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ABSTRACT

To determine what the public of District One of the Wisconsin Board Of Vocational, Technical, and Adult Education (VTAE) knows and understands about its career education opportunities and how this information was acquired, a representative sample of the 221,000 persons (including adults as well as students in Grades 8 and 12) were surveyed concerning their career information sources, knowledge, interests, and attitudes. This information was then related to career opportunities in the District. The results revealed that Grade 8 and 12 students preferred television as a source for career information, while adults thought daily newspapers were better career information sources. Awareness of VTAE by the survey population was not a problem, but they frequently did not realize the variety of offerings and opportunities available to persons in employment training. General goals for over one-third of them included colleges, while one-fifth to one-fourth were destined for a vocational-technical school and an equal amount for employment. The main career interests of students tended to be inbusiness and office, health, public services, and transportation. These career decisions were influenced by parents, teachers, brochures, friends, television, magazines, and career days. (SB)

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FINAL REPORT
Project No. 19-019-151-222-C

A STUDY OF AUDIO-VISUAL NEEDS AS THEY RELATE TO PRESENTING AN EFFECTIVE PUBLIC INFORMATIONAL PROGRAM ABOUT VTAE CAREER OPPORTUNITIES IN DISTRICT ONE

June, 1972

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin

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A Study of Audio-Visual Needs as They Relate to Presenting an Effective Public Informational Program about VTAE Career Opportunities in District One

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June 30, 1972

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Table of Contents

Table of Contents Cont.

List of Tables

List of Tables Cont.

Acknowledgments

The author is often the sole person recognized for the work contained under his or her name, when, in truth, he/she owes much of his/her final success to the advice and efforts of experts in many areas. This research paper, if one makes the assumption that it is somewhat successful and beneficial, is no exception with regard to assistance.

The author owes initial awareness and involvement in the project to the University of Wisconsin - Stout, namely, Dr. Orville Nelson, Acting Co-Director, Center for VTAE; Dr. James Daines, A-V Communications Director; Mr. Harold Halfin, Vocational Education Director; and Mr. Ray Szymanski, Director of Project Funding. The investigator is further indebted to the Wisconsin Board of Vocational, Technical and Adult Education for funding the project.

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Chapter 1

INTRODUCTION

This study was conducted to determine what the VTAE District One public knows and understands about its career educational opportunities and how this information was acquired. This survey information was then to be applied to determination of what audio and visual media could be utilized most effectively in the mass communications media to educate the District One public regarding those phases of District One VTAE career opportunities of which they were not aware as brought out in the survey.

The findings presented in this report are responses from a representative sample of the 221,000 VTAE District citizens. The participants included a stratified random sample of 602 eighth graders, 593 twelfth graders and almost 500 adults from villages in each county of VTAE District One. The groups were queried concerning their career informational sources, knowledge, interests, and attitudes. This information was then related to VTAE District One career opportunities. Their responses were separated into various categories in order to reflect the many segments of the District One population and to gain insight into any definite tendencies that might be evidenced within certain characteristically similar groups. Thus, the responses of eighth and twelfth graders were analyzed independently and further broken down by sex. Both grade levels were combined, compared and contrasted by geographic location. The general adult public segment was also divided by geographic location in the same way. That is, they were grouped as residents from one of three locations: Eau Claire, the largest city in District One; Chippewa Falls, Menomonie, two cities with over 10,000 population; and "all others", including persons living in or near the more rural villages of less than 3,000 population.

The adult survey participants were also analyzed for patterns or differences in two other ways: by age and by occupation. As a result, the findings and subsequent conclusions allow for specific population statements regarding audio-visual needs as they relate to presenting an effective public informational program about VTAE career opportunities in District One.

FINDINGS

Mass Media Use

This study pointed out that the District One citizens, although they used all mass media extensively, did prefer certain media for career information. Eighth and twelfth grade students preferred television, while adults thought daily newspapers were better career informational sources.

As with the national trend, District One television fans tended to be evening viewers - mostly 6 p.m. to 10:30 p.m. They also tended to select the in-District station with up to 20 percent mixing stations such as those from the Twin Cities, La Crosse, and Eau Claire.

Viewing times did vary, but almost regardless of age, occupation or geographic location, the majority of the District One population watched television during prime time.

Daily newspaper ranked highest with over 50 percent of the adult population and either first or second with 50 percent of the students.

Radio, although not ranked as high as a news source was utilized heavily by students at night and the public in the morning. Ninety percent of the farmers considered it their prime source.

Beyond the four major mass media, a large percentage of students and a considerable number of adults did check and list "other" sources. Most additions were word-of-mouth from friends, relatives, peers, and persons in positions close to an identifiable career informational source. As many as one-fourth of the students listed a career brochure as a major source of their career information.

Awareness of vocational, technical and adult education by the survey population was not a problem. Most persons had taken note of VTAE, in at least one aspect and fairly recently. Although they recognized VTAE they frequently did not realize the overall variety of offerings and opportunities available to persons at all levels of need in employment training. Such difficulty was evidenced in responses to phrases which are or have been associated with VTAE. The majority of students viewed VTAE as "career training" and "adult craft and leisure time courses". Contrarily, a smaller proportion of the students applied "high-quality post-high school education" and "collegiate level training" to the Institute.

Apparently many students and even more adults see vocational-technical institutes as alternatives to "college", per se, not as a last resort. All but 23.2 percent of the students and 12.1 percent of the public felt "mainly for those who cannot get into college" did apply.

The message on "adult craft and leisure time courses" seems to have reached large segments of the population while some of the equally important phrases have not enjoyed such association with the vocational-technical institute.

As high as 20 percent of the adults have had association with the VTAE system through part-time or short courses.

Career Ideas of Students

Most students surveyed were sons and daughters of laborer-workers, businessmen and farmers. General goals for over one-third of them included college/university, while from one-fifth to one-fourth were

destined for a vocational-technical school and an equal amount for employment. Of those planning to go directly into an employment situation, several students listed careers which would demand further education (i.e. nurse, engineer).

The main career interests of students tended to be in business and office, health, public services and transportation.

In order to find where and how the students reached a career decision, they were asked to rate several items. Among them parents, teachers, brochures, friends, television, magazines and career days each were ranked by 15 percent of more students as moderately to completely influential. Mass media other than television influenced the decision very little, yet earlier were pointed out as major sources of information. Also many students named specific shows in the medical field and other areas as influential.

As for how students valued a career, almost one-half of them looked for enjoyment. "Enjoyment" was followed by "money", "job security", "good hours and working conditions", and "importance of job in our society". Many listed under "other" that they wanted a chance to help someone/thing in their line of work. Yet another 17 percent did not state a reason.

STATEMENT OF THE PROBLEM

The central problem of this study dealt with what the District One public knew and understood about its career educational opportunities and how this information was acquired. An attempt was also made to determine what audio and visual media could be utilized most effectively in which mass communications media to educate the public regarding those phases of District One VTAE career opportunities of which they were not aware.

With 221,000 persons residing in District One and the myriad communications possibilities available to these people, it was difficult to determine what communications and audio and visual media affect them or at least influence them. It was then conceivable that information about career educational opportunities available through District One not only had many ways of being communicated, but also had many other enterprising attractions against which to compete. With this competition, it seemed appropriate and necessary to determine just what information about VTAE District One career opportunities had reached the people via which mass communications media.

PURPOSE OF THE STUDY

The intent of this study was to determine what the District One public knows about career opportunities depending on their ages, occupations and geographic locations and what the students knew depending on geographic location and grade level. The study further attempted to seek

out how the information about career opportunities was acquired. With this information gathered and the effective means for communicating with the District One public and students known, an attempt was made to determine which audio and visual media might be implemented or increased in usage to communicate more effectively with the District One public and students.

BACKGROUND

Over the past several years VTAE District One has attempted to reach the public via various information transmission means. No mass survey has been used to determine how effective any of the public informational endeavors actually were, what information people were obtaining, or which methods seemed to be effective. Since 1968 the author has been responsible for VTAE District One public information and has become increasingly more interested in what media are utilized to the greatest extent, what information is obtained and what is still needed. Since the mass media are, of course, dependent on audio and visual media it was necessary to know the types of media extensively used, the information needed, and a way to present it depending on the audience.

Since 1967 full-time career offerings have grown tremendously from 26 to as many as 40 at District One Technical Institute--Eau Claire with several new programs being added each year to keep up with area technologies. Also hundreds of part-time programs have been offered. Recently there has been increased emphasis on and support given to career education, particularly in the schools. However, little support was directed toward informing the general public and parents who influence the young persons' career decisions as shown in the results of the high school survey exemplified later in this report.

At the beginning of 1972 a career education project was intensified with the hiring of additional staff members. Also the State VTAE public information personnel are engaged in the possible implementation of a statewide career informational program through various media. The study herein can perhaps be beneficial in exploring both of these areas.

REVIEW OF RELATED LITERATURE

The Need for Career Information

One needs only look to current events and the employment situation to attest to the need for increased emphasis on career opportunities in VTAE District One. Among the endless commentary on the job market, one can find constant reference to over-supplies of persons for low placement fields.

Typical of the items is one appearing recently in the Eau Claire Leader Telegram, a daily District newspaper:

> Nearly 2.5 million students leave the formal educational system of the United States each year without adequate preparation for a career.

Why are so many young so masked to the reality of their futures--their careers for which they must depend on for subsistence? Do they plan or think of their futures? The answer is "yes" they do. The problem is not the indecision, but rather the decision and its resulting dim occupational outlook. The HEW discovered:

> In 1970, not counting enrollment in homemaking, only about one high school student in six was enrolled in occupational preparation. More persons are graduating from a four-year college with a bachelor's degree than there are jobs for degree holders. (HEW, 1971).

But are the careers at the baccalaureate levels? According to the current technological trends, HEW confirms that "by the end of this decade (1970), eight out of ten jobs in America will not require a baccalaureate degree." (HEW, 1971).

While our young people collect the dust of misguidance in career planning, they are haunted by the ironic cheers lauded them for a degree leading to a dead end street. What can be done to lead young people to a worthwhile goal?

The HEW has approached the guidance end of schooling with a new term, "career education", which as Commissioner Marland explains, is:

> . . . to prepare all students for a successful life of work by increasing their options for occupational choices, by eliminating barriers--real and imagined--to attaining job skills, and by enhancing learning achievement in all levels of education.

Perhaps career education will be a correct route to a sufficiently career oriented youth. A major goal of career education should be to reach eight out of ten students with the word "success" or "achievement" as equal with other than a four-year degree. "Career education will eliminate the artificial spearation between things adademic and things vocational." (HEW, 1971).

Misguidance, compounded by a thorough lack of communication, are possible reasons for the incongruance from education to career training to career placement. The "career education" project which is federally funded, will undoubtedly move youth closer to knowledge of career opportunities, but along with this, the audience must be determined, its modes and desires and communications channels set and some plan of career awareness implemented throughout the district.

However, there is one more step beyond merely providing career information. The most comprehensive information compiled can fail in its purpose if certain audience characteristics are not first determined.

Improving Career Information Through Media Research

Since market research findings are keys to successful commercial advertising, application to career information dissemination seems logical. Once these characteristics (sources of information, times and frequence of use and feelings of trust in the source) are determined, information can be custom designed. Some bledning of audience data, methods of presentation and appropriate channels of communication must be discovered before successful communication can ensue. Naturally, no one seeks out information unless there is some reward, whether it be in education or mass communications. This is backed up by the NEA (HEW, 1971) findings:

> The promise of reward is one of the strongest motivations the student can have . . . a comedy program is selected because laughter is the reward promised, a photograph examined because the information or because its contents may satisfy the learner's curiosity.

The first premise of disseminating information then is to attract the audience attention. But, as media men realize, attention must be quickly followed by something that will retain that interest and ultimately induce some positive reaction whether it be purchasing a product or believing in a service such as education. The kind of feelings engendered by the medium, whether it be film, a printed advertisement in a newspaper, magazine, etc., or a radio commercial, by their quality, often psychologically reflect the quality of the product of institutional service. Consequently, any audio and/or visual media produced for use in the mass media channels should be considered in a professional light utilizing audience background information and persons adequately trained in the communications fields.

In attracting and retaining interest certain techniques are used by the mass media:

> . . . all media, print or elentronic, avoid lecturing which is known to drive away students. Most often the media use the dramatic method . . . they dramatize the issues or topics they present, particularly through characters who are either people like the audience or heroic figures who presumably represent what the audience would wish to be. (HEW, 1967).

So with the hypothesis that the mass media have proved successful in reaching persons, the obvious question follows, "Which medium is the best?" Knowing the audience again is the initial step, but researchers believe the medium depends somewhat on the type and complexity of the message.

> Print is the most efficient instrument in terms of accurate brevity when complex ideas are involved; the <u>visual</u> and to a lesser extent, the <u>auditory</u> instruments are most dramatic and attention getting. (Wells, 1958).

Thus, the various channels of communication each have unique, desirable qualities as do the audio-visual media.

For instance, photography's capacity for simulating reality is one point in favor of that medium. Furthermore, as pointed out in the NEA study:

> Photographs seem more trustworthy than writings and drawings. They are therefore both more effective and more dangerous for they can be distorted for a purpose as glibly as can any words . . . (Wells, 1958).

One step farther, photographs in motion or motion picture films offer another aspect:

> . . . Many film theorists have asserted that the unique formal property of film is motion, and that motion is capable, of itself, of producing a response in the audience member. (Eisinstein, 1957; Kelves, 1965; Vorkapich, 1930, 1959).

It is widely accepted that regardless of the type of audio-visual medium used, learning and retention are steadily increased for each sensory aspect added.

The basis for the research pursued in the following chapter was to apply this research on the success of audio-visual media to a public informational program on career opportunities in VTAE District One. The research characterizes a sample of the District One population and suggests career informational need areas and further indicates the sources to which they look and when they look to those sources.

Chapter 2

METHODS AND PROCEDURES

INTRODUCTION

The data for this study were collected from a stratified random sample of the population of VTAE District One, one-half businessmen and one-half general public. Further data were gathered from a random selection of eighth and twelfth grade students in randomly selected towns representing each county in VTAE District One.

THE INSTRUMENTS

A postcard questionnaire was developed to collect data from the public while a slightly more detailed survey instrument was devised and administered to the eighth and twelfth grade students.

Developing the Questionnaires

Both the public and the school questionnaires were developed with the advice and recommendations of WBVTAE staff, namely: Mr. Roland Krogstad, Vocational Education Consultant - Research; Mr. Robert Johnson, Vocational Education Consultant - General Education; and Mr. William Rust, Publications Supervisor. Further assistance was gained in consultation with an advisory group at University of Wisconsin - Stout: Dr. Orville Nelson, Acting Co-Director, Center for VTAE; and Dr. James Daines, A-V Communications Director; and at District One Technical Institute - Eau Claire: Mr. Wayne Atkins, Assistant Director - Research and Development; and Mr. Arthur Kopp, Assistant Director - Student Services.

Content of the Questionnaires

The two questionnaires (high school and general Public) both obtained demographic information about survey participants regarding age, sex and residence. (See Appendix G for the high school questionnaire and Appendix C for the general public's questionnaire.)

Both surveys further sought to determine prime news sources and preferences. In addition, both groups were asked to relate where they last came in contact with information about vocational, technical and adult education career opportunities and when this contact was made.

To acquire some data on the respondents' concepts of vocational-technical institutes, they were asked to check a series of phrases. They could check any or as many of the eleven phrases as they believed applied. Provisions for additional phrases made it possible for respondents to express original ideas and concepts.

The adult survey then attempted to determine what association the population sample had experienced with VTAE District One during the last two years, and what VTAE programs they were aware of in District One. At the conclusion of the public survey, space was provided for any comments the participants wanted to contribute.

The high school survey was quite similar to the public questionnaire; however, more questions were included to reveal career goals and ideals. The eighth and twelfth grade students were asked to check one of five general plans they had after completing high school. That question was immediately followed by a listing of their first and second career choices and a reason for the choice(s). The students then were asked to check how sure they were of their first career choice. They had five choices from "very certain" to "completely undecided". Students were then to report what items influenced their decisions. They were given thirteen items: parents, high school counselor, other counselor, friend, teacher, brochure, weekly newspaper, daily newspaper, radio, television, magazine, career days, visit to District One Technical Institute. They could add any others they might have had. For each item they were instructed to rank the degree of influence on a scale from none up to completely.

A final part of their survey attempted to approach their attitude toward a career. Again they were given a series of items and asked to rank each item from "no importance" to "most importance". Items included enjoyment, challenge, money, location, opportunity for advancement, job security, employer - employee conditions, good hours and working conditions, chance to be creative and importance of job in our society. Others could be added. These career questions were intended to analyze the career perceptions, plans and goals. Answers would bring greater knowledge about the audience being dealt with so that the background could be used as a basis for public informational planning. To determine the information, approach and timing, one must first determine the make-up and present knowledge of the audience.

POPULATION

VTAE District One is comprised of five full counties: Chippewa, Dunn, Eau Claire, Pepin, and Pierce, plus five partial counties: Buffalo, Clark, Jackson, Taylor and Trempealeau. (See Appendix A for map of District One.) To adequately represent the entire population in District One, 50 adults in two communities from each full county and 50 adults in one community of each partial county were randomly selected. Communities selected at random were Alma Center, Augusta, Colfax, Cornell, Durand, Elk Mound, Ellsworth, Elmwood, Fairchild, Fall Creek, Gilman, Gilmanton, Holcombe, Osseo, Pepin, and Thorp. According to the 1970 U.S. Census, all of the communities have populations under 2,000 except Durand. In addition, 150 persons from Chippewa Falls (75) and Menomonie (75) (the two vocational and adult centers in District One with Populations over 10,000) and another 200 persons from Eau Claire (the comprehensive center with 44,619 persons) were selected from the most current telephone

directories available by using a "Table of Random Numbers". Pages were selected using the table, and names within the pages were picked using the same method.

The public was divided into one category of businessmen and another group of other occupations including housewives. A total of 1,100 persons were contacted.

Junior and senior high school age students in the same communities as randomly selected for the public survey were administered a separate questionnaire. At the eighth grade level, 25 students were randomly chosen as were 25 at the twelfth grade level in each of 28 schools within the same communities which were publicly surveyed. Actually 42 different groups were surveyed; however, eighth and twelfth graders were in the same school in many school districts. A total of 602 eighth graders and 593 twelfth graders participated. Randomly selected parochial schools in Chippewa Falls and Eau Claire were included in the survey as well.

Since the majority of students enrolled in career programs at the Technical Institute in Eau Claire are recent high school graduates, eighth and twelfth graders should offer valuable information on career decisions. Their informational sources and their influencing factors would help in understanding career interests and how these interests were molded into a decision and the selection of an occupation.

PROCEDURE OF COLLECTING DATA

The data for the public survey were collected by bulk mailing a letter of explanation (Appendix B) along with a postcard survey on yellow card stock (Appendix C). These were mailed April 19, to 1,100 District One adults. A reminder letter (Appendix D) and a duplicate postcard survey on orange card stock were mailed on May 6. Returns on the first mailings totaled 341. An additional 154 cards were returned on the second mailing, to total 495 cards. Of the total, 284 businessmen and 211 individuals from the general public returned questionnaires.

To reach the eighth and twelfth graders the school district administrators were contacted initially via a letter (Appendix E). The initial contact was followed up by a phone call to the administrator to schedule a time to meet with other persons who might wish to become involved in the project such as principal, counselor or instructor. All administrators were extremely helpful and cooperative in the administration of the surveys. After receiving all surveys from the school, a follow-up "thank-you" letter (Appendix F) was sent to each school administrator. An additional letter of appreciation was used where others were involved, such as the Eau Claire school system principals.

Most of the eighth and twelfth grade surveys (Sample, Appendix G) were administered by the investigator except where the school administrator

preferred to distribute and collect them so as to work into a particular time schedule. Most surveys were completed in March and early April.

Then the data were hand coded and keypunched onto data processing cards. A computer program was designed to compile and report the findings.

Chapter 3

THE FINDINGS

INTRODUCTION

The findings detailed in this chapter are a representative sample of the VTAE District One population which totaled 221,000 according to the 1970 U.S. census report. Of a total of 1,540 completed and returned questionnaires, two distinct types of survey instruments were used. A short postcard survey for the general public was mailed to 1,100 homes and businesses selected at random from District One telephone directories. Another 1,195 eighth and twelfth grade students were chosen randomly from each school within the survey sample. A three-page questionnaire was administered to the school age population in their respective schools. These two groups comprised the survey sample. The groups were further segregated in the study as profiled below.

PROFILE OF THE POPULATION RESPONDING

Public

A mailing was made to 550 businesses and 550 individuals in the general public. A major portion of the 472 returns (33.4 percent) were from businessmen. Presumably most of the other occupational catagories were obtained from householder returns with a few businessmen classifying themselves in a category other than "businessmen". Of the other 66.6 percent responding, housewives gave a 16 percent support with professional persons offering a close 15 percent of responses, and semi-professionals making up an additional 10.6 percent. All other occupational categories were below 10 percent. Those categories in this group were: "other", 8 percent; retired, 6.5 percent; laborer-worker, 5.3 percent and farmer, 4.2 percent. The 8 percent under "other" were students at some post-secondary level or unemployed persons.

Over 90 percent of the respondents were age 25 and over with most of them (41.48 percent) age 45-64. The next largest (37.9 percent) group was in the 25-44 age range. Another 10.9 percent were at retirement, age 65 or over, which compares quite closely with the number under age 25 returning information. A special division for 18 year olds was provided following the State VTAE Office age classifications. For this report the "18" division is somewhat less than significant since fewer than 1 percent of the returns fell into that category.

Among the various ages, a good ratio (2-1) of men to women was recorded which means that slightly over half the women (18 percent) were in occupations other than or in addition to the 80 housewives responding.

The majority of persons checking the questionnaire (72 percent) lived within a city or village limits. Of the country dwellers, 11.3 percent were living on farms.

Eighth and Twelfth Grade Students

In reaching the school age population, an almost even split between the two grade levels was achieved. All of the students fell into the normal age range for their grades with the exception of a small percentage which helped give a good cross-section of students. Most schools were small enough so that a high percentage of those in eighth and twelfth grade were included--in some cases, the entire class.

A response of almost 100 percent was received in this category of the sample since surveys were administered in person by the investigator in most schools and by an instructor in other cases. Only a small number of surveys were invalidated for insufficient responses. Consequently, a large percentage of students from farms (39.2 percent) were surveyed contrary to the lower farm population in the public survey. An almost identical amount of respondents were city or village members, while a much smaller group, 20.8 percent were rural, non-farm dwellers.

In total perspective as to fathers' occupations, the largest percentage (35.7 percent) of the school age participants' fathers were laborers or workers in a factory, on construction or in similar positions. Another 27.3 percent were sons or daughters of farmers. Next in frequence were businessmen (15.2 percent) with less than 10 percent of the fathers falling into the categories of semi-professional (7.7 percent) or professional (5.6 percent). Another 5.6 percent were without fathers in the home or, in a few cases the fathers were unemployed.

CHOICE OF MEDIA

On both surveys respondents were instructed to rank in order their commonly used news sources. Although the number of persons actually ranking rather than merely checking, was somewhat lower than anticipated, there were some significant findings and a particular difference in rank from the students to the adults.

By taking the frequency of first rankings for each medium and totaling the first ranks, the media are placed in ranked position as shown in Table I.

The classification of "other" in most cases was specified as magazines--particularly news magazines. The few other sources included word-of-mouth (which is undoubtedly a second-hand road from the mass media in many cases), business bulletins, films, advertising tabloids, and combinations of the above.

Table I

Media--1st Rankings Ranked

	Jr. & Sr. High School (8th & 12th) Responses-1195			Adult (Public) Responses-345		
	Eau Claire	Ch. Falls Menom.	Others	Eau Claire	Ch. Falls Menom.	Others
Daily Newspaper	2	2	3	1	1	1
Weekly Newspaper	5	5	5	4	4-tie	4
Television	1	1	1	3	3	3
Radio	3	3	2	2	2	2
Other	4	4	4	5	4-tie	5

Eighth and twelfth grade students in all communities selected television as their most commonly used news source, while the general public in all communities selected daily newspaper as their most commonly used news source. In next greatest frequence as a first rated news source, daily newspaper followed television at the eighth and twelfth grade levels in the larger communities (Eau Claire, Chippewa Falls, Menomonie) while radio came in after television in popularity with the communities of less than 10,000 population.

Contrarily, a great percentage of the adult general public believed that radio was significant enough as a news source to rank it first. In total, it obtained the second greatest number of first rankings.

Daily Newspaper

Observed independently, the daily newspaper was ranked by both groups on a 1-5 scale in importance as a news source, competing against the major mass media and other area communications media (Table II). Geographically it ranked in the primary three media with from 75 percent in smaller communities with students to 98 percent with the Eau Claire adult population.

Table II

Daily Newspaper Ranking--Geographically*

Percentages

	8th & 12th Responses-1195			Adult Public Responses-345		
Rank	Eau Claire	Ch. Falls Menom.	Others	Eau Claire	Ch. Falls Menom.	Others
First	36	29	25	59	52	54
Second	24	28	22	32	26	26
Third	34	29	28	7	12	14
Fourth	4	10	17	0	5	4
Fifth	0	1	6	0	2	0

*The percentages presented in this table and the rest of the tables in this report were determined by computer; consequently, the total will not equal exactly 100 percent since the computer trunkates portions of whole numbers.

A steady increase can be observed in newspaper first place rankings by students as the community size increases. The smaller the community the fewer the number of students selecting this source as their primary source of information.

It should be noted that both Eau Claire and Chippewa Falls have daily newspapers which circulate throughout almost the entire district. Most of the communities under "other" list a population from 500-2,000 and have access to community newspapers.

By age, the daily newspaper ranked progressively higher in first ratings as the age increased with the adult population. This change is illustrated in Table III.

Table III

Daily Newspaper Ranking--By Age

Percentages

Rank	18	19-24	25-44	45-64	65+
Responses	3	41	174	190	50
First	33	28	52	60	82
Second	33	32	35	25	4
Third	0	17	9	13	8
Fourth	33	17	2	0	0
Fifth	0	3	0	0	4

For practical purposes the three responses from 18 year old adults could be disregarded as substantially insignificant. Of those persons over age 24, only 6 percent ranked newspaper lower than one of their top three news sources.

When compared by occupations of respondents, daily newspaper again captured more first ratings in all categories, Table IV.

Again, the daily newspaper ranked first, second, or third in almost all occupations except in the category "laborer-worker" where 22 percent placed newspaper fourth (last in many cases, since they did not specify an additional medium even when they marked "5" for the space). It appears that the majority of businessmen, laborer-workers, professionals, retired and others consider the daily newspaper as their first choice.

The most popular daily newspapers in the District were in order of listing: The Eau Claire Leader-Telegram (74 percent), Chippewa Herald-Telegram (7 percent), St. Paul Pioneer Press (5 percent). All others were under 5 percent.

Weekly Newspapers

Weekly newspapers and "other" sources seem to have minimal effect

Table IV

Daily Newspaper Ranking--By Occupation

Percentages

Rank	Farmer	Businessmen	Laborer-worker	Semi-professional	Professional	Housewife	Retired	Other
Responses	20	158	25	55	71	80	31	37
First	41	57	50	38	58	45	70	60
Second	33	26	22	36	22	40	20	25
Third	16	14	5	5	15	10	10	7
Fourth	8	0	22	0	3	3	0	3
Fifth	0	0	0	0	0	0	0	3

when considered for news value in either major grouping although weekly newspapers are valued more by the general public than the school age respondents.

This report in no way wishes to dispute the value of weekly newspapers since they are probably widely read for local news, but, as a source for state, national and international information, they cannot nor are they intended to be all-encompassing. Also, when one considers the weekly newspaper, the public and most students consider it one of the four significant sources, ranking it above "other" media. Table V identifies this significance.

Table V

Weekly Newspaper--Rank

Percentages

	High School			Public		
Rank	Eau Claire	Ch. Falls Menom.	Other	Eau Claire	Ch. Falls Menom.	Other
First	2	4	2	5	2	3
Second	0	8	9	11	8	9
Third	8	12	25	13	37	32
Fourth	67	56	51	69	48	51
Fifth	20	18	10	0	2	2

As shown, the weekly newspaper begins to pick up support as a third source in Chippewa Falls, Menomonie and all "other" communities.

When evaluated at the adult level by age of the persons, the weekly newspaper takes on more favorable dimensions at the second and fourth levels as the age increases. This is shown in Table VI.

Table VI

Weekly Newspaper Ranking--By Age

Percentages

Rank	18	19-24	25-44	45-64	65+
Responses	3	41	174	190	50
First	0	0	2	5	0
Second	50	0	10	10	16
Third	0	52	28	27	0
Fourth	50	42	56	54	83
Fifth	0	4	1	1	0

Again, the 18-year-old section could be considered of low statistical value since only two responses were recorded. Weekly newspaper made a strong showing at the third ranking with over 50 percent of the 19-24 year-olds and at the fourth level for all others.

Over 50 percent of the eighth and twelfth grade students ranked the weekly newspapers in fourth place with over 10 percent at both age levels placing it last as one of their news sources and only 10 percent ranking it in either first or second place.

Little change in attitude toward the weekly newspapers is shown from eighth (age 13-14) to twelfth (17-18) with either boys or girls. See Table VII.

Table VII

Weekly Newspaper--Rank

8th & 12th

Percentages

Rank	8th Girls	8th Boys	12th Girls	12th Boys
First	1	3	2	2
Second	9	7	6	8
Third	28	24	17	17
Fourth	47	53	62	53
Fifth	12	11	11	17

By adult occupations, it appears that the farmer and the laborer-worker first begin to set the weekly newspaper higher when considering the third ranking. Table VIII points up this tendency to favor the weekly newspaper. Only a small percentage of the businessmen and professionals gave the weekly newspaper less than a fourth place rating according to Table VIII. All other occupational categories placed it in fourth place or above. The majority of farmers and laborer-workers ranked weekly newspapers third. The other professions tended to rank it fourth more often.

Radio

Of the electronic media, both radio and television captured first places with over 25 percent of the surveyed population in all communities and schools.

Radio ranked consistently higher with the general public in all three geographic locations than with the students, Table IX.

Table VIII

Weekly Newspaper Rank--By Occupation

Response-154

Percentages

Rank	Farmer	Businessmen	Laborer-worker	Semi-professional	Professional	Housewife	Retired	Other
First	0	6	0	5	3	3	0	0
Second	0	12	16	5	15	3	20	0
Third	66	25	50	11	21	38	0	50
Fourth	33	54	33	76	53	53	80	50
Fifth	0	2	0	0	6	0	0	0

Table IX

Radio Rankings--Geographically

Percentages

	8th & 12th			Public		
Rank	Eau Claire	Ch. Falls Menom.	Others	Eau Claire	Ch. Falls Menom.	Others
First	28	27	28	34	28	39
Second	40	37	36	31	25	27
Third	23	23	23	31	28	24
Fourth	5	9	8	3	13	7
Fifth	1	2	2	0	3	0

General public in the smaller communities ranked radio higher than did any other group. Of the "other" communities, 39 percent thought that radio deserved a "first" ranking. Overall, most groups tended to be similar in their ranked distributions.

Table X shows how radio ranked by dividing the population into various age groups. Radio ranked highest among those 19-24 and continued to decrease as the age increased so that first ratings were lowest among those over age 64. Members of the 25-44 age group generally tended to rank radio lower as their news sources with 10 percent ranking radio fourth. The major portion of students ranked radio second with a greater percentage going to radio as a first choice at the twelfth grade level than at the eighth grade level. No more than 14 percent in one group (eighth grade girls) placed radio as less than third as a major source, Table XI.

Table X

Radio Rankings--By Age

Percentages

Rank	18	19-24	25-44	45-64	65+
First	33	45	38	32	8
Second	33	27	15	38	50
Third	0	18	34	23	41
Fourth	0	9	10	3	0
Fifth	33	0	0	1	0

In public occupational groupings, it is noteworthy that farmers are in almost total agreement that radio is their best source of information, probably because of the immediacy of access and availability without cutting into the busy workday, Table XII. Even though none of the retired persons considered radio the best source for their information, all considered this electronic medium either second or third with no responses at the fourth and fifth levels.

Table XI

Radio Rankings--Students-By Grades, Sex

Percentages

Rank	8th Girls	8th Boys	12th Girls	12th Boys
First	29	20	32	29
Second	37	39	37	35
Third	17	28	22	26
Fourth	11	8	5	6
Fifth	3	3	1	2

Table XII

Radio Rankings--By Adult Occupation

Percentages

Rank	Farmer	Businessmen	Laborer-worker	Semi-professional	Professional	Housewife	Retired	Other
First	90	29	33	31	34	39	0	34
Second	0	31	38	34	30	22	60	23
Third	9	31	22	31	26	27	40	26
Fourth	0	7	0	3	8	8	0	15
Fifth	0	0	5	0	2	2	0	0

Both surveys also asked respondents to list the times of day they listened to radio. Some definite patterns were evidenced in Table XIII.

Table XIII

Radio Times--Geographically

Percentages

	Students			Public		
Rank	Eau Claire	Ch. Falls Menom.	Others	Eau Claire	Ch. Falls Menom.	Others
4-8 a.m.	10	8	12	38	28	26
8-12 noon	6	2	2	25	20	23
12-6 p.m.	6	10	13	7	14	3
6-12 mid.	42	53	53	4	20	14
Comb. morn. & eve.	6	5	10	4	8	9
Comb. of all	19	11	4	4	2	5
Nothing, never, seldom	0	0	0	0	0	1

Students are avid radio fans at night, as would be expected. The percentage listed for school hour times are probably weekend listening times. The general public tends to have a heavy concentration of radio listeners in the morning hours. There was no significant difference from geographical location to age level in determining radio time frequencies for the student or for the adult population surveyed.

The type of occupation tended to have some bearing on the popular radio times, but only in that it showed an increased percentage (almost 75 percent) of retired and "other" (including students, unemployed) listening from 4 a.m. to 8 a.m.

Television

Television ranked highest of all the media with students, but was rated predominantly second with the adult population as shown in Table XIV. Very few members of the adult population considered television below a third source. In both groups, the smaller villages (Other) had slightly more persons ranking it first.

Table XIV

Television Rankings--Geographically

Percentages

	Students			Public		
Rank	Eau Claire	Ch. Falls Menom.	Others	Eau Claire	Ch. Falls Menom.	Others
First	38	42	46	25	25	26
Second	32	21	32	35	42	45
Third	25	21	14	34	29	21
Fourth	2	8	5	2	3	6
Fifth	2	5	1	0	0	0

In all areas at both levels, at least 83-96 percent of the participants, overall, ranked television as one of the three major news sources.

Eighth graders tended to rate relevision first over their older high school counterparts as shown in Table XV. This is probably because eighth graders have more free time from studies and, therefore, spend more time in front of their sets.

Age groupings for the public offered the fact that more persons at the 19-24 age grouping ranked television first and none rated it below third, Table XVI. The 45-64 group distirbuted more rankings below second place than did any other age group.

Retired persons as a group tended to rank television higher with as many as 50 percent of those responding, selecting it as their primary informational source in Table XVII. Farmers also thought highly of tele-

Table XV

Television Rankings--By Grades, Sex

Percentages

Rank	8th Girls	8th Boys	12th Girls	12th Boys
First	50	58	37	31
Second	31	27	28	35
Third	12	8	25	22
Fourth	4	3	7	7
Fifth	0	2	1	2

Table XVI

Television Ranking--By Adult Ages

Percentages

Rank	18	19-24	25-44	45-64	65+
First	0	35	24	25	22
Second	0	45	46	34	50
Third	100	19	26	31	27
Fourth	0	0	3	8	0
Fifth	0	0	0	0	0

Table XVII

Television Rankings--By Occupation

Percentages

Rank	Farmer	Businessmen	Laborer-worker	Semi-professional	Professional	Housewife	Retired	Other
First	18	27	26	27	16	30	50	24
Second	63	42	40	39	46	32	30	48
Third	9	24	33	29	33	28	20	24
Fourth	9	5	0	0	3	8	0	4
Fifth	0	0	0	0	0	2	0	0

vision as 81 percent ranked it either first or second, Table XVII. While no one occupational area generally downgraded television's use as a news source, housewives were the most variant in their placement of TV.

Since television prime time is widely known to be 7-10 p.m., it is not at all surprising that the majority of the student and adult population listed evening hours of viewing, Table XVIII.

There was no significant difference between grade levels on time preference for viewing television. Evening was preferred by boys and girls at both eighth and twelfth grades. Television had extremely low impact during the morning hours with all groups. Afternoon hours were still relatively low, but evening hours captured the majority of television viewers. The next highest percent tended to be with groups who varied their viewing hours. The majority of adults preferred evening viewing hours as again exemplified in Table XIX. The greatest variance is at age 65 and over. They appeared to be the small group tuning in during the day hours.

Table XVIII

Television Viewing Times--Geographically

Percentages

	Students			Public		
Times	Eau Claire	Ch. Falls Menom.	Others	Eau Claire	Ch. Falls Menom.	Others
4-8 a.m.	3	3	1	0	1	1
8-12 noon	1	1	1	0	0	0
12-6 p.m.	2	14	9	6	3	7
6-12 mid.	70	59	76	86	76	75
Comb. Eve. & morn.	2	4	3	0	3	1
Comb. aft. & eve.	10	14	6	3	9	11
Comb. of all	0	2	0	3	5	0
Nothing, never, seldom	0	0	0	0	0	3

When reconsidered by occupation, Table XX, evening hours again rated high with from 64 percent of the retired persons up to 90 percent of the semi-professionals electing evening viewing times. The small group of day viewers were depicted as farmers, 12 percent; laborer-worker, 12 percent; retired, 11 percent and housewives, 9 percent. All other occupations had less than 7 percent in that category.

Table XIX

Television Viewing Times--By Adult Ages

Percentages

Times	18	19-24	25-44	45-64	65+
4-8 a.m.	0	0	0	1	6
8-12 noon	0	0	0	1	0
12-6 p.m.	0	4	6	5	13
6-12 mid.	50	84	87	75	70
Comb. morn. & eve.	0	4	1	2	0
Comb. aft. & eve.	50	4	4	13	0
Comb. of all	0	4	0	2	10
Never, nothing, seldom	0	0	0	1	0

As illustrated in Table XX, evening considerably outweighed all other viewing times in all occupations. Retired persons varied the greatest from the evening viewing pattern, but still have 64 percent in that category.

As would be expected, proximity of the television station affected the responses as pointed out in Table XXI.

"In-District" included only the station located in Eau Claire. In-state stations included Wausau and LaCrosse. A separate division for channels in Eau Claire and LaCrosse (13 and 8) was added because of the

Table XX

Television Viewing Times--By Adult Occupation

Percentages

Times	Farmer	Businessmen	Laborer-worker	Semi-professional	Professional	Housewife	Retired	Other
4-8 a.m.	0	2	0	0	0	0	5	0
8-12 noon	0	1	0	0	0	0	0	0
12-6 p.m.	12	4	12	6	5	9	11	0
6-12 mid.	75	78	87	90	77	76	64	86
Comb. morn. & eve.	0	1	0	0	3	0	0	4
Comb. aft. & eve.	12	10	0	3	7	11	0	8
Comb. of all	0	1	0	0	5	2	17	0
Never, seldom nothing	2	0	0	0	0	1	0	0

frequent co-listings by respondents. Antennas and cable television are probably explanations for almost 50 percent in all categories selecting more than the in-district station. Eau Claire adults seem to be the most loyal to their local station with 65 percent selecting it. No significant differences in viewing habits were observed by age or occupation of the populations.

Other Media

"Other" media rated in the top five information sources were advertising tabloids such as the Adviser (Eau Claire), Dunn County Reminder (Menomonie), Adelite (Strum), The Shopper (Chippewa Falls), and others plus just word-of-mouth and magazines submitted by both age groups. Students had such major sources of information as brochures and other similar types of literature, teachers, parents, friends, their own experiences (Primarily through their travels). Many persons listed nothing as a fifth source beyond the previously discussed mass media. Thus, in ranking, "other" sources appeared as noted in Table XXII.

More adults in the smaller communities depended on the mass media to a greater extent since 96 percent placed other sources in a fifth position rank-wise. Overall, the mass media tended to be the most commonly used news sources with "other" media playing a fairly unimportant role as a common news source geographically.

Significance of "other" media with regard to adult ages, again gave few rankings above fifth with only 129 persons even ranking a medium other than the four mass media listed. By occupational clusters, the low 133 responses offered negligible validity, and a very minor percent in all occupations gave "other" sources anything above a fifth ranking.

Table XXI

Television Station Locations

Percentages

	Students			Public		
Areas	Eau Claire	Ch. Falls Menom.	Others	Eau Claire	Ch. Falls Menom.	Others
In-District	52	52	51	65	53	55
In-State	7	2	6	0	5	13
Twin Cities	12	9	16	8	18	8
Mixed	20	21	11	15	8	15
8 & 13	3	9	11	6	10	6
Could Not Be Determined	3	4	2	4	3	2

Table XXII

Other Sources Rankings--Geographically

Percentages

	Students			Public		
Rank	Eau Claire	Ch. Falls Menom.	Others	Eau Claire	Ch. Falls Menom.	Others
First	11	5	9	0	2	1
Second	6	11	5	5	8	0
Third	2	8	6	11	2	1
Fourth	14	13	11	2	8	0
Fifth	65	60	66	80	77	96

USE OF MEDIA

To help compare the significance of rankings and be in a better position to make some generalizations about the media and the surveyed population in reference to Vocational, Technical and Adult Education, both the student and the adult groups were asked a related question--where they last saw, read or heard something about VTAE career opportunities. Somewhat patterning after the media rankings, Table XXIII, the greatest percentages of public picked daily newspaper. The 3 percent in Eau Claire checking weekly newspaper were in most instances referring to the new "Adviser", a weekly advertising tabloid which is delivered free to area residents. Although initially primarily advertising, it has added a major news and features portion.

Table XXIII

Last Sources of VTAE Career Opportunities-
By Geographical Location

Percentages

	Student			Public		
	Eau Claire	Ch. Falls Menom.	Others	Eau Claire	Ch. Falls Menom.	Others
Daily newspaper	27	14	12	60	47	53
Weekly newspaper	1	2	5	3	6	6
Radio	21	20	15	2	11	5
Television	12	23	27	3	6	10
Brochure	25	27	22	10	6	12
Magazine	2	4	8	0	1	1
Other	10	7	7	9	20	7

Looking at the students' notice of career information in weekly newspapers there is significant difference. Many (27 percent) of the students in the Eau Claire area last remembered something from the daily newspaper, while brochures had last attracted the major portion of Chippewa Falls-Menomonie students and television gained the major portion of all other communities surveyed in District One.

Approximately one-fourth of the students in all geographic locations had remembered career brochures as their last career informational source. Since students probably had an acute interest in careers, they were apparently seeking out the information. This could be the reason for the high percentage listing brochures, some listing magazines and still others marking down "other" sources, particularly billboards. (Although billboards on careers were displayed in Eau Claire during February, students may have taken that to mean bulletin boards, thus accounting for a fairly good percentage.) Again, as with the rankings, students do not apparently consider weekly newspaper as a primary source, but neither have they listed it as their last source for VTAE career information.

Daily newspaper again fairs well with the public when broken down by age, Table XXIV. The percentage relying on newspaper increased with age. Overall, the mass media provided the last source for some type of VTAE career information.

Table XXIV

Last Source of VTAE Career Opportunities—
By Adult Age

Percentages

	18	19-24	25-44	45-64	65+
Daily newspaper	0	26	48	63	73
Weekly newspaper	0	10	6	5	28
Radio	0	21	10	6	0
Television	0	13	5	6	10
Brochure	0	10	16	2	2
Magazine	0	0	0	2	0
Other	100	18	12	8	10

Table XXV

Last Source of VTAE Career Opportunities--By Adult Occupation

Percentages

	Farmer	Businessmen	Laborer-worker	Semi-professional	Professional	Housewife	Retired	Other
Daily Newspaper	57	52	37	70	56	54	68	41
Weekly Newspaper	15	3	8	4	6	5	6	5
Radio	5	9	25	6	3	10	0	11
Television	0	8	8	8	1	9	13	2
Brochure	10	12	12	6	13	11	0	11
Magazine	0	2	0	0	1	0	0	2
Other	10	11	8	4	18	9	10	25

Separated by occupation, Table XXV, most divisions found their career information in the daily newspaper. Highest users among these was the semi-professional while lowest was the laborer-worker. Among laborer-workers and "other", radio was the next most remembered for career information. Several categories--businessmen, laborer-workers, professionals, housewives, and "other" used a brochure as their last career informational source. An average of 10 percent wrote in other last sources of career information with 18 percent of the professionals and 25 percent of the "other" persons (students, unemployed) adding their own sources. Many of these responses eluded to comments regarding personal contacts through a relative, friend or employee who attended some type of VTAE class. Others had noted that clubs and organizations to which they belonged met at a VTAE center. One person even remembered VTAE from "taxpaying time".

To determine how frequently or at what time the information was seen, read or heard, the survey proceeded to ask "when". Most persons recalled the information from the 1972 year. Times are noted in Table XXVI.

Table XXVI

Time of Career information Observance--Geographically

Percentages

	Students			Public		
	Eau Claire	Ch. Falls Menom.	Others	Eau Claire	Ch. Falls Menom.	Others
This week	20	19	17	16	23	13
This month	21	11	20	25	25	24
This 1972 year	37	41	44	42	37	43
Prior to 1972	13	18	15	14	12	18
Never	4	7	1	1	1	1

In each category, the major portion of persons checked "this 1972 year" while the next greatest percentage generally marked "this month" followed by almost 20 percent in each category listing "this week" which

would have varied anywhere from April through May, 1972, depending on when the survey was completed. At least 13 percent in each category had not heard something about VTAE in the previous three to four months.

Of the 426 adults responding to that part of the post-card survey, 373 of them listed something they remembered. Most noted the variety of courses offered as something they remembered apparently from several contacts. Several public responses listed some particular news item which was released to the media by school personnel.

Students were approached somewhat differently. They were asked for their opinions on which medium supplies them with the best (most reliable) information on career opportunities. Many students tended to find sources other than the mass media for reliable career information which probably means more detailed information from a source closer to career training. The approximately one-third checking "other" listed brochures, booklets, magazines, books, friends, relatives, counselors and their schools as reliable sources. As indicated in Table XXVII, the distribution of responses was strong under "other", daily newspaper, and television.

Table XXVII

Best Supplier of Reliable Career Information--Students

Percentages

	Eau Claire	Ch. Falls Menom.	Others
Daily newspaper	35	20	21
Weekly newspaper	1	5	5
Radio	7	8	9
Television	18	34	26
Other	36	30	36

Weekly newspapers and radio tended to pick up a few more students in villages outside Eau Claire. Eau Claire students were fairly well divided between daily newspaper and "other" sources with fewer relying on television than those in the outlying parts of the District.

In analyzing the responses by male-female, eighth-twelfth levels, results offered additional enlightenment, Table XXVIII.

The daily newspaper and "other" offered increased value to twelfth graders while radio and television decreased in value. The weekly newspaper is generally lower percentage-wise, but tended to become more useful for career information at the senior level with both boys and girls.

Table XXVIII

Best Supplier of Reliable Career Information--Students

Percentages

	8th Girls	8th Boys	12th Girls	12th Boys
Daily newspaper	18	17	30	26
Weekly newspaper	2	3	6	6
Radio	11	14	5	6
Television	34	37	15	17
Other	31	27	42	42

VTAE ATTITUDES

Public and Student Attitudes

Knowing the population sources of information and their most recent awareness of VTAE, the surveys proceeded to uncover their attitudes toward vocational-technical institutes. Each participant was asked to check those phrases which he/she believed described vocational-technical institutes. Persons were also given the opportunity to add their own ideas regarding the educational system. Responses were recorded for each phrase and percentages derived in Table XXIX. Over three-fourths of both populations thought of "career training" as closely associated with vocational-technical institutes. Over half of the public thought the phrases "high quality post-high school education" was fitting. Over half of both groups agreed with the term "practical education". Strangely, more students than adults associated "adult craft and leisure time courses" with the institutes, although 43.5 percent of the adults agreed. Also, apparently adults were more familiar with "inservice training for people who are already employed". Of the adults 42.6 percent recognized the inservice training while only

Table XXIX

Phrases Describing V-T Institues--Students & Public

	Students - 1195 responses		Public - 481 responses	
	Number	Percent	Number	Percent
Career training	1007	84.3	373	77.5
Training of H.S. dropouts	257	21.5	175	36.4
Training of low ability students	259	21.6	115	23.9
Collegiate level training	378	31.6	138	28.7
Training of the handicapped	195	16.3	121	25.2
High quality post-high school education	455	38.1	251	52.2
Adult craft & leisure time courses	797	66.7	282	43.5
Inservice training for people who are already employed	316	26.4	205	42.6
Practical education	630	52.7	249	51.8
Anyone can enroll	345	28.9	141	29.3
Mainly for those who cannot get into college	277	23.2	58	12.1
Others added by participants	111	9.3	17	3.5

3.29

26.4 percent of the students checked that phrase.

For the public, the least associated phrase was "mainly for those who cannot get into college" and for the students "training of the handicapped".

The phrase "anyone can enroll" tallied up to almost 30 percent of each group. Perhaps the most disagreement between groups came with the phrase "mainly for those who cannot get into college". Only 12.1 percent of the public believed the phrase applied to vocational-technical institutes while almost twice that percentage (23.2) of students associated that phrase in the same way.

By age groups, "career training" received 64 percent of the 65+ age group and steadily increased as the age decreased. The young adults 18 and 19-24, were in almost unanimous agreement on the term as shown in Table XXX.

Approximately 75 percent of the 19-24 year olds supported the phrases, "high quality post-high school education", "adult craft and leisure time courses" and "practical education". These same phrases received over 50 percent support from the other groups. Persons age 65 or older were in over 50 percent agreement that "training of high school dropouts" applied.

The younger public, 19-24, seemed to have a broader knowledge of offerings since over 50 percent of them thought that it offered "in-service training for people who are already employed". More than 50 percent believed the VTAE philosophy "anyone can enroll" applied. Thus, the younger groups tended to be acquainted with a wider range of services, while the retirement age group, in one instance tended toward an older philosophy.

By occupation, Table XXXI, the farmer concurred with "career training" but offered little support to "collegiate level training", "anyone can enroll", and "mainly for those who cannot get into college". Over one-third agreed on "high quality post-high school education" while not supporting it as "collegiate level training". Apparently, they believed there was value in vocational-technical training as something set apart from college education. Farmers also had the lowest percentage (40 percent) associating "adult craft and leisure time courses" with vocational-technical institutes.

Up to 74 percent of the businessmen checked "career training" but less than 50 percent checked any other phrase. "Adult craft and leisure time courses" tended to be next most familiar with them--several noting that their wives had enrolled in courses. Just slightly over one-fourth of them along with semi-professionals and professionals agreed that "anyone can enroll".

A large group, 88 percent, of laborer-workers liked "career training" for vocational-technical institutes. Again popular was "adult craft and leisure time courses" (52 percent).

Table XXX

Phrases Describing V-T Institutes - By Age

Percentages

	18	19-24	25-44	45-64	65+
Career training	100.0	95.1	80.4	76.8	64.0
Training of H.S. dropouts	33.3	48.7	31.0	35.2	56.0
Training of low ability students	33.3	43.9	13.2	26.3	40.0
Collegiate level training	33.3	48.7	28.7	25.8	26.0
Training of the handicapped	33.3	36.5	20.1	25.7	36.0
High quality post-high school education	33.3	75.6	51.7	50.0	52.0
Adult craft & leisure time courses	33.3	78.0	62.0	58.4	52.0
Inservice training for people who are already employed	33.3	56.0	44.8	39.4	48.0
Practical education	66.6	70.0	53.4	52.1	38.0
Anyone can enroll	33.3	53.6	26.4	29.4	36.0
Mainly for those who cannot get into college	33.3	7.3	5.1	17.3	22.0
Others added by participants	33.3	4.8	2.3	3.1	6.0

3.31

Semi-professionals had the lowest percentage of all occupations believing in "training for low ability students" and "training of the handicapped". Over 50 percent rated it as "practical education".

Professionals offered almost equally as much support (84.5 percent) for "career training". Being college graduates themselves, only about 20 percent checked "collegiate level training". Only 5.6 percent believed that it is "mainly for those who cannot get into college". A "high quality post-high school education" gained 67.6 percent of their support.

Housewives mainly saw vocational-technical institutes as offering "career training" (81.2 percent), "training for high school dropouts" (52.5 percent), "high quality post-high school education (56.3 percent), "adult craft and leisure time courses" (75 percent and the largest percentage of any group), "practical education" (63.8 percent).

Retired persons also believed in "career training" (64.5 percent), "training of high school dropouts" (71 percent), "training of the handicapped" (a high 54.8 percent). They gave the largest percentage support of any group to "high quality post-high school education" (71 percent). They, too, offered more than 50 percent support to "adult craft and leisure time courses" and "practical education".

Students, unemployed persons and others offered fairly strong support to most phrases except "mainly for those who cannot get into college".

Students in eighth and twelfth grades, Table XXXII, had some of the same ideas on vocational-technical institutes, but, as would be expected, "adult craft and leisure time courses" were associated with VTAE by over 25 percent in each category.

Geographically differences among students exist in some aspects of vocational-technical education, Table XXXIII.

Although the majority of students agreed with adults on "career training", they do not believe that it is for high school dropouts or for low ability students (Table XXXIII). Almost half of the Eau Claire students see it as high quality post-high school education, but it decreases to 31 percent in the Chippewa Falls-Menomonie areas. Eau Claire students more readily recognize "adult craft and leisure time courses" and "inservice training" than do students in the other communities.

All three geographic groups did agree on "practical education" at about 50 percent. Almost one-fourth of students see vocational-technical institutes as "mainly for those who cannot get into college" with the Eau Claire group slightly higher at 28 percent.

Among the other comments contributed by students, many referred to the economical education with no less than fifteen adding comments similar to: "for those who do not want to go to college, but still want some training, not who can't get into college". That comment was followed in frequency by "cheaper and shorter than college", and "you learn the main things for what you want to become".

Table XXXI

Phrases Associated With V-T Institutes—By Occupation

Percentages

Phrases	Farmer	Businessmen	Laborer-worker	Semi-professional	Professional	Housewife	Retired	Other
Career Training	50	74	88	84	84.5	81.2	64.5	94.6
Training of H.S. dropouts	25	27.8	32	24	39.4	52.5	71	37.8
Training for low ability students	25	18.4	20	16	26.8	31.3	48.4	24.3
Collegiate level training	10	26.6	20	40	21.1	41.3	25.8	35.1
Training of handicapped	25	20.3	24	10	36.6	20	54.8	35.1
High quality post-high school education	35	40.5	36	62	67.6	56.3	71	62.1

Table XXXI (continued)

Phrases Associated With V-T Institutes-By Occupation

Percentages

Phrases	Farmer	Businessmen	Laborer-worker	Semi-professional	Professional	Housewife	Retired	Other
Adult craft & leisure time courses	40	48.1	52	66	69	75	61.3	62.1
Inservice training	20	41.1	40	46	47.9	45	48.4	48.6
Practical education	35	44.3	48	56	57.9	63.8	51.6	62.2
Anyone can enroll	15	26.6	32	26	28.2	36.3	45.2	40.5
Mainly for those who cannot get into college	10	12.7	20	6	5.6	13.8	25.8	13.5
Others you may have	10	1.9	4	6	5.6	1.3	3.2	5.4

Table XXXII

Phrases Associated With V-T Institutes-by Grade, Sex

Percentages

	8th Girls	12th Girls	8th Boys	12th Boys
Responses	296	319	306	274
Career training	85.1	91.2	73.5	87.2
Training of H.S. dropouts	20.2	21.6	23.2	20.8
Training of low ability students	20.2	17.2	27.1	22.3
Collegiate level training	32.4	29.5	33.3	31.4
Training of the handicapped	16.9	15.1	18.0	15.3
High quality post-high school education	28.4	47.3	32.0	44.5
Adult craft & leisure time courses	28.4	30.7	28.1	27.0
Inservice training for people who are already employed	22.6	31.3	21.2	30.7
Practical education	54.0	64.3	39.5	52.6
Anyone can enroll	27.4	32.9	28.7	25.9
Mainly for those who cannot get into college	25.3	16.3	34.6	16.1
Others added by participants	10.5	10.0	7.8	8.8

Table XXXIII

Phrases Associated with V-T Institutes - Students - By Geographic Location

Percentages

	Eau Claire	Ch. Falls Menom.	Others
Career training	86	70	86
Training of H.S. dropouts	30	10	22
Training of low ability students	22	17	22
Collegiate level training	27	28	33
Training of the handicapped	17	9	17
High quality post-high school education	42	31	38
Adult craft & leisure time courses	43	25	26
Inservice training for pecple who are already employed	37	23	25
Practical education	59	49	52
Anyone can enroll	31	24	29
Mainly for those who cannot get into college	28	22	22
Others added by participants	9	18	8

By grade level (Table XXXII) more twelfth graders associated "high quality post-high school education" and "inservice training" with vocational-technical institutes than did eighth graders. The belief that vocational-technical institutes were "mainly for those who could not get into college" was stronger among eighth graders.

PUBLIC ASSOCIATION WITH VTAE

On the adult survey, each person was asked to relate his association with VTAE in the last two years. Many persons (about 21.2 percent) had taken a part-time day, evening or trade extension course but a slightly higher percent had various individual associations with the system, mostly from knowing someone else who had taken a course. Only six of the responding persons stated that they had not had any association with VTAE in the last year and only one had never noted any association with it. Throughout the District, 6.4 percent noted that they had employed a graduate. See Table XXXIV.

GENERAL COMMENTS ADDED BY PUBLIC

The public survey included a final section inviting participants to comment in any way desired. Most of the comments generated from the questionnaires were positive remarks about personal experiences either in evening courses or through contact with a graduate from a full-time program.

Of the 152 persons who contributed any comment they desired, only some 20 responded negatively. Of these comments, again there was no singular item, but rather a variety ranging from fear of the Tech school growing out of its service to the low ability and high school dropout students to specific notes of displeasure from the unavailability of particular evening or leisure time courses. Employers expressed the feelings that graduates were very worthwhile investments as employees with only a few negative comments. One employer, for example, stated that students except too much pay immediately after graduation.

Most respondents seemed to realize a growth in VTAE opportunities, with many stating a new awareness of courses from which they could benefit. Most felt in one way or another that VTAE was both financially and educationally practical. While many persons in outlying areas appreciated brochures mailed to them listing evening and extension offerings in their comment, there was an expressed desire to know more about courses, programs, placement advantages, etc. One person even stated that she appreciated the listing of night courses in the newspapers . . . . "I didn't realize I could go to Vocational School until about a year ago." Such a response shows a definite need for continued public informational programs through some type of audio and/or visual medium.

Table XXXIV

Association With VTAE District One--Last Two Years

Percentages

	Eau Claire	Ch. Falls Menom.	Others	Total
Responses	170	100	211	481
Former full-time student	7.1	4.1	4.3	5.2
Student now	4.7	1.0	1.9	1.7
Employed a graduate	11.2	4.0	3.8	6.4
Taken a part-time day, eve., ext. course	21.8	19.0	21.8	21.2
Son or daughter enrolled	8.2	11.0	6.2	7.9
Other	24.1	29.0	17.1	22.0
No response	22.9	31.9	44.9	34.6

STUDENTS' CAREER OBJECTIVES

The eighth and twelfth grade students were not queried in depth regarding their association with VTAE District One, but rather greater emphasis was devoted to determining their career objectives and attitudes. Although a profile of the surveyed student population was detailed earlier, additional background on the fathers' occupations helps introduce career information, supplied by the students.

Career Background

Most of the students were sons and daughters of laborers or workers with the next largest group from farm backgrounds, then businessmen, semi-professionals and the smallest percentage having professional fathers. Table XXXV identifies the occupational pattern of the fathers.

Table XXXV

Father's Occupation

Percentages

	8th Girls	8th Boys	12th Girls	12th Boys
Farmer	29	29	25	25
Businessmen	16	14	14	16
Laborer-worker	38	36	38	30
Semi-professional	4	7	9	12
Professional	5	6	5	6
Father not in home	5	5	5	8
Other	2	2	3	2

Students' General Career Choices

Students were directed to check what their general plans were after completing high school. The highest percentage in all geographic locations

intended to continue studies at a college or university, the next largest group was destined for employment followed by a vocational-technical institute training (Table XXXVI). Many planned to go right into employment in areas where advanced training is necessary. There was a surprising low percentage of undecided students--none at Eau Claire and all other smaller communities.

When divided by grades and sex (Table XXXVII) more girls tended to favor colleges or universities, particularly at the eighth grade level. From eighth to twelfth grade there is an increased interest in vocational-technical school training among both sexes. The undecided few are identified as boys at both grade levels here. The boys also weigh heavily with armed forces plans.

As to which university they planned to attend, proximity obviously played an important part in their decisions since over 50 percent selected Eau Claire, with Stout obtaining the next largest group, particularly twelfth grade boys.

As for technical school choice, the majority planned to attend the District One school at Eau Claire. Percentages below 3 percent listed various other schools within the 17 Districts (then in existence).

Students' Career Choices by Occupational Clusters

Students were asked to name their first and second career choices. Using the U.S. Office of Education career clusters, students selected first choices for careers as indicated in Tables XXXVIII and XXXIX. High ranking areas (over 10 percent) in all areas appear as business and office occupations, health, public services, and transportation, shown in Table XXXVIII. Table XXXIX indicates the career aspirations of both grade levels among girls and boys. This breakdown points out the careers boys are typically interested in as contrasted with girls. Public services included municipal and government jobs, armed services, teachers and chartiable organization work (i.e.: Peace Corp.). Transportation careers generally included aspects of automotive and other vehicle work such as with airlines. A high percentage of students in the smaller communities (11.6 percent) were interested in agriculture and agri-business related careers.

A substantial increase in interest is shown in hospitality and recreation from eighth to twelfth grade. Twelfth grade boys are more interested in agriculture, business, construction, and less interested in hospitality/recreation and transportation which were favored by the eighth grade boys. Except for a 16.1 percent interest by twelfth grade boys in construction, that field and manufacturing are fairly low generally.

Table XXXVI

General Plans-8th and 12th Grades

Percentages

	Eau Claire	Ch. Falls Menom.	Others
Armed Forces	5	5	9
Full-time housewife	5	6	2
Employment	22	21	27
College/university	36	43	28
Vocational-Tech school	26	15	22
Other post-sec. school	3	3	8
Undecided	0	3	0

Table XXXVII

General Plans-8th and 12th Grades

Percentages

	8th Girls	8th Boys	12th Girls	12th Boys
Armed Forces	1	1	18	12
Full-time housewife	8	4	0	0
Employment	20	34	24	23
College/university	41	30	25	28
Vocational-Tech school	18	23	20	28
Other post sec. school	8	5	10	4
Undecided	0	0	1	1

3.41

Table XXXVIII

First Career Choice - By Geographic Location

Percentages

	Eau Claire	Ch. Falls Menom.	Others	Total
Responses	191	158	846	1195
Agriculture-Business & Natural Resources	2.1	1.9	11.6	8.8
Business & Office	19.4	12.0	12.2	13.3
Communications & Media	5.2	4.4	2.6	3.3
Construction	4.7	5.1	5.9	5.6
Environmental Control	0	1.3	1.3	1.1
Fine & Applied Arts	4.7	3.2	2.6	3.0
Health	14.7	12.7	14.0	13.7
Hospitality & Recreation	2.6	6.3	3.3	3.6
Manufacturing	1.1	1.3	1.8	1.6
Marketing & Distribution	3.7	3.8	3.0	3.2
Marine Science	0	.6	.4	.3
Personal Services	1.1	2.5	3.6	3.0
Public Services	14.7	15.2	12.2	13.0
Transportation	11.0	10.1	11.2	11.1
Consumer & Home-making Education	3.7	5.1	1.5	2.3
Undecided or nothing	6.3	7.0	8.9	8.2
Science*	.5	.6	1.5	1.3
Could Not Be Determined	4.7	7.0	2.6	3.5

*added to career clusters.

Table XXXIX

First Career Choice-By Age, Sex

Percentages

	8th Girls	8th Boys	12th Girls	12th Boys	Total
Responses	296	306	319	274	1195
Agriculture-Business & Natural Resources	3.4	2.2	1.3	9.5	8.8
Business & Office	17.9	2.6	25.1	6.6	13.3
Communications & Media	1.4	4.6	1.6	5.8	3.3
Construction	.3	6.9	.3	16.1	5.6
Environmental Control	0	2.3	0	2.2	1.1
Fine & Applied Arts	4.7	2.9	2.2	2.2	3.0
Health	22.0	5.2	21.3	6.2	13.9
Hospitality & Recreation	2.7	4.3	4.4	2.9	3.6
Manufacturing	0	2.6	1.3	2.6	1.6
Marketing & Distribution	5.1	1.6	3.8	2.2	3.2
Marine Science	.3	.7	0	.4	.3
Personal Services	6.8	.3	4.4	.4	.3
Public Services	15.5	10.5	13.5	12.4	12.9
Transportation	6.8	20.6	2.8	14.6	11.0
Consumer & Home-making Education	6.1	0	3.1	0	2.3
Undecided or nothing	4.7	7.5	9.4	11.3	8.2
Science*	.3	2.3	.9	1.5	1.3
Could Not Be Determined	2.0	3.9	4.7	3.3	3.5

*added to career clusters.

Second choices by students (Table XL and XLI) show little marked difference except about one-fourth to one-third do not have second choices in mind in the event that they could not, for some reason, pursue their first choice. Of those who did have a second choice, many selected a closely related career. For instance, a student might select to be a "nurse" or a "dental assistant" which are both classified in the health careers field.

Almost half of the young people (45.8 percent) preferred a certain career choice for the particular enjoyment. Another 17.2 percent did not state a reason. Yet another 16.2 percent chose the field because they liked working with people or animals. "Money" was admitted as the primary reason for career selection in 4.4 percent of the reasons. An array of other answers were offered from honestly admitting that they did not really know why to the humorous reasons such as "flipped a coin".

CERTAINTY OF CAREER CHOICE

After determining career interest, students were asked to rate how sure they were of their first career choice. A very small percentage in the two grade levels and sexes were quite "undecided" or "completely undecided" (Table XLII). As would be expected, eighth graders had fewer "very certain" young people than twelfth grades. Eighth grade girls were the least decided with 57 percent falling in the three undecided categories. Twelfth grade girls as a whole had more definite plans with 62 percent in some area of certainty. When separated by geographic locations, there is very little difference in student certainty concerning their futures. (Table XLIII).

Basis for Decision

To gain some idea of where students obtained information to reach a decision, students were asked to rate several sources on a five-point scale. They could rate items from no assistance in their decision rated "1" up to complete influence on career decision rated a "5".

Separated by geographic location there appear to be several reasons for each student's decision (Table XLIV).

Students at all locations (Table XLIII) tend to look to parents, friends, teachers, brochures, television, and magazines for information. Career days were helpful to students where they were available and more with seniors since eighth graders had little contact with such programs (Table XLIV).

In looking for a career, many students sought a chance to help others through their endeavors. They further felt (Table XLV) that enjoyment, challenge, money, job security, good working hours and conditions, and the importance of a job in our society were important to a career. They likewise did not place too much value on location, opportunity for advancement, employer-employee conditions, and a chance to be creative.

Table XL

Second Career Choice - By Geographic Location

Percentages

	Eau Claire	Ch. Falls Menom.	Others	Total
Responses	191	158	846	1195
Agriculture-Business & Natural Resources	1.0	3.2	5.8	4.7
Business & Office	6.3	8.9	5.6	6.1
Communications & Media	4.7	1.9	2.1	2.5
Construction	3.7	3.8	4.3	4.1
Environmental Control	.5	1.3	2.7	2.2
Fine & Applied Arts	3.7	.6	2.6	2.5
Health	14.7	8.9	7.2	5.6
Hospitality & Recreation	2.6	3.8	3.2	3.2
Manufacturing	1.0	.6	1.8	1.5
Marketing & Distribution	4.2	1.9	2.1	2.4
Marine Science	0	0	.2	.2
Personal Services	1.0	2.5	1.6	1.6
Public Services	12.6	14.6	10.8	11.5
Transportation	6.8	10.8	10.4	9.9
Consumer & Homemaking Education	4.7	5.7	4.9	4.9
Undecided or nothing	23.6	22.2	28.1	26.6
Science*	1.0	1.9	1.8	1.7
Could Not Be Determined	7.9	7.6	4.9	5.8

*added to career clusters.

3.45

Table XLI

Second Career Choice - By Age, Sex

Percentages

	8th Girls	8th Boys	12th Girls	12th Boys	Total
Responses	296	306	319	274	1195
Agriculture-Business & Natural Resources	2.0	10.5	.9	5.5	4.7
Business & Office	6.8	3.3	9.0	5.1	6.1
Communications & Media	.7	2.3	1.6	5.8	2.5
Construction	.3	8.2	0	8.4	4.1
Environmental Control	.7	3.9	.3	4.0	2.2
Fine & Applied Arts	3.7	1.7	3.1	1.5	2.5
Health	11.8	2.6	15.7	3.6	8.6
Hospitality & Recreation	2.0	4.2	4.0	2.2	3.2
Manufacturing	1.0	2.3	.9	1.8	1.5
Marketing & Distribution	2.7	.3	4.4	2.2	2.4
Marine Science	.3	.3	0	0	.2
Personal Services	4.3	.3	1.6	0	1.6
Public Services	13.9	8.5	13.8	9.9	11.5
Transportation	7.7	17.9	4.0	9.9	9.9
Consumer & Home-making Education	12.1	0	6.6	.7	4.9
Undecided or nothing	22.6	25.8	28.2	29.9	26.6
Science*	1.4	2.3	.6	2.6	1.7
Could Not Be Determined	5.7	5.5	5.0	6.9	5.8

* added to career clusters.

Table XLII

Certainty of Career Choice - By Age, Sex

Percentages

	8th Girls	8th Boys	12th Girls	12th Boys
Very Certain	8	16	20	23
Quite Certain	34	33	42	34
Somewhat Undecided	42	36	28	31
Quite Undecided	8	6	4	5
Completely Undecided	7	7	4	6

Table XLIII

Certainty of Career Choice - Geographically

Percentages

	Eau Claire	Ch. Falls Menom.	Others
Very Certain	18	16	16
Quite Certain	35	35	36
Somewhat Undecided	29	32	35
Quite Undecided	6	9	5
Completely Undecided	10	5	5

Table XLIV

Basis for Career Decision - Geographically

Percentages

	Eau Claire					Ch. Falls Menom.					Others				
Informational Source*	1*	2*	3*	4*	5*	1*	2*	3*	4*	5*	1*	2*	3*	4*	5*
Parents	31	32	23	10	01	37	27	25	06	03	32	31	22	10	03
High School Counselor	75	15	05	02	00	78	12	06	02	00	71	16	07	03	00
Other Counselor	79	07	07	03	01	86	07	02	03	00	86	05	02	03	00
Friends	38	31	23	05	00	54	26	13	05	00	34	33	19	09	02
Teacher	59	11	14	13	01	68	15	05	07	02	63	17	10	07	00
Brochure	66	10	12	07	02	74	09	10	05	00	64	16	11	06	00
Weekly newspaper	80	12	05	01	00	84	09	02	01	01	81	13	04	01	00
Daily newspaper	79	11	05	02	00	79	13	04	00	01	80	12	05	01	00
Radio	86	08	01	03	00	85	07	04	01	01	79	12	04	02	00
Television	68	14	10	06	02	67	14	12	03	02	64	21	08	04	00
Magazine	66	14	11	07	00	69	15	07	05	01	64	17	11	05	00
Career Days	60	18	11	07	01	79	09	05	04	00	78	09	07	05	00
Visit to District One Technical Institute--	80	07	06	04	00	84	06	01	05	02	81	08	04	03	02
Eau Claire	41	04	05	31	16	49	03	08	22	16	59	05	07	19	08
Other															

*1. None, 2. somewhat, 3. moderately, 4. greatly, 5. completely.

Table XLV

Career Expectations-By Grade, Sex

Percentages

Responses	8th Girls 296					8th Boys 306					12th Girls 319					12th Boys 274				
Informational Source*	1*	2*	3*	4*	5*	1*	2*	3*	4*	5*	1*	2*	3*	4*	5*	1*	2*	3*	4*	5*
Parents	35	34	20	07	01	30	32	16	13	06	31	28	30	08	00	32	27	23	12	03
High school counselor	87	10	01	00	00	85	08	03	00	01	57	23	11	06	00	58	21	12	06	01
Other counselor	88	06	01	01	01	87	05	04	02	00	80	07	04	06	00	84	05	04	03	01
Friends	33	36	17	09	02	45	27	17	06	00	33	35	25	05	01	39	29	18	11	01
Teacher	70	16	06	04	02	71	14	05	06	00	53	16	15	13	01	58	17	13	08	01
Brochure	72	16	06	03	00	73	11	10	03	00	58	13	15	12	00	60	17	13	07	00
Weekly newspaper	80	16	01	00	00	75	14	06	02	01	88	07	03	01	00	82	11	05	00	00
Daily newspaper	79	13	05	00	01	75	15	05	02	00	82	11	04	01	00	83	10	04	01	00
Radio	77	14	04	02	00	71	16	06	03	01	90	04	02	02	00	87	07	03	00	00
Television	51	27	12	07	01	52	25	13	06	02	78	13	06	01	00	80	12	05	00	00
Magazine	61	20	11	06	00	55	21	13	08	01	77	10	09	02	00	68	14	10	04	01
Career days	82	11	02	02	01	79	09	08	02	00	70	12	10	06	00	71	10	11	05	00
Visit to District One Technical Institute-- Eau Claire	89	04	02	02	00	86	06	02	02	01	77	09	05	04	02	72	12	07	05	03
Others	51	07	06	24	09	61	06	08	15	07	48	03	06	29	13	59	02	06	17	13

*1. None, 2. somewhat, 3. moderately, 4. greatly, 5. completely.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND IMPLICATIONS

Choice of Media

Strong tendencies toward use of mass media by all segments of the surveyed population indicate a need for greater use of audio and visual media for career information.

Since daily newspaper ranked high with both the adult and the students populations, that medium, too, could be classified as a good channel of communication.

Since 90 percent of the farmers considered radio their prime source, the large rural segment of the District One population could probably be reached with morning radio spots.

The Need for Effective Information

For each medium (audio, visual--the combination and the repetition) learning and retention is increased. It would seem logical that, through the mass media, career informational knowledge could be increased. Since the mass media are obviously channels for reaching the District One public, it would follow that effective audio and visual media could be implemented to communicate career information to the District One public.

Word-of-mouth advertising was listed as an additional source. It was obviously initiated from some other audio or visual source, perhaps first-hand association or documentation from the mass media. If the latter is indeed the case, the message must be simple and easily understood in order to be properly transferred from person to person. Audio and visual media could offer the ultimate in both if done well and designed around the types of audiences surveyed and their preferences.

The findings in this study suggest that mass media <u>are</u> vital sources of information for the District One population. Mass media in combination form the information network and are generally equal in impact.

Since one-fourth of the students referred to a career brochure for information, it might be well to reach the other 75 percent by using the mass media to make them aware of literature and careers available.

Most persons have taken note of VTAE in at least one aspect and fairly recently. Consequently, it is not a case of letting people know

that VTAE exists, but rather of educating them in the complexity and facets of career educational opportunities offered.

Since students used various sources for career information--booklets, friends, relatives, and a host of other sources--this could tend to indicate that they just didn't know exactly where to go, or perhaps they did not even know enough about the many types of careers to make a choice and search for adequate information.

Need for audio and visual examples of what VTAE is, what it offers and what it does for its citizens is definitely evidenced by the variance of ideas on what VTAE really is. Asked to check phrases they felt applied, both students and public had received some definite ideas, but lacked an overall view of the many aspects comprising VTAE. Since VTAE has grown in several stages and added and subtracted educational programs as the public needs dictated, it has been difficult for them to keep up with the changes.

Responses to phrases which are or have been associated with VTAE pointed out the misunderstandings and lack of knowledge about VTAE by its citizens. Additional work with students is needed to convince most of them that the type of education offered is a "high-quality post-high school education." "Collegiate level training" was included as a phrase to measure the magic of prestige associated with VTAE. Only slightly over 30 percent checked it as being associated with VTAE.

Most puzzling was the low association response to "anyone can enroll". The basic "open-door" philosophy of VTAE is either not well understood, not believed or not well enough expressed in the phrase to bring the appropriate response. Thus, responses to the phrases indicated that many persons know the many facets of vocational-technical institutes by the majority of respondents, but examples of the types of career training, the ways vocational-technical institutes are reaching into many educational levels from preparation to in-service to leisure time to re-training, need to be told and shown, perhaps most effectively through acutal photography, filming, and dialogue so that people begin to identify with the services provided and are able to effectively relate them.

The message on "adult craft and leisure time courses" seems to have reached large segments of the population while some of the equally important phases have not enjoyed such association with vocational-technical institutes. Perhaps, VTAE ought to be noted as a "full-service" education and presented more for what it can do for a person throughout his life as his educational needs change. Such needs could be exemplified via a documentary film depicting one man's educational needs, how they change, and how they are met by VTAE. Since about 20 percent of the adults have formed opinions of the VTAE system through part-time or short courses, their positive or negative attitudes have been formed for all aspects based on the one type of course. Thus, it seems that the actual quality of the course itself has significant bearing on the attitude generated to others through word-of-mouth. Any positive

attitudes generated can then be strengthened by use of audio-visual media channeled through the mass media.

Delving into the career knowledges and interests of the District One students further resulted in some interesting implications regarding career thoughts.

According to technology and employment trends, up to 80 percent of the jobs available in the near future will require technical training (documented in Review of Literature). Some career education is needed to perhaps convince those planning on jobs, to secure further technical training or for those planning on college to consider other possibilities since the percentage going is larger than the placement rate. Students are apparently not made aware of the "supply-demand" trends in employment. Consequently, unskilled and surplus skilled persons are raising the unemployment rate. The main career interests of students tend to be in business and office, health, public services and transportation, and a low percentage in the other career areas either indicates that they are not interested in those fields or lack knowledge of the various types of careers.

The latter conjecture is possibly verified by the reasons stated for career choice: money, enjoyment, no reason at all. Several more took a nonchalant attitude regarding their careers which only substantiates the need of an expanded public informational program.

Mass media other than television influenced the decision very little, yet earlier were pointed out as major sources of information. This would indicate greater emphasis is needed for career information presented through the mass media in addition to television. Also, many students named specific shows in the medical field and others as influential. Perhaps, if career information were as attractive and utilized that electronic medium, more interest and better career judgements would ensue.

As for how students valued a career, most looked for enjoyment, then money, job security, good hours and working conditions and importance of job in society. Many listed under "other" that they wanted a chance to help someone/thing in their line of work. These needs could and should be translated into the many careers, showing that many areas offering such benefits go extensively untapped, and employers are hard-pressed to fill some technical positions.

RECOMMENDATIONS

The intensified use of audio-visual media channeled through the mass media would probably be the best way of reaching the District One public with career information. Encompassing these locations with a strong audio-visual program on career opportunities would probably cover the district fairly thoroughly. Since the viewers surveyed are periodically changing stations, well-paced, short television spots on several channels would seem an efficient approach. It would be well to concen-

trate on the prime viewing time since a greater percentage of the population would be reached. This would tend to make the per person cost less, even though the basic cost would be more. The only positive way of knowing is by testing the method proposed. It is recommended that the mass media be utilized more and that audio-visual media be prepared that will attract attention, create interest and educate the District One public concerning the many offerings and facets of career educational opportunities offered by VTAE District One.

Since newspapers were listed by the sample as definite sources of information and further deleted as a source for career information, greater utilization could be made of newspapers, particularly the District dailies which circulate through almost the entire District. Perhaps advertising tied in graphically with TV spots would bring association, thus increasing the potential coverage and recall of the educational system.

Students tended to seek out brochures related to their particular areas of interest. This tendency only points to the need for continued publication of brochures and fliers. Perhaps thought could be given to clustering similar careers in a particular field into one brochure so that students can select from careers other than the commonly named. For instance, a student interested in being a nurse, might consider such areas as medical laboratory technician, medical records technician and other specialized health occuaptional areas.

A need to tie all aspects of vocational, technical and adult education into the same educational institution could be augmented by a unifying series of TV and radio spots, newspaper and magazine ads, brochures and other promotional endeavors tied in by a central theme, audio background (where applicable) and continued use of the District logo, perhaps to a greater extent.

Most adults have been exposed to a part-time course, but often do not relate that course as being part of the same system offering full-time career training, apprenticeship opportunities, trade extension courses, employee enrichment courses and in-service offerings. Some type of orientation is needed for part-time day and evening students throughout the District. Perhaps an audio-visual presentation such as a professionally done 16 mm film or a slide-tape series about the VTAE District One system could be shown all part-time and full-time students in a formal orientation. Their first-hand knowledge could be transferred into positive, knowledgeable word-of-mouth information to neighbors, sons, daughters, friends, relatives.

With implementation of any or all of the above recommendations, it is important to tie all phases of VTAE District One together through unifying audio and visual media done in the most professional manner so as to attract and hold the attention and hopefully reach as many District One citizens as can prosper by its educational offerings once having knowledge of what VTAE encompasses.

To realize the success of such a program would require a similar or more extensive survey of the District One population in two or three years. From the findings presented in this report there is a need and a desire by the District One public to know more about VTAE career opportunities available to them, their relatives and friends.

MEDIOGRAPHY

MEDIOGRAPHY

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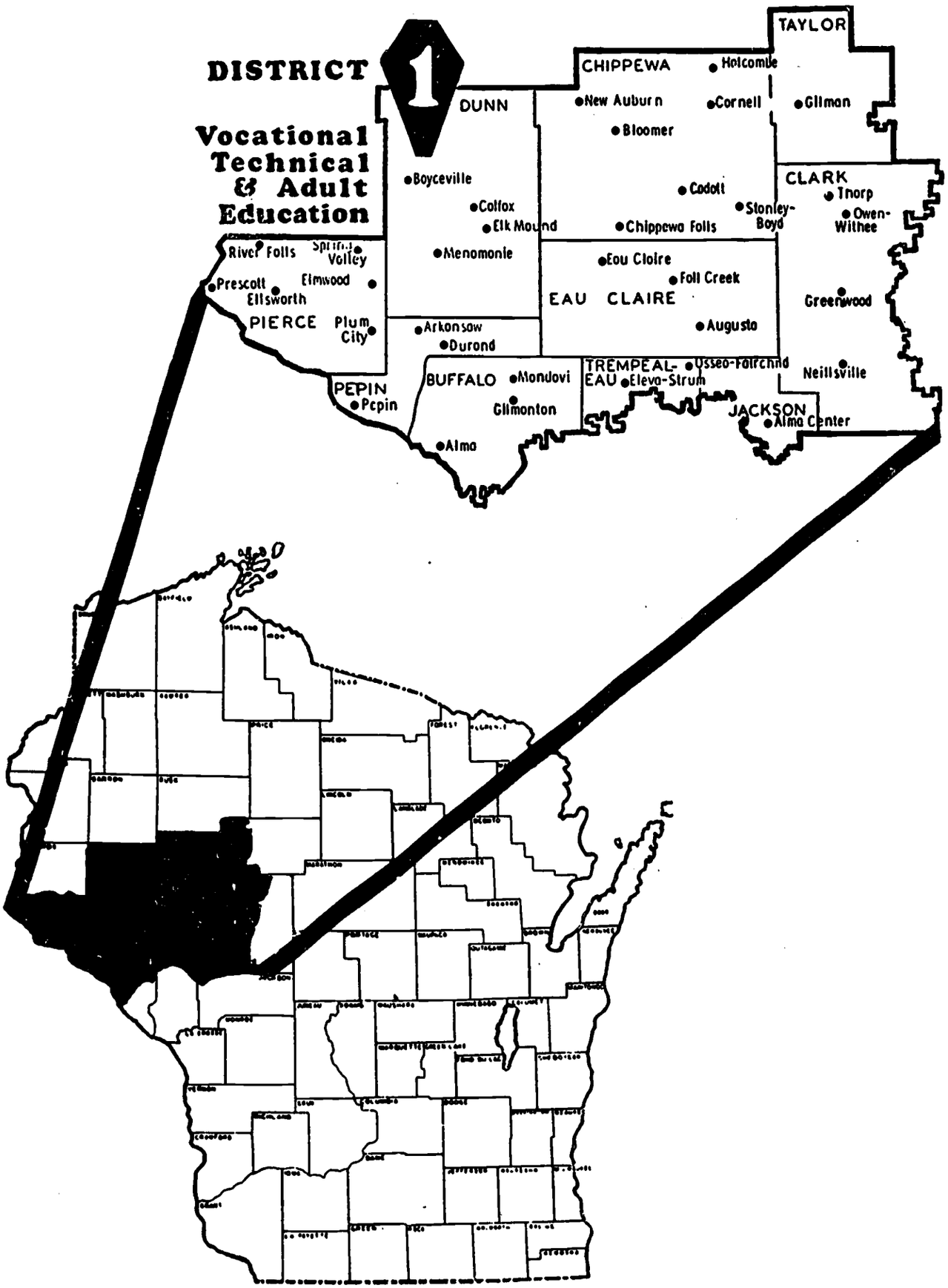
APPENDIX A

Map - VTAE District One and its location in Wisconsin


DISTRICT 1
Vocational Technical & Adult Education
TAYLOR
CHIPPEWA
Holcombe
DUNN
New Auburn
Cornell
Gilman
Bloomer
CLARK
Thorp
Boyceville
Colfax
Elk Mound
Chippewa Falls
Stanley-Boyd
Owen-Withee
Menomonie
Eau Claire
Foll Creek
EAU CLAIRE
Greenwood
River Falls
Spring Valley
Prescott
Elmwood
Ellsworth
PIERCE
Plum City
Arkansaw
Durand
Augusta
TREMPEALEAU
Osseo-Fairchild
Eleva-Strum
Neillsville
PEPIN
Pepin
BUFFALO
Mondovi
Glimonton
Alma
JACKSON
Alma Center

APPENDIX B

First Cover Letter accompanying
Public postcard survey

April, 1972

Dear VTAE District One citizen:

We Need Your Help!

I am conducting a survey through the cooperation of the Wisconsin Board of Vocational, Technical and Adult Education, University of Wisconsin--Stout and District Vocational, Technical and Adult Education-District One. We are attempting to find out what your VTAE District can do to help improve communications with you and your community.

By taking just a few moments to check this short survey, you can be of tremendous assistance in helping VTAE District One better serve you with career information. YOUR REWARD--use of your information to serve you better.

So, to assist both of us, please check (✓) the enclosed survey items as requested. In one instance (item 5) you will be asked to rank items by first, second, third choice, etc. In another instance (item 9) check as many as you feel apply. But, in most instances, just check the item that applies to you and attempt to explain where requested on the survey.

As you will note on the survey, you need not identify yourself. We want to know only your residence so that we may get some idea of the needs in your geographic location.

Questionnaires identical to the enclosed are being mailed to a random selection of businessmen and householders in 21 communities throughout VTAE District One. Two cards are enclosed so that, if there are two adults (age 18 or over), each can fill out a card (ie: husband-wife). If only one adult resides at your residence, destroy the second card.

Thank you for your help!

Sincerely yours,

Sandee K. Christoffersen

(Mrs.) Sandee Kosmo Christoffersen
Public Information Specialist

bjm

Enclosures

APPENDIX C

Postcard Survey Instrument sent to public (yellow cardstock)
(Identical format used in second mailing - orange cardstock)

Survey VTAE District 1

1. YOUR FULL-TIME OCCUPATION: (Check (✓) One)
   1. __ Farmer
   2. __ Businessman
   3. __ Laborer--worker (factory, construction, etc.)
   4. __ Semi-professional (some technical training)
   5. __ Professional (college degree)
   6. __ Housewife
   7. __ Retired
   8. __ Other (specify: _____)

2. AGE: (✓)
   1. __ 18
   2. __ 19-24
   3. __ 25-44
   4. __ 45-64
   5. __ 65 or over

3. SEX: (✓)
   1. __ male
   2. __ female

4. RESIDENCE: (✓)
   1. __ within city-village limits
   2. __ rural (non-farm)
   3. __ rural (farm)

   Name city or village: _____

5. RANK IN ORDER OF USAGE YOUR COMMONLY USED NEWS SOURCES: (1 represents the most used, 2 the next most frequently used, etc.)
   1. __ Daily newspaper (specify: _____)
   2. __ Weekly newspaper (specify: _____)
   3. __ Radio (station: _____) (Time(s) of day: _____)
   4. __ Television (station: _____) (Time(s) of day: _____)
   5. __ Other (explain: _____)

6. WHERE DID YOU LAST SEE, READ OR HEAR SOMETHING ABOUT VOCATIONAL, TECHNICAL AND ADULT EDUCATION (VTAE) CAREER OPPORTUNITIES? (Check (✓) One)
   1. __ Daily newspaper 2. __ Weekly newspaper 3. __ Radio 4. __ Television
   5. __ Brochure, flier (specify: _____)
   6. __ Magazine (specify: _____)
   7. __ Other (specify: _____)

7. WHEN?
   1. __ this week 2. __ this month 3. __ this 1972 year 4. __ before this year 5. __ never

8. WHAT IS THE MAIN THING YOU REMEMBER ABOUT THIS INFORMATION? _____

9. IN YOUR OPINION, WHICH PHRASE(S) DESCRIBE(S) VOCATIONAL-TECHNICAL INSTITUTES? (Check ALL that you feel apply)
   1. __ Career Training 2. __ Training of high school dropouts 3. __ Training for low ability students 4. __ Collegiate level training 5. __ Training of the handicapped 6. __ High quality post-high school education 7. __ Adult craft and leisure time courses 8. __ In-service training for people who are already employed 9. __ Practical education 10. __ Anyone can enroll 11. __ Mainly for those who cannot get into college 12. __ Others you may have: _____

10. WHAT ASSOCIATION HAVE YOU HAD WITH VTAE IN DISTRICT ONE DURING THE LAST TWO YEARS?
    1. __ former full-time student (program: _____)
    2. __ student now (program: _____)
    3. __ employed a graduate
    4. __ taken a part-time day, evening or extension course(s) (name of most recent course _____)
    5. __ son or daughter enrolled
    6. __ other (_____)

11. PROGRAMS OR COURSES AND LOCATIONS YOU ARE AWARE OF IN DISTRICT ONE OFFERED BY VTAE:
    1. _____, _____ 2. _____, _____
    3. _____ 4. _____, _____

12. COMMENTS YOU WOULD LIKE TO CONTRIBUTE:

When you have completed this survey please drop it in a mailbox. THANK YOU FOR YOUR HELP!

APPENDIX D

Second cover letter sent with second public postcard survey mailing

May 5, 1972

T H A N K Y O U !

We appreciated receiving some first-hand responses from you via the post card survey.

If you haven't had an opportunity to mail your survey back, we hope you can do so shortly since we desperately need your opinions to make this study complete.

Since all responses are absolutely anonymous we have no way of distinguishing between those persons who have returned their contributions and those who have not had an opportunity to mail theirs back. Please accept our sincere thanks for contributing your thoughts if you did return yours or please help us make the survey responses more complete by representing your community among the 21 randomly selected from VTAE District One.

Best Wishes!

Sandee K. Christoffersen

(Mrs.) Sandee Kosmo Christoffersen
Public Information Specialist

bjm

Enclosures

P.S. Use the orange survey (enclosed) if you have <u>not</u> responded yet. Thank you.

D-1

APPENDIX E

Letter sent to administrators in randomly selected high school districts

March 9, 1972

Mr. Elwyn D. Roberts, Administrator
Joint District No. 1
Ellsworth, WI 54011

Dear Mr. Roberts:

With the recent interest shown in career education nationally, there is a need for Vocational, Technical and Adult Education District One to obtain more information on what its young people know about career education opportunities in VTAE District One.

The University of Wisconsin-Stout and the Wisconsin VTAE Board have approved a grant to subsidize research in this area to determine career informational needs and knowledge. Securing this information will help provide students in your District with information they need to assist them in proper career selection.

As principal investigator and public information specialist for VTAE District One, I am very concerned with this information. The results will be beneficial in developing our VTAE District One public information program in the area of career opportunities.

To obtain a sample of the young people in our District, I have randomly selected your school district as one of the schools in VTAE District One to be surveyed. I need your help in finding about 25-35 eighth graders and 25-35 twelfth graders to participate in this survey. All participants will be kept anonymous. These students should represent a cross-section of abilities, backgrounds, and sexes to make the survey valid and meaningful. Perhaps a history, social studies or study hall class would offer a fairly good representative sample of the students in your school. If necessary I could survey more than one class to attain a representative sample.

In order to arrange to survey these two class levels with the most expedience and least interruption to the school day, I will be phoning you shortly to arrange an appropriate time for my visit so that I may quickly survey the classes with the least disruption.

I would like to suggest the following date: Wednesday, March 22, 1972. In our phone conversation we can set the time or the date can be rearranged to your convenience.

I appreciate your concern in this area and will supply you with the results when they are published in June.

Sincerely yours,

Sandee Kosmo Christoffersen
Public Information Specialist

bjm

APPENDIX F

Follow-up appreciation letter to administrators,
high school districts

April 11, 1972

Mr. LeRoy Merlak, Administrator
Joint District No. 1
605 S. Clark Street
Thorp, WI 54771

Dear Mr. Merlak:

I would like to take this opportunity to express my sincere appreciation to you and your staff for the wonderful reception and assistance I received when I visited your school recently. I am sure the results of the survey will be very valuable in assisting us with the development and dissemination of career information in VTAE District One.

When all the results are in and tabulated, they will then be put into a publication and presumably distributed sometime in June. As a participant, you will, of course, be receiving a copy of my findings.

Again, thank you for your assistance.

Sincerely yours,

Sandee K. Christoffersen

(Mrs.) Sandee Kosmo Christoffersen
Public Information Specialist

bjm

APPENDIX G

Survey Instrument--Eighth and Twelfth Grades

JUNIOR-SENIOR HIGH SCHOOL SURVEY--VTAE DISTRICT ONE

1. AGE: (✓) 1.__ 12-14 2.__ 15-16 3.__ 17-18 4.__ 19 or over

2. SEX: (✓) 1.__ male 2.__ female

3. RESIDENCE: (✓)

   1.__ within city-village limits 2.__ rural (non-farm) 3.__ rural (farm)

   Name village or city: _____

4. GRADE: (✓) 1.__ 8th 2.__ 12th Name school: _____

5. FATHER'S OCCUPATION: (Check One)
   1.__ Farmer
   2.__ Businessman
   3.__ Laborer--worker (factory, construction, etc.)
   4.__ Semi-professional (some training past high school)
   5.__ Professional (college degree)
   6.__ Other (specify: _____)

6. MY GENERAL PLANS FOR THE YEARS AFTER COMPLETING HIGH SCHOOL: (Check One)
   1.__ Armed forces (specify interest area: _____)
   2.__ Full-time housewife
   3.__ Employment (type: _____)
   4.__ College or university (specify school: _____)
   5.__ Vocational-Technical school (specify: _____)
   6.__ Other (specify: _____)

7. THE CAREER (occupation) I PLAN TO ENTER: _____ 1st choice

   _____ 2nd choice

8. REASON: _____

9. HOW SURE ARE YOU OF YOUR FIRST CAREER CHOICE: (Check One)
   1.__ Very Certain
   2.__ Quite Certain
   3.__ Somewhat Undecided
   4.__ Quite Undecided
   5.__ Completely Undecided

10. TO WHAT DEGREE WAS YOUR DECISION (ITEM 9) BASED ON INFORMATION FROM: Please check (✓) appropriate boxes on the right--one for each item.

	1. none	2. somewhat	3. moderately	4. greatly	5. completely
1. Parents					
2. High School Counselor					
3. Other Counselor (specify: _____)					
4. Friends					
5. Teacher (department: _____)					
6. Brochure (specify: _____)					
7. Weekly newspaper (specify: _____)					
8. Daily newspaper (specify: _____)					
9. Radio (specify station: _____)					
10. Television (specify station: _____)					
11. Magazine (specify: _____)					
12. Career Days					
13. Visit to District One Technical Institute--Eau Claire					
14. Other (explain: _____)					

11. YOUR COMMONLY USED NEWS SOURCES ARE: (rank in order of usage. 1 represents the most used, 2 the next most frequently used, etc.)

1.__ Daily newspaper (specify: _____)
2.__ Weekly newspaper (specify: _____)
3.__ Radio (station: _____) (Time(s) of day: _____)
4.__ Television (station: _____) (Time(s) of day: _____)
5.__ Other (explain: _____)

12. IN YOUR OPINION, WHICH ONE OF THE FOLLOWING SUPPLIES YOU WITH THE BEST (MOST RELIABLE) INFORMATION ON CAREER OPPORTUNITIES? (Check One)

1.__ Daily newspaper (name: _____)
2.__ Weekly newspaper (name: _____)
3.__ Radio (name: _____)
4.__ Television (name: _____)
5.__ Other (name: _____)

13. WHERE DID YOU LAST SEE, READ OR HEAR SOMETHING ABOUT VTAE (Vocational, Technical and Adult Education) CAREER OPPORTUNITIES? (Check (✓) One)

1.__ Daily newspaper (specify: _____)
2.__ Weekly newspaper (specify: _____)
3.__ Radio (specify station: _____)
4.__ Television (specify station: _____)
5.__ Brochure, flier (specify: _____)
6.__ Magazine (specify: _____)
7.__ Billboard (where: _____)
8.__ Store window (where: _____)
9.__ Tour of District One Technical Institute-Eau Claire
10.__ Other (specify: _____)

14. WHEN?

1.__ this week
2.__ this month
3.__ this 1972 year
4.__ other (specify if possible: _____)

15. IN YOUR OPINION, WHICH PHRASE(S) DESCRIBE(S) VOCATIONAL-TECHNICAL INSTITUTES? (Check all that you feel apply)

1.__ Career training
2.__ Training of high school dropouts
3.__ Training for low ability students
4.__ Collegiate level training
5.__ Training of the handicapped
6.__ High quality post-high school education
7.__ Adult craft and leisure time courses
8.__ In-service training for people who are already employed
9.__ Practical education
10.__ Anyone can enroll
11.__ Mainly for those who cannot get into college
12.__ Others you may have: _____)

16. TO WHAT DEGREE DO YOU FEEL THAT THE FOLLOWING ARE IMPORTANT IN THE CAREER YOU SELECT: (Check (✓) appropriate boxes on right - one for each item.)

	1. no importance	2. little importance	3. moderately	4. quite	5. most importance
1. enjoyment					
2. challenge					
3. money					
4. location (geographic)					
5. opportunity for advancement					
6. job security					
7. employer-employee conditions					
8. good hours and working conditions					
9. chance to be creative					
10. importance of job in our society					
11. other: _____					

Thank you for your help!