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ABSTRACT

With the upsurge of interest in career education and its implementation at all educational levels, the need for leadership in setting goals, establishing policies, and implementing programs is apparent. This paper devotes itself to a discussion of the position which leadership must take for a full expression of the possibilities in the career education concept. The need for skillful leadership is explored in the following areas of career education: (1) community relations, (2) educational administration, (3) teacher education, (4) curriculum development, (5) educational media, (6) guidance, (7) personnel training, (8) work experiences, (9) advisory committees, and (10) adult education. Career education will provide an opportunity to bring relationships of life, education, and employment into a harmonious balance. The job of leaders in the field therefore, is to foster in Americans an awareness of this interrelationship.
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**CAREER EDUCATION:
LEADERSHIP ROLES**

ERIC

**CLEARINGHOUSE ON VOCATIONAL
AND TECHNICAL EDUCATION**

VT 020 383

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CAREER EDUCATION: LEADERSHIP ROLES

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1973

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INTRODUCTION

In the distant future, when some literary archeologist unearths the small mountain of paper that has been dedicated to career education during 1971-72, he will get a strange perception of public education in America. Perusing those dusty volumes of rhetorical statements, exhortations, and resolutions, it will appear to him as if we have barely discovered the written and printed word, much less a technology for the development of our human resources.

This is my prediction for the future based on the perceptions acquired as I leafed through one polemic after another (some of which were committed by my own hand) that decried the sad state of American education and belabored the obvious solution to the problem. Every exhortation listed endless numbers of phrases describing career education in terms of what it is and what it is not, and contained one or more vague calls for leadership in career education.

Current Status of Career Education

As a result of reviewing the literature of career education, I conclude that:

- 1) career education is now in the "advocacy" state or phase of its development;
- 2) the real science and technology of career education are in the future;
- 3) career education is now being sold (marketed), but not in the usual sense of a product being offered to a consumer;
- 4) American educators are not being presented with a fait accompli, a set plan, for achieving career education; and
- 5) what is being offered is a complex challenge to attitudes and conventions.

What the five points converge on seems to be a question of leadership for career education. All the necessary basic technology exists to achieve at least the beginnings of career education. We have all the parts and pieces. What we need now is the leadership to assemble the working product.

Origin of Career Education

Career education has evolved in America as a result of the American system. The American style or system is one of gradual change; one of following ideas, leaders, and new ways, but not one of constant revolutions and counter-revolutions. Is the concept of career education a sudden change in the American style? No!

The concept of career education has been with us in spirit for many years and has had its "leaders." John and Evelyn Dewey wrote as early as 1915:

The academic education turns out future citizens with no sympathy for work done with the hands, and with absolutely no training for understanding the most serious of present day social and political difficulties. The trade training will turn future workers who may have greater immediate skill than they would have had without their training, but who have no enlargement of mind, no insight into the scientific and social significance of the work they do, no education which assists them in finding their way on or in making their own adjustments. A division of the public school system into one part which pursues traditional methods, with incidental improvements, and another which deals with those who are to go into manual labor means a plan of social predestination totally foreign to the spirit of a democracy.

The democracy which proclaims equality of opportunity as its ideal requires an education in which learning and social application, ideas and practice, work and recognition of the meaning of what is done, are united from the beginning and for all (Dewey and Dewey, 1915:315).

To provide an equal opportunity for advancement, the American system of public education has always responded and changed according to the "leadership" of a democratic people. For many years the way to this opportunity has been through the expanding college education system, thought to be the best way by the majority of Americans today. But is it the best way?

If the American educational system is to provide the best way for individuals to obtain equal opportunity for advancement, there will definitely have to be changes made in American society in general and in its leadership. The worth and social status of an individual will have to be based on factors and conditions other than the prestige of academic attainment. Unfortunately, we are far from the point where most Yale graduates would be proud of a son who pumps gasoline because he loves the work. We are far from the point where the concept of career education is fully understood by informed and action oriented groups of leaders, much less by a demanding public. So far career education does not have enough informed leaders taking a stand, expressing a viewpoint, and championing it.

The nation's leaders have made many statements attempting to provide leadership for improving American education via career education. President Nixon stated in his 1972 message to Congress:

Career Education is another area of major new emphasis, an emphasis which grows out of my belief that our schools should be doing more to build self-reliance and self-sufficiency, to prepare students for a productive and fulfilling life

We need a new approach, and I believe the best new approach is to strengthen Career Education (U.S. Congress, 1972:158-159).

The Assistant Secretary of the Department of Health, Education and Welfare, Sidney P. Marland, Jr., stated in 1971 that:

Career education cannot be defined solely in Washington. Revolution doesn't happen because government suggests it. We can ask many of the questions, we can help with funds, but if career

education is to be the revolutionary instrument that the times demand it will be defined in hard and urgent debate across the land by teachers, laymen, students, and administrators in months to come. Let that debate start now (U.S. Office of Education, 1971:10).

And Robert M. Worthington, Associate U.S. Commissioner of Education, made a powerful statistical case for career education:

Although there are more than 20,000 possible careers in America, diverse enough to encompass everyone's interests and abilities, each year more than 2.5 million of our young people leave our high schools and colleges with no planned career and few, if any, marketable skills. It costs us \$28 billion a year to "educate" them for failure (Worthington, 1972).

The problem with these statements are that they were made to or aimed at educators, the wrong audiences. Instead, the taxpaying parents of the nation should have heard those statistics and pronouncements.

While there is very strong pressure for career education on all sides, there is a definite lack of public, legislative, student, and education profession leadership to create the necessary dynamics between the public, the legislators, the students, and the education professionals; dynamics which are essential to any change or reform in the American education system. The literature of career education contains little feedback from popular literature and the media. The discussion and interest in the most vital public concern is still at the professional level.

As it applies to the redirection of the public education system, the limitation of discussion to professional and academic journals should be disturbing to advocates of career education. "U.S. Commissioner of Education, S. P. Marland, Jr., has described this revolutionary concept as a new order of education concerned with the usefulness and self-realization of every individual" (U.S. Office of Education, 1971:iii). This statement also has much broader implications.

It seems appropriate to note that the opposition to career education is conspicuous by its absence. Never in recent memory has such a sweeping issue of reform received such unanimous professional support. This should make one suspicious immediately. Is career education to be considered solely in the domain of vocational/technical education? Are the precepts and concepts of career education to be translated into the terms of current operations? Is there operating here the quiet but devastating philosophy of "this too shall pass?"

Clearly, to achieve the goals of the career education concept, and the reform necessary for an improved American education system meeting the needs of all individuals, there will have to be more open controversy between the education professionals, parents, students, legislators, and the public in general. In other words, if career education is not to "pass," there must be strong leadership from each of these groups to tell, discuss, develop, and implement career education.

Criticisms of Career Education

Several views have been expressed concerning what career education will do which will be a detriment to the advancement of the American educational system. The four points briefly described below are thought to be the most prevalent.

Vested Interests. Critics of the American education system have increasingly said that the system has come to serve only the system and the needs of educators, often at the expense of the community, the taxpayer, and the student. And career education may be a self-serving practice. To be sure, some professional practices are there for their own sake, and for the protection of practicing educators and the exclusion of outsiders. Yet, working through and within the system, the American educator has come from a history of needless poverty, degradation, and ignorance to become an organized professional who continuously helps upgrade his fellow members through self-imposed incentives for work and study experiences throughout their careers.

Back to the Pauper Schools? A proud part of the American education tradition is the demise or disestablishment of the so-called "pauper schools." However, according to

some authorities, career education would signal a return to the pauper schools to which the children of disadvantaged persons would be relegated so that they could be acculturated just enough to work at menial labor.

It is true that today the pauper school system could be revived under career education or any other form of education. Educational leadership, both professionals and laymen, must be alert to this type of regression. If it is the intention of any advocates of career education to establish a new kind of "track" system or other educational "class" structure, that position is indefensible.

Personnel Adjustment. A more timely criticism of career education pertains to the adjustment that would be required in the outlook, education and other training of instructional personnel.

Hoyt, et al.; writes in Career Education. What It Is and How To Do It:

Career education, like any other educational concept, will succeed or fail largely because of the efforts, know-how, and dedication of classroom teachers....

The effectiveness of career education depends upon the skills of the teacher who is using it, the background knowledge that the teacher possesses, and the enthusiasm of the teacher for the approach... (1972:70-71).

Are teachers ready for career education, and, if they are not, what are the consequences of attempting to impose the system on them? Most likely, no such imposition would be made, and teachers, from whose ranks come many administrators and curriculum coordinators, would be allowed to carry on as always rather than have a single school or educational system disrupted. In-service programs to re-train teaching personnel would do much to alleviate this problem.

Teachers have prepared for many years, through both experience and training, to do a particular kind of job. However, under career education, the introduction of new talents and new types of people with different backgrounds and training will be required. Many of these people will

not be bonafide "teachers" with teaching credentials. Therefore, to accommodate this talent, special dispensations will have to be made with regard to the cherished correlation between tenure, academic attainment and income level. Teachers who are unable to make the adjustment to career education will have to be squeezed out to make room for more flexible educators and some of the career educationists with their different curricula may fail.

Nothing New. The strongest argument against implementation of career education reform comes from those who say that every concept of career education has been tried, applied, and put into its proper place in a proper system, i.e., the present public education system.

Many of the concepts of career education were embraced in the early part of the 20th Century when a shift in emphasis from the demands of the subject matter to the needs of the student occurred. Since Dewey's time, we ostensibly have been teaching people the art of living rather than subject matter for its own sake. Therefore, our math problems are fairly practical, relating to matters in daily life. English and grammar center around usage of the American language, often in the practical business forms. History and social studies emphasize the responsibilities of citizenship. Science is primarily mind-expanding but also work and health oriented. And most school systems feature shop and vocational education courses, especially since the Smith Hughes Vocational Act of 1917.

In addition, every school, college and university, has a counseling and career guidance system. Students are tested and retested for occupational choice, aptitude, and intelligence and most institutions have placement programs.

Theoretically then, career education is already alive in the United States and there is no need for this current emphasis to implement career education.

Conclusions

No matter what history we assign to career education, what criticisms are leveled at it, or what stages we claim it is in, the question to be asked is, "What are America's educational opportunities like?" Does America have available

to every citizen, to be used at that citizen's discretion, a system of opportunities for obtaining an education comprised of varied learning experiences and activities? Is this system the direct responsibility of the entire community, operated by competent craftsmen and competent teachers, guided by the decision of non-educators as well as educators, and evolving and changing through constructive challenges to long-established tradition?

If the answers to these questions are affirmative, then we have the concept of career education operating daily. But if we cannot honestly reply "yes" to these questions, if the smallest doubt exists about our response, then we must do something to create the educational system which would allow us to reply "yes" to those questions describing it.

Now, with today's educational system, we have some doubts about affirmatively answering all the questions. But, in order to be able to reply "yes" to those questions and truly have a career education system operating we must seek out, prepare, and inform a group of leaders to champion the concept of career education and get it to work in America.

LEADERSHIP ROLES: EDUCATION FOR THE 70'S AND BEYOND

This nation is going through an economic crisis dissimilar to previous economic crises. While there is unprecedented prosperity, there also lurks in the background the spectre of gloom about living off an inflationary spiral, increasing reliance on resources from overseas, massive competition from other industrial nations, the impact of multi-national corporations and much more.

We will, however, solve these and other problems simply because it is necessary that we do so. The concern is whether or not professional educators will play a leadership role in this effort. "Education" in the generic sense will always take place, of this we have no doubt. But the question to ask is whether or not another system will superimpose itself on today's education system in order to help solve American and world problems.

This question is what is implied in the statements by the President, Assistant Secretary Marland and others. They are asking whether some new system should evolve.

The implication taken from this question is that education, per se, and the present public education system are two different things. The former is possible without the latter!

This implication creates a completely new dimension and truly challenges conventional thinking. From the implication that education and school are not synonymous, we can begin to see the direction in which leadership must go to provide a productive society where the world is the classroom, and where the goal of education and the goal of the nation are the same: the successful achievement of the realistic aspirations of all individuals.

The following paragraphs briefly describe the need for firm leadership at the national and general community levels, national and community leadership which challenges established conventions and produces the means to help all individuals achieve their aspirations.

Community Leadership

Taking the new and broader view of education, community leadership takes on professional status.

When community leadership is able to operate on a broad basis, it can begin to think more imaginatively about how and where education fits in. Perhaps even using the word "education" is limiting; it may be better to ask: "What kinds of learning opportunities do we want to provide for our people?"

By asking this kind of question, I believe that community leadership will be able to come up with some startling conclusions that may lead to equally startling action.

After a "settling down" process, whereby community initiative would be reinforced by professional study, proven techniques and methodologies would be applied to implementing a program to meet the expressed needs of the community. However, community leadership would have to remain vigilant against reinstitution of outmoded concepts.

This is more of a problem than one at first would imagine. The concepts of the present system are so deeply engrained among conventional educators that it is extremely difficult for them to break out of the mold. Even among laymen, the operational concept of education consists of a learned person imparting knowledge to a group of disciples. Then a whole mystique is built around this simple relationship involving the creation of attitudes, the maintenance of discipline, "learning to think clearly," group dynamics and much else. It is the task of the community leadership to help both the professionals and the general community break out of this pattern, and to recognize that the true learning experience of an individual goes far beyond this particular controlled academic situation.

Administrative Leadership

It is doubtful if any organizational innovations we can devise in the foreseeable future will do away with the necessity for administrative leadership. However, following a conventional administrative pattern does not preclude innovation and flexibility in the operation of a structure.

In the career education setting, community leadership could well make a decision based on the reassessment of community needs, that different kinds of administrators are needed under the new system! It could be that the most important attributes required of a top administrator would be successful business or vocational background, and that conventional academic background and credentials would not be required. Perhaps it would be decided that there is room at this level for exceptionally dynamic individuals who would succeed to the administrative positions on a competitive basis. Another possibility is that the community would require political experience and certain intangibles on the part of administrators to cope with personnel and community relations problems. This would be much like the situation in private industry where the corporation president is often the top salesman of the organization and operations are handled by an executive vice president.

At any rate, the possibility that there can be change and innovation at the administrative levels of a career education system would certainly put incumbent leadership on notice to change and adjust as required. Bringing in someone

from a different kind of management background to replace an academician would also be an incentive for an incumbent to broaden his or her perspective. Even universities, although they are generally stuffy about credentials, have been known to do this on occasion. The most notable example was the appointment of Gen. Dwight D. Eisenhower to the Presidency of Columbia.

Teacher/Instructor Leadership

It is treacherous to speak about "teachers" and "instructors" in connection with career education because these terms invariably reflect the conventional relations between pedagogues and pupils. Under career education, there would be a variety of personal relationships, just as there are now, but the primary emphasis would be on the business at hand: leading the student toward the achievement of known aspirations.

It must be realized that the career education setting would not solve all the social and spiritual problems of the student. Even with long training of instructors, the conventional educational system has not been very successful in shaping the individual: the school is only one place where the shaping and molding are performed. The student is shaped by many forces and events outside the formal learning situation. The schools can neither be blamed nor take full credit for the attitudes and characters of attendees. In implementing career education, it would not be mandatory that the instructor be a combination social worker, psychologist and general expert beyond the normal capability.

The most important element in career education is the students' interest in the study. If the instruction and the environment can convey to the student that he is living, rather than going to school, then many of the problems educators have tried to attack directly would be solved by the individual.

There is much need for the exercise of instructional leadership in career education. While new teaching methods will have to be developed with time, the primary need now is for leadership in adapting concepts we already know to help students successfully move toward life goals. The approaches should be pragmatic ones and many questions must be asked.

What works and what doesn't? At what age should children begin trying out different jobs and be exposed to different life styles and environments? Should a course be graded or ungraded? Can students of different ages mix in a particular career education class or setting? In vocational/technical education under career education, can we look toward the establishment of an accelerated apprenticeship system whereby the trainee works alongside the craftsman, rather than being spoken to in the classic tradition?

Curriculum Development Leadership

The place where new modes must be established for career education is in the area of curriculum. Imaginative leadership is sorely needed here at both state and local levels.

The established traditions of curricula should be challenged on the same basis that the community looks for the conflicts between education and "school busy-ness." Are elements of the curriculum there because they are necessary and relevant, or are they there because they are part of a grand tradition? Are the offerings relevant to the expressed education needs of the community? Are the offerings broad enough to serve the needs and interests of almost every student to the greatest possible extent?

In addition to imagination, curriculum development personnel need a few intangibles, such as the capacity to take the broad view of their task and do something about it. Career education is essentially life education and life is the only possible source of pleasure, interest, satisfaction and challenge. Everyone takes interest in something, is challenged by something. So why not in the educational experience? Yet the conventional curriculum is primarily "school busy-ness" rather than "life business."

The old saw about the imposition of dull subjects building discipline is about as outdated as the ruler across the wrist. There are new and highly sophisticated techniques for communicating ideas and motivation that are being used to bombard people from every side. Why aren't these techniques being applied in the classrooms? And, if they cannot be applied in the classroom situation, then why not take education out of the classroom? This is only one non-specific challenge facing curriculum developers in career

education. I believe curriculum development is a most exciting area, and one in which creative administration, unencumbered by "school busy-ness" regulations, could apply a great deal of creative thinking. For example, if the traditional patterns of administrative succession could be broken, then why not expand the scope and expertise of curriculum development personnel? How about applying the skills of advertising, sales promotion, incentives systems management and, yes, commercial entertainment, to education?

Without teaching, the National Football League has undoubtedly educated a large segment of so-called "uneducable" youth to know hundreds of rules and an equal number of player names, along with weight, height and physical attributes. Of course, football is hard to match as an attention-getter. Yet, I wonder how many children learned more about reading from trading player cards than they did in the classroom this past season?

Media Leadership

We are talking here as much about curriculum as media. The conventional thinking in education provides for variations on the use of one medium, the teacher. Even educational television, with all its possibilities, insists on putting an electronic person in a box in front of a classroom.

The question of media usage for education is less one of the availability of the equipment than it is of talent and leadership in its use. For example, the students themselves are a highly effective medium. Is this medium being used to full advantage? It certainly requires no extra expense.

On a different level, there is also a need for more talent and imagination. The mystique of education, with its direct approach to the mind, places countless strictures on the use of media. There are niceties and proprieties to observe, to be sure, but there are also extreme efforts to make "educational material" conform to unreasonable formulas. We all know what these are. One can spot a textbook almost as quickly as one can deduce that a certain film was sponsored by a specific political group.

Leadership is needed to break the "educational formula" of writing, presentation, thought and action in the conveyance of information. If educational materials had to compete on the open market for the attention of people, for selling them on the idea that this material is relevant to their lives, the producers of the material would go broke. Materials are selected more on the basis of highly contrived standards than on the need to communicate.

New kinds of committees, composed of a broader cross-section of people, are needed to review and approve materials, as well as to help determine needs. Here I mean experienced professionals with a different outlook on communication, art and style.

American schools dominate publishing and, in terms of dollar volume, publishing dwarfs network television. As a medium of communication, schools could and should be more important than both. Are there valid reasons why the best communications talent available could not be applied to education, is not interested in education or could not be developed for education?

Guidance Leadership

This may well be the touchiest area in career education. The function of guidance and counseling is not limited to specific personnel but touches on the activities of everyone in the spectrum of education in the community. The challenge to the counseling profession is as much in training others to counsel as it is to provide the direct service.

In career education, counseling takes many forms, and is conducted in many places and under many different circumstances. Basically, the purpose of counseling is to assist people in reaching conclusions and making decisions on their own. However, in the counseling profession, traces of the ministerial tradition of American public education still exist. There is an inordinate faith in testing and in clinical psychology, both of which seem to apply more to the understanding of groups than individuals.

One of the pitfalls of counseling under career education is that counselors who have learned to deal in terms of absolutes will tend to direct rather than guide. This would

defeat a prime purpose of career education which is to expand the world of opportunity for people of all backgrounds.

As convenient as it may be to act on counseling "decisions," and as difficult as it is to avoid making such judgments, counseling leadership will have to set a new course for the field under career education. Find ways to let the student have choices and make decisions. Guide the student to be mature in the acceptance of failure as mistakes, as trials. By no means should counselors be allowed to "work on students" to lower their aspirations. Raise them, yes. After all, aspirations are indications of interests and the imaginative counselor should be able to translate them into a practical course of action. A student who aspires to be a film star or a comedian probably has reasons for doing so other than the pleasure of working before a camera. Find out the reasons behind the student's aspirations and then help the student channel the aspirations into achievements.

Every experimental model career education program has some form of a "career awareness" component. This is a prime function of counseling in the broad sense. Unfortunately, educators are educators, professionals in their own fields, and few can be expected to have the range of practical job experience to adequately perform this function, especially at the secondary and post-secondary levels.

Counseling leadership should recognize this shortcoming and, rather than immediately put themselves out of work, take on the really major role of executives in the counseling/career awareness process. Again, this points up the differences between teaching and educating. Community resources and organizations that can best do the job must be mobilized and the activities with counselees coordinated. One high school in California, for example, has persons from the community come to the school to counsel individuals on employment, and the school teachers and counselors watch and learn on closed circuit TV. At the same school, a dropout who wanted to drive a bulldozer was sent for counseling to a local contractor who, as it turned out, advised the academic teacher that the student should be allowed to learn English from the manual for operating a bulldozer.

If career education is to go forward, much remains to be done in the way of counselor-parent relations. This should even be expanded to counselor-parent-employer relations,

for all three are essential to success. The most difficult job is to turn parents around, especially middle-income parents, to a new concept of work and education.

New and different approaches will have to be tried with parents who believe that Johnny must learn to read so he won't get his hands dirty. The counselors must maintain contact with parents, make it clear that the career decisions are being made by the students themselves, and that learning about work in the course of education will not hinder the student from continuing academic study for years to come. Of course, there will always be the parents who insist that the educational institution can force behavior and change attitudes, and make the student study subjects that appeal to the parent. In these cases, the parent counselor will just have to be firm and point out that instructors are not parents and training institutions are not jails. Under career education, they will not be.

Work Experience Leadership

Work experience will not be successful unless the economy and the community generate a sufficient number of jobs with various skills levels. Part-time employment at a dull or debilitating job is harmful no matter whether the job is related to training study or not. The "make-work" jobs, if these are indeed necessary, must be organized carefully to at least simulate a productive work situation. In the final analysis, the provision for work experience will have to be a community responsibility. This is where it is so important to have the right kind of educational and community administrative leadership with strength, courage and practical know-how. There is no place for a lack of cooperation between educational institutions and organized labor, employment agencies and employers.

Personnel Training Leadership

In advancing the concept, career education should apply to the service personnel who will eventually be a product as well as a part of the system. I visualize career educators eventually following a course much like vocational/technical educators today. They will work at various jobs, learn to specialize, and then become instructors. There are some

excellent instructors in vocational education who have never earned education degrees as well as many who could use some standard education training.

I believe that until career education takes better hold in the schools of education, new training systems and programs will have to be instituted on an in-service basis. Here, too, we can take a lesson from the career education concepts and broaden in-service training to include much more than the lecturer standing in front of a group studying a manual.

Career educators will have to go out into the community, have a taste of the work atmosphere, and try some of the jobs. Only in this way will the world outside the ivy-covered walls be opened to academicians.

There should be nothing to prevent, as a part of this broad training, the interchange of personnel from education to industry in much the same way industry and government are beginning to relate to each other. This freer exchange would increase the leadership competence of both segments of community life, as well as increase the understanding between the employer and education communities.

Advisory Committees for Leadership Development

Historically, advisories have been extremely helpful, especially in vocational/technical education. However, in the advisory situation, there is still a line drawn between "laymen" and "educators." Without destroying the useful advisory concept, I would prefer to see advisory leadership gradually move toward total integration between the business and education communities. Under career education, more direct help and participation rather than advice would be needed. Therefore, I feel we will have to be prepared for radical change in the function and composition of advisory boards and committees in the future.

Adult Education for Leadership Development

The term "adult education" still invokes visions of the tough mountain man learning to write his name alongside giggling children, or immigrants sitting behind Old Glory, learning about George Wahsington for their citizenship.

However, adult education in career education is much more. What we are talking about in career education is giving every American the opportunity to develop, change careers, and learn new avocations throughout a lifetime.

This being the case, relationships between education and the business community will have to be closer than ever. The training personnel will have to be sharp. Adult education in career education will bring competent and experienced people back into the education environment many times.

The major challenge of adult education will be the changing America that we cannot foresee today. New jobs, new technologies, new life styles, and new modes of travel and communication will make change more rapid than ever.

Semi-skilled labor in the future may become as outmoded as unskilled labor is today. The machines and computers of industry may become more sophisticated than the jobs many of us are now teaching. Already, the college degree is no longer a guarantee of a job, and the lack of a degree for one who has dropped out of an academic course is an assurance of unemployment or underemployment.

SUMMARY

Clearly, the time is now to take a fresh look at employment, life, education, and their true relationships. Employment, in the ultimate sense, represents the basic reasons we are able to exist. Even though employment far removes us from the earth and the hunting grounds, it still represents an ultimate reality in our daily living. Many of us tend to lose track of this fact. Employment for many of us represents something else, something separate from living. And, for many of us, there is even a separation between living and education.

Career education, I feel, will give us the opportunity to bring these relationships back into a harmonious balance, a balance where education, employment, and life are clearly part of the same whole. If we can do that, the result can

be a more productive society, a happier people and a still greater America.

This is the real challenge of career education. This is the challenge for leadership.

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¹Bibliographical entries followed by an ED number are generally available in hard copy or microfiche through the Educational Resources Information Center (ERIC). This availability is indicated by the abbreviations MF for microfiche and HC for hard copy. Order from ERIC Document Reproduction Service (EDRS), P.O. Drawer 0, Bethesda, Maryland 20014. Payment must accompany orders totaling less than \$10.00. Documents available from the Government Printing Office may be obtained from the Superintendent of Documents, Government Printing Office, Washington, DC 20402.

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DESCRIPTORS - *Career Education; *Leadership Responsibility; *Leadership; Administrative Personnel; *Role Perception; Educational Administration; *Administrator Role.

ABSTRACT - With the upsurge of interest in career education and its implementation at all educational levels, the need for leadership in setting goals, establishing policies, and implementing programs is apparent. This paper devotes itself to a discussion of the position which leadership must take for a full expression of the possibilities in the career education concept. The need for skillful leadership is explored in the following areas of career education: (1) community relations, (2) educational administration, (3) teacher education, (4) curriculum development, (5) educational media, (6) guidance, (7) personnel training, (8) work experiences, (9) advisory committees, and (10) adult education. Career education will provide an opportunity to bring relationships of life, education, and employment into a harmonious balance. The job of leaders in the field, therefore, is to foster in Americans an awareness of this interrelationship. (SN)