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ABSTRACT

Some social issues and dilemmas contributing to the need to improve our educational system are: (1) changing meanings of work, (2) changing structure and composition of the labor force, (3) problems associated with institutional dropouts, (4) problems associated with separating students into college-bound and employment-bound curriculums, (5) the information deficit dilemma, and (6) special needs of minority and disadvantaged populations. Career education has the potential for unifying the curriculum, better meeting individual and societal needs, and dealing with some of these social, psychological, and economic issues. For the past several years, a group of researchers and graduate students at the University of Minnesota have been conceptualizing a K-12 career development curriculum to facilitate self-development. In the curriculum, which is based on the life stages of Super's career development theory and the developmental tasks associated with those stages, career development is viewed as a process, a part of human development that occurs whether we do anything about it or not. Career education is seen as the teaching and counseling interventions which facilitate that development. Major dimensions of the curriculum and a listing of developmental tasks for various grade levels are included. (SB)

SOCIAL ASPECTS AND CONSIDERATIONS OF CAREER EDUCATION

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International Perspective

About 12 years ago I had an opportunity to spend a year in Norway studying Norwegian educational reform. At that time Norway, a small, democratic, homogeneous nation with 99 percent literacy, was in the process of changing its school structure from a seven-year folkeskole to a nine-year youth school. At the heart of the educational change was a desire to broaden the role of the school, to provide students greater opportunity for choice, to open up options in a system that previously had been fairly prescriptive and tracked, and to provide an opportunity for students of diverse backgrounds and abilities to come together for nine years of common education but also with opportunity to explore their own unique interests and abilities through an expanded curriculum and co-curriculum. The ultimate goals were that the new plan would open equal educational opportunity for all and that students would be better prepared to choose vocational goals. A counselor was to be introduced in the system for the first time to assist in the process of providing educational and vocational guidance for all. The reform was legislated in the School Reform Law of 1959 and was to be implemented by the Ministry of Church and Education under Norway's national system of education. In other words, politics and education were acting together to achieve ends which the society deemed good. They were making major educational changes to make what already appeared to be a good educational system even better.

What is of special significance for this curriculum institute is not only that the change drew heavily from the model of the American comprehensive school but that there was a strong and deliberate focus on vocational orientation through curriculum in grades 6, 7 and 8. Of additional interest is that this educational reform in Norway came about the time of another significant

event which has had an impact on American education. Sputnik, as we are well aware, provided an impetus in this country for the discipline-centered curriculum changes of the 60's which sought to improve subjects - especially math and science - through such projects as SMSG, PSSC, Project English, and Project Social Studies. Thus, we have the irony of a country emulating us and broadening the focus of curriculum at a time when we began to move in a direction of tightening up, especially the academic curriculum. We are also aware of the curriculum movements prior to the '60's when there was at various times focus on child study, the core curriculum, and the Dewey Action School.

I mention these things because I think it helps us to get a better handle on what is happening to education in our society when we add a little historical perspective to the present context of curriculum reform today - which has in the last two years been labeled career education.

Lest we think we are in the midst of a revolutionary new movement, Herr (1972) reminds us. . . .

> "many of the elements which appear to be incorporated in present descriptions of career education have been advocated in one form or another for at least the past century."

Whether "old wine in new bottles" or "new wine in old bottles," the best of current and emerging systems "are more broadly conceived, have drawn more heavily on the behavioral sciences for an understanding of the developmental needs and motives of clients, have more effectively organized the institutional resources in the schools and community agencies where guidance is performed,". . . and appear to have expanded aims and bolder strategies (Hansen and Borow, 1973).

National Perspectives

Besides the international curriculum developments, there also have been some national developments in career guidance which were precursors of career education - pragmatic efforts of humanitarian social workers, vocational

educators, and counselors which were focused on the needs of human beings to develop and adjust to an occupational role. There are three major thrusts, two of which go back to the turn of the century, one to the mid-forties. They are 1) vocational education, 2) vocational guidance and 3) career development. Let me deal with each of these briefly.

Vocational Education. Most of you as vocational educators are more familiar with its history than I am. But I think it is important for me to call attention to the impact of vocational education back in the 1890's when it was recognized that individuals needed more training and better skills to prepare them for a complex industrial world and that manual training or work as an apprentice with a master craftsman would provide important kinds of experience that had been lacking prior to that time. Although it had a primarily cognitive information and skill orientation, vocational education gave rise to the first national vocational guidance movement. (And it is largely through vocational education legislation and funds that major innovative programs in career education are under way.)

Vocational Guidance. About the same time an idealistic social worker named Frank Parsons became concerned with providing a new set of human services and set up his Vocations Bureau in Boston. Parsons, who is generally considered the father of vocational guidance, had a fairly simple and explicit model for helping people vocationally. He said you help them obtain information about jobs - occupational information about requirements, worker characteristics, and working conditions; you help them to look at themselves - their abilities and interests; and then you engage in "true reasoning" about the two - and make a vocational choice. That "true reasoning" has come to be called "counseling" in our modern society. And with the advent of the psychology of individual differences and the test and measurement movement, there was developed a variety of tools and instruments through which decisions could be made for people.

The problem, however, is that the tests given to get objective measures of differences between students became tests for selection and placement, especially used by colleges and industry. And the model presumed the existence of an expert who had the answers and could tell you which way to go. Thus the original Parsonian approach, created out of humanitarian motives to meet a societal need, became a matching model of individuals and jobs with essentially a prediction and placement function. And of course that matching model has found expression in what has been the chief vehicle for vocational guidance in the schools, the ninth grade careers or occupations unit in which the young person looks at himself, studies a couple of occupations and chooses one that he wants to be. One of the problems with this model is that it was oriented toward a stable job market, unchanging individuals, and assumed a once-for-all career decision at a given point in time, all of which have proved inappropriate for modern times.

Career Development. Since then - about the mid-forties and early fifties - some other important educational developments have occurred. With the emergence of counseling psychology and especially the work of Carl Rogers, there was a strong focus on the self - on awareness of self - linking personal feelings about self with goals, achievements, aspirations and external realities.

Concurrently a new line of inquiry was going on at Columbia when Ginzberg identified three stages of vocational development and Don Super and his associates began their longitudinal Career Pattern Studies and in effect helped create a new discipline and a theretofore neglected aspect of human development called career development. Their unique contribution has added a dynamic dimension by helping us look at the developmental aspects of occupational behavior and a new construct called vocational maturity. They defined career development as self-development. While the study of how people develop vocationally - their occupational

socialization - is a relatively new field of study, there are some things that we have learned not only about adult workers but about occupational roles and motives of children and youth, as well.

And this looking at career development as self-development - using the work world as the vehicle for self-exploration - has set the stage for what is happening today - that is, in effect, a convergence of these three historical trends in career education. This focus in many ways appears to have moved us toward a concern for the total curriculum: rather than improving subjects in bits and pieces, it has brought us closer to what Goodlad (1968) back in 1966 called a "humanistic curriculum" based on human interests and values. Even then he was suggesting the need for attention to the entire curriculum and the larger questions of what we are educating for and why. And as we enter the decade of the '70's we are offered a new framework for curriculum which provides a comprehensive umbrella for unifying learning experiences around the career needs of youth and adults and attends to the dual concerns of the individual and society.

Social Dilemmas of the '70's

As with Norway, we are trying to make a good educational system better. We are well aware of the social issues and dilemmas of the '70's which make it imperative that we seek some additional solutions. I would like to highlight some of these larger social issues which in my opinion relate to occupational dilemmas.

1. Changing Meanings of Work in the Human Experience. The message has been coming across loud and clear from a variety of sources - that people are becoming more alienated from their work, that they are not getting the satisfactions expected and that their poor work adjustment manifests itself in absenteeism, lack of productivity, and even sabotage. There has been a plethora

of articles in newspapers and magazines in the past two years with essentially a similar message - the meaninglessness and dehumanization of work, especially on the assembly line. The workers are saying that they are concerned about more than just the economic security of the job - they also want what Levenstein (1965) calls "psychic income" - personal satisfaction in what they are doing and in the work environment. The problem was poignantly presented in the CBS TV Documentary on the blue-collar workers on the Detroit assembly line last July.

Another aspect of the problem is the message from some of the students who are not accepting our traditional work values. They are saying, "Don't force us into your traditional jobs; help us find work that will help us change and improve society. We want activities and jobs that will make society a better place." They are concerned about the roles various occupations play in fulfilling social and economic needs. While most of the people I know have to work and want to work, for some work does not hold the central place in life that it once had. Increasingly we are seeing the phenomenon of the adult career shift among established workers who are tired of the rat race and want to change their life style. Some are saying that while the role of worker is important, they are also concerned about their roles in family, politics, and community. Indeed we are seeing a variety of work patterns influenced by different work values, changing leisure patterns, and reexamined individual needs and goals.

2. Changes in the Structure and Composition of the Labor Force. While it is not necessary or possible for me to deal with all of these, I would like to cite some of the major ones which are part of the occupational dilemmas. The first - one we have heard quoted many times - is that 80 percent of the jobs of this decade do not require a college education - this at a time when the great American dream of college for everyone still seems to dominate the American imagination. Among other significant changes are the increasing gains for

Blacks in the labor force which - though far from adequate - are encouraging. Another is the fact that more and more women are entering the labor force and are asking for equal opportunity in education and employment. We have also become acutely aware of the problems associated with employment in the past two years - an anomaly in which we do not have enough skilled workers in some fields, such as health services and accounting, but overtrained and consequently underemployed workers in others, such as teaching and engineering. We are also aware of the fact that with technology some jobs are disappearing through automation and that others are being created and that new kinds of jobs are emerging with the efforts to solve some of the major social problems associated with housing, health, ecology, and civil rights.

3. Problems Associated with Institutional Dropouts. We know that in spite of the many programs of the late sixties to provide skills, jobs and training for those unprepared to enter the job market (the NYC, the Occupational Information and Skill Centers, MDTA, and the like), the high school dropout problem is still very much with us. Marland (1972) reminds us that there are still around 30 percent high school dropouts each year, students whose needs are not being met by the heavily academic or general curriculum.

But another kind of dropout has come to the fore in the career education movement. And that is the college dropout. Again we are told that of the 40 percent who typically go on to college, the ones counselors are accused of spending their time with, only half of those will obtain a four-year degree, the others left to flounder without alternative goals or guidance. The net result is that 80 percent of our school population does not get adequate vocational guidance and placement assistance (Marland, 1972).

A third kind of dropout has entered the work scene and that is the corporate or institutional dropout - the adult worker, already mentioned, who

is tired of the rat race in which he finds himself and the roles his work requires. This kind of dropout is epitomized by the Law School Dean who resigned and moved his whole family to the Minnesota North Woods and the brokerage firm executive who resigned not only from his job but from all his board memberships to engage in a year of self-renewal and find another career. Increasingly we are seeing this kind of exit-retraining-re-entry pattern among workers who are not willing to spend their lives with the same job or company so they can obtain the '50-year watch.

4. Problems Associated with the "Walling Off" Dilemma. With the prolonging of education until 16 and the employers' insistence on at least a high school diploma for most jobs, we have seen many youth isolated from the work world. Our traditional programs have forced students to choose early between academic and vocational education, with the result that the vocational students have been the ones given a direct exploratory experience - which unfortunately has been looked on as something you do if you can't handle the academic curriculum (Taylor, 1972). Except through summer and part-time jobs, other students have had little opportunity to know the work world - how it is organized and what the options are - or to really test themselves in it. The traditional curriculum has served to wall off the school from the community.

This walling-off of the employment-bound from the college-bound has resulted in an unfortunate dichotomy in which work is something for the employment-bound, and college-bound students defer as long as possible thinking in vocational terms. The walling off has perpetuated a curriculum in which academic subjects and vocational subjects have been in their own boxes and a tracking system which negates the very purposes for which the comprehensive high school was created. It has caused a fragmented curriculum which has not capitalized on the possible ways of integrating academic and vocational subjects to make

school more relevant to the present goals, future plans, and preferred life styles of students. I believe Robert Frost's words are appropriate here when he said, "Something there is that doesn't love a wall - that wants it down."

I think a lot of human beings in the schools are tired of the artificial walls that have been created to separate them from one another - college-bound from employment-bound, academic teachers from vocational teachers, teachers and students from people in business and industry - and I think career education speaks most forcefully to this dilemma of getting the walls that serve only to obstruct human potentials down.

5. The Information Deficit Dilemma. One of the things we have learned through career development research is that students and often adults make career decisions with an information deficit. Katz (1963) has put it clearly when he says, regarding career decision-making, that students "do not know what [information] they need, they do have what they want, and they cannot use what they have." There is considerable evidence, for example, that students have a paucity of information about occupational and educational options; that they often have misinformation; that they make career choices from a very limited range of occupations often based on myths and stereotypes. We have been quite aware of this kind of information deficit which often leads to premature occupational foreclosure.

However, there are three other kinds of information which have been lacking: 1) information about self, 2) information about psycho-social aspects of work, and 3) information about the process of career decision-making. Most students have not had an opportunity through the schools to obtain accurate information about themselves, their aptitudes, interests, and values - what they value, what they can do; what their priority values are and how they want to act on those values through the choices and decisions they make. Often the information they

have obtained is of the objective, logical kind about work requirements, pay, and job duties instead of what Samler has called the "psycho-social aspects" of work - the life style it affords and the psychological meaning it has in the life of an individual. Moreover, many young people do not have access to working role models through whom they can get this kind of information. Third, they need to be exposed to the process of career decision-making in today's world, to discover that it is no longer a one-shot, one-choice-for-life decision but a series of developmental decisions and roles starting in the elementary years and continuing into retirement.

6. The Special Needs of Bypassed Populations: The special needs of minorities, poor whites, and other disadvantaged populations have been given some attention through the poverty and economic opportunity programs of the late '60's. Nonetheless, many of these are "band-aid" kinds of operations which deal with remediation rather than prevention. The Civil Rights movement has greatly dramatized the needs of minority persons whose career and other needs have been shortchanged. As Feldman (1967) points out so well, the schools are responsible for preparing all individuals for full participation in the economic life, and yet for many deprived individuals, we have not equipped them with the skills, the competencies, the sense of agency, or the positive self-concepts which allow them to obtain a better job, which is a key to a better life and to rising on the socio-economic ladder.

There is a special dilemma now in that at a time when many minority persons have gained access to a college education, the college diploma no longer appears to be the key to success. And there is some concern among Blacks that career education will attempt to train all their youngsters for vocational and technical careers. Disadvantaged students have suffered most from the school's unwillingness to accept responsibility for career preparation, from the heavily

verbal academic curriculum which often has not met their needs, from the unfortunate perception of vocational education as a dumping ground for the problem student rather than a positive, viable option which can open up opportunities. The reluctance of the schools to relate curriculum to the world of work - with its roots in the old general education-vocational education controversy - has done a special disservice to those who have been at the bottom of the opportunity structure. Career education - as one means of bringing education and work closer together in an integrated curriculum - offers some promise.

Another group whose special needs are just beginning to achieve special attention is the 51 percent called women. It has been extremely disconcerting to me that most of the literature on career education which has come out in the past two years has given only token attention, if at all, to the important question of the education and employment of women. Except for Roman Pucinski's chapter, few writers have shown any indication that there is need for concern about the career development of women as well as of men. It seems to me that the facts about women in the labor force, along with the moderate voices of the Women's Movement (of which mine is one), make explicit the need for women to be able to choose freely from a variety of roles in life and not to be forced into one mold or career pattern for all. The creation of programs of career education geared to the changing role of women will also dramatize the need for programs for the changing roles of men in work and family. The startling facts about women in employment - the increasing numbers, the limited opportunity in stereotyped occupations, the discrimination in salary and promotion - are matched by a concern about the lessened opportunities for self-fulfillment which a tight labor market presages.

Two signs that the USOE is beginning to show concern are 1) its sponsorship of a work seminar this month on Women in the Labor Force with Implications

for Career Education and 2) the fact that the official USOE film on career education has been withdrawn due to the inadequate representation of women and minorities. While most of the career development research and theory has been on men, there is some evidence that attention is now being turned to career development of and career education for women.

The problems of lack of planning, lack of work orientation, and lack of identity have been especially complicated for girls whose planning typically has been for college as a stop-gap job until marriage; whose identity has been through a husband's occupation; and whose main role has been prescribed by society as that of wife and mother.

New Delivery Systems

All of these dilemmas reflect the need for some major educational changes - in general and vocational curriculum and in vocational guidance. Students have told us in a variety of ways that we are not meeting their needs in the life planning domain. Studies of early childhood have indicated that students develop their attitudes about occupations very early in life; high school students have repeatedly faulted the schools - and especially counselors - for lack of effective help in career planning; and college students are fearful and uncertain about alternatives as they face the prospect of a job market which appears to hold little for them in some traditional fields in which they find themselves overtrained and un- or undemployed.

There is no doubt that individuals in a complex society such as ours need more help in finding out who they are, where they're going, what they can become - men, women, Black, white, Chicano, Indians, all. Counselors as one of the major delivery systems have been inadequate for a variety of reasons, not all of their own creation. The curriculum, as another part of the delivery system, has also been inadequate. And now, a different kind of delivery system

is being advocated -- a system of career education which provides for a variety of experiences through the curriculum, in school and in community, involving teachers, counselors, parents, and business representatives. It is my belief that career education in the broad sense can be a truly liberating force for social change and a humanizing alternative for individual development. It holds potential for unifying the curriculum, better meeting individual and societal needs and for dealing with some of these social, psychological, and economic issues which face us. I would like to spend the remaining minutes delineating some of the major characteristics of a career education curriculum in this broad context.

Career Education: Liberating Alternative for a Humanized Curriculum

Thus far I have suggested that educational change and reform is one means by which democratic nations try to implement goals to which they are committed, that three historical strands in American education have converged into a thrust which today is called career education, and that some of the major social dilemmas of our nation affect and will be affected by what happens in the schools as a result of broad programs of career education.

I am very much concerned about the narrow perceptions that many educators and parents have of career education. Some see it as just another name for vocational education, and, as such, something which they are not buying into. Some see it as a put-down of general and academic education and as an attempt to vocationalize the schools. Some see it as vocational and technical training for everyone, as early tracking, and as an abandonment of the college-for-everybody American dream - a prospect of special concern to minorities who are just gaining greater access to higher education. Others see it as a promulgation of a traditional work ethic for all at a time when work values are diverse

and changing and, even more, as a glorification of work without adequate attention to the importance of leisure, aesthetics, family, and community. While many of these interpretations are inaccurate, the expanded concept helps counteract these fears and concerns.

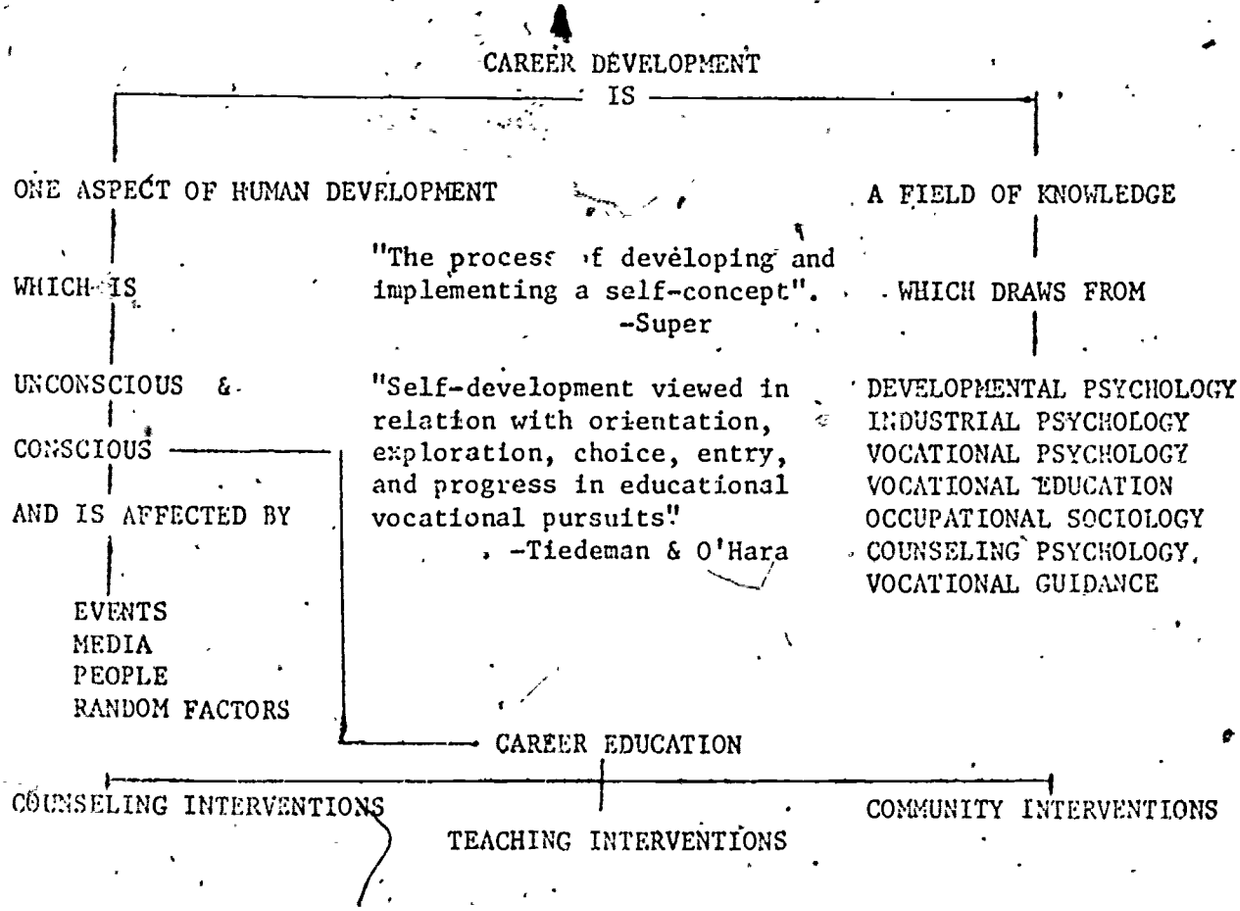
But in a more positive vein, I believe that in the broad context career education has potential to be both liberating and humanizing - liberating in the sense of opening up more opportunities, options, and freedom of choice for all segments of our society to more fully develop their potentials; humanizing in that it will put the focus back where it belongs - on the self-development of the individual and his human needs and values. I would like to briefly describe the dimensions of such a curriculum as my colleagues and I at the University of Minnesota have attempted to define it. For the last several years Wes Tennyson, Mary Klaurens and I (1972), along with a group of very capable graduate students, have been conceptualizing a K-12 career development curriculum to facilitate self-development.

The Career Development Curriculum (CDC)

In our conceptualization we have been strongly influenced by Super, by Tiedeman and O'Hara, and other career development researchers. Super's definition of vocational development as "a continuous process of developing and implementing a self-concept, with satisfaction to self and benefit to society", (1953) still holds a great deal of meaning today. Life stages - of growth, exploration, establishment, maintenance, and decline - play an important part in his theory, and it is these life stages and the developmental tasks associated with them that form the rationale for our approach. Super's view of career as embracing the major roles one occupies in a lifetime - family member, community member, student, and worker (1971) - suggests that school is part of one's career and, more important, that the job of student should be a joyful, humanizing, growth-producing experience.

Katz (1973) contributes to the broad concept when he says that the basic choices of work and non-work are choices among values and value systems - that each individual makes self appraisals, evaluates past performance and predicts future performance, and his decisions and plans express his self concept.

In our work on the Career Development Curriculum (CDC), which is an attempt to translate some of the broad career development concepts into a systematic set of learning experiences, we view career development as a process, a part of human development which occurs whether we do anything about it or not. We see career education as the teaching and counseling interventions which facilitate that development. We have identified ten major dimensions that provide a broad framework for practice - and which we believe get at a number of the social dilemmas just described - and have attempted to state these in behavioral terms.



Dimensions of Career Education

The Student Will:

Orientation and Exploration

1. Identify his interests, abilities, values, needs and other self characteristics as they relate to occupational roles.
2. Explore occupational areas and describe opportunities, potential satisfactions, required roles of workers and other related dimensions.
3. Describe the psychological meaning of work and its value in the human experience.
4. Describe modern work structure and its organizational milieu.
5. Tell how the individual's role in work is tied to the well-being of the community.
6. Demonstrate planfulness in striving to achieve occupational goals and objectives.
7. Demonstrate through his work relevant behavior that he is acquiring a concept of self as a productive person in a work-centered society.

Training and Advancement

8. Describe that relationship which exists between basic skills, marketable skills, and interpersonal skills and the jobs he can reasonably aspire to in adult life.
9. Demonstrate possession of a reasonable degree of basic skills, knowledges and behavioral characteristics associated with work of some type or an occupational area.
10. Demonstrate through his work relevant behavior an ability to learn, adjust to, and advance in his chosen occupation.

These dimensions clearly support our view that career development and personal or self development are part of the same package, a position which emerged out of an awareness that students are not fulfilling their potentialities partly because we have failed to help them work out the relationships between themselves and their society. This awareness has been reinforced by their cries for a more humane environment, for a more relevant curriculum. And relevance is found. . . "when that which is being learned enables one to understand the meaning of his life and when experiences are provided which help tie together community and individual interests" (Tennyson, 1971).

The CDC reflects our belief that work and leisure offer a natural vehicle for self-exploration and self examination - not strictly an egocentric search for self but a socio-centric search for self in society. We have developed a set of objectives and learning experiences which provide students with opportunities for value clarification with respect to work and for reality-testing of their emerging values and self concepts.

Drawing from the work of Piaget, Havighurst, and others, we have refined a set of sequential developmental tasks framed in behavioral terms and have translated these into performance and enabling objectives. Let me briefly share with you these tasks, as we see them.

VOCATIONAL DEVELOPMENT TASKS OF THE PRIMARY YEARS

1. Awareness of self
2. Acquiring a sense of agency
3. Identification with workers
4. Acquiring knowledge about workers
5. Acquiring interpersonal skills
6. Ability to present oneself objectively
7. Acquiring respect for other people and the work they do

VOCATIONAL DEVELOPMENT TASKS OF THE INTERMEDIATE YEARS

1. Developing a positive self concept
2. Acquiring the discipline of work
3. Identification with the concept of work as a valued institution
4. Increasing knowledge about workers
5. Increasing interpersonal skills
6. Increasing ability to present oneself objectively
7. Valuing human dignity

VOCATIONAL DEVELOPMENT TASKS OF THE JUNIOR HIGH YEARS

1. Clarification of a self concept
2. Assumption of responsibility for vocational planning
3. Formulation of tentative career goals
4. Acquiring knowledge of occupations and work settings
5. Acquiring knowledge of educational and vocational resources
6. Awareness of the decision-making process
7. Acquiring a sense of independence

VOCATIONAL DEVELOPMENT TASKS OF THE SENIOR HIGH YEARS

1. Reality testing of a self concept
2. Awareness of preferred life style
3. Reformulation of tentative career goals
4. Increasing knowledge of and experience in occupations and work settings
5. Acquiring knowledge of educational and vocational paths
6. Clarification of the decision-making process as related to self
7. Commitment with tentativeness within a changing world

In addition, we have created learning packages which facilitate these tasks at each level - packages which represent the broad context of career education in such titles as "Life Styles and Work," "Self-Concept Exploration," "Women and the World of Work," "Occupational Satisfactions and Rewards," "Value Identification," and "The Social Contribution of Work." It is intended that these experiences, designed to promote vocational maturity, might be incorporated at different levels and in diverse subjects so that by the time a student completes high school, he will have had a systematic set of career exploration experiences - tied to developmental tasks but not rigidly prescribed - experiences which will help him to clarify his goals, to obtain the skills, knowledge and attitudes to achieve them, to learn who he is, what he values, and how he defines himself in relation to others and to society. Our comprehensive career education program has eight basic criteria:

1. It is designed to meet the needs of all students, K-12.
2. It is sequential, building on vocational development tasks at each level.
3. It is implemented throughout the curriculum.
4. It includes behavioral objectives and learning experiences for all of the dimensions.
5. It exposes students to the full spectrum of the world of work.
6. It provides for directed occupational experiences in the real world of work, along with simulated and informational experiences to permit focus on career clusters.
7. It identifies leadership and provides for coordination of teacher efforts.
8. It provides in-service education to orient teachers to career development and the business and industrial world.

This kind of approach suggests a quite different view of career development or vocational guidance than merely helping students obtain occupational information or choose a job or college. Career education becomes not only a vehicle for unifying curriculum around student needs but with potential for humanizing the school through providing the student with greater opportunity to experience who he is as a person and to change the school in ways that facilitate his development into a vocationally mature human being aware of and prepared to do something about the major social issues facing our nation (Hansen, 1972).

The career education curriculum becomes a vehicle for preventive education, acknowledging that a primary task of the school is development of positive self concepts, helping students obtain control over their own lives, and maximizing their vocational possibilities. It offers a curriculum which helps each individual examine the meaning he wants work to have in his life and the life style he envisions - the needs he has for leisure, self-esteem, community involvement, for family relationships, for security, for adventure, for status, for power, for self-fulfillment - in other words, a school system which asks not "Where do Johnny and Janie best fit?" but rather: "How do work and leisure fit into the kind of life Johnny and Janie want and the kinds of persons they perceive themselves to be?" Not "How can they be shaped to work, but how can work be shaped to individuals?" Not just fitting into jobs which exist but helping create jobs which fulfill their personal needs and also contribute to the world's unfinished work: the improvement of society, the resolution of contemporary social issues, and raising the quality of life for all. This, to me, is the liberating and humanizing potential of career education.

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