perform this service to students, the factors constituting employability must be determined and analyzed. Concomitant to this step comes the recognition of the most efficient ways to teach the employability factors. Furthermore, these goals must be translated into measurable objectives.

Campbell and Stroufe substantiate some of Venn's briefs with the former directing their remarks to state departments of education.<sup>27</sup> Writers say that state educational agencies have confined their concerns primarily to personnel and facilities standards. Yet the greatest unmet need today in American education lies with the improvement of the instruction component specifically in preparing the youth of the seventies for the world of work.

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Ronald J. Campbell and Gerald J. Stroufe, "The Emerging Role of State Departments of Education," Strengthening State Department of Education, R. J. Campbell, G. E. Stroufe, and Donald H. Layton, eds., (Chicago: University of Chicago Midwest Administration Center, 1967), pp. 76-101.

They concur with Venn that the public ranks it's schools on the basis of the number of graduates who go to college. Because of this interest from the public, state departments of education have not been encouraged, organized, or authorized to refocus education programs toward preparing students for future occupations.

These writers credit the Vocational Education Act of 1968 with providing a stimulus for financial motivation in changing emphasis from a primarily academic education in the traditional sense patterned after European schools, to a method of education inclusive of every student. This includes adequate occupational instruction for entry into the world of work for eighty percent of students who never finish college.

Paul Briggs, Superintendent of Schools in Cleveland, Ohio, adds that "students must have the opportunity to develop basic skills for learning - whether they go on to further education or join the world of work immediately upon leaving school."<sup>28</sup>

Briggs is concerned specifically with the preparation of students for urban-related occupations. However, the same recommendations can be generalized to the entire student population. For example, Briggs believes that students should be encouraged to investigate and follow just as soon as possible the careers in which they are interested.

Dull envisions career education as a way to acquaint elementary and junior high school youth with the work world in general and then to prepare them in secondary school and college for entrance into and ad-

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Paul W. Briggs, "Scene of Hostility and Hope: The City as Educator for Work", The Courage to Change, Roman Pucinski and S. P. Hirsch, eds., (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971), p. 50.

vancement in a career chosen carefully from among many.<sup>29</sup>

He numerates some aspects that he considers necessary for career education, namely (1) respect for community needs; (2) broad career information in combination with work experience; (3) use of such supportive help as professionals and community workers in the classroom; (4) teacher in-service programs; (5) integration of existing subject matter in the high schools; and (6) use of the entire community as a learning laboratory.

To enlarge upon this idea of support systems one can turn to Wernick who has a rather comprehensive presentation concerning utilization of the support system concept alluded to by Dull.<sup>30</sup>

Wernick's thesis is that teachers should be trained to use the supportive services inherent in the community. This utilization, he holds, will lend spontaneity and variety to the career education curriculum and will prevent the teachers' becoming assistants to textbooks.

He suggests these components of the support systems:

- I. Ways to utilize community resources
  - A. Maintain a community resource file
  - B. Encourage a parental involvement system
  - C. Utilize school-community liaison workers
- II. Ways to utilize administrative supports
  - A. Encourage staff development activities
  - B. Create technical supports such as learning centers
- III. Ways to utilize a pupil guidance system
  - A. Set up a biographical information system
  - B. Coordinate guidance programs for students.

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<sup>29</sup>  
Lloyd W. Dull, "The Cluster Concept in Career Education," Educational Leadership, xxx: 3, (December, 1972), pp. 218-221.

<sup>30</sup>  
Walter Wernick, Teaching Career Development in the Elementary School: A Life-centered Approach (Worthington, Ohio: Charles Jones Publishing Co., 1973), pp. 91-98.

One can thus see that much literature supports the need for a career education concept. Some writers present a theoretical and philosophical rationale while others emphasize the practical applications.

Perhaps Scobey summarizes the prevalent literature when she says that career education is not clearly defined yet.<sup>31</sup> It is a broader concept than industrial arts or vocational education. Career education is ongoing from kindergarten to graduate school. It is oriented toward careers and career choices but this recognizes that it is partly dependent upon sound basic education. Perhaps ideally career education encompasses the total education program.

Before leaving this section of the related literature, one should examine the influence of the work ethic concept. Several writers in the field have turned their attention toward this influential force.

Hoyt makes some salient observations in this area.<sup>32</sup> Career education in early childhood education and in elementary school accepts and promulgates these assumptions among others:

1. At least some people must work if society is to survive.
2. All work needed by society is honorable.
3. Any worker who performs such work well is honorable.
4. Work that some people enjoy is disliked by others.
5. No one has the right to impose his work likes and dislikes on others.

Sheggrud continues the same theme.<sup>33</sup> He sees the role of all personnel at the elementary school level in relation to career education as

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<sup>31</sup> Mary-Margaret Scobey, "Coping in a Technological Culture. Educational Leadership, xxx: 3, (December, 1972), pp. 229-232.

<sup>32</sup> Hoyt, et. al., op. cit., pp. 673-674.

<sup>33</sup> Darryl B. Sheggrud, "Career Education Activities", Center Forum, 3 (February, 1973), p. 3.

fostering positive attitudes toward oneself and the world of work and the learning about oneself and the world of work. Development of positive attitudes toward workers involves an understanding and acceptance of the dignity and worth of every worker.

Worthington also cites the traditional work ethic as he says, "The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work."<sup>34</sup> Its main purpose is to prepare all students for successful and rewarding lives.

In summary, one can note Fadiman's observation that there is no need to believe that America is exempt from the historical pattern of the decline of nations that abandon the work ethic.<sup>35</sup> This realization is seen as the motivating force behind growing emphasis on career education in America.

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<sup>34</sup> Robert M. Worthington, "A Home-Community Based Career Education Model," Education Leadership, xxx: 3 (December, 1972), pp. 213-214.

<sup>35</sup> Clifton Fadiman, Career Education Resource Guide, (General Learning Corporation, 1972), pp. 1-3.

## II. LITERATURE RELATED TO CONTROVERSIES IN CAREER EDUCATION

Any new topic in education or, indeed, in most fields generates discussion, and controversy which may be purposeful in identifying and clarifying strengths and weaknesses of the innovation. Career education is no exception.

Dull suggests the following guidelines to avoid some possible pitfalls in career education: (1) be certain that work-study programs do not become back entries into child labor; (2) career education must not be used to discourage the disadvantaged from seeking college entrance; (3) these programs must not be seen as panaceas; (4) the electorate may be reluctant to mandate necessary funds to restructure the curriculum; (5) there may be lack of cooperation from business and industry in providing work-study opportunities; (6) too many people may be trained for the jobs available; (7) there is a need to counter "anti-youth" feeling in hiring; and (8) basic education tools must not be neglected.<sup>36</sup>

Nash and Agne join the negative chorus.<sup>37</sup> They believe that those advocating reform are basing their advocacy on four questionable assumptions. These assumptions concern the teaching-learning experiences:

1. Career educators assume that because specialization is the key to occupational success, then the learning experience itself must be highly specialized.

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<sup>36</sup>

Dull, *op. cit.*, pp. 222-224.

<sup>37</sup>

Robert J. Nash and Russell M. Agne. "A Case of Misplaced Relevance," Journal of Teacher Education, xxiv: 2 (Summer, 1973), pp. 87-91.

They describe a highly specialized career education program in Sonoma County, California, and criticize what they see as the production of the "tunnel vision" among the students and lament the neglect of the "intuitive, spiritual, and emotional life dependent for its strengths on the arts, humanities, and religion."

2. Career educators assume that learning must occur in one sequential order.

The authors urge that teachers must not organize all the students' time for occupational awareness and technical training. Rather than "lock-step" students in career education ladders, individual differences, and each person's "unique rhythm for learning" must be considered.

3. Career educators often assume that a specific body of skills and knowledge should be required of all students.

The writers stress that "vision and daring" are not included in career education programs. Students, they contend, competencies in many other areas. Students need to expand the probing aspects of their personalities and be conscious of the social world and their roles in it.

4. Career educators assume that a performance-based curriculum will relieve the inequities of credentialism.

Nash and Agne take much of this discussion from Charles Reich. It is Reich's contention that the meaning of work should be decentralized. Once this occurs, people will depend less on credentials and status to give value to their work. Questions will become more "How will a career best fill my total life style?" or "How can I help create a society where everyone can live a satisfying, autonomous, and creative life?" No longer will one ask; "How prestigious or how much does it pay?"

Koerner in a conversation with Marland indicts the idea of career



education as he presents his ideas of the shortcomings of the career education concept.<sup>39</sup> Koerner states that teachers are far removed from the work force, that guidance counselors cannot advise effectively their students into college or job choices as it is and that teachers are unable to stay current with their subject matter. Thus, he asks, how can teachers teach a whole new group of subjects involved in the labor market?

Just as Koerner expresses the thought that teachers will have to add to their teaching knowledge to include work world concepts, Hoyt makes this observation also.<sup>40</sup> Career education as Hoyt depicts it, however, is far broader in scope than the mere addition of a few more units. Rather, it amounts "to a major revision of the entire curriculum in the secondary school, along with significant adaptations in the current curriculum of the elementary school."<sup>41</sup>

These changes will require time and funds for preparation, in-service knowledge, acquisition, appropriate teaching materials, and greater availability of such materials as audio-visuals of all varieties. There must also be sufficient support personnel to act as liaison between school and community and to serve as information gatherers; planners of field trips, and other comparable duties.

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<sup>39</sup> James D. Koerner, "A Conversation with Sidney P. Marland, Jr. and James D. Koerner, (Washington: Council for Basic Education, February, 1973), pp. 3-4.

<sup>40</sup> Hoyt., op. cit., pp. 123-125.

<sup>41</sup> Ibid., p. 123.

Finally, Hoyt sees the need for classroom teachers to change their attitudes about workers and jobs not requiring the baccalaureate of career education is to succeed.

The controversy continues to flare among schools of thought concerning career education. One battleground is an issue of the National Observer that saw Marland, Coleman, and B. Frank Brown argue for the necessity of career education while others presented the negative aspects.<sup>42</sup>

B. Frank Brown, Chairman of the National Commission on the Reform of Secondary Education, has this comment. "I think compulsory education beyond fourteen is unconstitutional."<sup>43</sup> He continues with the thought that compulsory education broadens and perpetuates the generation gap. Students are not prepared for the real world of work.

Kierman, Executive Secretary of Secondary School Principals, adds to Brown's contentions, and Kierman goes further with some suggestions that include letting students out of class occasionally to do something, paid or unpaid, in the real world.<sup>44</sup>

The National Observer article goes on to say that the Nixon administration has been trying to deal with the "dilemma" that only twenty percent of entering college students complete college. Then there is no guarantee that those who have college degrees can use them.

However, there are concerns on the part of others that career education is not the answer. Some teachers fear that more students in the

<sup>42</sup>

National Observer, xii: 41, (October 13, 1973), pp. 1, 12, 13.

<sup>43</sup>

Brown, loc. cit., p. 1.

<sup>44</sup>

Kierman, Ibid.

work world part time will cost them their teaching jobs by decreasing enrollment. Other critics point out that active participation in a career education plan will involve hiring more personnel and increase education costs through necessary supportive services.

There is some negative reaction to the Minneapolis career education program developed under the auspices of Minneapolis Superintendent, John B. Davis. This program is an attempt to link the schools to the world of work with experiments that have allowed thousands of teenagers to try everything from ballet to construction work.

Yet, the National Observer article continues that there has been opposition to this program from "parents, teachers, business, labor, and government" to name a few.<sup>45</sup> One of the fears is the flooding of the labor market; corollary to this is the worry that child labor laws will be misused or circumvented with the consequence of child labor abuse.

Thus, the literature reflects the real areas of concern of antagonist and protagonist in the career arena.

Hoyt is perhaps the most thorough in the total discussion of career education.<sup>46</sup> Certainly his biases are pro career education. Still he also advises on possible negative aspects. Among his suggestions is the warning to beware of narrowing goals too stringently. This narrowing he foresees as occurring if:

1. Students are prepared for employment in a particular establishment.
2. There is concentration on special skills needed for employment at that time.
3. Students are shielded from considering alternative occupations.

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<sup>45</sup>  
National Observer, op. cit., p. 12.

<sup>46</sup>  
Hoyt, et. al., op. cit., pp. 47-48.

4. Only desirable aspects of chosen occupations receive emphasis.
5. All students not enthusiastically accepted by labor organizations and employees are rejected.
6. Students receive discouragement from seeking higher education.
7. Students are discouraged from leaving an originally chosen field even though they are no longer interested in it.
8. Graduation is withheld from students who do not enter their planned for occupation.

These practices according to Hoyt would be repugnant to all teachers but their occurrence must be guarded against nevertheless.

Hoyt adds final words of suggestion, specifically in the areas of use of community resources.<sup>47</sup> It is to these concerns that he advocates further data collection: (1) the occupational community's ability to serve as an answer service to specific career education questions from students, parents, counselors, and teachers; (2) more reliable surveys of future employment needs; (3) ways of attaining community help in establishing occupational information libraries; and (4) ways to promote community assistance in providing to junior and senior high level students practical orientation to the world of work.

Whichever stance one may take regarding the necessity of career education, the related literature makes it obvious that the concept is of moment in education.

### III. LITERATURE ON LEGISLATION<sup>48</sup> AND CAREER EDUCATION

By the turn of the century the expanding economy had created need

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<sup>47</sup>  
Ibid., pp. 116-122.

<sup>48</sup>  
Kolestoe and Frey, op. cit., p. 148-161.

for skilled manpower on factories and farms. Apprenticeship programs did not keep pace with the demands and schools displayed little interest in providing vocational education.

Thus Congress passed the Vocational Education Act of 1917, known as the Smith-Hughes Act. It's \$7.2 million annual authorizations offered categorical aid for establishing programs in the fields of (1) agriculture; (2) trade and industrial education; and (3) home economics. Approximately \$1 million a year was allocated for training vocational teachers.

In the 1930's, three additional laws provided further assistance for vocational education as short-term supportive measures. These acts are the George-Read, George-Elizay, and George-Deene Acts. Distributive education provisions began in 1936.

The Federal contributions in the original three areas had grown to \$20 million annually by the end of World War II.

The George-Barden Act or the Vocational Education Act of 1946 extended the 1917 legislation. It added \$29 million to annual vocational education expenditures. In 1956, an amendment added practical nursing and fishery to the list of approved courses.

Passage of the National Defense Education Act (N.D.E.A.) in 1958 authorized \$15 million annual expenditures for four years to support area vocational programs to train highly skilled technicians essential to national defense. Among the covered occupations were electronics, data processing, computer programming, and mechanical, chemical, electrical, and aeronautical engineering.

President John F. Kennedy asked the Secretary of Health, Education,

and Welfare to appoint a panel to review, evaluate, and recommend improvement in vocational education programs. The report which this panel submitted in 1962 called for a new vocational act and for substantial increases in federal appropriations for vocational and technical education.

President Lyndon Johnson signed the Vocational Education Act of 1963. It broadened instruction in agriculture, home economics, and distributive education. Additional provisions were made for establishing area vocational schools, work-study programs, and development of vocational education for those with special educational needs or other handicaps.

Other Congressional legislation in the 1960's dealt with the Manpower Development and Training Act (MDTA), Job Corps, Neighborhood Youth Corps, and the Youth Conservation Corps. The last three agencies were authorized under the Economic Opportunity Act of 1964. Among other significant legislation in the area are the National Vocational Student Loan Act of 1965 and the Area Redevelopment Act of 1962.

Scarcely any reference on career education fails to mention the significance of the Vocational Education Amendments of 1968 to the whole topic of career education. The initial provisions authorized Congress to spend \$2.8 billion over a five-year period. The impetus for this legislation came from the need to consolidate vocational education legislation and to aid schools in moving occupational preparation courses into the technological era in order to meet the demands of the second half of the twentieth century.

Some highlights of this act are:

1. State grants. Federal grants can come to states to help these bodies develop new vocational education programs and to maintain, extend, and improve those already in existence. These programs are open to all who need training or retraining whether they are enrolled in school.
2. Exemplary programs and projects. In order to bridge the gap between school and work and to reduce the high level of youth unemployment, exemplary programs and projects may be initiated to promote cooperation between public education and manpower agencies. Such programs may be designed to:
  - (1) familiarize elementary and secondary teachers with the world of work;
  - (2) provide for work intensive occupational counseling during the last years of school to initial job placement;
  - (3) provide for work experiences during the school year or summer;
  - (4) broaden vocational education curriculum;
  - (5) arrange for exchange of personnel from schools, manpower agencies, and industry;
  - (6) release young workers from jobs on a part-time basis to increase their educational level; and
  - (7) offer professional preparation for potential teachers of vocational education.
3. Cooperative education. These programs are designed to provide on-the-job experience coordinated with classroom learning planned jointly by schools and employers.
4. Work-Study program. In these programs students can work and earn while continuing their education. Students' number of work hours and compensation are limited in most instances.
5. Curriculum development. Funds are provided for developing and disseminating vocational education curriculum materials, for evaluation of such materials, and for training personnel in curriculum development.
6. Consumer and homemaking education. Support goes to home economic programs that (a) encourage greater attention to diverse social and cultural conditions, especially in economically depressed areas; (b) provide preparation for professional leadership; (c) provide preparation for homemaking or the dual role of homemaking and wage earner; and (d) provide consumer education.
7. Educationally disadvantaged students. The emphasis of this provision is an allotment of funds to develop vocational programs for persons who have academic, socioeconomic, or other handicaps which prevent success in regular vocational education programs.

8. Educational personnel training. Experienced vocational education personnel can pursue full-time studies, update occupational competence, or participate in in-service and short-term institutes.
9. Research and training. Funds are reserved for: research in vocational education; projects in new careers; and occupations; experimental, developmental, and pilot programs designed to test the effectiveness of research findings; and training programs to familiarize persons with successful programs in these areas and in research findings.
10. Residential schools. These schools can be constructed for youths 15 to 21 years old and are to provide vocational education for those youths who need full-time study on a residential basis in order to benefit fully from such an education. (Power is given to the U. S. Commissioner of Education to make grants for the construction, equipment, and operation of these schools.)
11. Planning and advising. To receive their allotments, states must submit plans representing three-to-five years for programs, services, and activities to be conducted in the vocational-education field. National and state advisory councils are also established under this legislation and are to represent vocational needs of labor, management, and the needs of the poor and the disadvantaged. Membership will come from a wide range of educational institutions and manpower and educational agencies.

Hoyt says that the national trend in vocational education legislation over the last decade has been to allow more federal funds in to more facets of career education.<sup>49</sup> However, more federal legislation will be necessary to extend the range of career education.

For example, federal vocational education legislation currently does not allow expenditures for programs that are concerned with occupations requiring a baccalaureate degree for entrance. Such boundaries, he contends, are desirable and must be extended to include a greater variety of programs.

The American Vocational Association's House of Delegates in their

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<sup>49</sup>

Hoyt, et. al., op. cit., pp. 139-140.



December 1971 convention in Portland, Oregon, took significant steps in outlining the kinds of provisions that career education should contain. That body concluded that the following areas should receive legislative support:

1. Programs at the elementary, middle, secondary, post-secondary, and at the continuing level of education designed to develop an awareness of the world of work, and for programs that develop career orientation, provide specialized training for occupations and/or occupational clusters, and for those programs that provide for training or retraining of adults for new careers;
2. Programs under the joint sponsorship of business and industry and the public school system;
3. Programs for developing the career of homemaking and the role of the family in career education;
4. Programs for employers to provide observational work experiences and work-study programs for present and prospective workers;
5. Programs for vocational guidance activities at all levels of the educational structure;
6. Programs to develop placement activities;
7. Programs for the development of curriculum, preparation of instructional materials, and for the education of professional personnel to use the newly developed curricular material;
8. Programs that support the professional development of career education personnel and for programs that prepare teachers, administrators, supervisors, and guidance persons at pre-service levels, and for such entities as in-service institutes;
9. Research and development programs and for exemplary programs designed to develop new models for careers; and
10. National, state, and local advisory councils on education for careers.

Despite the impetus from federal legislation, it is necessary to

involve state boards of education and state departments of education. Again Hoyt makes suggestions concerning the desirable functions of these two bodies in the area of career education.<sup>50</sup> For example, while planning and organization must occur at the committee level, state boards of education should provide aggressive and supportive leadership. Career education will involve a re-evaluation and possible alterations in existing laws regarding use of non-certified personnel, use of off-campus facilities, and in finances among other areas.

In addition, state departments of education must "sell" the idea of career education to local educators. Finally, state departments of education personnel must become career education experts in order to provide technical assistance and to provide evaluation.

Related to the above functions Hoyt describes certain coordinating functions at the state level. Among these responsibilities are (1) the collection and dissemination of information among all participating schools; (2) the facilitation of cooperation among local school systems in planning, promoting, and resource sharing in career education; and (3) the coordination of local programs with those in other states and in special national projects contracted for out of Washington or federal regional offices.

The final section of the related literature will summarize some statistics on existing career education projects as of 1974.<sup>51</sup>

1. Over 750,000 children are participating in over 100 career education pilot projects in every state and territory.

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<sup>50</sup>

Ibid., pp. 141-143.

<sup>51</sup>

Ibid., p. 43.

2. Those projects were started in 1970 under the Vocational Education Act exemplary projects section.
3. There are fifty projects - one in each state - and fifteen of these projects enroll a total of 112,000 children and are located in inner-city neighborhoods where the enrollees come from minority backgrounds.
4. Those children comprise twenty percent of the 375,000 youngsters in the fifty projects; one-half of the \$50 million allocated to exemplary projects this year (1974) goes for career education activities for black, Indian, and Spanish surname children.
5. Arizona, Florida, and North Carolina each are allocating three million dollars yearly to help school districts convert to career education. Wyoming and Georgia are heavily committed also. Dallas is converting on its own to a career education program.

One can summarize the related literature on the topic of career education by observing that there is disagreement among educators regarding the proper emphasis on career education. Indeed, there is no commonly agreed on definition of the concept. However, federal legislation, statistics that show a rising unemployment rate, and a large number of the citizenry's unawareness of many of the 20,000 existing occupations do encourage an investigation of career education.

Voices to heed on both sides of the issue are those of Marland, Koerner, Hoyt, Coleman, and Dull among others.

Perhaps the Phi Delta Kappan poll results are indicative of the current feeling toward career education.<sup>52</sup>

"Few proposals receive such overwhelming approval today as the suggestions that schools give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Nine in 10 persons in all major groups sampled in this survey say they would like to have the schools give more emphasis to this part of the educational program. Most of those who vote for this greater emphasis say that this program should start with

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Phi Delta Kappan, LV: 1, (September, 1973), p. 42.

junior and senior high school, although many professional educators think it should start even earlier - in the elementary grades."

## CHAPTER III

### TECHNIQUES OF DATA GATHERING DESIGN AND COLLECTION

The idea for this study originated in an expressed need by the administrative and instructional staffs for some idea of where career education needed to go in the Ralston district. Because of the established priority of career education at the national education level, it seemed appropriate to ascertain data on how students and faculty regarded the importance and the development of career education as they had experienced the concept in the Ralston Public Schools.

Therefore, two opinionnaires were constructed to measure the opinions of faculty and twelfth grade students in the Ralston system.

Selection of the population. Two groups or populations participated in the study. One segment was the instructional faculty. It was selected to participate because of the obvious necessity of teaching staff involvement in career education. Furthermore, it was a small enough population to handle easily, and it was readily available. Faculty members at each instructional level participated in order to view the whole picture of career education rather than at one particular level such as elementary or secondary. Teachers filled in the number of years of their teaching experience which can be analyzed later to determine whether opinion changes with years of experience. Such data were not analyzed for this study.

Twelfth grade students received another opinionnaire and constituted the second population. One of the assumptions of the study was that the seniors reflected district training and opportunity for expo-

sure to career education by virtue of their being in the district from K-12. Students indicated the number of years they had been in the Ralston Public Schools but that factor was not weighed for this study.

Design of the opinionnaire. The opinionnaires had a Likert-type design and consisted of eleven questions on each opinionnaire. The questions were identical where possible on the two instruments. Where differences had to occur, the questions were changed only slightly to reflect differences in position between faculty and students. For example, question three on the faculty opinionnaire said, "My teaching makes students aware of career opportunities" while the corresponding question on the student opinionnaire said, "My teachers make students aware of career opportunities." Thus each set of eleven questions purported to measure the same areas. Five response categories were provided. These were strongly agree, agree, no opinion, disagree, and strongly disagree. A percent total for each group in any category of response on all questions was obtained. Because the respondents remained anonymous, there was no reason to suspect that they tried to answer other than as they really felt.

Administration of the opinionnaire. Administrators in each of the schools received the opinionnaires for 166 faculty members and instructed their staffs on filling them out. Staff completed the opinionnaires and returned them to the building principals who then sent them to the central collection point. The twelfth grade students came together for a brief class meeting at which time the entire group received the same verbal instructions concerning how to mark their responses. All 192

participating seniors completed and turned in the opinionnaires during the course of the class meeting. It was felt that the fewer multiple response questions or otherwise discardable responses from the seniors resulted from the uniformity of instructions which they received. Faculty members received their directions from the several building principals and thus the instructions differed slightly from person to person.

Analysis of the data. The questions were subjected to data processing techniques wherein each response received a numerical value. The data were then computer processed to reveal percent results for each group in all categories. Results were summed for each group and for both groups. Thus it was possible to note similarities and differences between faculty and students in each category of response on each question. According to the social science formula, data were analyzed to determine significance at the .05 level. The results of each question appear on graphs drawn to depict on the same graph the responses from both groups. (See Chapter IV). In addition to the schematic representation, the computer print-out for each question is contained Appendix C. Furthermore, beneath each graph there appears a brief summarizing statement of the information contained in each graph.

At the outset one should note that no statistically significant differences in responses existed between the two groups; however, on several questions trends were observed. From the demonstrated trends recommendations resulted for the career education program in the Ralston Public Schools.

In summary, two groups, one composed of the instructional staff and one of twelfth graders, participated in a career education assessment.

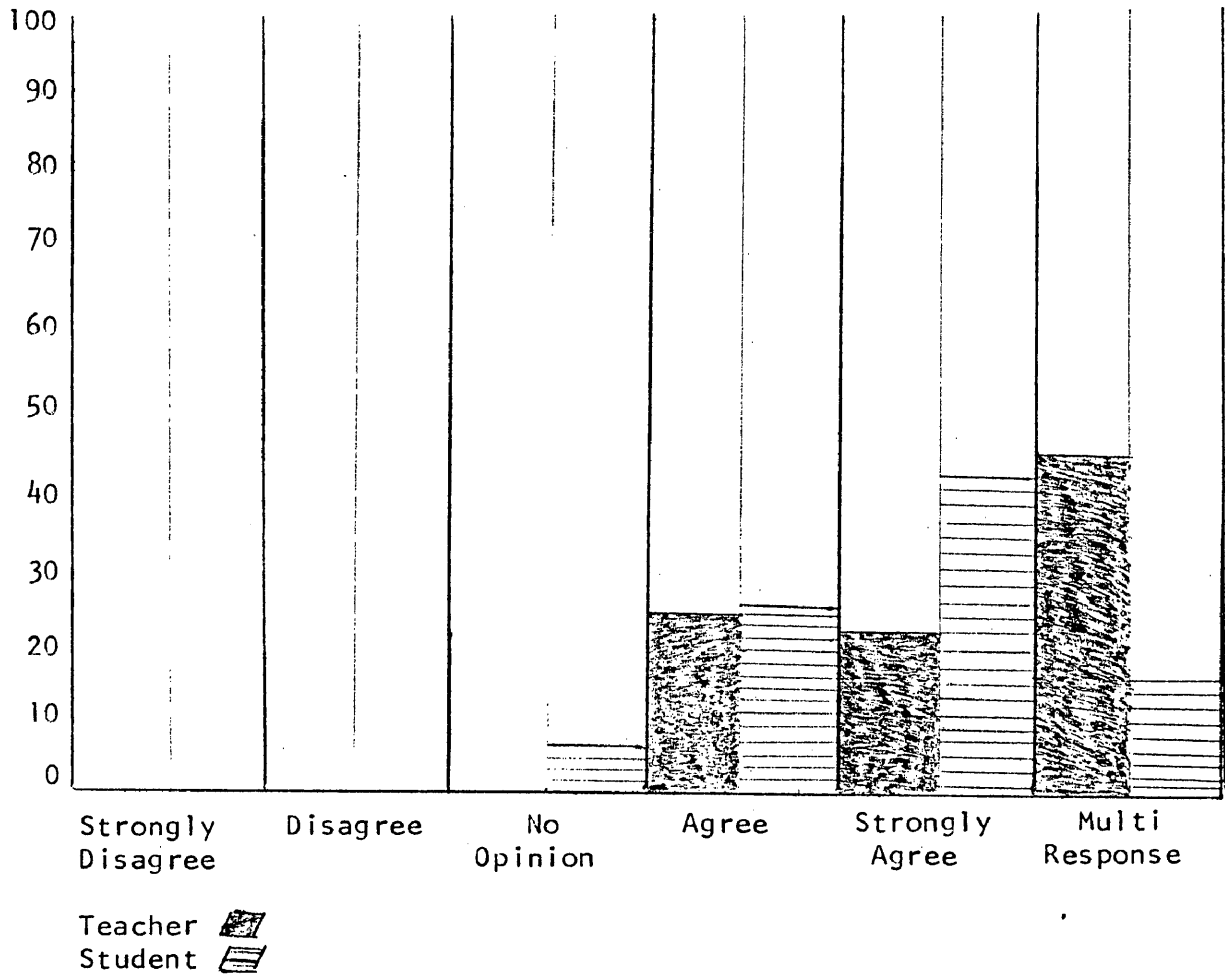
The evaluative instrument was a Likert-type opinionnaire which was analyzed to determine statistical differences between the two groups and which measured opinions on eleven different questions. From the responses various trends in opinion were observed.



## CHAPTER IV

### RESULTS OF THE OPINIONNAIRE

This chapter contains the results of the opinionnaire. These data are depicted on graphs with a short explanation below each graph.



QUESTION NUMBER 1

The School District of Ralston should emphasize career education.

There were multiple responses which led the computer to discard approximately 40 percent of the responses. The trend was that teachers and students agreed with number 1, especially students 46.5 percent of whom answered strongly agree. Sixty-four percent total of both populations agreed with the statement.

## QUESTION NUMBER II

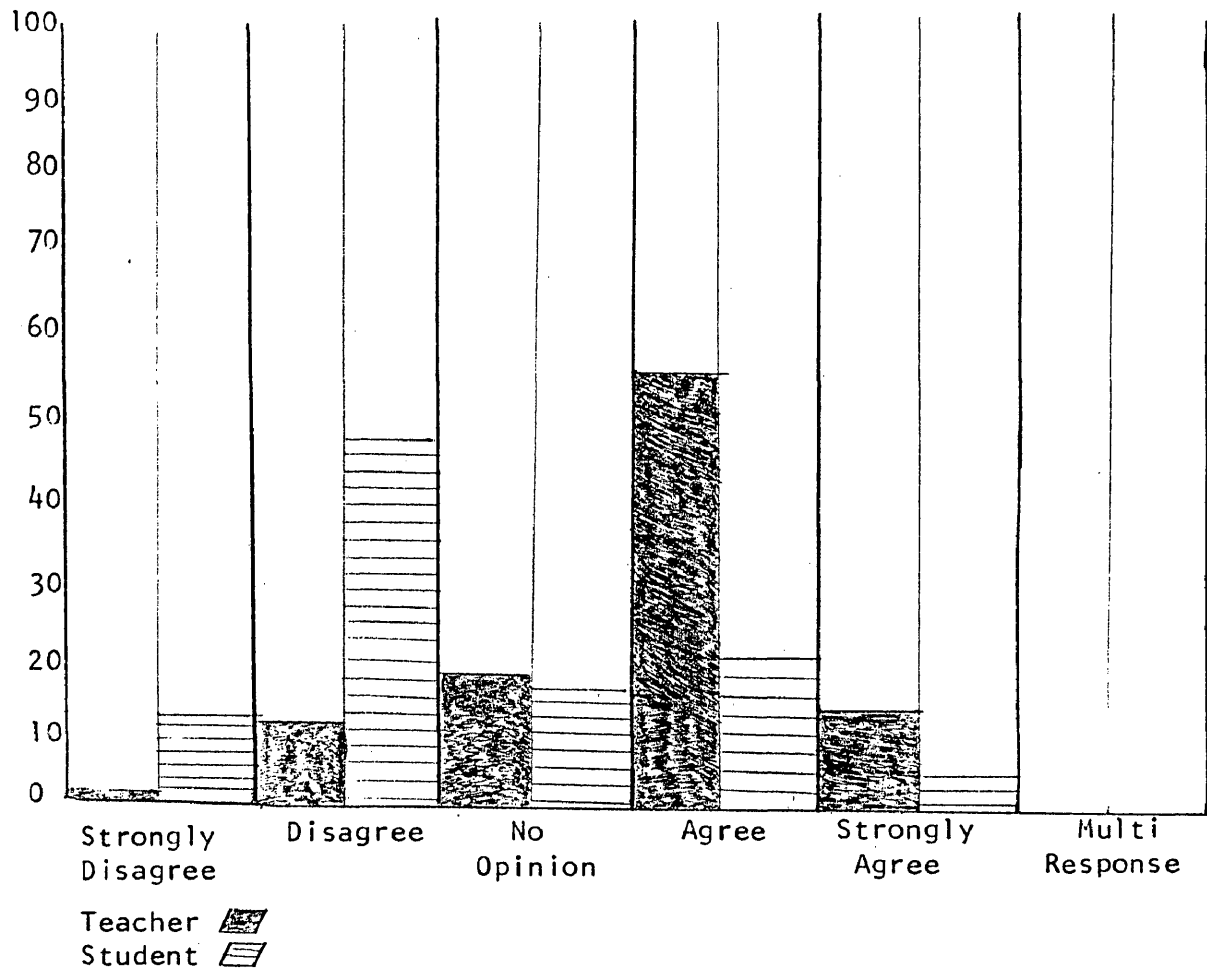
The emphasis on career education should be strongest:

- (a) at the senior high school level.
- (b) at the Middle School level.
- (c) at the elementary school level.

The data on question two were not valid because of the number of multiple responses. The question asked at which level career education should be emphasized most. Many opinionnaire respondents checked responses in the three areas mentioned, ie., elementary, middle school, and high school. Additionally, several participants wrote in comments which prevented the computer from processing the question.

One of the computer technicians suggested that a smaller area in which to mark responses might prevent those sorts of multiple responses.

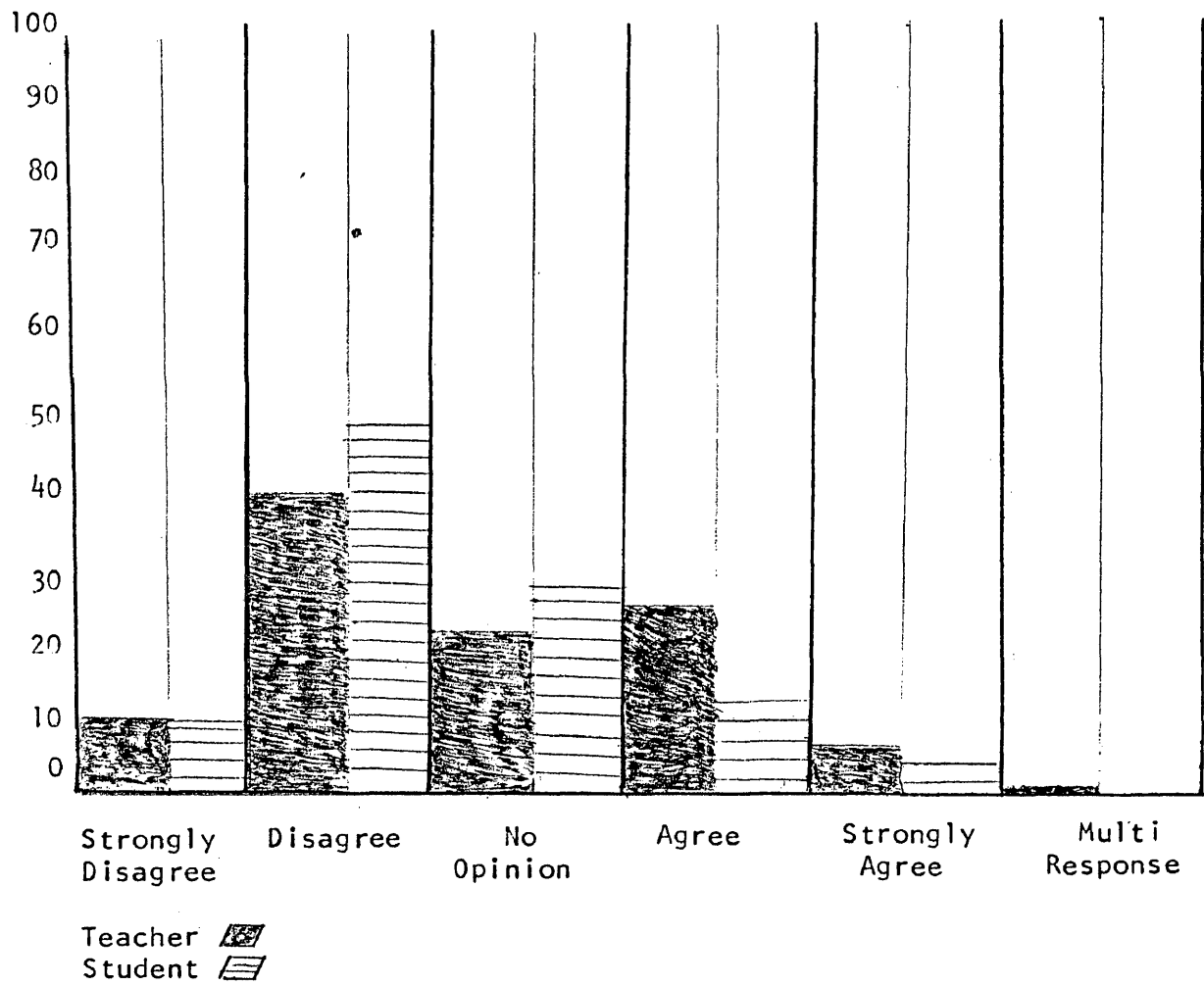
Despite the invalidity of the results from question 2, the trend seemed to be toward the strongest career education emphasis at the secondary level. Both groups appeared to concur in that opinion.



QUESTION NUMBER III

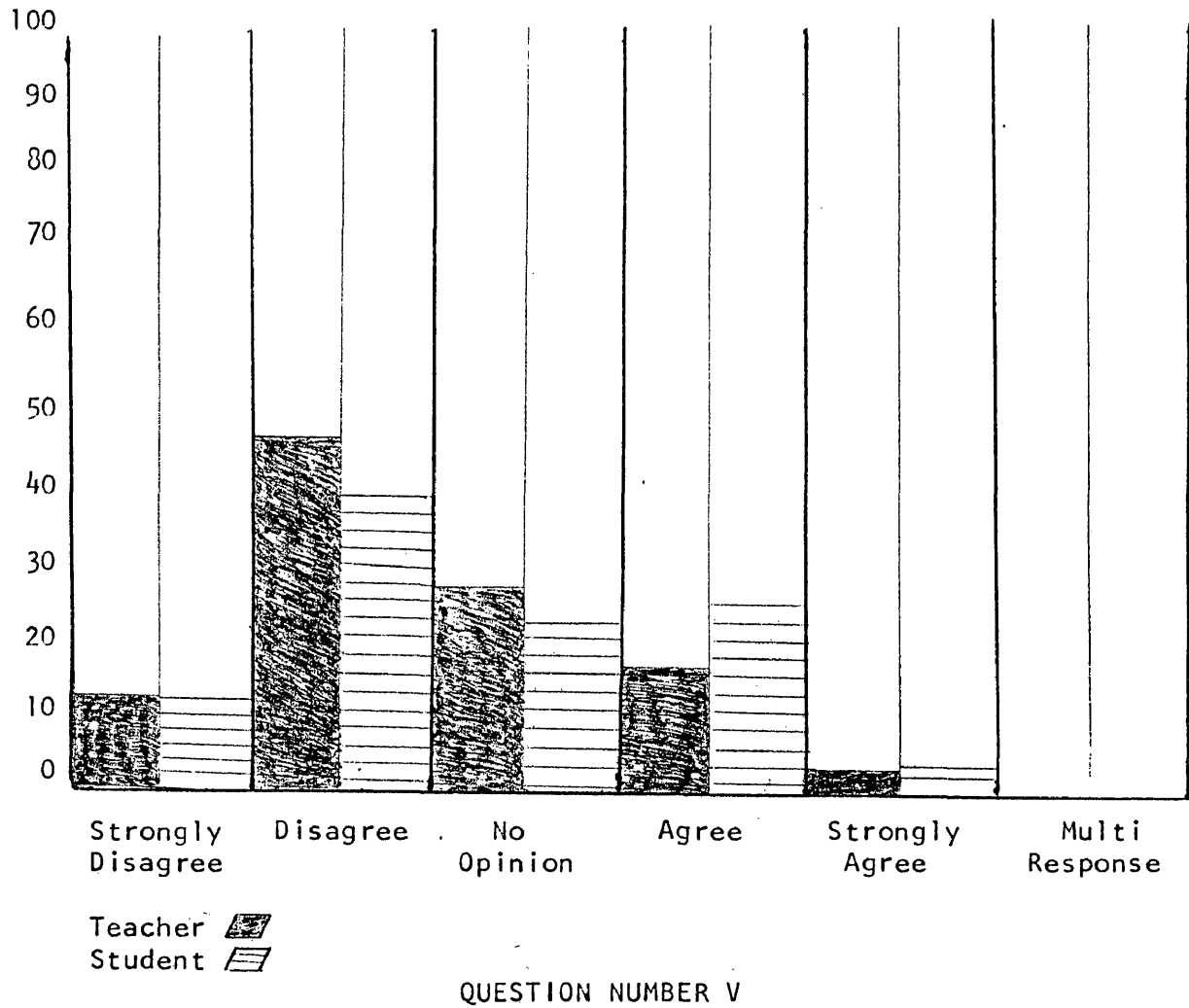
My teachers make students aware of career opportunities.

The general trend was that faculty marked strongly agree and agree (about 68 percent) while students tended to disagree or strongly disagree 60 percent of the time. Teachers thought they were doing more than students believed the teachers were doing in career education.



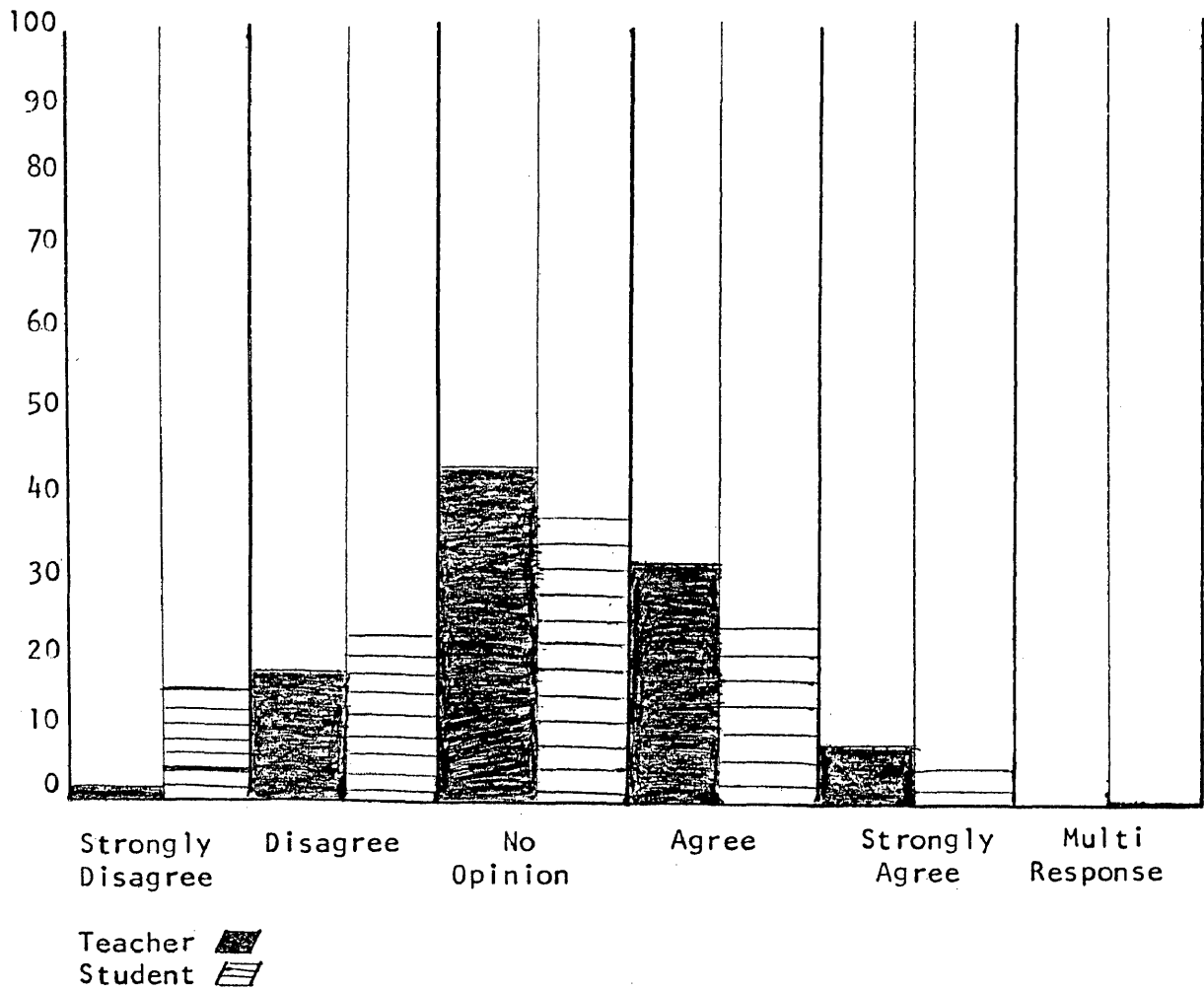
I am acquainted with Ralston community resources for career education information.

Both groups tended to disagree about quality that they were acquainted with job opportunities for youth in Ralston. Of the total population 43.6 percent disagreed while 21.2 percent of the faculty had no opinion and 29.3 percent of the students had no opinion.



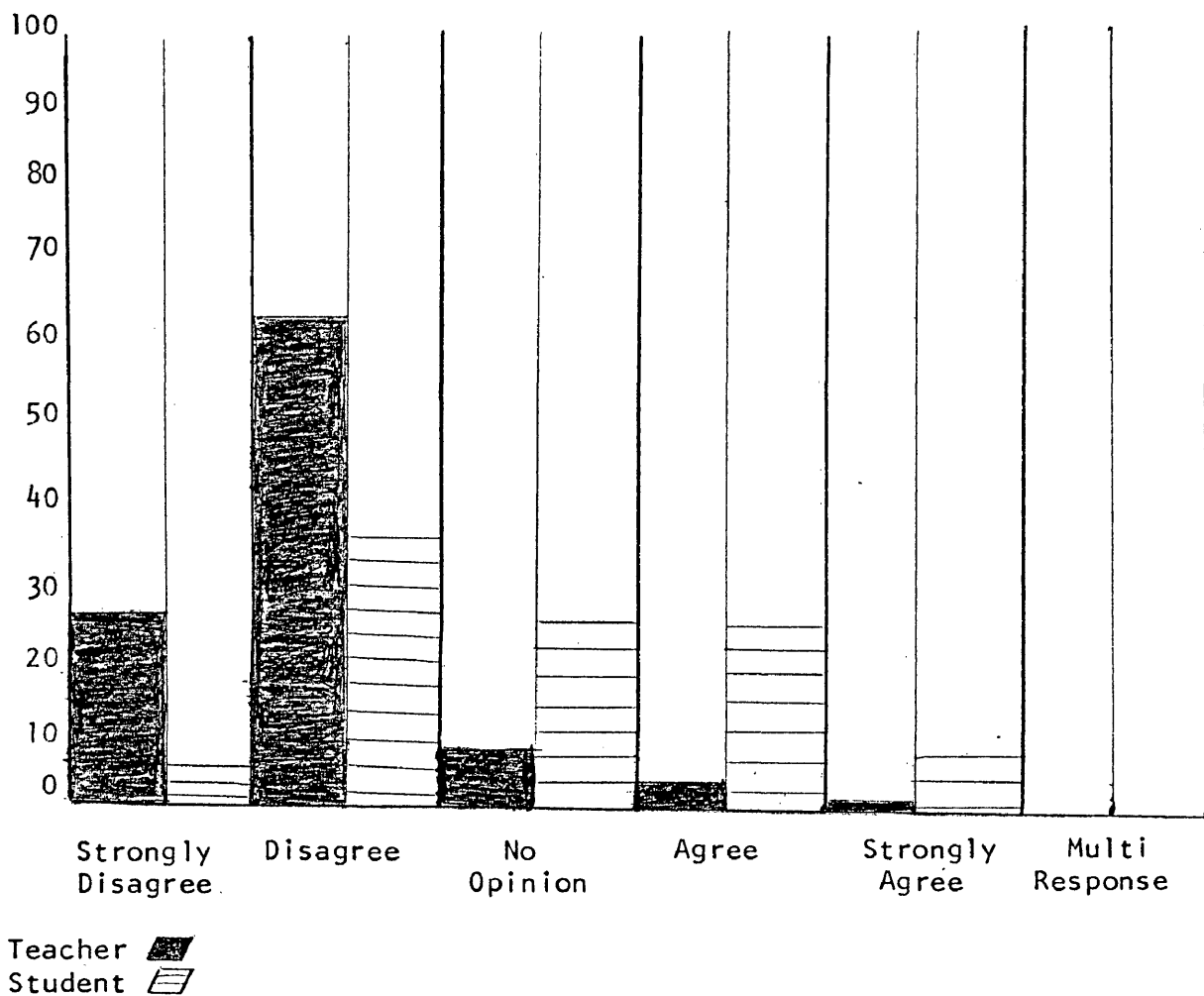
I am acquainted with Ralston job opportunities for youth.

Both groups tended to disagree indicating a need for more information on career education. Nearly 11 percent of the total strongly disagreed while 42.7 percent disagreed.



My school library has plentiful career education materials available.

Both groups either expressed no opinion or agreed with the statement, a balanced response. Teachers tended to feel that there is more available material on career education in school libraries than the students believed to be there.

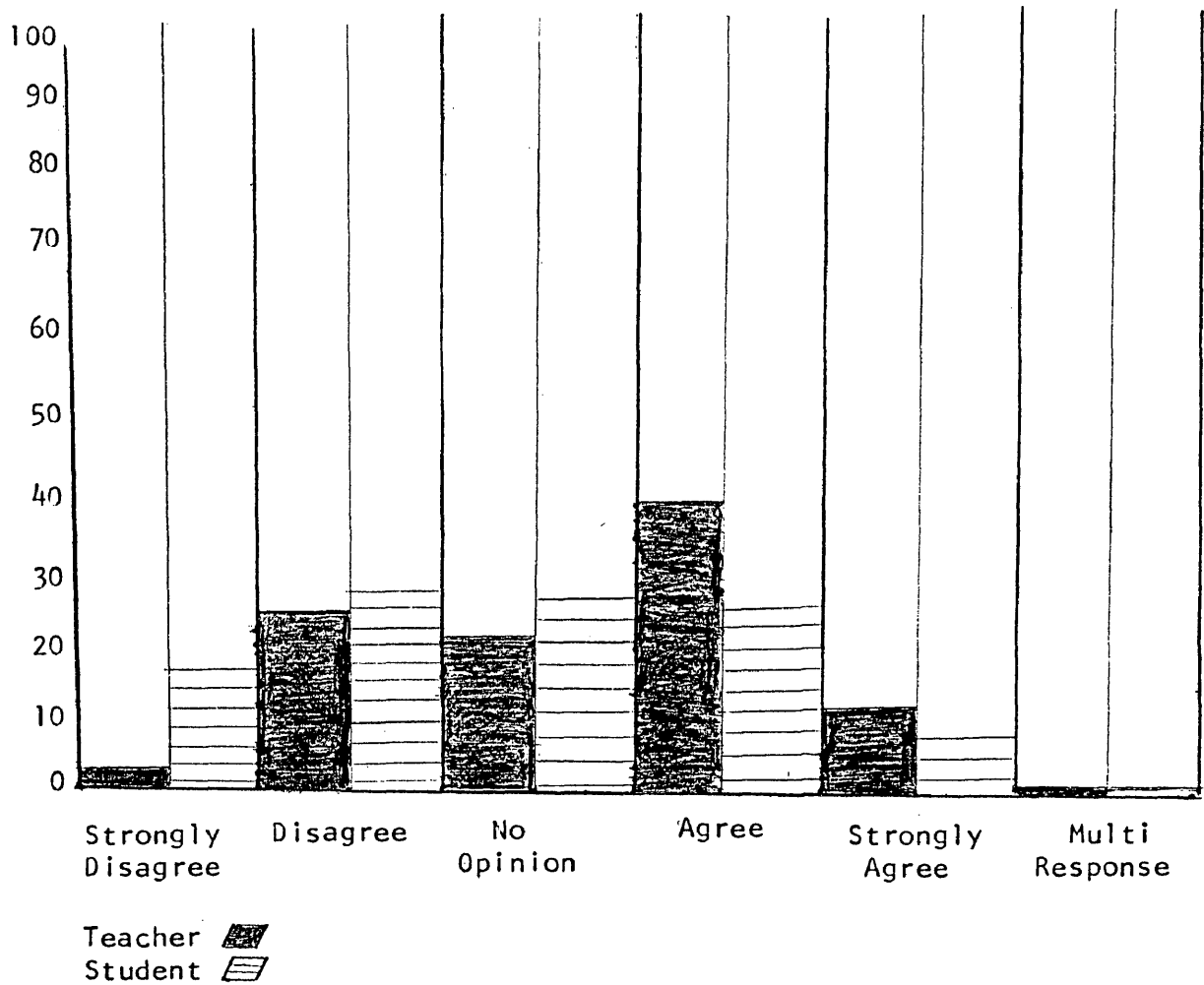


QUESTION NUMBER VII

Vocational educators only, should teach career education.

The trend was that teachers strongly disagreed or disagreed with the statement (over 90 percent fell in one of those categories.) Among the students 43 percent strongly disagreed or disagreed. Faculty were clustered toward the disagree and strongly disagreed while student response was distributed more evenly among the responses.

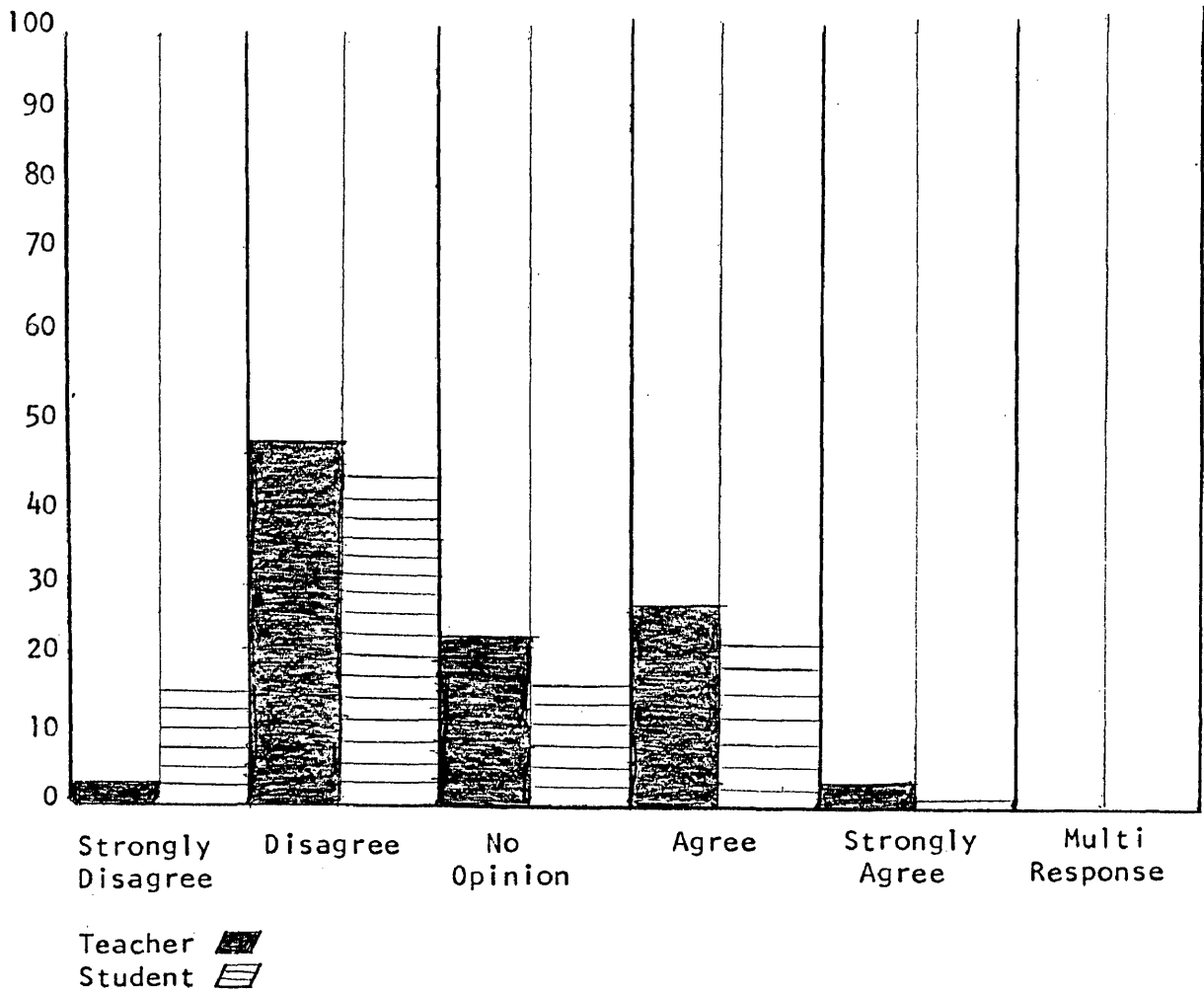




QUESTION NUMBER VIII

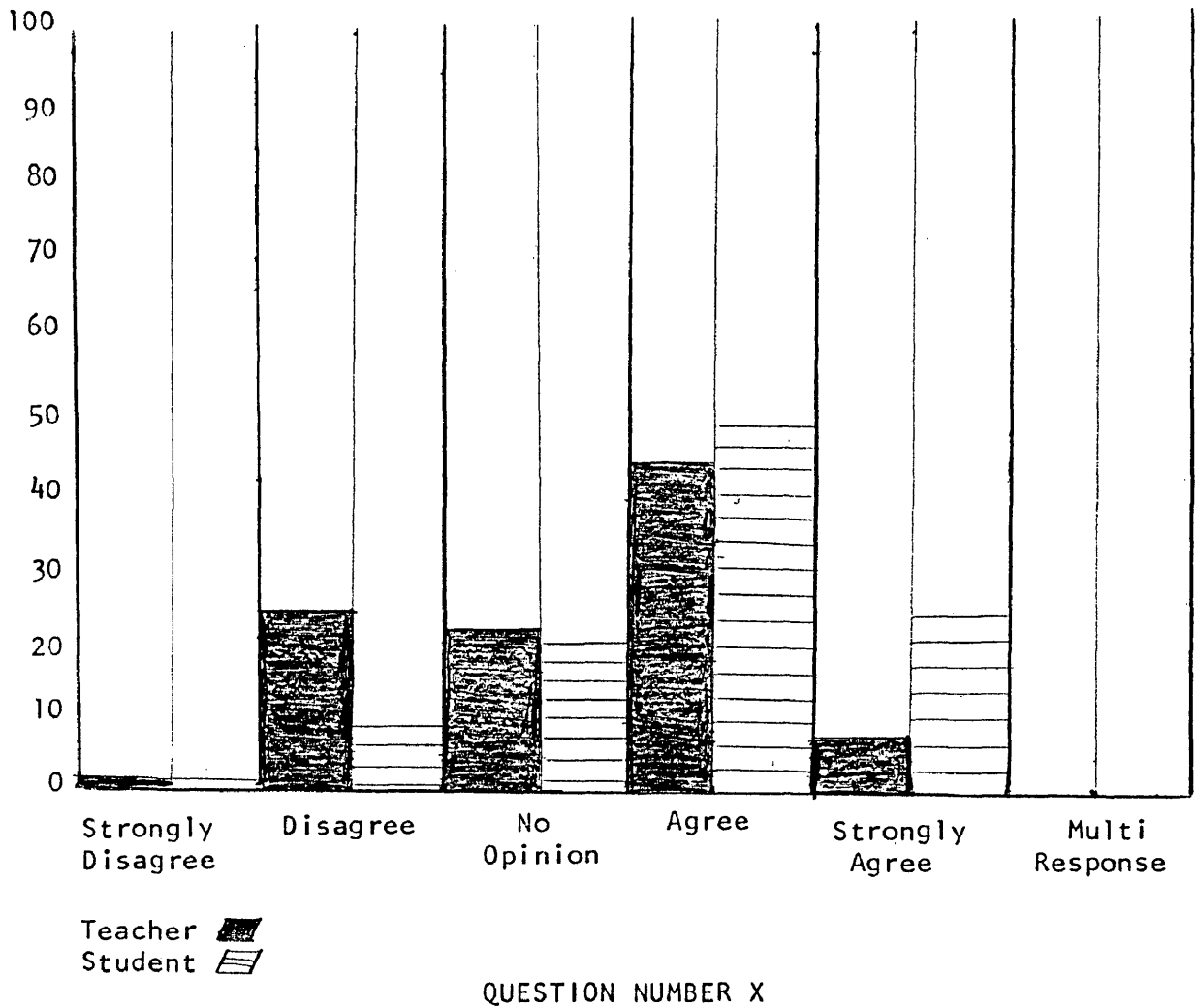
My teachers use practical career education experiences (ie., field trips to industries or guest speakers) rather than theoretical techniques (ie., text-books or films.)

The responses were clustered and offsetting with teachers tending slightly more toward agree and students leaning toward strongly disagree. No obvious trends emerged.



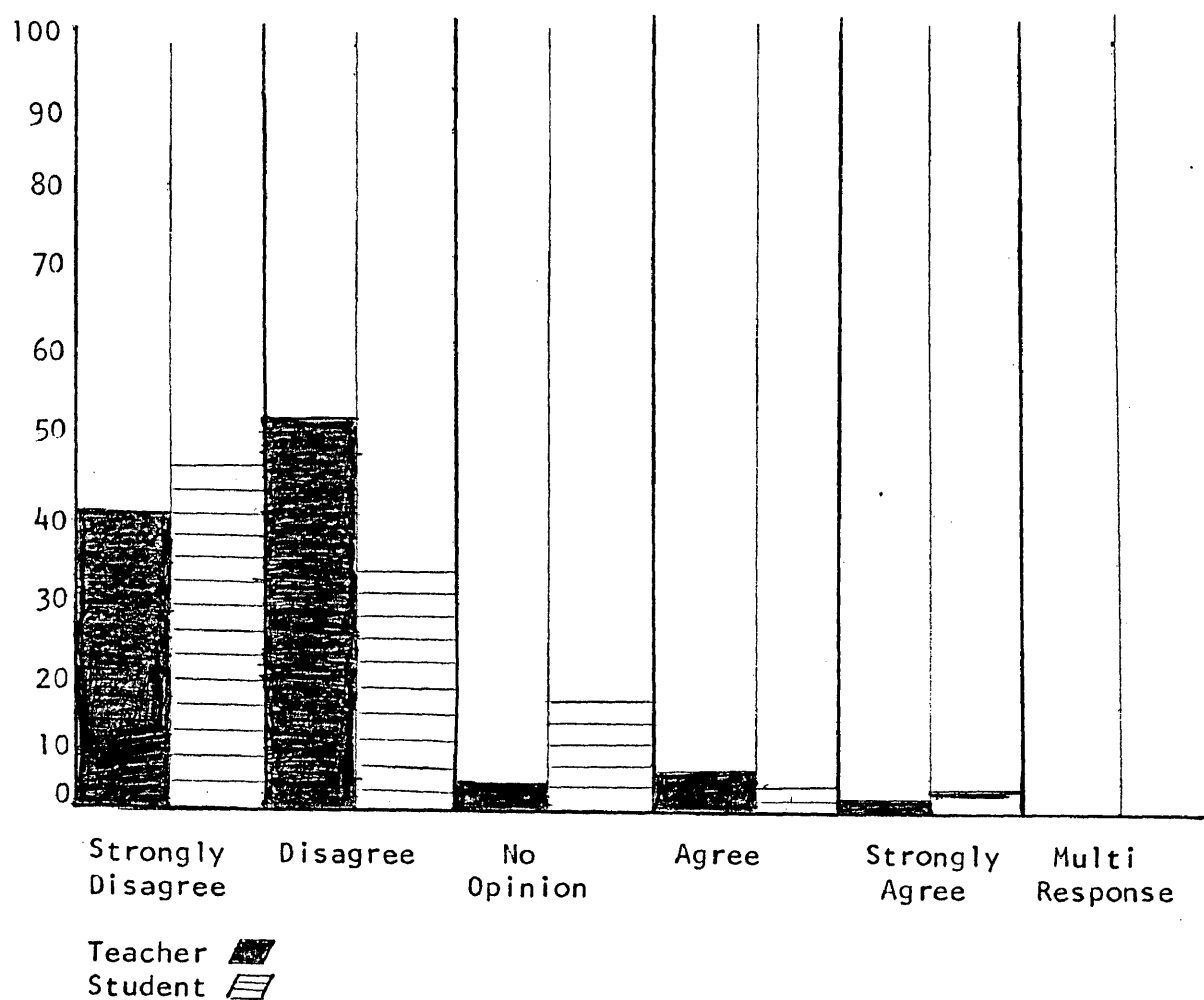
There is adequate career education in my classes.

Over 55 percent of both groups strongly disagreed or disagreed that there is adequate career education.



My teachers need to use more career education techniques in their teaching.

Sixty-two percent of both groups either agreed or strongly agreed that more needs to be done and added to the curriculum in the area of career education with the students tending more toward strongly agree.



QUESTION NUMBER XI

The Ralston School system should de-emphasize career education.

Ninety-two percent of the teachers disagreed or strongly disagreed while 79.5 percent of the students fell in those two categories. The results of question XI emphasized the result of question I that career education needs to be increased in the Ralston Public Schools.

CHAPTER V  
SUMMARY AND RECOMMENDATIONS

In summary one could note that two groups were sampled with corresponding opinionnaires. The teaching staff of the Ralston Public Schools and the twelfth grade students at Ralston High School responded to eleven questions.

The results from both groups showed that career education should be emphasized to a greater extent in the curriculum of the Ralston Public Schools at all levels of education.

Also, opinions demonstrated a felt need for more awareness of library and community resources that were available already.

The total survey indicated, in the researcher's opinion, that the existing curriculum was adequate to serve as a vehicle for career education. The entire concept of career education lay in the fibers of the attitude of the staff, students, and the public; thus it seemed that attitude was the key to awareness of career education, to implementation of the concept in the curriculum, and to positive results from a viable career education program. Career education was not a separate entity but, rather, a part of the total curriculum.

From the results of the opinionnaire the following were recommendations for the possible beginning of a career education program in the Ralston Public School system for 1974-75.

## RECOMMENDATIONS FOR IMPLEMENTATION

1. Organize a Career Education Advisory Committee. This has been done and the committee has been responsible for initiating several meetings, ideas, and plans for the future. For the year 1974-75, the committee, to be more effective, should be enlarged to include a school board member and members from the community. This steering committee will serve as a guide for the implementation of the career education program.

2. Promote within the Advisory Committee an understanding of career education.

Thus far certain events have occurred to achieve this objective.

For example, Advisory Committee members have seen a slide presentation presented by the Nebraska State Department of Education on career education. Some members have visited an exemplary program in Mason City, Iowa, a program which was funded federally, and several committee members have attended a workshop sponsored by Educational Service Unit #3 (ESU). These methods of implementation are the beginnings from which will come further visits to existing programs, attendance at workshops, and visits to community resource centers, and increased participation in any activities affording additional knowledge about career education. ESU #3 is sponsoring a workshop that will include Advisory Committee members and approximately twenty other staff members from the district with all buildings being represented.

3. Develop a career education curriculum plan which will expand or build upon desirable career education elements already included in the in-

structional program. The Advisory Committee will review the few K-12 curricula available for viewing which were funded either by the state or federally. ESU #3 has developed a resource booklet listing area businesses that are willing to share their time and resources in furthering career education. Their representatives will come to speak to students or groups of students can tour their businesses for better understanding of the work world.

4. Conduct in-service training for the entire school staff and community persons who will assist with the program. In the fall of 1974, just prior to the opening of classes, there will be a district-wide workshop which all staff will attend. The workshop will focus on promoting knowledge and understanding of career education and methods to implement the concept within the existing curriculum. The following are suggested ways in which a greater understanding and awareness of career education can be fostered. In-service meetings will serve as opportunities to explain and explore these kinds of projects.

## CAREER EDUCATION AWARENESS PROJECTS

1. Work experience
  2. Work exploration
  3. Career awareness and orientation to the world of work
  4. Vocational education
  5. Special education
  6. Visitation
  7. Relate relevancy of curriculum to occupations
  8. Teach the dignity of all occupations
  9. Simulation and games
  10. In-service for teachers
  11. Outside speakers
  12. Field trips
  13. Class projects
  14. Discussions
  15. Group guidance activities
  16. Individual research
  17. Resource and information centers
  18. Employers visit schools
  19. Mini-courses
  20. Commercial career kits and materials
  21. Dramatization
  22. Parents visit (career examples)
  23. Demonstrate occupation skills
  24. Glasser classroom meeting
  25. Media
  26. Role playing
  27. Half-day visitation with dad on the job
  28. Simulated economy
  29. Practice job interviews
  30. Practice filling out job applications
  31. Interview employer
  32. Teachers visit industry
  33. Family, school, and industry cooperation in career education
  34. Aptitude testing and interest inventories
  35. Teach language and interpersonal relationship skills related to jobs
  36. Mock assembly line
  37. Self-concept and self-awareness development activities
5. Encourage each building principal to promote and conduct a Career Awareness Day at least once a year in each school. The purpose of this sort of activity is to permit pupils K-12 to talk with representatives from various work areas who come into the schools. A possible model for Career Awareness Day exists in the activities already



being conducted at Karen-Western Elementary School. This allows even young pupils to ask direct questions and to be with persons actually involved in specific work activities. The depth of the discussion, displays, etc., is geared to the age and interests of the participating pupils.

It was felt that if the foregoing suggestions were implemented, a structured career education program could begin in the fall of 1974. In several areas emphases were already placed on development of career education, and the basic curriculum operating in the Ralston District was suitable to use as a springboard for increased career education awareness. However, by focusing attention and thrust on the need for career education and by providing ways to implement the concept, a more comprehensive program can begin.

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APPENDIX

SCHOOL DISTRICT OF RALSTON

CAREER EDUCATION OPINIONAIRE

This opinionaire is going to every teacher in the School District of Ralston. We ask your cooperation in responding to these statements to the best of your knowledge. The results will be used to formulate if needed, a more comprehensive career education program in the district. Each statement has five possible responses. Please check the appropriate box to indicate your response as either strongly agree, agree, no opinion, disagree, or strongly disagree.

Definition of Career Education: This term refers to the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate the values into their personal value systems, and to implement those values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Thank you for your cooperation. You will receive the results of this survey.

Male \_\_\_\_\_ Female \_\_\_\_\_

Teaching Level: Elementary \_\_\_\_\_ Middle School \_\_\_\_\_ High School \_\_\_\_\_

Years of Teaching Experience: \_\_\_\_\_

Years of Teaching Experience in the School District of Ralston: \_\_\_\_\_

|   | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree |
|---|----------------|-------|------------|----------|-------------------|
| 1. The School District of Ralston should emphasize career education.  |                |       |            |          |                   |
| 2. The emphasis on career education should be <u>strongest</u> :<br>(a) at the senior high school level<br>(b) at the middle school level<br>(c) at the elementary school level |                |       |            |          |                   |
| 3. My teaching makes students aware of career opportunities.  |                |       |            |          |                   |
| 4. I am acquainted with Ralston job opportunities for youth.  |                |       |            |          |                   |
| 5. I am acquainted with Ralston community resources for career education information.   |                |       |            |          |                   |
| 6. My school library has plentiful career education materials available.  |                |       |            |          |                   |
| 7. Vocational educators only, should teach career education.  |                |       |            |          |                   |
| 8. I use practical career education experiences (ie., field trips to industries or guest speakers) rather than theoretical techniques (ie., textbooks or films.)                |                |       |            |          |                   |
| 9. There is adequate career education in my teaching program.   |                |       |            |          |                   |
| 10. I need to use more career education techniques in my teaching.  |                |       |            |          |                   |
| 11. The Ralston School system should de-emphasize career education.   |                |       |            |          |                   |

Please return this opinionaire to Mr. Ed Pillard at the Central Office as soon as possible.



SCHOOL DISTRICT OF RALSTON

CAREER EDUCATION OPINIONAIRE

This opinionaire is going to every twelfth grade student in the School District of Ralston. We ask your cooperation in responding to these statements to the best of your knowledge. The results will be used to formulate if needed, a more comprehensive career education program K-12 in the district. Each statement has five possible responses. Please check the appropriate box to indicate your response as either strongly agree, agree, no opinion, disagree, or strongly disagree.

Definition of Career Education: This term refers to the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate the values into their personal value systems, and to implement those values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Thank you for your cooperation. You will receive the results of this survey.

Male \_\_\_\_\_ Female \_\_\_\_\_

Years of school experience in the School District of Ralston: \_\_\_\_\_

|   | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree |
|---|----------------|-------|------------|----------|-------------------|
| 1. The School District of Ralston should emphasize career education.  |                |       |            |          |                   |
| 2. The emphasis on career education should be strongest:<br>(a) at the senior high school level.<br>(b) at the Middle School level.<br>(c) at the elementary school level.    |                |       |            |          |                   |
| 3. My teachers make students aware of career opportunities.   |                |       |            |          |                   |
| 4. I am acquainted with Ralston community resources for career education information.   |                |       |            |          |                   |
| 5. I am acquainted with Ralston job opportunities for youth.  |                |       |            |          |                   |
| 6. My school library has plentiful career education materials available.  |                |       |            |          |                   |
| 7. Vocational educators only, should teach career education.  |                |       |            |          |                   |
| 8. My teachers use practical career education experiences (i.e., field trips to industries or guest speakers) rather than theoretical techniques (i.e., text-books or films.) |                |       |            |          |                   |
| 9. There is adequate career education in my classes.  |                |       |            |          |                   |
| 10. My teachers need to use more career education techniques in their teaching.   |                |       |            |          |                   |
| 11. The Ralston School system should de-emphasize career education.   |                |       |            |          |                   |

FILE NCHNAME (CREATION DATE = 03/14/74)

\*\*\*\*\*  
 STATUS STUDENT CR TEACHER C R O S S T A B U L A T I O N  
 BY VARP01  
 QUESTION 1  
 \*\*\*\*\*

VAR001

CCUHT 1

| STATUS  | ROW PCT | INO     | AGREE | STRONGLY | MULTIPLE | ROW   |
|---------|---------|---------|-------|----------|----------|-------|
|         | CUL PCT | OPINION | AGREE | AGREE    | RESPONSE | TOTAL |
|         | TOT PCT |         |       |          |          |       |
| TEACHER | 1       | 0       | 43    | 41       | 75       | 159   |
|         | 1       | 0.0     | 27.0  | 25.8     | 47.2     | 50.3  |
|         | 1       | 0.0     | 49.9  | 36.0     | 74.3     |       |
|         | 1       | 0.0     | 13.6  | 13.0     | 23.7     |       |
| STUDENT | 2       | 13      | 45    | 73       | 26       | 157   |
|         | 1       | 8.3     | 28.7  | 46.5     | 16.6     | 49.7  |
|         | 1       | 100.0   | 51.1  | 64.0     | 25.7     |       |
|         | 1       | 4.1     | 14.2  | 23.1     | 8.2      |       |
| COLUMN  | 13      | 38      | 114   | 101      | 316      |       |
| TOTAL   | 4.1     | 27.8    | 36.1  | 32.0     | 100.0    |       |

RAW CHI SQUARE = 45.78932 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000

NUMBER OF MISSING PRESERVATIONS = 42

OPINION OF DEGREEINGS IN CAREER EDUCATION IN RALSTON SCHOOL DIST.

04/09/74

SILT NCH NAME (CREATION DATE = 04/06/74)

\*\*\*\*\*  
 STATUS STUDENT OR TEACHER C O S S T A P P L A T I O N  
 BY VAP002 QUESTION 3  
 \*\*\*\*\*

VAP002

| STATUS  | COL PCT | DISAGREE | OPINION | AGREE | STRONGLY AGREE | WFO  |
|---------|---------|----------|---------|-------|----------------|------|
| TEACHER | 1       | 1        | 2       | 1     | 4              | 1    |
| STUDENT | 1       | 19       | 21      | 42    | 20             | 162  |
| TOTAL   | 2       | 20       | 22      | 46    | 24             | 178  |
| TEACHER | 1       | 0.6      | 11.1    | 19.1  | 56.8           | 12.3 |
| STUDENT | 1       | 4.5      | 16.2    | 50.9  | 70.2           | 71.4 |
| TOTAL   | 1       | 0.2      | 5.1     | 8.9   | 24.1           | 5.7  |
| TEACHER | 1       | 21       | 93      | 30    | 39             | 151  |
| STUDENT | 1       | 11.0     | 40.7    | 15.7  | 20.4           | 4.3  |
| TOTAL   | 1       | 95.5     | 83.8    | 49.2  | 29.8           | 28.4 |
| TEACHER | 1       | 5.0      | 25.3    | 8.5   | 11.0           | 2.2  |
| STUDENT | 1       | 22       | 111     | 61    | 121            | 28   |
| TOTAL   | 1       | 4.2      | 31.4    | 17.3  | 57.1           | 7.9  |

RAW CHI SQUARE = 93.70643 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000

NUMBER OF MISSING OBSERVATIONS = 5

FILE NCNAME (CREATION DATE = 03/14/74)

STATUS STUDENT OR TEACHER CROSSTABULATION OF QUESTIONS 4  
 BY VAR003

VAR003

| CCUMT          | 1    | 2    | 3    | 4    | 5    | 6     | ROW TOTAL |
|----------------|------|------|------|------|------|-------|-----------|
| STATUS         | 1    | 2    | 3    | 4    | 5    | 6     | 155       |
| TEACHER        | 1    | 2    | 3    | 4    | 5    | 6     | 45.3      |
| STUDENT        | 2    | 1    | 1    | 1    | 1    | 1     | 188       |
| COL PCT        | 9.6  | 38.5 | 21.2 | 24.4 | 5.8  | 0.6   | 100.0     |
| ROW PCT        | 46.9 | 40.0 | 37.5 | 63.3 | 69.2 | 100.0 | 100.0     |
| TOT PCT        | 4.4  | 17.4 | 9.6  | 11.0 | 2.6  | 0.3   | 34.4      |
| DISAGREE       | 15   | 60   | 33   | 38   | 9    | 1     | 155       |
| OPINION        | 9.0  | 47.9 | 29.3 | 11.7 | 2.1  | 0.0   | 54.7      |
| AGREE          | 53.1 | 60.0 | 62.5 | 36.7 | 30.8 | 0.0   | 100.0     |
| STRONGLY AGREE | 4.9  | 26.2 | 16.0 | 6.4  | 1.2  | 0.0   | 34.4      |
| TOTAL          | 9.3  | 43.6 | 25.6 | 17.4 | 3.8  | 0.3   | 100.0     |

RAW CHI SQUARE = 15.97625 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0069

NUMBER OF MISSING OBSERVATIONS = 14

FILE NONAME (CREATION DATE = 04/06/74)

\*\*\*\*\* C R O S S T A B U L A T I O N Q U E S T I O N S \*\*\*\*\*  
 STATUS STUDENT OR TEACHER BY VAP004

VAP004

| STATUS       | COL PGT | DISIGEFF | TOT PGT | STRONGLY DISAGREE | NO OPINION | AGREE | STRONGLY AGREE | ROW TOTAL |
|--------------|---------|----------|---------|-------------------|------------|-------|----------------|-----------|
| TEACHER      | 1       | 1        | 2       | 1                 | 2          | 4     | 5              | 14        |
| TEACHER      | 1       | 11.0     | 1       | 46.3              | 1          | 26.4  | 1              | 13.6      |
| TEACHER      | 1       | 45.9     | 1       | 49.0              | 1          | 48.4  | 1              | 30.0      |
| TEACHER      | 1       | 4.9      | 1       | 29.9              | 1          | 11.9  | 1              | 6.1       |
| STUDENT      | 2       | 1        | 20      | 1                 | 75         | 1     | 42             | 1         |
| STUDENT      | 1       | 10.5     | 1       | 39.5              | 1          | 22.1  | 1              | 25.8      |
| STUDENT      | 1       | 54.1     | 1       | 51.0              | 1          | 59.6  | 1              | 70.0      |
| STUDENT      | 1       | 5.8      | 1       | 21.9              | 1          | 12.2  | 1              | 14.2      |
| COLUMN TOTAL | 10.8    | 42.7     | 24.1    | 20.3              | 2.0        | 7     | 34.4           | 100.0     |

RAU CHI SQUARE = 7.97932 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0923

NUMBER OF MISSING OBSERVATIONS = 14

FILE NCRNAME (CREATION DATE = 03/14/74)

\*\*\*\*\*  
 STATUS STUDENT CP TEACHER C R C S S T A G U L A T I O N OF QUESTION 6  
 BY VAPCO5  
 \*\*\*\*\*

VAPCO5

CFUNT 1

| STATUS       | ROW PCT | STRONGLY DISAGREE | NO OPINION | AGREE | STRONGLY AGREE | MULTIPLE RESPONSE | ROW TOTAL |
|--------------|---------|-------------------|------------|-------|----------------|-------------------|-----------|
| TEACHER      | 1       | 2                 | 26         | 72    | 49             | 7                 | 156       |
|              | 1.3     | 16.7              | 46.2       | 31.4  | 4.5            | 0.0               | 45.1      |
|              | 8.0     | 38.2              | 50.0       | 51.0  | 58.3           | 0.0               |           |
|              | 0.6     | 7.5               | 20.8       | 14.2  | 2.0            | 0.0               |           |
| STUDENT      | 2       | 23                | 42         | 72    | 47             | 5                 | 190       |
|              | 12.1    | 22.1              | 37.9       | 24.7  | 2.6            | 0.5               | 54.9      |
|              | 92.0    | 61.8              | 50.0       | 49.0  | 41.7           | 100.0             |           |
|              | 6.6     | 12.1              | 20.8       | 13.6  | 1.4            | 0.3               |           |
| COLUMN TOTAL | 25      | 68                | 144        | 96    | 12             | 1                 | 346       |
| ROW TOTAL    | 7.2     | 19.7              | 41.6       | 27.7  | 3.5            | 0.3               | 100.0     |

RAW CHI SQUARE = 19.62816 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0015

NUMBER OF MISSING OBSERVATIONS = 12



OPTION OF OFFERINGS IN CAREER EDUCATION IN PALESTIN SCHOOL DIST.

04/26/74

FILE NCN AVE (CREATION DATE = 04/26/74)

\*\*\*\*\*  
 STATUS STUDENT OR TEACHER C P O S S I A B U L A T I O N BY VAG004 QUESTION 7  
 \*\*\*\*\*

VAG004

| STATUS       | COUNT | 1    | 2    | 3    | 4    | 5    | TOTAL |
|--------------|-------|------|------|------|------|------|-------|
| TEACHER      | 1     | 46   | 105  | 6    | 5    | 2    | 165   |
|              | 2     | 27.9 | 63.3 | 3.6  | 2.0  | 1.1  | 46.9  |
|              | 3     | 78.0 | 66.3 | 11.5 | 6.3  | 17.6 | 179.7 |
| STUDENT      | 1     | 12.9 | 29.5 | 1.7  | 1.4  | 0.9  | 46.4  |
|              | 2     | 13   | 59   | 45   | 40   | 14   | 191   |
|              | 3     | 4.8  | 27.1 | 24.1 | 21.7 | 7.2  | 84.9  |
| COLUMN TOTAL |       | 59   | 174  | 52   | 54   | 17   | 356   |
| TOTAL        |       | 16.6 | 48.8 | 16.6 | 15.2 | 4.9  | 120.0 |

RAW CHI SQUARE = 48.26982 WITH 4 DEGREES OF FREEDOM. SIGNIFICANT = 0.00000

NUMBER OF MISSING OBSERVATIONS = 2

FILE - NCNAME (CREATION DATE = 03/14/74)

\*\*\*\*\*  
 STATUS STUDENT CR TEACHER C R N S S T A B U L A T I O N O F  
 BY VAR007 QUESTION #  
 \*\*\*\*\*

VAR007

| STATUS       | ROW PCT | COL PCT | STRONGLY DISAGREE | DISAGREE | NO OPINION | AGREE | STRONGLY AGREE | MULTIPLE RESPONSE | ROW TOTAL |
|--------------|---------|---------|-------------------|----------|------------|-------|----------------|-------------------|-----------|
| TEACHER      | 1       | 1       | 2                 | 41       | 32         | 61    | 15             | 2                 | 153       |
|              |         |         | 1.3               | 26.8     | 20.9       | 39.9  | 9.8            | 1.3               | 44.7      |
|              |         |         | 6.1               | 43.2     | 40.0       | 59.8  | 53.6           | 50.0              |           |
|              |         |         | 0.6               | 12.0     | 9.4        | 17.3  | 4.4            | 0.5               |           |
| STUDENT      | 2       | 1       | 31                | 54       | 48         | 41    | 13             | 2                 | 189       |
|              |         |         | 16.4              | 28.6     | 25.4       | 21.7  | 6.9            | 1.1               | 55.3      |
|              |         |         | 93.9              | 56.8     | 60.0       | 40.2  | 46.4           | 50.0              |           |
|              |         |         | 9.1               | 15.8     | 14.0       | 12.0  | 3.8            | 0.6               |           |
| COLUMN TOTAL | 33      | 95      | 80                | 102      | 28         | 4     | 342            |                   |           |
| ROW TOTAL    | 9.6     | 27.8    | 23.4              | 29.8     | 8.2        | 1.2   | 100.0          |                   |           |

RAW CHI SQUARE = 31.08308 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000

NUMBER OF MISSING OBSERVATIONS = 16



OPINION OF PEEPINGS IN CAREER EDUCATION IN DISTRICT SCHOOL DIST.

04/05/74

FILE NAME (CAFATION DATE = 04/05/74)

\*\*\*\*\*  
 STATUS STUDENT OR TEACHER  
 \*\*\*\*\*  
 BY VARIOUS REASONS  
 \*\*\*\*\*

VAROOR

| STATUS  | COUNT | STRONGLY DISAGREE | NO OPINION | AGREE | STRONGLY AGREE | TOTAL |
|---------|-------|-------------------|------------|-------|----------------|-------|
| TEACHER | 1     | 4                 | 50         | 26    | 31             | 115   |
|         |       | 3.5               | 42.5       | 22.6  | 27.0           | 38.0  |
|         |       | 12.2              | 27.0       | 44.1  | 42.1           | 57.1  |
|         |       | 1.2               | 16.5       | 2.6   | 15.2           | 1.2   |
|         |       | 2                 | 25         | 32    | 41             | 100   |
| STUDENT | 1     | 13.8              | 45.2       | 17.6  | 21.5           | 62.0  |
|         |       | 86.7              | 63.0       | 55.9  | 56.9           | 42.0  |
|         |       | 2.6               | 20.1       | 10.8  | 13.5           | 1.0   |
|         |       | 20                | 125        | 59    | 72             | 204   |
|         |       | 9.6               | 44.6       | 19.6  | 22.2           | 100.0 |

RAW CHI SQUARE = 10.50722 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0215

NUMBER OF MISSING OBSERVATIONS = 55

OPINION OF OFFERINGS IN CAREER EDUCATION IN RALSTON SCHOOL DIST.

03/14/74

FILE NCKNAME (CREATION DATE = 03/14/74)

\*\*\*\*\*  
 STATUS STUDENT OR TEACHER C R O S S T A B U L A T I O N O F Q U E S T I O N  
 \*\*\*\*\* BY VAP009 QUESTION 10 \*\*\*\*\*

VAR000

| STATUS  | ROW PCT | ISTRONGLY | DISAGREE | NO   | OPINION | AGREE | STRONGLY | ROW   |
|---------|---------|-----------|----------|------|---------|-------|----------|-------|
|         | COL PCT | DISAGREE  |          |      |         |       | AGREE    | TOTAL |
|         | TGT PCT | 1         | 2        | 3    | 4       | 5     |          |       |
| TEACHER | 1       | 1         | 2        | 3    | 4       | 5     |          | 149   |
|         |         | 1.3       | 25.5     | 21.5 | 45.6    | 6.0   |          | 44.0  |
|         |         | 50.0      | 70.4     | 45.1 | 42.5    | 18.0  |          |       |
|         |         | 0.6       | 11.2     | 9.4  | 20.1    | 2.7   |          |       |
| STUDENT | 2       | 1         | 16       | 39   | 92      | 41    |          | 190   |
|         |         | 1.1       | 8.4      | 20.5 | 48.4    | 21.6  |          | 56.0  |
|         |         | 50.0      | 29.6     | 54.9 | 57.5    | 82.0  |          |       |
|         |         | 0.6       | 4.7      | 11.5 | 27.1    | 12.1  |          |       |
| COLUMN  | 4       | 54        | 71       | 160  | 50      | 339   |          |       |
| TOTAL   | 1.2     | 15.5      | 20.9     | 47.2 | 14.7    | 100.0 |          |       |

RAW CHI SQUARE = 29.20149 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000

NUMBER OF MISSING OBSERVATIONS = 19

\*\*\*\*\*  
 C P C S S T A O U I A T I O N  
 by WARDLE  
 \*\*\*\*\*  
 QUESTION 11  
 \*\*\*\*\*  
 PAGE 1 OF 1

NO

| HIGH DISCOUNT | NO | OPTION | ADJF | STANDARD | AGE | AGE  | AGE |
|---------------|----|--------|------|----------|-----|------|-----|
| 1             | 1  | 2      | 1    | 3        | 1   | 4    | 1   |
| 67            | 1  | 84     | 1    | 6        | 1   | 4    | 1   |
| 1.6           | 1  | 51.2   | 1    | 4.6      | 1   | 2.4  | 1   |
| 9.9           | 1  | 46.3   | 1    | 16.5     | 1   | 57.1 | 1   |
| 9.0           | 1  | 23.8   | 1    | 2.3      | 1   | 1.1  | 1   |
| 26            | 1  | 64     | 1    | 33       | 1   | 5    | 1   |
| 7.5           | 1  | 23.9   | 1    | 17.5     | 1   | 1.6  | 1   |
| 5.2           | 1  | 43.2   | 1    | 30.5     | 1   | 42.9 | 1   |
| 4.4           | 1  | 19.1   | 1    | 9.3      | 1   | 0.8  | 1   |
| 153           | 1  | 149    | 1    | 41       | 1   | 7    | 1   |
| 9.2           | 1  | 41.9   | 1    | 11.6     | 1   | 2.9  | 1   |

77759 VITA 4 DEPTHS OF FACTORY SIGNIFICANCE = 0.0004

ADJUST = 5