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ABSTRACT

The resource guide offers a comprehensive description of the career education program in Maryland, from pre-school to adult, which could be adapted to programs in other States. It describes in detail the characteristics, components, and goals of career education. The five components: the family; career development; the classroom teacher; vocational skill development; and the community-at-large, are examined, with explanations of each one's role in the career education process, and suggestions for ways of increasing each one's input into that process. Names and addresses of resource persons in the Maryland school system are included for each component. The second section of the guide deals with the special career needs of girls and women and of handicapped persons. The position and potential of these groups in the work force is discussed, and suggestions for the career education of such groups, along with separate specialized bibliographies, are included in this section. A concluding section deals with the development and evaluation of career education programs and explains specific standards which would be useful to the administrators of such programs. A concluding 15-page bibliography covers: career education bibliographies; books, periodicals, newsletters; and an annotated section on curriculum, program, and other resources. (JR)

Career Education

Resource Notebook

prepared by

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The priority status of a career education program has been confirmed at the national level, by the Maryland State Board of Education, and by twenty-three of the State's twenty-four school systems. Moreover, this program is being implemented with considerable enthusiasm. For example, sixteen local school systems have developed career education plans or action programs, a considerable number of the teaching and supervisory staff throughout the State have been involved in orientation programs or inservice training related to career education, and approximately twenty percent of the students in Maryland are involved in identifiable career education activities or programs.

While considerable progress has been made in implementing career education in Maryland, a great deal remains to be done if our schools carry out their responsibility for meeting the career education needs of our students. There is considerable evidence that students, parents, and the public consider career planning and preparation one of the major objectives of education. Educators should use this public interest and support as one rationale for providing instruction and guidance that is career-related.

This resource notebook provides information about the concept and outcome goals of career education, as well as program and evaluation models, and examples of innovative practices. It should become an important tool for all of us to use as we continue to implement the career education priority in Maryland.

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INTRODUCTION

Maryland has been recognized for its leadership in the identification of career education as an educational priority and in the implementation of career education programs. The implementation of career education in the State has involved several steps or activities:

* December 1968	An interdividional task force on career development was formed. The task force included representatives from the divisions of the State Department of Education as well as local school systems.
* July 1971	The Maryland State Department of Education initiated and monitored two major career education projects - one in Baltimore City and one in Washington County.
* August 1971 to May 1972	The Maryland State Department of Education conducted national conferences on career education for the U.S. Office of Education.
* October 1971	The Maryland State Board of Education adopted a resolution establishing career education as a priority in the State.
* May 1972	The Governor's Conference on Career Education was held.
* June 1972	The Maryland State Department of Education Leadership Conference on Career Education was conducted.
* July 1972	A task force was named to develop the Maryland State Department of Education's Five Year Plan for Career Education.
* August 1972	The Career Education Five Year Plan was presented to the Bureau Council.
* December 1972	The Career Education Five Year Plan was presented to the State Board of Education.

* January 1973	A State task force was named to implement the career education plan.
* January 1973 to May 1973	The Maryland State Department of Education conducted a series of two seminars on career education for personnel from 23 institutions of higher education in the State.

Local school systems in the State have also given high priority to career education. Twenty-three of the 24 school systems have given career education a priority status, and 22 of the 24 school systems have participated in or provided leadership training in this area for their administrative and supervisory staff. Overall, school systems have incorporated the concept of career education into their existing programs through the use of a variety of innovative and effective plans and procedures.

However, while educators have expressed an interest in career education, many have expressed the need to learn more about the concept, to obtain information about resources needed to implement career education plans, and to be able to visit existing career education projects or programs. This resource book has been planned to, at least partially, fill these needs, and to encourage the further implementation of career education in the State. Essentially, the notebook includes information on the concept of career education, describes existing innovative programs and practices, and lists resources which may assist in the implementation of career education.

This career resource notebook contains five major sections. The first section includes an overview of career education, definitions of career education, and student outcome goals of career education, all of which have been paraphrased from the Maryland State Department of Education's Five Year Plan on Career Education. The second section includes a description of the five components of career education, along with examples of existing programs or activities related to them. The third section is devoted to the career needs of special groups. A fourth section contains information about program development and evaluation, and the fifth section contains bibliographic materials.

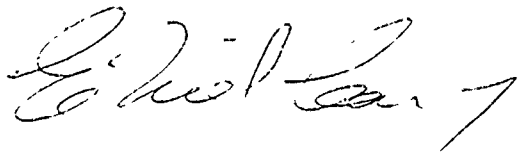
The notebook has been prepared in looseleaf form in order that its content may be modified or new material may be added. In fact, materials are already being developed which will be added to the notebook at a later date. These include materials on the career needs of minorities, information on the establishment and maintenance of career resource centers, and a guide for enabling schools to increase the effectiveness of their placement service.

The members of the Career Education Task Force and many other people who are interested and/or involved in career education have made contributions to the development of this notebook. However, several individuals made outstanding or unusual contributions to specific parts of the document: Nancy Pinson and Saul Genendlis - The Home and Family Components; Kenneth B. Hoyt - The Classroom Teacher Component;

Dr. Otho Jones - The Business-Labor Community Component; Nancy Pinson and Robert Laird - The Vocational Skill Development Component; Velma Jones, Jill Greenberg, and Elaine Solez - The Career Needs of Girls and Women; Stan Scher, Ruth Brown, and George Klinkhamer - The Career Needs of Handicapped Individuals; Kenneth B. Hoyt - Program Evaluation; and J. Daniel Moss - Bibliography.

In selecting and compiling the many references, resources, and examples of innovative career education programs, the collective judgment of our Task Force was used. Even so, we may have overlooked some resources and innovative practices. As the user of this resource notebook, you can enhance its usefulness by adding to this listing those resources you have found helpful. In addition, when considering any program or resource, it is important to evaluate or consider them in the context of your objectives, your setting, or your requirements.

You have our best wishes for your successful involvement in career education.



E. Niel Carey, Chairman
The Career Education Task Force

CAREER EDUCATION: AN OVERVIEW

Personal commitment to a career field as a means of support and self-fulfillment is a fundamental life decision. Moreover, it is a decision that may have to be faced more than once in a lifetime, because most people will change occupations several times in their lives. Because choosing a career field has so many ramifications, it is especially important for every individual to be well equipped to make choices. Career selection should be a gradual process - a series of logical decisions that add up to commitment - rather than one irrevocable decision.

The public schools have not been structured to facilitate the career decision-making process. Nor are other institutions structured to help the young person explore careers and prepare to enter the adult working world. It is urgent that public elementary and secondary schools undertake this task. The difficulties will be considerable, compounded by the rapid development of technology and the increase in occupational specialization. It becomes increasingly important for the student to gain firsthand knowledge of the wide variety of job possibilities. Career education recognizes and utilizes the interdependence of the intellectual, social, economic, and vocational aspects of education.

Career education represents the coordinated efforts of education and the community to help each person discover one or more working roles that offer fulfillment. Career education also gives individuals of all ages access to those career-related experiences which may have been available in the past.

What Career Education Can Accomplish

Through a developmental sequence, career education can benefit people of all ages and at all levels of education.

Career education can help very young children to:

* understand themselves through identification with others whose work and life styles either differ from or are similar to those they know; and

* understand the people in a world of work and their prevailing attitudes toward work.

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Career education can help pre-adolescents to:

* understand relationships between basic educational skills and future career opportunities related to their interests; and

* understand the economic and social structures of our society and how they influence the ways people elect to support themselves.

Career education can help adolescents, young adults, and adults of all ages to:

* understand how their interests, aptitudes, and ambitions can be realized in a broad range of available career opportunities;

* make informed decisions about how they will earn a living and accept responsibility for those decisions;

* acquire marketable skills for earning a living; and

* recognize career alternatives through mobility that can be acquired through retraining, up-grading skills, and further education.

Desired Characteristics of Career Education:

1. It should consist of coordinated, sequential, and/or cumulative activities, K-adult.

2. It should be multi-disciplinary in nature; utilizing as far as possible, the existing educational disciplines - with emphasis upon the goals of students.

3. It should have meaning to the students, the school, and the entire community. The total community should be interested, supportive, and involved.

4. It should ensure that the students develop and maintain an accurate, optimistic image of themselves and significant members of - and future contributors to - the larger society.

5. It should ensure that students develop a positive attitude toward work and respect for all work through understanding the interrelatedness and interdependence of all working roles.

6. It should provide an awareness of, and adaptability for, fluctuating demands in the labor market and the career world.

7. It should offer students educational alterna-

tives through a flexible system that can respond to the interests, aptitudes, abilities, aspirations, and unique characteristics of each individual.

8. It should contribute to the student's knowledge of the fundamental concepts and processes of the American economic system. It should acquaint them with opportunities for individuals to influence, participate in, and succeed in that system.

9. It should ensure that each student is prepared to enter the world of work with marketable skills commensurate with his unique set of aptitudes and potentials.

The Components of Career Education

In Maryland, the operational definition of career education and its implementation involves the following components:

1. The Home and Family

   The home and family unit has considerable potential for aiding the career development of its members.

2. Career Development

   This component provides the counseling, information, exploration, placement, assessment tools and services which are essential to career choices, options, and plans.

3. The Classroom Teacher and the Existing Curriculum

   Teachers at all levels should be provided the opportunity and given the responsibility for strengthening the existing curriculum through the incorporation of career education concepts and activities.

4. Vocational Skill Development

   This process involves the development of career-related or employability skills.

5. Business, Labor, Industrial Community

   Effective communication and working relations between this community and the school are important in career education programs.

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Goals of Career Education

The long-term twin goals of career education are:

(1) to enable students to develop the necessary competencies for living and making a living while (2) acquiring a positive attitude toward work and workers.

Working toward those goals, students would become aware of a large number of occupations and careers. They would have opportunities to investigate and ample some jobs that interested them and, on the basis of these experiences, they could determine the competencies and/or academic background required for one or more occupations.

Approximate goals for each of the developmental stages of career education (awareness, investigation and decision-making, and preparation) are listed below in the order in which they would normally occur, but the order is flexible.

Each goal should be sought when it is most appropriate for the student or students involved. For example, work toward some goals suggested for elementary schools may be continued in middle school. In such cases, continued exploration of the concepts underlying each goal may be necessary because some concepts should not be presented until students have attained the maturity and the experience both to interpret and understand them.

It is neither the wish nor the function of the Career Education Task Force to exceed its mission: that of presenting a plan which formulates the contribution the State Department of Education can make to the implementation of career education. Each local education agency must decide on specific objectives which will accomplish the goals. Of course this Department will assist with the development of these objectives.

Goals of the Awareness Stage

By the end of elementary school years, students should:

* understand the reasons why people choose certain careers, perceive work as a means of achieving many satisfactions, and develop positive feelings about work in relation to themselves - now and in the future;

* demonstrate an understanding of the life styles, values, major duties, and responsi-

bilities involved in a broad range of career areas;

* express their interests in adult models of work and leisure behaviors;

* see basic skills of communication and computation as essential to success in a multitude of future roles;

* begin to think well of themselves in terms of their unique potential as future members of a service-oriented society;

* begin to develop a set of work values that hold personal meaning.

Goals of the Investigation and Decision-Making Stage

By the end of their middle or junior high school experience, students should:

* possess a knowledge of their interests and talents along with demonstrable basic decision-making skills;

* have an in-depth knowledge of several career fields;

* be interested in investigating many additional career fields of which they are now aware;

* explore their personal values, interests, and educational achievements and draw some pertinent conclusions;

* gain acquaintance with the economic system as consumers and as observers of those who produce goods and perform services;

* be prepared to select a tentative high school educational plan suited to their individual needs and desires;

* be able to integrate knowledge of self with knowledge of the world of work in order to make tentative career decisions.

Goals of the Preparation Stage

In addition to the continuing outcomes of previous stages, students should be able to:

* seek and utilize the specific skill training

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opportunities they feel are appropriate to their goals;

* become gainfully employed at an entry level appropriate to their career objectives upon leaving high school or

* enter a community college, technical institute, preparatory school, senior college, apprentice program, or some other post-high school vocational or educational setting;

* recognize the changing nature of career commitment throughout one's lifetime by knowing how to re-evaluate initial career choices, stating alternative choices, and seeking the experience and training necessary for their implementation.

EXAMPLES OF COMPREHENSIVE CAREER EDUCATION PROGRAMS AND PROJECTS

If students are to make meaningful career decisions, they will need information about the world of work, an understanding of themselves, and assistance from parents, teachers, administrators, and counselors. Essential to this process are those persons in the community who represent the working world and who can provide the alternative learning environments necessary to help the student's self-assessment.

When parents, school, and community work together, as described in projects listed below, students receive the assistance they need to make realistic, satisfying career choices.

These Maryland projects were organized around a career education, K-12 or K-adult, theme:

The Maryland Career Development Project (K-Adult) was the first model career education project sponsored by the State Department of Education. The project, operated from July 1, 1970 to August 31, 1973, consisted of seven components. Three of the components were located in Baltimore City, the primary site of the project. Four of the components were designed to have a Statewide impact.

The three Baltimore City components consisted of elementary, junior high (work-oriented), and senior high elements. The Statewide components in-

cluded a Statewide conference on career development, a series of leadership training workshops, a career development notebook, and a television series ("Calling Careers").

The project which was funded from local, State, and federal Vocational-Technical Education (Part D) monies, helped clarify the concept of career education and its operation in Baltimore City and in the State as a whole.

For information about the project write E. Niel Carey, Maryland State Department of Education, Division of Instruction, International Tower Building, P.O. Box 8717, Baltimore, Maryland 21240.

The Anne Arundel County Career Development Project was one of the first career education projects in the State to be initiated by a local school system with local funds. However, federal funds (Vocational-Technical Education-Part D) were recently obtained to provide for further expansion of the project.

For information write Robert Jervis, Project Director, Anne Arundel County Career Education Project, Area 1 Office, First and A Streets, Glen Burnie, Maryland 21061.

The Washington County Career Education Project is the Maryland State Department of Education's second model career education project. Original funds came from federal Vocational-Technical Education (Part C) funds which were supplemented by local, State, and Appalachian funds. During the 1973-74 school year, the components of this project - plus innovative components from Allegany and Garrett counties - became a major career education demonstration program in the three Appalachian counties.

Information about the Washington County Project or the demonstration project may be obtained from James W. Wilson, Coordinator, Western Maryland Career Education Program, Washington County Board of Education, Commonwealth Avenue, Hagerstown, Maryland 21740.

Several comprehensive career education projects have been initiated through the utilization of the Maryland State Department of Education's allotment of Exemplary Vocational-Technical Education (Part D) funds. The counties in which these projects are located and the individuals who can furnish additional information are:

* Baltimore County - Dr. Benjamin Ebersole, Director of Curriculum & Instructional Ser-

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vices, Baltimore County Board of Education, Central Office, 6901 North Charles Street, Towson, Maryland 21204.

* Dorchester County - Lloyd R. Davis, Coordinator of Career Education, Dorchester County Board of Education, 403 High Street, Cambridge, Maryland 21613.

* Montgomery County - Dr. Paul Manchak, Director of Career and Vocational Programs, Montgomery County Board of Education, 850 Hungerford Drive, Rockville, Maryland 20850.

* St. Mary's County - James H. Ogden, Assistant Superintendent of Schools and Director of Instruction, St. Mary's County Board of Education, P.O. Box 343, Leonardtown, Maryland 20650.

* Somerset County - Robert Fitzgerald, Administrator for Vocational Education, Somerset County Board of Education, Prince William Street, Princess Anne, Maryland 21853.

Several school systems have reorganized staff and resources in order to plan and implement career education activities and programs. The school systems that took this step and individuals to contact for information follow:

* Calvert County - J. Martin Reid, Supervisor of Vocational Career and Adult Education, Calvert County Board of Education, Dares Beach Road, Prince Frederick, Maryland 20678.

* Carroll County - Dr. Edward Berkowitz, Assistant Superintendent for Instruction, Carroll County Board of Education, County Office Building, Westminster, Maryland 21157.

* Frederick County - H. Edward Reiley, Chairman, Career Education Task Force, Frederick County Board of Education, 115 East Church Street, Frederick, Maryland 21701.

* Prince George's County - Dr. Edwin Crawford, Director of Career Education, Prince George's County Board of Education, Upper Marlboro, Maryland 20870.

THE FIRST COMPONENT: HOME AND FAMILY

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The growth and development of the healthy child which eventually results in emotional independence and economic autonomy is contingent upon the inter-working of three entities. These are the family, the school, and the community. The family unit must initiate the growth and development process as soon as the child becomes aware of the world around him.

That "family" could be any combination of adults and children living in or near the home. It could also be a caretaking unit where certain familiar adults become part of a child's earliest environment. Whatever the setting, the child's first estimate of himself is based largely on the values others place upon him. Often a child's high estimate of self results in extraordinary energy and creativity which, while accepted as positive traits in the adult, are frequently deemed obnoxious in the child.

The young child's response to various jobs and homemaking tasks is directly related to the attitudes of the adults around him. He not only hears reports of work performed, but also observes adult reaction. His own positive or negative conclusions, then, are due to the consistency with which he hears positive or negative reactions.

The home is the setting where the child first hears opinions expressed about people who work and about work itself. Therefore it is essential that adults in the family group understand the impact of their attitudes on the child's estimate of himself as a potentially useful contributor to society.

Everyone concerned with the day-to-day education of children, whether in the home, school, neighborhood, or religious institution, must be aware of his or her capacity to influence the nature and direction of a child's occupational choices. In recognition of this influence, families should be brought into the educational process long before their first-born enter the first grade.

How Can the School Involve the Parents?

The starting point for effective utilization of parents will be to recognize their expertise. Parents can help to identify people outside of school who relate in an occupational way to their children. Parents, older siblings, peers, relatives, neighbors, friends, baby-sitters, medical

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and dental personnel, postmen, saleswomen, crossing guards, pharmacists, bank tellers - all sorts of individuals have regular and routine contact with the child and influence his concepts about work.

The multiple roles of each adult can provide the child with authentic examples of rewarded versatility. For example, the mother or father is seen not only as the cook and bottle washer, but as a friend, chauffeur, ambulance driver, judge, and breadwinner. By observing the parent in these varying roles, the child learns that work assumes the characteristics and values of the individual who performs it, and that interpersonal and psychomotor skills are appropriate to, and rewarded by, a multitude of career roles.

During the elementary school years, this productive relationship is not difficult to maintain. However, the tendency of school and family to draw apart as the child enters adolescence can and must be avoided. The school should continue to maintain the high involvement level of the parents by gradually providing more sophisticated opportunities for them to contribute to the educational and emotional development of the child.

There are many ways to accomplish this, if the educator can refrain from considering the parent as a stereotyped and randomly used, "extra pair of hands." Consulting with a father prior to a class field trip to his place of work is a reinforcer for him, personally. Parents might come into the schools during day or evening hours to provide insight and instruction in the basic elements and skills of the careers they have chosen. Retired family members can share the crafts and work histories of another generation. The joy of being bilingual can be pointed up through the example of a friend or relative who could virtually translate his skill across continents and cultures.

CONTRIBUTIONS OF THE HOME AND FAMILY TO CAREER EDUCATION

Certain contributions to the child's development are uniquely and significantly associated with the family's continuing influence upon the total educational process, pre-kindergarten to adult. These are stated here in terms of both the conceptual and the real strengths which are best illustrated and conveyed by the family.

Pre-School Through Primary Grades

1. Home as refuge, culture, workshop, school, conservatory, and re-creator.

2. Parents, other relatives, and older siblings as first models and predictors of adult work life and behavior.

3. Family as the first dependent/interdependent consuming, creating, and interrelating miniature society.

4. Family as a unit which instructs, values, criticizes, forgives, loves, and makes demands upon its members.

Intermediate and Middle School Grades

5. Family members illustrate and articulate social, educational, and vocational goals in both the home and the school settings.

6. Home continues as the setting where the child gains some sense of autonomy, responsibility, and the need to contribute to society.

7. Home continues as the laboratory where personal, educational, and career goals are confronted, evaluated, then accepted or rejected.

8. Family members share work attitudes, domains, characteristics, and rewards with their own and other children.

Secondary School Grades

9. Family members, by their own responses to career goals, play important roles in shaping attitudes of the child toward those career goals.

10. Families re-engage educational experiences in company or in concert with adolescents - either through joint endeavor or through teaching/learning roles.

11. Family members provide for, or support and value a variety of work experiences and training opportunities in their own or other occupational settings.

12. Family members provide the data, relevant resource materials, and outlook which reflect the

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educational/occupational aspirations of, and for, their youth by serving as advisors to the educational community.

Post-Secondary-Adult

13. Family members as individual careerists or as spokesmen for ethnic, social, or cultural concerns, contribute to the design of preservice education for future teachers and counselors in local four-year colleges.

14. The home continues as the best and most accurate microcosm of society as a whole by serving education as catalyst, model, or reflector of the coming generation's ability and capacity to perpetuate (or originate their own) family culture.

15. The retired, the handicapped, the new or "between" careerists, and the unemployed members of the family unit can provide specific and important insights and resources to both the educators and the students in a post-secondary educational or training setting.

16. Adults of all ages - as well as post-high school youth - will be encouraged to re-enter the educational setting at those junctures which they perceive to have occupational, social, or avocational significance.

EXAMPLES OF HOME AND FAMILY APPROACHES

Prop boxes filled with the uniforms, equipment, and tools of working parents are seen in many of Maryland's elementary schools. Used in both open schools and self-contained classrooms, these boxes have proved to be most effective in highlighting the dignity of the parents' work.

Write to Ms. Judith Bender, Specialist, Department of Health and Mental Hygiene, 301 West Preston Street, Baltimore, Maryland 21201.

Golden Agers, retired and with time on their hands, have visited Baltimore City elementary and junior high schools to bring the generations together. Boys and girls rediscover the gentler pace of life and the pride of craftsmanship

associated with yesterday's careers. They also recognize the timeless value of certain work habits which have implications for careers of tomorrow.

For information write to Ms. Audrey Allen, Division of Guidance and Placement, Baltimore City Public Schools, 2418 St. Paul Street, Baltimore, Maryland 21218.

Utilization of parent's work expertise keeps them involved beyond the usual elementary school enthusiasm. City school principals, college professors, outreach centers, and non-profit child care agencies have collaborated effectively in the Washington and Baltimore metropolitan areas to involve both male and female parents in the total education of their own and other children.

Correspond with Dr. Aliza Brandwine, Towson State College, Towson, Maryland 21204; Dr. Trudy Hamby, University of Maryland - Baltimore County, Catonsville, Maryland 21228; Mrs. Marlene Mohamed, Principal, P.S. 81, 181 North Bend, Baltimore, Maryland 21229; Mrs. Gretta Henry, Principal, John Carroll Elementary School, Landover, Maryland 20785; and Mrs. Dorothy Rich, The Home and School Institute, 3301 Newark Street NW, Washington, D.C.

Internship experiences for college-bound students in at least two affluent suburban communities have been expanded through the active involvement of parents. These parents made their own professional, managerial, social, and public service work settings available as resources when the schools sought the broadest possible sampling for their students. The students are able to base their stated preferences upon actual experiences which in some cases strengthen and in others divert their original interests and aspirations.

For details write to Frank Carricato, Principal, Winston Churchill High School, 11300 Gainsborough Road, Rockville, Maryland 20854; and J.R. Neary, Principal, Towson High School, Cedar Avenue, Towson, Maryland 21204.

Adult continuing education options provided by at least two of the State's community colleges not only encourage individuals to consider re-entry into education and career planning, but provide them with opportunities to work with local schools as tutors, career advocates, and witnesses to effective career planning.

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For further information about these programs write to Dr. Lee Richmond, Associate Dean, Dundalk Community College, Department of Social Sciences, 6903 Mornington Road, Baltimore, Maryland 21222; and to Dean Kenneth Guy, Harford Community College, Bel Air, Maryland 21014.

THE SECOND COMPONENT: CAREER DEVELOPMENT

Maryland's Five-Year Plan for Career Education defines career development as that lifelong aspect of human development that encompasses the individual's discovery of his interests and potential, his preparation for and choice of career alternatives, and the benefits accruing from the work-related activities that add up to a career. This definition emphasizes concern for the overall human development process, but at the same time it underscores the importance of a career as a lifetime force or factor through which human beings develop, grow, obtain satisfactions, and fulfill basic needs.

There is general agreement that the process of career development takes place in identifiable, yet often overlapping, phases that we call the awareness stage, the exploratory or investigation stage, and the choice-making and preparation stage.

The Awareness Stage

The awareness stage is the time when individuals begin to develop knowledge of themselves, a concept of a career, and an understanding of the values associated with work. Awareness of self becomes the foundation on which the self-concept is built.

Career awareness is developed through experiences at home and within the family, through learning experiences provided within the school curriculum, and through experiences in the community. Awareness developed through interaction in the community may well be most meaningful because of its high degree of reality. An awareness of values marks the beginning of a lifelong process of discovering, questioning, discussing, testing, accepting, and rejecting those ideas which become important to oneself and to others.

In most cases, the existing curriculum provides the framework within which awareness may develop. For example, there are provisions for learning about one's personal characteristics, for learning about various careers in the community, and for becoming acquainted with different values and how they affect one's life style.

At the awareness stage, then, individuals begin to accumulate information, knowledge, and experiences which provide insight into themselves, into

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their environment, and into future possibilities for themselves.

The Exploratory or Investigation Stage

The exploratory stage is also concerned with pride of self, careers, and values. The security gained from successful completion of the awareness stage seems to provide the necessary confidence to engage in the activities associated with the exploratory stage. This stage, of necessity, involves a whole gamut of activities through which individuals learn more about themselves and their unique characteristics. They explore the whole range of job, education, and training options; discuss and test the value systems of others against their own developing value systems. In order to provide the range of activities necessary for the successful completion of this stage, the school often must rely on the resources of the home as well as organizations and institutions in the community.

As students gain valuable insights about themselves and about the options available to them, the need for decision-making skills becomes apparent. These skills can be taught and practiced in a very natural way during the awareness and exploratory stages.

The Preparation Stage

The preparation stage is the period of time when the student utilizes the skills and knowledge acquired, puts this understanding through his value system, and proceeds to make a decision or series of decisions which will lead to further training, higher education, or employment.

The preparation stage is often a transition phase between learning to live and living itself. While providing the setting and the structure for career development is primarily the responsibility of the schools, the involvement of the total community is essential. The opportunities are almost limitless for school personnel to work with employers, unions, and community organizations to help students explore career options.

Teachers, counselors, and psychologists need to work together to develop methods for helping students identify areas of interest and aptitude. Teams of teachers, librarians, and counselors need to develop systems for disseminating career information more effectively. School social workers

or pupil personnel workers can help by conducting studies on job satisfaction among young workers or investigating the reasons for youth unemployment in a community. School nurses or health educators, working with teachers and counselors, can help students develop an awareness of the importance of health factors in obtaining and maintaining employment. Teams of counselors and students may want to conduct group counseling sessions on a wide range of available educational opportunities.

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EXAMPLES OF INNOVATIVE PRACTICES IN CAREER DEVELOPMENT

A K-12 Plan for Career Development was designed by the Baltimore County school system under the leadership of guidance personnel. This plan includes basic principles of career development, program objectives, suggested activities for achieving these objectives, and procedures for evaluating the extent to which the objectives have been met.

For information write Office of Guidance Services, Baltimore County Board of Education, 6901 North Charles Street, Towson, Maryland 21204.

Project GO (Growing Opportunities) is a systematic program of career exploration primarily for junior high school students. It is one of many career development activities initiated by the Baltimore City Division of Guidance and Placement. Other activities have included an organized placement system for all students, coordination of work-study and work-experience programs, an information system which includes printed and microfilm materials, and job developers in areas such as health.

For information write Mrs. Carolyn Boston, Coordinator, Division of Guidance and Placement, Baltimore City Public Schools, 2418 St. Paul Street, Baltimore, Maryland 21218.

Work-experience and career-exploration programs that can meet the needs of the academically talented were developed at two high schools in Montgomery and Baltimore counties.

For information write Frank Carricato, Principal, Winston Churchill High School, 11300 Gainsborough

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Road, Rockville, Maryland 20854; and Worth Clegg, Coordinator, Towson High School, Cedar Avenue, Towson, Maryland 21204.

A one-day career exploration program involved all students at Corkran Junior High School. Seventh graders had the opportunity to attend fifteen 20-minute presentations, each devoted to one of the USEO career clusters. Eighth graders participated in in-depth presentations of three career clusters of their own choosing. Ninth grade students spent the entire day in an on-the-job setting related to a career area of their choice. Planning for the day-long program involved educational staff from the project, the school, the central office, and community organizations such as the Jaycees.

For information write Robert Jervis, Project Director, Anne Arundel County Career Education Project, Area 1 Office, First and A Streets, Glen Burnie, Maryland 21061.

A needs assessment survey, developed by Educators' Assistance Institute (9841 Airport Blvd., Los Angeles, Ca. 90045), was used by Washington County to plan a program to meet career development needs of students in two high schools. Program elements included provisions for career counseling, job development and placement services, and the installation of a career learning center.

Information is available from Washington County Career Education Project, Washington County Board of Education, Commonwealth Avenue, Hagerstown, Maryland 21740.

The Explorer Interest Survey has been used by several schools and school systems around the State to identify career-related interests of students. Based on the results of the survey, career exploration groups have been formed with local business and industry taking boys and girls into their facilities and giving them hands-on experiences in their type of work.

For information about the survey, its uses, and career exploration posts in your area, write to the Explorer Division of your local Scout Council. Baltimore Area Council, 701 Wyman Park Drive, Baltimore, Maryland 21211; Del-Mar-Va Council, 8th and Washington Streets, Wilmington, Delaware 19801; Potomac Council, P.O. Box 212, Route 220, Cumberland, Maryland 21502; National Capital Area Council, 9190 Wisconsin Avenue, Bethesda, Maryland; Mason-Dixon Council, Box 2133, 1200 Crestwood Drive, Hagerstown, Maryland 21740.

A computerized information and instruction support system is being developed at Charles County Community College in cooperation with the Calvert, Charles, and St. Mary's school systems and the Maryland State Department of Education. The system will provide students with accurate, up-to-date career and educational information. It will also be used in student scheduling, record keeping, and attendance functions.

More specific information may be obtained from Talmadge Sexton, Charles County Community College, La Plata, Maryland 20646.

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THE THIRD COMPONENT: THE CLASSROOM TEACHER

The teacher's capacity for relating the acquisition of abstract knowledge to the student's everyday concerns, career interests, and expectations deeply influences the quality and scope of any educational program. Because no instruction and no instructor can function without administrative support and district-level policy and commitment, the necessity for the joint involvement of those individuals and agencies (particularly through inservice and preservice education) is apparent. Furthermore, the provision for, and the identification of, actual work experiences for educators gives them the most authentic base possible on which to develop curriculum-related exploratory and laboratory experiences for their students.

Reasons for the Focus on Work

If the relationship between the reasons for teaching and the reasons for learning can be strengthened through career education, then the focus on work in its broadest possible sense has several eminently practical advantages.

First, it provides a basis of societal need for career education that can be emphasized quite independent of the internal needs of education. There are two reasons why this is desirable. One is that education, as an instrument of society, must find its basic purposes and goals somewhere within the framework of broad societal needs. The other reason has to do with the obvious psychological advantage of seeking educational change because of societal needs rather than because of deficiencies perceived in the present educational structure.

There is another good reason for our focus on work. In our post-industrial society, with emphasis shifting from production of goods to production of services, relationships between education and work become closer each year. More and more work requires skills at a considerably higher level than those of unskilled manual laborers. The technological advances made possible through automation and cybernation will further diminish the need for unskilled manual labor.

The current rise in worker alienation in the United States has roots associated with both the over-educated and the under-educated worker, indicative of the current discrepancy between ed-

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ucation and work. Clearly, it is in the interests of all members of society, that we try to reduce this discrepancy between educational preparation and the jobs available.

At a more immediately practical level, it is important to remember that almost all youth anticipate paid employment shortly after leaving the educational scene. Youth often raise questions with their teachers regarding ways in which the subject matter they are studying will help them in their future paid occupations. The teacher who is prepared to answer such questions can be a powerful motivating force in the lives of students.

Finally, since the definition of work encompasses unpaid as well as paid situations, it is intimately related to the basic human need for accomplishment. As such, it can be translated, in a motivational sense, in ways that become meaningful to students who reject the model of economic man as well as to students who find that model appealing.

Given this rationale for relating all education to work, it is clear that the implementation of career education must involve both considerable effort and a high degree of commitment on the part of the classroom teacher. No major change has ever come to American education without such effort and commitment on the part of the teachers. The classroom teacher is a key person in career education simply because teachers are the only comprehensive source we have for effecting educational change.

CONTRIBUTIONS OF CLASSROOM TEACHERS TO CAREER EDUCATION

There are at least three major contributions that we ask the classroom teachers to make toward the career education effort:

1. Emphasize the career implications of subject matter.
2. Help students become familiar with the multiple nature of work values that exist in today's society.
3. Reinforce good work habits as part of the routine behavior of students.

Each of these contributions is emphasized in different ways and in differing degrees at various

levels of education.

What are the major questions we expect students to be able to answer as a result of teacher efforts in these three areas? There are six questions, and while we do not expect teachers to provide the only basis for answering them, we do see important contributions that they can make.

1. What is the meaning, importance, and significance of work in society?

This is a question to concern all classroom teachers, but it has special significance for elementary education teachers in the K-3 level. It is vital that children, at a very early age, understand and appreciate not only the personal but the economic and sociological significance of work in society. For very young elementary school pupils to comprehend the concept of work they must be given concrete examples.

"How does the (name of occupation) help us?" is the basic question. Using field trips and classroom visitors, the teacher emphasizes the ways workers in various occupations produce benefits for their fellow human beings. We want young elementary pupils to understand that society needs all kinds of workers. In addition to the personal and social benefits derived from work, we want these pupils to understand the meaning of "effort" and "productivity" as key words in the definition of work.

It would be much more defensible to help young elementary school pupils view work as effort aimed at producing benefits for everyone than it would be to try to teach them about the specific nature of today's occupational structure, a structure that will change greatly before these pupils become part of the work force.

The importance of this question at the K-3 level should in no way detract from its pertinence at other levels of education. At higher levels, students can be led to understand work in terms of paid employment versus volunteerism and other forms of work which do not necessarily yield economic rewards. The initial concept of the pupil as a worker can be introduced at a very early level of education and reinforced in a variety of ways at higher levels.

2. Why do people choose to work?

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The variety of work values held by others should be explored by pupils while still in elementary school. If teachers on the K-3 level place major emphasis on the meaning of work, it seems appropriate that teachers at the 4-6 grade levels should make a point of exposing pupils to the diverse nature of work values existing in our society.

"Why do people choose to work in (name of occupation)?" is the question posed here. In examining work values, the teacher is not trying to picture one kind of work as inherently superior to all others. Rather, he or she is simply trying to help pupils understand that there are many reasons why work can become meaningful, interesting, and challenging. The personal rewards, both extrinsic and intrinsic, to be derived from various occupations receive prime emphasis here. Hopefully, pupils will begin to develop and understand their personal work values.

As students mature, their work values will (and should) change to some degree. Thus the topic of work values is an appropriate one to raise with students at any level.

The question of work values is separate from the question of work habits. Effective work habits ensure that a task will be done efficiently and well. To the extent that productivity is considered a basic concept in the definition of work, good work habits can and should be systematically reinforced in all students beginning in the early grades and continuing through all of education.

Work habits that all pupils should be taught include coming to work on time, trying to do one's best, completing assignments on time, cooperating with fellow workers, and recognizing the concepts of "boss" and "supervisor." The acquisition of such work habits, as part of the individual's life style, holds equal implications for a second grade pupil, a post office clerk, or a corporation executive.

3. What kind of work exists in the United States?

This question is concerned with the nature, complexity, and interrelatedness of various kinds of work in our society, unpaid work as well as paid employment. Rather than help students answer this question in a comprehensive fashion, we ask teachers to provide the students with a broad perspective. The question becomes increasingly pertinent as the student begins to contemplate entry into the work force. The student must have a general level of understanding before the time comes for

him to make career-related decisions about future education.

4. How do school subjects help people in their work?

This question is appropriate for teachers at all levels of education to consider. At the elementary level, teachers should emphasize the wide applicability of the basic educational skills in the occupational world. For the "3 R's" applications can be found in almost any work setting to which students are exposed. For "subject matter" teachers at the junior, senior, and post-high school levels, more specific answers must be sought, always with emphasis upon the importance of the subject matter to various careers.

This question, more than any other, will help the classroom teacher use career education as a device for educational motivation. If students can understand why various workers need to know certain things - and understand how various workers use that subject information - then they will develop real reasons to learn.

The success of classroom teachers in using this approach to educational motivation will obviously depend on the scope of occupations for which they can find relevant tie-in with their subject matter. Given sufficient breadth, this may serve as an effective source of motivation for almost all students.

5. How does one acquire various kinds of skills?

It is essential for all students to consider this question while in the secondary school. It has particular pertinence for students considering future educational opportunities. The question also is appropriate, to some extent, for junior high school pupils for whom comprehensive senior high school programs are available.

All senior high school teachers - those in college preparatory programs as well as those in vocational education programs - should make sure that all of their students are aware of the many avenues for acquiring specific work skills. These include on-the-job training and apprenticeship programs, community colleges and technical institutes, and adult education as well as college or university education. Again we find a powerful source of educational motivation when a student, who is considering higher education, can see the impor-

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tance and relevance of his current subjects as basic prerequisites for the higher level occupational skills to which he aspires.

6. What kinds of life styles do various kinds of workers enjoy?

This question will help pupils think about themselves as future members of our occupational society. "What kind of life would I have if I were a (name of occupation)?" is a question that can be emphasized in some ways and to some degree at every level of education. It combines work values, the relevance of subject matter, and the nature of our occupational society in ways that will help the student make career decisions. To help students raise and answer this question is an important step in helping them to develop their own concepts about various careers. Students are usually interested and willing to discuss this question in terms of the meaning it has for them.

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There you have the six basic questions associated with the three major kinds of contributions we ask classroom teachers to make to career education. Teachers at all levels of education are finding a great variety of ways to respond; a number of examples follow this article.

Before studying the examples, teachers should be aware of the great potential that career education holds for making the work of the teacher more meaningful and more satisfying to the teacher. Career education can provide classroom teachers with the freedom, the autonomy, and the flexibility to become as creative, as innovative, and productive as they are truly capable of being.

If the teacher finds his or her work more satisfying, it is likely that the work of the students will also be more satisfying and meaningful. If both of these things happen, students will learn more in school, make greater contributions to society, and enjoy richer lives. This is the promise that career education holds for classroom teachers at every level of education. We are not contending that career education will make the work of the teacher easier; we do say that it can make the teacher's work more deeply satisfying.

EXAMPLES OF TEACHER AND CURRICULUM APPROACHES

Contemporary programs for contemporary youth is the goal of the Northeast Conference, a national constellation of foreign language educators. Established in 1954, this body strives to make the study of foreign language - both classic and modern - more relevant to the lives and careers of today's young people.

For information on 1974's theme, "Toward Student-Centered Foreign Language Programs," contact Ms. Blanca Wright, Walter Johnson High School, Bethesda, Maryland 20014.

The Maryland Plan was conceived twenty years ago and has been tested and used by the Industrial Education Department of the University of Maryland since 1967. It has had wide State and national impact upon educational methodology. The Plan emphasizes self-understanding, societal awareness, and fundamental skills necessary to the individual's readiness for participation in life and work not only in industrial arts but in the disciplines of mathematics, science, anthropology, civics, and ecology. The contributions of this educational approach to the goals of career education are significant.

For information contact Dr. Donald Maley, Acting Dean, University of Maryland, College of Education, College Park, Maryland 20742.

A model for student outcomes and behaviors was designed by the St. Mary's County Task Force on Career Education. This model, which addresses students at various education and maturation levels, was submitted to teachers for their reactions. Teachers were asked to respond to the feasibility, authenticity, and measurability of the goals. Responses will be categorized and implemented within existing curricula as instructional and counseling responsibilities.

For further information contact Nick Vukmer, Career Education Resource Teacher, St. Mary's County Board of Education, Leonardtown, Maryland 20650.

The interpersonal benefits of a second language, and its transportability (across cultures and settings) in pursuit of a career, are emphasized by individual foreign language teachers. Winston Churchill Senior High School in Montgomery County and Braddock Junior High School in Allegany County are two outstanding examples of curricular strength in Spanish and French.

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For details on these and other programs contact Ms. Ann Beusch, Maryland State Department of Education, Division of Instruction, International Tower Building, P.O. Box 8717, Baltimore, Maryland 21240.

The "Calling Careers" series on State instructional television is used by many elementary and middle school teachers. The teachers' manuals developed for the series enable teachers to enhance and extend each subject area's relevance to the careers depicted.

For details contact the Maryland State Department of Education, Division of Instructional Television, 11767 Bonita Avenue, Owings Mills, Maryland 21117.

A series of three comprehensive teacher's guides in Career Education, K-12, was developed by a Howard County Career Education Committee. The guides were presented to the teachers and other staff through inservice programs.

For information contact Ms. Media Pennington, Howard County Board of Education, 8045 Route #32, Clarksville, Maryland 21029.

Revision of the elementary social science curriculum has achieved the integration of sound and complementary career education concepts in many Maryland counties. Washington County accomplished this through an intensive workshop conducted as part of their total K-12 approach.

For details write to Ms. Margaret Callas, Specialist in Elementary Career Education, Western Maryland Career Education Program, Washington County Board of Education, Commonwealth Avenue, Hagerstown, Maryland 21740.

The study of careers as a motivational device for under-achieving junior high school youth has accomplished still another educational goal. Teachers discovered that the instruction of English, mathematics, science, civics, art - all subjects - could engage challenging new content and format which had implications for academically talented youth as well.

For details write to James McCune, Principal, Perry Hall Junior High School, 4300 Ebenezer Road, Baltimore, Maryland 21236.

Career education instructional packages, an Anne

Arundel County curriculum development procedure, are being tested and developed by teachers in all disciplines in their second-year pilot setting, K-12. Similar to the "Unicap" system developed in California, this method permits the teacher to build into existing curricula specially designed units which achieve career education objectives. Comparable packages are developed for (or by) the students as they are tested in the classroom.

For information write to Robert Jervis, Project Director, Anne Arundel County Career Education Project, Area 1 Office, First and A Streets, Glen Burnie, Maryland 21061.

Preservice curricula for teachers and counselors at Towson State College, University of Maryland-Eastern Shore, and Frostburg State College are subject to varied approaches - from an in-depth study of "Career Education Theory and Practice" and "Counselor Versatility and Mobility in Career Education" to the development of task-related competencies for career education practitioners.

Correspond with Dr. Margaret Kiley, Towson State College, Towson, Maryland 21204; Dr. Ronald Clifton, Frostburg State College, Frostburg, Maryland 21532; Dr. S.S. Kaup, University of Maryland - Eastern Shore, Princess Anne, Maryland 21853; and Dr. Pauline Diamond, Bowie State College, Bowie, Maryland 20715.

Art students have engaged in a variety of career-related activities in Washington County.

For information contact Clyde Roberts, Supervisor of Art, Washington County Board of Education, Commonwealth Avenue, Hagerstown, Maryland 21740.

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THE FOURTH COMPONENT: VOCATIONAL SKILL DEVELOPMENT

Vocational skill development provides individuals with the general and specific competencies needed for successful entry, re-entry, and advancement in the occupational world. These competencies may be acquired in the school setting, in the community, on the job, or through other experiences. Individual competencies may vary in complexity and will include skills in working with data, people, and things.

Acquisition of such competencies is by no means restricted to vocational-technical schools and post-secondary institutions. The foundation for their acquisition can and must be established in the elementary grades. Young people should have early and consistent exposure to cognitively-based hands-on activity at the same time they are developing affective and psychomotor skills. Manipulative activities can be offered throughout the curriculum with a minimum of materials and equipment. Therefore teachers of all subjects, and administrators as well, could be trained in the selection of laboratory settings and experiences which enable the student to create from and interpret abstract concepts.

The student first tests his own work options by discovering how effectively he can deal with situations that require broad and overlapping experiences with people, ideas, or things. As the child matures and moves into the middle and secondary stages of formal education, vocational skill development is perceived as the natural evolution of a number of self hypotheses tested in simulated and real work settings.

The secondary school student chooses from a variety of training opportunities provided through the collaboration of the school and the community. That choice may well be tentative; however, the student must have a multitude of socially valued opportunities from which to choose. Whether the student chooses a vocational course, a cooperative or distributive education experience, an apprenticeship, or an unpaid volunteer role, he or she should be encouraged and reinforced by the entire educational community.

Our society and our school curricula have too often assigned high status to achievement within selected categories (i.e., working with people) and relatively low status to achievement in other categories (i.e., working with things). We must be able to view all honest work as worthy of respect and all achievement as valuable. It is imperative that our programs recognize the existence

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and desirability of a variety of achievement levels.

CONCEPTS AND CONTRIBUTIONS OF
THE VOCATIONAL SKILL DEVELOPMENT PROCESS

1. Students moving from the elementary level into the secondary level should have developed survival skills for living. The majority of students should be ready to focus on the development of tasks and skills for making a living. They should also be in the process of establishing an independent identity which is related, in part, to their mastery of tasks and skills that are occupationally useful and personally satisfying.

2. Curricular areas and programs which are not primarily vocational can increase their relevance through an analysis of career tasks and skills that are dependent upon mastery of specific content. (This process need not in any way detract from the other legitimate objectives of such programs.) Pointing out ways in which mastery of certain subjects affects one's ability to perform well in a career adds important elements of realism and motivation for students.

3. The development of occupational skills can and should occur in a variety of settings. Ideally, the learning environment should duplicate the environment in which the tasks will be performed. For example, the complex mathematical processes required for occupations which emphasize data should be taught in settings quite different from the settings used for instruction in mathematical processes needed for occupations that emphasize working with things.

4. The changing nature of work highlights the need to expand the scope of occupational programs. It is imperative that program development focus on changing need without generalizing content to the extent of sacrificing specific skills and realistic simulation of job tasks. The scope of programs might be broadened through utilization of cooperative methodology in addition to school occupational preparation programs. Successful attainment with occupational programs must be defined as broadly as successful performance in occupations.

5. Careful monitoring of the occupational spectrum should provide feedback necessary to assure program development and adjustment consistent

with employment opportunity, outlook, and transferability of job skills.

6. At the adult level, vocational skill development programming must be developed, administered, and evaluated in cooperation with employers and occupational associations. Very often development at this level must be supplemental in nature. Involvement of students is dependent upon a clear relationship to personal and organizational goals. Therefore program survival, as well as program usefulness, is predicated on close articulation with the employing group or groups.

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Acquisition and refinement of skills is implicit throughout the entire vocational skill development process. However, it should be emphasized that as each skill is added to an individual's repertoire, he or she is also learning the major skill of acquiring a skill. This will prepare him/her to make continual adaptations to rapidly changing occupational tasks in the future.

EXAMPLES OF VOCATIONAL SKILL DEVELOPMENT APPROACHES

Mobile vocational evaluation units have been used successfully in various Maryland districts and communities: Baltimore, Allegany, and Caroline counties among them. Personal/educational profiles, psychometric testing, work samples, and behavioral observations are obtained during individual assessment sessions. The basic philosophy of this approach is embodied in the State's designated purpose of "discovering people potential."

For information on state and local units write to Ms. Ruth Brown or Ms. Charlotte Conaway, Maryland State Department of Education, Division of Vocational-Technical Education, International Tower Building, P.O. Box 8717, Baltimore, Maryland 21240.

Career Exploration Laboratory experiences for middle school students have been investigated extensively by three Maryland districts. Teachers,

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administrators, and/or counselors have helped to design hands-on experiences which allow for completion, success, and follow-up dialogue with an advocate adult or older student. In an Allegany County career exploration laboratory 15 carrels contain authentic replicas of locally meaningful occupations in each of the USEO's career clusters. All but 67 of the district's eighth grade students participated in this exploration. Discovery was not limited to students. Their teachers, and even parents, found some occupational myths shattered.

Write to Meshach Browning, Assistant Principal, Allegany Vocational-Technical Center, Cresaptown, Maryland 21502.

A Baltimore County elementary school used a nearby vocational-technical center as a laboratory for all its sixth graders. Besides discovering that 12-year-olds and females are more capable than they had estimated, instructors and older students at the center found that the lesson samples could be valuable to older students as well.

Write to Frederick Brown, Principal, Orems Elementary School, 711 High Villa Road, Baltimore, Maryland 21220.

In Washington County, eighth graders elected to spend four to six weeks of the summer in minicourses at the local Career Studies Center. For some students the experience provided a "not for me" index. For others it renewed motivation to achieve in the academic areas that ensure vocational competency.

Write to James W. Wilson, Coordinator, Western Maryland Career Education Program, Washington County Board of Education, Commonwealth Avenue, Hagerstown, Maryland 21740.

An industrial arts laboratory provided the focus for the entire curriculum at elementary schools in Prince George's and Anne Arundel counties. Students and teachers at Forestville, for example, benefited from the central location of their laboratory and from the enthusiasm and creativity of a female industrial arts teacher. The entire faculty has become involved with the multi-dimensional aspects of each content area, while students gain hands-on evidence of many possible future careers.

Write to Ms. Anne Buckley, Longfields Elementary School, Forestville, Maryland 20028.

A contrasting approach can be found in Anne Arundel County where information about the Resource Teacher to Teachers approach in Anne Arundel County's industrial arts program for elementary schools can be obtained from Robert Jervis, Project Director, Anne Arundel County Career Education Project, Area 1 Office, First and A Streets, Glen Burnie, Maryland 21061.

Interdisciplinary team projects, simulated and real work experiences, "witness" programs, and inter-agency development of curriculum-related vocational competency tasks were combined at several junior-senior high schools to provide students with the widest possible choices of alternatives for career preparation. In these schools, vocational skill development is seen as the total school responsibility to prepare students to elect wisely from both the educational and vocational curricula at hand.

For details correspond with Wayne Founst, North Harford Junior-Senior High School, Pylesville, Maryland 21132; John Thompson, Linganore Junior-Senior High School, Route 1, Frederick, Maryland 21701; Steven Hess, Governor Thomas Johnson Junior-Senior High School, Frederick, Maryland 21701.

Programs for handicapped youngsters focus on helping the youngster improve his self-concept and, simultaneously, helping him acquire vocational skills which have potential market value. Whether they are assigned to clinics, self-sustaining farms, greenhouses, busy repair shops, or resource centers where they become models and tutors for younger pupils, these boys and girls are proving with perseverance, wit, and insight that "intelligence" has yet to be fully defined.

For information about outstanding pioneer programs for the handicapped correspond with Frederick Distler, Supervisor of Pupil Services, Talbot County Board of Education, P.O. Box 1029, Easton, Maryland 21601; Ms. Mary Lupien, Turner Vocational Center, Dundalk, Maryland 21222; and Walter Szyndler, Melwood Horticultural Center, Nanjemoy, Maryland 20662.

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THE FIFTH COMPONENT: THE COMMUNITY-
BUSINESS, LABOR, INDUSTRY, AND GOVERNMENT

If career education is to involve learning outside as well as inside the school, the traditional educational resources of books, audio-visual materials, and instruction by in-school personnel must be supported by field trips, simulated career experiences, work experiences, and ideas and skills obtained from non-school personnel.

The exact nature of resources needed is indicated by the three basic stages in career education programming: the awareness stage, the decision-making stage, and the preparation stage. For example, if the youngsters are to develop an awareness of several broad career areas, they should see people at work in a variety of settings in their own community. They should have the opportunity to talk with parents, relatives, and acquaintances about their work, and they should be able to relate these discussions to their classmates. In addition, they should hear guest speakers, be exposed to audio-visual presentations, and actually observe people at work.

Middle school and junior high school students will need similar resources but with greater emphasis on exploratory activities. And they should have opportunities to learn and relate decision-making skills to career exploration.

High school students will require extra resources which will help them to understand their own interests and talents in relation to the range of educational, career, and life style options available to them. These additional resources will most likely involve work experiences, cooperative relationships between school and community organizations, and assistance in placement.

To be effective, these resources must be interesting, up-to-date, relevant, and available. Major consideration must be given to the organizations, unions, institutions, and individuals who can be called upon to provide these resources. Cooperative arrangements and operational procedures will have to be established so that use of these resources does not become complicated, costly, or bothersome.

Identification and Utilization of Community Resources

Any career education plan should provide for the

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identification and utilization of the community's resources. Although the availability and kinds of resources will vary from one community to another, we offer a few ideas that should be generally useful in developing systematic procedures.

In any given school, school system, or community, a number of community resources are probably already being used in the educational process. An important first step, then, is to enlist the aid of school personnel such as counselors, work-study coordinators, and job development and placement personnel in compiling a list of resource people and materials. Community leaders and organizations, as well as advisory committees, can help to expand this list of resources. Helpful organizations may include: local employment services, cooperative area manpower agencies, chambers of commerce, service clubs, labor unions, and business and professional societies. Organizations and individuals are usually more responsive if they are given a clear understanding of why they are needed and how they fit into the total educational process.

If the resources are not effectively and properly utilized, organizations and individuals will be less willing to continue to provide them. Effective utilization often involves several key principles:

1. Whenever possible, one person or one office within the school should be responsible for maintaining the resource list and for making it available to all school personnel.

2. Over-use of any one resource should be avoided. This can be done through proper scheduling.

3. School personnel should have definite learning objectives in mind, and select the resource or resources that will most effectively achieve those objectives.

4. Resources should be constantly evaluated, and their effectiveness compared with other resources that are available.

5. Appropriate recognition should be given to the individuals and organizations who provide resources.

Summary: Purposes and Contributions of This Component

1. To identify and utilize the resources of business, industry, and labor for career education programs.

2. To establish contacts with business, industry, and labor in order to involve them as resources for program and staff development in career education.

3. To develop, implement, and evaluate a plan - in cooperation with business, industry, and labor - for work observation, work experience, and exchange programs for students, teachers, administrators, and counselors.

EXAMPLES OF PROJECTS WHICH INCLUDE PROCEDURES FOR IDENTIFYING AND UTILIZING COMMUNITY RESOURCES

(Throughout this notebook you will find a number of innovative, working programs in career education. Generally, the nature of each of these varied programs is discussed in the respective subject area section.)

The Explorer Division, Boy Scouts of America, puts a major program emphasis on career education. A career interest survey is available for use with eighth grade students and older students - up through senior high school. After the survey is conducted, the Explorer organization will work with school and community personnel to establish local posts based on career interests. These posts will give students opportunities to get "hands-on" experience in careers of their choice.

Additional information is available from your local scout council. A complete listing of addresses can be found in "Components," page 10.

The Career Education Industry Visitation Workshop provides teachers and counselors with tours of local industries "from the personnel office to the loading docks." They learn what each worker does and what his prospects for advancement are. The workshop is offered by the Maryland State Department of Education in cooperation with the University of Maryland, the State Employment Service, and the State Chamber of Commerce. Similar workshops are conducted at Frostburg State College in cooperation with the Washington County Career Education Project.

Obtain information from Otho E. Jones, Maryland State Department of Education, Division of Vocational-Technical Education, International Tower Building, P.O. Box 8717, Baltimore, Maryland 21240.

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A full-time industry resource coordinator (Gerald Null) and a job placement coordinator (Wendell Green) work individually and as a team within the Washington County Career Education Program. They identify resources and help school personnel to make the best possible use of those resources.

Additional information is available from James W. Wilson, Coordinator, Western Maryland Career Education Program, Washington County Board of Education, Commonwealth Avenue, Hagerstown, Maryland 21740.

The Delmarva Advisory Council, operating under the provisions of a Vocational Education Grant, will help Eastern Shore school systems to identify and utilize resources from business and industry in their career education programs.

Write to Keith Smith, Director of Career Development and Research, Delmarva Advisory Council, One Plaza East, Salisbury, Maryland 21801.

The McCormick Company developed a close working relationship with an inner city junior high school through which students learned about the world of work.

A pamphlet describing the McCormick Plan is available from Charles Mattern, The McCormick Company; or Howard Marshall, The McCormick Company, 414 Light Street, Baltimore, Maryland 21202.

Project GO (Growing Opportunities). For a complete description, see "Components," page 9.

"A New Approach to Career Day." For a complete description, see "Components," page 10.

INDIVIDUALS AND ORGANIZATIONS WHO HAVE PROVIDED ASSISTANCE AND RESOURCE IN CAREER EDUCATION PROGRAMS

The individuals and organizations listed below have provided a number of resources and services to schools. They have, for example, made presentations, provided materials and equipment, hosted field trips, and provided work experience.

The resources in this list have, generally, been

classified by using the career clusters identified by the U.S. Office of Education: agri-business and natural resources, business and office, communications and media, health, hospitality and recreation, environment, public service, manufacturing, marketing and distribution, marine science, personal services, construction, transportation, consumer and homemaking education, fine arts and humanities.

This list is not all-inclusive, but it does indicate a variety of individuals and organizations, in various parts of the state, who have made valuable contributions to career education programs and activities. This list should not be used as a referral list.

REGION I -- WESTERN MARYLAND (Allegany, Carroll, Frederick, Garrett, Howard, Montgomery, and Washington counties)

Agri-Business and Natural Resources

University of Maryland Cooperative Extension Service,
Hagerstown

Maryland Department of Forests and Parks,
Hagerstown

Health

Washington County Hospital,
Hagerstown

Public Service

Maryland State Employment Service,
Hagerstown

C & P Telephone Company,
Frederick

Potomac Edison Company,
Frederick

Frederick Gas Company,
Frederick

Great Southern Printing Company,
(Frederick News-Post)
Frederick

State Farm Insurance Company,
Frederick

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Offutt, Haugh, and Bloom,
Frederick

Communication - Public Utilities and Media

WHAG TV,
Hagerstown

C & P Telephone Company,
Hagerstown

Potomac Edison Company,
Hagerstown

Hospitality and Recreation

Sheraton Motor Inn,
Hagerstown

Hagerstown Travel Center,
Hagerstown

Washington County Parks,
Williamsport

Manufacturing

Mack Trucks, Inc.
Hagerstown

Cushwa & Sons Brick,
Williamsport

American Optical Company,
Frederick

Packaging Corporation of America,
Frederick

Ebert Ice Cream Company and Ideal Farms Dairy,
Frederick

Claire Frock Company,
Thurmont

Marketing and Distribution

Advertising Department, Potomac Edison Company,
Hagerstown

Zayre Department Store,
Hagerstown

Ingram's Mens Shop,
Hagerstown

Frederick Trading Company,
Frederick

Callan & Cramer, Inc.,
Frederick

Phoenix, Inc.,
Frederick

Frederick Produce Company,
Frederick

Baker-Kefauver, Inc.,
Frederick

Personal Service

First National Bank,
Hagerstown

Hagerstown Trust Company Bank,
Hagerstown

Wallace of Hagerstown Beauty Salon,
Hagerstown

Brooklawn Apartments,
Frederick

Construction

Callas Contractors, Inc.,
Hagerstown

Miller-Liskey Electrical Company, Inc.,
Hagerstown

Home Construction Company,
Hagerstown

R.F. Kline, Inc.,
Frederick

E.W. Ausherman, Inc.,
Frederick

Floyd L. Culler, Inc.,
Frederick

Transportation

Henson Aviation,
Hagerstown

Hall's Transportation Company,
Hagerstown

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REGION II -- SOUTHERN MARYLAND (Calvert, Charles, Prince George's, and St. Mary's counties)

Agri-Business and Natural Resources

National Park Services,
Washington, D.C.

State Tree Nursery,
Harmons

University of Maryland Cooperative Extension Service,
Upper Marlboro

Business and Office

Citizens National Bank of Maryland,
Laurel

IBM,
Washington, D.C.

Prince George's County Chamber of Commerce,
Greenbelt

Laurel Chamber of Commerce,
Laurel

Metropolitan Board of Trade,
Washington, D.C.

Drug Fair,
Alexandria, Virginia

Marriott Corporation,
Washington, D.C.

Health

The Morris Cafritz Memorial Hospital,
Washington, D.C.

Washington Hospital Center,
Washington, D.C.

National Institutes of Health,
Bethesda

Prince George's County Hospital,
Cheverly

Glenn Dale Hospital,
Glenn Dale

Prince George's Community College,
Largo

Prince George's County Health Department,
Cheverly

Leland Memorial Hospital,
Greenbelt

St. Mary's Hospital,
Leonardtown

St. Mary's County Health Department,
Leonardtown

Public Service

National Park Police,
Washington, D.C.

Washington, D.C. Police Department,
Washington, D.C.

Prince George's County Police Department,
Upper Marlboro

Washington Gas & Light Company,
Washington, D.C.

Vocational Rehabilitation Office,
Leonardtown

Maryland State Police
Leonardtown

St. Mary's County Sheriff Department,
Leonardtown

Environment

Goddard Space Flight Center,
Greenbelt

St. Mary's County Metropolitan Commission,
Lexington Park

Communications and Media

The Washington Post,
Washington, D.C.

The Laurel News Leader,
Laurel

Hospitality and Recreation

Marriott Corporation,
Bethesda

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Marketing and Distribution

Burch Oil Company, Inc.,
Hollywood

Ben Franklin Store,
Leonardtown

St. Mary's Ice & Fuel, Inc.,
Leonardtown

Marine Sciences

Smithsonian Institute, Department of Oceanography,
Washington, D.C.

Personal Services

Crossland Vocational School, Cosmetology Department,

Bladensburg Vocational School, Cosmetology Department,

Construction

American Training Services, Heavy Equipment School,
Waldorf

Transportation

Diesel Institute of America,
Landover

Consumer and Homemaking Education

University of Maryland Cooperative Extension Service,
College Park

Fine Arts and Humanities

Powers Fashion & Modeling School,
Washington, D.C.

Smithsonian Institute,
Washington, D.C.

Kennedy Center for the Performing Arts,
Washington, D.C.

REGION III -- CENTRAL MARYLAND (Anne Arundel, Baltimore, Harford counties and Baltimore City)

Agri-Business and Natural Resources

Esskay Packing Company,
Baltimore

Business and Office

Monumental Life Insurance Company,
Baltimore

Sun Life Insurance Company,
Baltimore

Communications and Media

Maryland Center for Public Broadcasting,
Owings Mills

Baltimore Community College, Department of Communications,
Baltimore

The Sunpapers,
Baltimore

Construction

The Rouse Company,
Columbia

Consolidated Engineering Company,
Baltimore

Consumer and Homemaking Education

Lake Clifton Senior High School, Home Economics Department,
Baltimore City Public Schools

Attorney General's Office, Consumer Protection Division,
Baltimore

Fine Arts and Humanities

Stromberg Publications,
Ellicott City

Maryland Fine Arts Academy,
Baltimore

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Manufacturing

General Motors Corporation,
Baltimore

General Electric,
Columbia

Marine Science, Hospitality, and Recreation

Westinghouse Oceanic Division,
Annapolis

YWCA,
Annapolis

Annapolis Hilton Hotel,
Annapolis

Marketing and Distribution

Hutzler's Department Store,
Baltimore

Hochschild, Kohn Department Stores,
Baltimore

Personal Services

Holiday Inns,
Baltimore

Public Services

Baltimore City Fire Academy,
Baltimore

Maryland State Police Academy,
Baltimore County

Employment Security Commission,
Baltimore

Transportation

Maryland State Department of Transportation,
Baltimore

George's Trucking & Rigging Company,
Baltimore

W.T. Cowan Trucking Company,
Baltimore

Health

Maryland Hospital Association,
Lutherville

The Union Memorial Hospital,
Baltimore

Advisory Committee for Health Careers,
Baltimore City Public Schools

REGION IV -- EASTERN SHORE (Caroline, Cecil, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico, and Worcester counties)

Business and Office

Farmers and Merchants Bank,
Cambridge

Health

Eastern Shore State Hospital,
Cambridge

Dorchester General Hospital,
Cambridge

Peninsula General Hospital,
Salisbury

Public Service

Christ Episcopal Church,
Cambridge

Bethesda United Methodist Church,
Salisbury

Department of Social Services,
Cambridge

Department of Employment Security, Chairman of the Board of Shoreup (Community Action Agency),
Pocomoke

Chief of Police,
Salisbury

Communications, Utilities, and Media

Choptank Electric Company,
Denton

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C & P Telephone Company,
Salisbury

Delmarva Power & Light Company,
Salisbury

Manufacturing

Electro Therm Corporation,
Denton

DuPont Company,
Seaford, Delaware

Maryland Plastic Company,
Federalsburg

Firestone Plastics Company,
Perryville

Tennaco Chemical Corporation,
Chestertown

Open Roads Industry,
Salisbury

Perdue, Inc.,
Salisbury

Rubberset Company,
Crisfield

Thiokol Chemical Corporation,
Elkton

RMR Corporation,
Elkton

Berlin Milling Company,
Berlin

Marketing and Distribution

Harlequin Shop,
Cambridge

Sears, Roebuck & Company,
Salisbury

Sherwin Williams Company,
Chestertown

THE CAREER EDUCATION NEEDS OF GIRLS AND WOMEN

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As schools accept responsibility for providing career education to all persons, it is important to realize that there are segments of the population with special career needs which, perhaps, are not being met. Several vivid examples of special or unmet needs spring to mind:

The career aspirations of many girls and women have been lowered or thwarted by uninformed educators and by the use of texts and related materials that perpetuate stereotyped or inappropriate sex role images.

Many physically handicapped persons have been limited in their career options for a variety of reasons, including employers who are not aware of achievement levels of handicapped people, or by physical facilities which restrict accessibility to handicapped persons or limit their mobility.

Racial minorities have been crippled in their career development by generations of discriminatory practice and decades of repressive employment legislation.

This chapter and the next have been written to help those responsible for career education to become aware of the career needs of some special groups. The two chapters will also provide some ideas about how these needs may be met within the context of a total education program.

Why It Is Essential to Help Girls Develop Career Skills

The importance of vocational planning for girls and women has only recently been recognized. This recognition has paralleled the growth of the women's rights movement and has caused the public to become aware of both unwitting and deliberate discrimination against women in all areas of life, but particularly in the area of employment. The shift of concern from a general awareness of need to a careful appraisal of the special needs of women has been generated by critics of public schools as well as women's groups.

Properly, these groups cite the major justification for guaranteeing women equal employment opportunities: Title VII of the Civil Rights Act of 1962, a law which prohibits employment discrimination on the basis of color, religion, race, national origin, and sex.

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A few hard statistics show why it is essential to help girls develop their abilities and skills to the utmost:

1. More than 15 million women head more than 20 percent of all U.S. households.

2. About one out of eight families is headed by a woman. Among the poor, women head almost two out of five families. Nearly three out of ten black families are headed by women.

3. In 1973, approximately two out of every five American workers were women. Half of these women were over 36 years old.

4. In 1973, 59 percent of the women working were married; 23 percent were single; 19 percent were widowed, divorced, or separated.

5. Forty-four percent of all women employed have children under 18 years of age. Thirty-two million women (42 percent of those aged 16 and older) were employed in 1973.

6. Nearly 65 percent of all employed women (year round, full-time) in 1973 earned less than $7,000 per year, as compared to 24 percent of all male workers.

7. In 1972, only 1.7 percent of women workers (year round, full-time) earned over $15,000 annually; 20 percent of the male workers were found in this bracket.

8. In 1972, the median salary for full-time white males was $10,593; for full-time black males, $7,301. The median salary for white females was $5,998; for black females, $5,147.

9. In 1973, the largest number of women workers (11.1 million) were employed in clerical jobs. About 5.7 million were service workers; 4.7 million were in professional and technical occupations; and another 4.5 million were operatives, including transport.

10. Because the average woman has her last child by the age of 26, she can anticipate 35 years in the labor market if she re-enters.

11. After four years of a college education, women earn 57.1 percent as much as men with the same education.

Why Do Women Work?

The U.S. Department of Labor offers five main

reasons why women work:

* Single women work to support themselves.
* Widows, divorcees, and other women heads of families may have to work to support themselves and their dependents, or to supplement their incomes.
* Married women often work because of economic need; their husbands earnings may not be sufficient for the family's basic needs.
* Many women return to work because increased family income is required to help meet the rising cost of education, health and medical care, and the wider variety of goods and services considered essential to today's standard of living.
* Some women work for self-fulfillment.

Women have various work patterns. Most women work outside the home for a few years after they finish school, and they may continue working after marriage until they have children. They often work inside the home for ten years or so while the children are young, then return to work outside the home once their children are in school or grown up. Because the time consumed by domestic chores has been shortened by technological advances, women should be encouraged to - and are seeking the right to - choose how they will make their contributions to themselves, their families, and their communities. Some women continue to work full- or part-time outside the home while their children are young.

Plans Must Be Made Early for a Long-Lasting Career

Women must be encouraged and prepared to think in terms of a potentially long-lasting career commitment outside the home. In the past, educators and counselors assumed that women worked for only a short time at unstimulating jobs because they were not interested in career advancement; they assumed that women found their primary satisfaction in marriage and motherhood. The prevalence of these convictions prevented girls from developing their full potential and acquiring those skills in school which would win them good jobs. Women earn much less than men because they have lacked skill-training opportunities, and they have faced discriminatory hiring practices - not because they lacked the capability, but simply because they were women.

Women and girls must be alerted to the probably intermittent pattern of their working lives so that they can plan intelligently to fulfill their various roles as homemakers, citizens, and work-

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ers. Actually, most girls have a romantic image of life's sequence: "School, marriage, a family - and I'll live happily ever after." And in the past, the career counseling that girls received did nothing to dissipate that cozy dream. Counseling was directed toward short-term goals - a job until marriage - with no thought given to later years when home is no longer a full-time involvement.

Those who are now counseling girls should more realistically present the concept of life planning. Girls should understand that they will probably re-enter the paid work force at some later time. They should be encouraged to maintain their skills during the homemaking years, either by taking courses occasionally (adult education, community college), by doing volunteer work, etc., so that they can re-enter the work force at some level higher than the typing pool.

Employers and women, too, need to be more aware that a woman's talents do not stagnate when she spends a few years in the home. Her work at home calls for management, public relations, and administration of people, time, money, goods, and services.

Girls also need to accept the fact that it is no sign of failure (failure to catch a rich husband, failure to make marriage the be-all and end-all of their lives, failure to marry, failure to stay married) to have to return - or to want to return - to work. Everyone should have the skills to be self-supporting. The woman who does not know how to earn a living or help with family support is in the same boat with the man who does not know how to cook his food or launder his clothes; both have major handicaps.

Males Must Be Educated to Be Husbands of Working Wives

Men will have to learn to see dirt and disorder a little more critically, and girls will have to learn to see it a little less critically than they do at present. Boys will need to gain some perspective on what needs to be done within the home and how to do it. And they should be encouraged to do it.

Work must be separated from the concepts of masculinity and feminity. Work has no genitalia; work is work! It is there, and it needs to be done. If girls are to be prepared to develop the skills required for equal employment opportunities, many changes in education must occur first. Educators and counselors can no longer attempt to

set girls on the "right road" toward wifehood and motherhood, or ignore their needs altogether.

SEXUAL ROLE DEFINITION

Early Years at Home

Early sex roles are learned through the attitudes and behavior of parents. Little girls are encouraged to keep clean because "cleanliness is next to godliness." They learn early that mothers have babies and fathers work. Girls play with doll babies and cook in toy pots and pans. Thus, according to Elizabeth Donovan ("Higher Education and Feminine Socialization"), they learn

> "... that a woman's only purpose is to stay barefoot and pregnant and domineer defenseless children."

This type of child-rearing pattern has led to the belief that females are valued only in relation to males, and their success depends upon catching a man and bearing his heirs.

Elementary School

The elementary school continues to perpetuate role expectations through classroom experiences. As Marilyn Steele notes ("On Women Becoming in Education"),

> "Girls are good pupils in elementary school... our culture, at least, makes very heavy demands on the child for control, passivity, dependence, and compliance. But school also requires verbal capacity, and girls talk earlier and more easily than do boys."

Ninety percent of the elementary teachers are women, but eighty percent of the principals are male. As a result, while the early school years are overpopulated with women, women are perceived to have lower status than males. The child sees the female teacher under the authority of the male principal. Role models for administrative or managerial positions are not evident.

The lesser status of women is reinforced in the textbooks. A 1972 study - Dick and Jane as Victims: Sex Stereotyping in Children's Readers -

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analyzed 2,760 stories in 134 books. The ratio of boy-centered stories to girl-centered stories was five to one; of adult male main characters to adult female main characters, three to one. Males, young and old, led females by a ratio of four to one in all desirable traits that were themes of the stories, such as ingenuity, bravery, perseverance, achievement, adventurousness, curiosity, sportsmanship, autonomy, and self respect. Men were depicted in 147 different occupations while girls participated in 26. Also, women all appeared in "womanly roles" - teachers, nurses, dressmakers, telephone operators - not much different from the jobs for women a hundred years ago.

Other socializing experiences re-emphasize the status of women. Religion is an excellent example. Until quite recently, priests, ministers, and rabbis have been predominately male. Young boys serve as acolytes while the girls "wait on" communion tables.

Secondary School

The middle school or junior high has all too frequently been the beginning of segregated classes: boys' gym and girls' gym; industrial arts for boys and home economics for girls. Girls learn to cook and sew, not for the world of work but for the homemaker's role. Even though women are the principal users of small appliances, girls very often have been denied the opportunity to learn to repair these appliances in industrial arts, electronics, or machine shop classes.

In the ninth grade comes the choice of a curriculum - college, vocational, or general. Counseling takes on a new significance as students face choices that affect the rest of their education and future jobs. Since counselors tend to reflect the same sex biases as society, they usually fail to encourage girls to prepare for employment or broaden their awareness of job opportunities. Thus the same limited thinking is reflected in the school as in the home.

One other significant influence is the fact that virtually all the secondary school administrators and roughly half of all high school teachers are men. Girls have fewer role models to emulate, especially in positions having administrative, supervisory, or managerial responsibility. Despite a larger number of girls than boys graduating, fewer girls than boys enter college. Those who do go to college must have achieved a higher grade-point average in high school than boys.

Higher Education

Forty-six percent of male graduates continue their education after high school, while 35 percent of female graduates continue. Those females who go off to college with high aspirations to enter engineering, medicine, or law often decide by their senior year on "more appropriate" roles, such as teacher, librarian, nurse, or secretary, usually as a result of outside pressures. Only one in five of her college teachers is likely to be a woman. As a college graduate, she represents only 38 percent of the graduating class. Graduate schools enroll ten percent women students, and scholarships and fellowships for women are very limited. Only 11.6 percent of all doctoral degrees bestowed are granted to women. Even in 1930, 28 percent of all doctorates earned went to women.

IMPLICATIONS OF CAREER EDUCATION FOR GIRLS AND WOMEN

Changing Parents' Stereotyped Ideas

Proponents of career education must recognize the importance of the home and the strong influence it exerts on the child. Career education for girls will begin to succeed when we change parents' stereotyped ideas about what girls can do and be. Television should be considered as a means of changing parents' attitudes. The success of Sesame Street suggests that parents can be visually influenced as well as children. Parental skills and fundamentals of child development could be taught from the screen or through tape cassettes. Adult education evening classes are another possibility. Group counseling sessions with parents could provide an excellent opportunity for changing attitudes. Parents should be encouraged to treat their children without sexual bias. Passivity on the one hand and overt aggressiveness in the other should not be encouraged in either sex. Girls as well as boys need to develop strong self-images, and they can do so only if they are not limited to sex stereotyped behaviors.

Elementary School Should Offer Positive Role Models

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It would be good if elementary schools could be freed from a disproportionate female teaching staff. We can begin working toward this. In the meantime, we need to provide elementary children with as much male teacher contact as possible.

We can revise suggested textbooks to see that they are non-sexist and that they depict positive role models and career models for males and females. Where textbooks in use are sexist in nature, teachers should be required to make corrections as they teach. Students should learn about famous women as well as famous men. Pictures and flash cards must show both men and women in familiar and unfamiliar occupations. Children should get "hands-on" experience with the tools of work without regard to their sex. (We will have girls learning to use shop tools and boys learning to operate sewing machines.)

Homemaking Is No Longer for Girls Only

The middle or junior high school should replace segregated learning with individualized learning. Even though the Smith-Hughes Act established agriculture, home economics, trades and industry with federal fund support beginning in 1917, related and introductory classes to these areas should be merged so that both boys and girls can gain knowledge that will be useful to them in the home. As long as homemaking is "for girls only," it will be regarded as an inferior level of training. Every student should develop survival skills to provide for his or her own needs. All will benefit from education in basic nutrition, food purchasing, money management, food preparation, clothing preparation and care, home appliance repair, and automobile maintenance. Elizabeth Koontz, for instance ("New Priorities and Old Prejudices"), argues,

> "The teacher who reluctantly permits a girl to sign up for shop, but makes it clear the course is not ladylike; the math book which shows Suzie measuring ingredients for a cake while Johnny builds a rocket... are examples of stereotyped thinking about male/female roles."

Girls Should Be Allowed to Learn Any Skill They Wish

Girls should be permitted to enroll in any skill laboratory, for they possess untapped manual dexterity. They should be taught how to care for

cars because they will drive them. These middle years should provide abundant opportunity for career exploration without sex role assignments.

High school courses should be taught with a career focus. For example, a girl would learn child care not just because she is likely to be a mother, but because she might want to run a day care center or work in a nursery school. Few careers are closed to women physiologically - only psychologically.

The counselors serving pre-ninth graders have a responsibility to help the students explore various career interest areas. Girls should be encouraged to take courses that are needed to advance in technical fields.

Counseling Must Be Non-Sexist

Counselors must treat all students with the same degree of respect and encourage girls, as well as boys, to investigate a side variety of career interests. They should encourage girls to view the triple role of marriage/parenthood/career as a distinct probability. They should counsel girls for life planning and tell them how to maintain their skills while at home and while rearing children.

Family planning should be taught in effective living or family life classes, biology or health classes. In view of the increasing rate of teenage pregnancy and venereal disease, legislating morality by denying students access to information about birth control methods increases the likelihood of both V.D. and unwanted children. At the same time, schools must provide meaningful education for pregnant girls, a problem which affects both counseling and curriculum. Counselors must be prepared to advise on the availability of prenatal care.

High school teaching and the general treatment of students must be non-sexist so that female students will develop a sense of self. For example, women and the role of women should be taught in social studies courses; women writers and characters should be studied in English courses. Female students should be encouraged in leadership roles in student activities and government. All students should have access to courses which will further their career plans. Ability, not sex, should be the criterion for enrollment. Teachers should not give special attention to boys in advanced courses on the assumption that the boys will need it for their jobs and the girls will not.

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The Logical Goal of Higher Education: Universal Availability

Community colleges, technical schools, and colleges and universities must adopt admissions policies flexible enough to allow the underachieving or unexposed, late-blooming girl to be admitted. Colleges and vocational institutions should provide support services. College courses should be designed for career upward-mobility. Scholarships and fellowships must be granted in equal numbers to men and women. Special scheduling, day care centers, short-term baby sitting, home-based instruction, and partial college loads must be educational alternatives for the mature student. Women should see female instructors and administrators in all curricula. Graduate schools should adjust the number of women they admit to coincide with the men/women ratio of the population. University advisors must encourage rather than discourage women from entering heretofore closed careers if career education for women, from kindergarten through graduate school, is to become a reality.

THE MOST SERIOUS IMPLICATION OF JOB BIAS IS POVERTY

Earlier we pointed out that of 32 million women in America over age 16, 42 percent were employed in 1973. That means that two out of every five workers are women. What is really significant is that over 19.8 million married women were working or seeking work - some 59 percent of the female labor force.

Society has categorized certain jobs as "masculine" or "feminine." The limited feminine jobs continue to be an extension of work done in the home: care of the sick, instruction of children, food preparation and serving, food preservation, textile weaving and sewing, cleaning, and secretarial work. About two-thirds of all professional women are employed either as nurses or as teachers. In America, only seven percent of the physicians, only four percent of the lawyers, and only one percent of the engineers are women. Today, an average man earns $10,000 a year; the average woman earns $5,900.

The economic problem of women in urban poverty neighborhoods is very serious. It is serious because about three in ten women in these neighbor-

hoods are widowed, divorced or separated, compared to about one in five women in non-poverty areas. This ratio also holds true for female heads-of-household in poverty and non-poverty neighborhoods.

Half of all the families with female heads-of-household fell below the poverty level in 1967. Nearly half of these poor, female-headed households were concentrated in poverty areas.

Low educational attainment, lack of appropriate skills and lack of experience placed these women at a great disadvantage. One tenth of these women were private household workers. These jobs generally mean long hours of work and low pay.

Serious as the situation is for white women, the employment problems of black women are much more severe. Black women, particularly teenagers and young women, are almost twice as likely to be unemployed. Of all black girls under age 25, 30 percent are unemployed, a higher rate of joblessness than during the depression.

The educational payoff is obvious. The more education women have, the more likely they are to be employed. The more education they bring to their jobs, the higher their earnings.

Leaders in Career Education Must Become Catalysts for Change

Changes must be wrought in schools, colleges, federal executive departments, in society itself. These changes cannot be happenstance; they must be intentional. There must be an end to the economic caste systems that permit throw-away people to be isolated in the center of an urban area. Steele suggests that the following attitude shifts should occur:

"We should shift our emphasis from the quality of products to the quality of our environment and the quality of life.

"We should modify our old Puritan work ethic to recognize that leisure is a valid activity in its own right.

"We should recognize that a rising level of education bestows a new self-image on its graduates, an image that:

"rejects the acceptability of authoritarianism;

"places a higher value on pluralism, decentralization, participation, and in-

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volvement;

"heightens respect for individual conscience and dignity; and

"increases public impatience and lowers public tolerance with many forms of economic hardship and social injustice in all its forms."

Both Union and Management Must Wake Up To the Expanding Role of Women

Union and management must provide support services like "one-location child care" which could be paid for according to ability to pay; flexible work hours; part-time work; positions shared by more than one person, etc.

Institutions related to education and jobs can make a significant contribution to improving the status of women by eliminating deadend jobs. Federal and state laws defining equal opportunity must be enforced, and women have the responsibility to pursue their enforcement if equal rights are to have meaning.

The concentration of large numbers of unemployed women in urban poverty areas suggests that education and counseling should be made available in these communities. The problem is most severe among young black women. With ghetto unemployment as high as 30 percent, resulting frustrations and alienation must be dealt with. To help these women break out of their pattern and avoid repetition of earlier failures, there must be programs that include basic skills training in carefully designed community learning centers; there must be individualized counseling from appropriate role models, and there must be a resource staff that includes program recruiters and job developers. Woman-power training programs must relate to available jobs. The current practice of training people for non-existent jobs increases the frustration and the hostility of those who find no use for their training.

The hard-core unemployed will need health and mental health services to prepare them physically and emotionally for training. Constant on-the-job follow-up and counseling will increase the likelihood of success. The "hierarchy of needs" defined by Abraham Mazlow must be addressed first if these women are to become self-actualized. Advisory councils for career training must include representatives of the people enrolled in the program, giving them a voice in implementing change. Public employment opportunities may have to be de-

veloped as a last resort if the goal of career education is to be achieved.

What Does Equal Opportunity for Women Really Mean?

Equal opportunity does not exist when we say, "We believe in equal pay for equal work," but then pay a woman less because she is married and doesn't need as much money or pay her less because she isn't married and therefore doesn't need as much.

Equal opportunity does not exist when we say, "We treat women fairly, the same way we treat men, but we don't want young women because... they get married. We don't want married women because they'll probably have children. We don't want women with young children because they can't possibly be committed. And, as for the woman who waited until her children are older, she's much too old for work... and isn't it a pity that... she didn't start sooner" (Bernice Sandler, "Women and Higher Education").

What women are seeking is the opportunity to contribute to their world in those occupations to which they can bring commitment, ability, and enthusiasm.

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RESOURCES

The following organizations and individuals are involved with programs that deal with career and related needs of women and have provided, or have expressed a willingness to provide assistance and/or consultation to schools and to school personnel:

Dr. Lee Richmond, Associate Dean
Dundalk Community College, Department of Social Sciences, 6903 Mornington Road, Baltimore, Maryland 21222.

National Organization for Women (NOW)
P.O. Box 21, Kingsville, Maryland 21087.

National Association of Negro Business and Professional Women's Clubs of Baltimore Urban League
1115 Mondawmin Concourse, Baltimore, Maryland 21215.

Maryland Federation of Business and Professional Woman's Clubs
7007 Rhode Island Avenue, College Park, Maryland 20740.

Ms. Elaine Newman, Executive Director
Maryland Commission on the Status of Women
1100 North Eutaw Street, Baltimore, Maryland 21201.

Women's Equity Action League
538 National Press Building, Washington, D.C. 20004.

Women's International League for Peace and Freedom
P.O. Box 171, Randallstown, Maryland 21133.

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CAREER EDUCATION NEEDS OF HANDICAPPED STUDENTS

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I. The Nature of Career Needs

The handicapped (or exceptional) population to be discussed in this chapter are those who range in age from early childhood through age 20, and who by virtue of their disability could benefit from a planned career education program, irrespective of other educational services being offered.

Generally, these include children who have been identified through appropriate educational assessment, as having temporary or permanent difficulties arising from cognitive, emotional, physical, perceptual factors, or any combination thereof and who require special programs and/or services as an educational intervention.

The psychological problems of the impaired child are in part dependent upon the impact of the disabling condition. These problems frequently combine to serve as major obstacles to the achievement and objectives of the student. Often, the psychosocial ramifications arising from the impairment become the major concern of the handicapped child rather than the disability itself.

Since the student's involvement in and acceptance of the learning experience are functions of physical and personality development as well as motivation, the effects which the disability has on these variables and their resulting interaction becomes critical.

Although the social stigma which had formerly been attached to the handicapped is not as pronounced, the impaired youngster must develop his or her own techniques for dealing with society's rejection and the ensuing changes in self-concept.

As Wright states in his Physical Disability - A Psychological Approach, "In their adjustment to disability, the physically disabled either compensate for their limitations, succumb to social expectations, or idolize 'as if behavior.'"

Frequently because physically disabled children are unduly concerned with their self-image, they present many problems to the teacher in the traditional classroom. Studies document the high percentage of students experiencing great difficulty in dealing with the emotional problems associated directly or indirectly with their physical disability. The greater variation in the physical and psychological needs of these children inevitably makes effective counseling and planning

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with them a more difficult task.

For instance, most adolescents must learn to overcome difficult and major hurdles in the process of growing up. But for the handicapped, adolescence is often characterized by frustrations, struggles, antagonisms, conflicts, and feelings of anxiety, incompetency, insecurity, unworthiness, and guilt.

Many are forced to muddle through this period as best they can without the sympathy and support of the family or community. Such support could greatly facilitate their process of adjustment.

The importance of parental attitudes and behavior in shaping career choice has been well documented. From such studies, a valid inference can be made of the paramount importance of parental involvement in career education planning if its goals are to be achieved.

The significance - or impact - of parental influence on the child's thinking and decision-making can be determined through answers to the following questions:

1. Do the parents have realistic performance expectations for the child in terms of interests, aptitudes, and abilities?

2. Are the particular strengths of the child receiving sufficient attention and nurturance by the family and school personnel?

3. Are the functional effects of the disability either exaggerated or in contrast not adequately recognized by the parents?

4. To what extent is the parent/child relationship based upon fear, overprotection, dependency, rejection, and lack of information about the disabling condition?

5. To what degree does the socio-economic level of the family impinge upon the student's career decision?

6. Does the climate with the home permit a free and open exchange of ideas, problems, desires, and ambitions as they relate to the child's academic and career programs and to his changing self-concept?

7. Do the parents support, encourage, and display interest in the child's career plans, and cooperate with school and other community resources toward this end?

For the handicapped, opportunities for normal relationships are often blocked. Socially and

physically, they encounter frustrating circumstances which lead to conflict.

As an outgrowth of such frustrations, feelings of hostility, aggressive behavior, submissiveness, dependency, and withdrawal symptoms may occur in varying degrees.

The psychosocial effects of disability may be summarized as follows:

1. Effects arising directly from the disability itself, i.e. blindness, deafness, orthopedic impairment, and cerebral palsy. The child's adjustment to the problems posed by these and other disabling conditions, if not properly managed, can frequently end in behavior or personality disorders, as well as lifelong dependency.

   Anxiety is almost certain to be present in every disabling condition.

2. Effects arising from the child's attitude toward the handicapping condition. These attitudes will depend upon,

   a. the quality of his or her experience prior to the disability;

   b. the amount of fear experienced during the onset and duration of the illness or accident leading up to the disability;

   c. the information the child has and accepts regarding the disability;

   d. the treatment the child has received from family and friends; and

   e. his or her hopes for regaining or attaining independence and security.

3. Effects arising from the attitudes and behavior of others toward the child. The public attitude toward the impaired child has significant consequences for good or ill. Since society places great stress on perfection - whether it be social, financial, or physical - the more visible the imperfection or disability, the greater likelihood there is for discrimination and avoidance.

   The impact of such social action upon the child's de loping concept of himself is directly related to probabilities of success.

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II. Affected Populations

As our society becomes increasingly more technocratic, the changing economic and social conditions produce sobering statistics. Data, compiled by George Klinkhamer while a staff member of the Bureau of Education for the Handicapped, U.S. Office of Education, projected the labor and health status of handicapped youth by the end of 1977.

Approximately 2.5 million handicapped youth, nationwide will leave school during this period. Of these, roughly 2.2 million will benefit from training and become self-sufficient. The remaining 300,000 will be capable of at least partial independence with appropriate care and supervision.

From past experience, certain trends are predictable. If one hypothesizes that no planned intervention is offered to this 2.5 million population,

1. 21 percent (or 525,000) will either be fully employed or enrolled in college. Of this number, only 200,000 are likely to continue on to college or into professional training.

2. 40 percent (or 1,000,000) will be underemployed or working at the poverty level, that is, earning just over $3,000 per year.

   Individually, this group will contribute approximately $600 per year in Federal, State, and local taxes.

   Such underemployment of handicapped adults is both frustrating and demoralizing to the individuals and costly to society. In this respect, they reflect the status of several minority groups.

3. Eight percent (or 200,000) will remain in their local communities but will be unemployed and idle for the most part.

4. Two percent (or 50,000) will be found in sheltered workshops receiving evaluation, vocational training, personal adjustment, and employment services. Others will require sheltered care.

   (There are approximately 100 sheltered workshops in the United States providing such services. At least 600 additional workshops are needed to accomodate the mentally retarded population alone.)

5. 26 percent (or 650,000) will be unemployed and receiving welfare assistance from public or private sources.

6. Three percent (or 75,000 including those requiring care or confinement in public institutions) will be totally dependent on others.

   There are currently more than 600,000 handicapped youth nationwide receiving such care in hospitals, special schools, and institutions for the mentally retarded and emotionally disturbed. For such care, the annual cost per person is in excess of $7,500.

Commenting on the need to reduce the waste in talent and money, C.S. Barone stated in a public address (October, 1973):

> Educators and scientists believe that three-fourths of the physically disabled and nine-tenths of the mentally retarded could work, either in the competitive job market or on a 'sheltered' basis, if given proper education and training.
>
> Yet, only one out of three of the 150,000 adult blind are working; 47 percent of the 60,000 paraplegics; no more than one out of four of the 400,000 epileptics; and merely a handful of the 200,000 cerebral palsied are employed.
>
> The resulting burden on society is $4 billion annually for the handicapped; $3 billion of this for income maintenance.
>
> If this dependency could be sharply reduced through a reorientation of our resources into preventive educational, medical, and health programs, our investments would show a profit, not only in terms of earned income and paid taxes, but also in the fulfillment of human potential.

When the average cost of more than $250,000 to maintain one patient in an institution for a lifetime, is compared to a lifetime educational expense of $25,000 for the disabled child, the above facts take on added significance.

It would sharpen our focus to note that the latest Maryland school census numbers disabled school-age youth slightly in excess of 86,500, many of whom require special consideration in planning and implementing career education curriculums.

Included in this number are children diagnosed as mentally retarded (22,864), those with physical and/or orthopedic disabilities (6,654), and others with multiple handicaps (2,647).

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Of this 86,500 population, 303 are severely handicapped pupils who are currently receiving specialized services (hospitalization, therapy, training, etc.) which can be obtained only through private facilities, schools, clinics, and hospitals. The annual outlay for these services amounts to $1,854,534.

A significantly high percentage (85-90 percent) of the 86,500 students are participating in multiservice programs that involve most units within the local school system.

Recent legislation, along with court decisions in a number of states, including Maryland, guarantees the right of all handicapped children to an educational program appropriate to their individual needs. This type of landmark legislation, representing a unique challenge to public education, will have far-reaching effects on curricula and services designed for all exceptional students. A Statewide task force consisting of 117 persons from all segments of the community has recently formulated guidelines and recommendations to implement the provisions of Senate Bill 649.

III. Career Education: Some Considerations

With data gathered from innovative and experimental models in special and vocational-technical education, vocational rehabilitation and related programs, certain considerations for career education can be formed.

1. The therapeutic effects of work must be incorporated into the total curriculum, K-Adult, with regard to personality formation, physical growth and development, and the humanistic values which teach the dignity and worth of all human beings.

2. The maximum development of interests, aptitudes, and abilities, particularly among disabled youth, requires early exploration of psychomotor, perceptual, language, and symbolic learning skills, as well as affective components.

   Assessed through comprehensive and periodic evaluations, the child's strengths should be reinforced. Teachers should use a variety of educational/therapeutic techniques to improve, modify, or compensate for the impairment.

3. Since successful school experience (or the lack of it) is a major determinant in building ego-strength and positive self-concepts,

it is vitally important to insure success in the psychomotor, cognitive, and emotional areas of the handicapped student.

4. Research has established the efficacy of models (imitative behavior) to increase appropriate social behavior, reduce ineffective behavior, and facilitate abstract learning. The application of these principles suggest the use of models who have achieved success in their career and had to overcome a disability.

   Career materials should incorporate these features together with visits to employment sites where persons with various kinds of impairment are found in a variety of jobs.

   Opportunities for dialogue with the employees would enhance the value of the experience. The contribution to society's progress by disabled individuals, including those who have achieved historical distinction, should be an essential component of the curriculum.

An attempt to consolidate the results of certain research findings in the area of learning disabilities and retardation as they relate to training and placement, bring out some important considerations:

1. School personnel need to raise their expectations for the retarded since a high proportion of this group are able to adjust in a variety of areas.

2. There are many criteria for success and failure for this group, each with its own determinants. Broad criteria should be used in selecting students so that the greatest number have access to career programs.

   Assessment data should be used more as a measure of present status than of future performance. Predictive judgment should also be clinical in nature.

3. Because the movement from instability to stability may take a period of years, failure at any point should not result in terminating them from the program.

   Measures of work efficiency and social competence are better guides to the next step in training and placement than to long-range future adjustment. Repeated assessments are needed within each learning unit.

4. There is no reliable way to predict success

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or failure on the basis of personality measures, although personality does affect overall judgment.

Given meaningful experience, the handicapped can be retrained in school longer and thereby gain a better preparation for life through the development of appropriate social skills, as well as improved chances for job survival.

5. Every resource must be used to strengthen their weakest areas - social and civic activities. Most pressing for this group is that they learn to perform their work satisfactorily, that they acquire interpersonal skills, that they become aware of available options, and that they develop self-esteem based on reality. Important, too, is that they learn to respect and accept supervision, and take pride in work they can do well. In this regard, a school work-study program can be a very effective placement tool, but obviously proper timing is the key element.

6. Career education programs should encourage students to anticipate their own needs and to seek available help in and out of school, when needs arise.

   Moreover, these programs must teach the retarded to make contact with those they can trust.

7. The positive effects of career, special, and vocational-technical education teachers can be reinforced by school counselors who perform student/job analyses and assist individual students in choosing a specific job or other option.

   Importantly, these counselors must also assist the student who has left school but returns for additional help.

8. A sequential career education curriculum appears to be central in the overall adjustment of these students to the community.

IV. A Kaleidoscope of Career Education Programs

A basic postulate - and part of the appeal - in the establishment of career education programs for the handicapped is the latitude and flexibility in program design so that local school systems can take into account student population needs, community resources, economic conditions, current and future employment trends, as well as occupa-

tional patterns within the community.

Within the Maryland State Department of Education, the Divisions of Vocational-Technical Education, Special Education, and Vocational Rehabilitation, working either jointly or individually with local school systems, have been instrumental in establishing a variety of innovative programs.

A sampling of these diverse programs will best illustrate the way in which different schools and communities view their needs for career education.

A joint program in Dorchester County, for example, encompasses vocational-technical training available through the school system, Vocational Rehabilitation, and Eastern Shore State Hospital. The goal is to prepare the students for placement in vocational-technical programs, competitive employment, or other special programs which permit students to earn their high school diploma by completing the course and one year of cooperative work-study.

Vocational evaluators, work-study coordinators, and instructional aides are funded by the Division of Vocational-Technical Education. Secretarial services are paid through a Title VI grant. From these funds also, a special education component for grades 7-12 offering prescriptive teaching is geared to the individual needs of each student.

For more information on this program, contact William Potter, Supervisor of Special Education, or Lloyd Davis, Coordinator of Career Education, Dorchester County Board of Education, 403 High Street, Cambridge, Maryland 21613.

Vocational evaluation units in at least seven local school systems have been initiated to assist handicapped populations. Through grants and the cooperative efforts of Special Education, Vocational-Technical Education, and Vocational Rehabilitation, these units provide assessment of the handicapped student through a battery of tests, work-sample tryouts, interviews, results of coursework, and other data which may be available.

The results are used to relate a student's abilities to specific job clusters for further training, as well as gauge his or her readiness and capacity to adjust to different work demands and settings. Two of the units are mobile labs which eliminate the need to bus students to a central location

For more information, contact Mrs. Ruth Brown, Staff Specialist for Special Programs, Maryland State Department of Education, Division of Voca-

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tional-Technical Education, International Tower Building, P.O. Box 8717, Baltimore, Maryland 21240.

Vocational Rehabilitation educational units are operating in Maryland as a result of the cooperative efforts of the Division of Vocational Rehabilitation and 16 local school systems. A rehabilitation counselor, working jointly with a guidance counselor, work-study coordinator, special and vocational-technical education teachers, establishes a vocational plan for each disabled student accepted for the VR program.

On the basis of a student's interests, aptitudes, abilities, and medical data, the rehabilitation counselor assists the student-client in establishing and achieving a realistic vocational objective. He coordinates VR services with those of other agencies and the school to provide supportive evaluation, training, medical programs, etc., and ultimately employment.

For more information, contact Theodore Christenson, Staff Specialist for Third Party Agreements, Maryland State Department of Education, International Tower Building, P.O. Box 8717, Baltimore, Maryland 21240.

A curriculum, "Vocational Education for Blind Children and Youth," was produced by the Maryland School for the Blind from data compiled from surveys of employers and former students.

The basic topics cover work adjustment and interpersonal relations, value of social skills in employment, kinds of job opportunities available, and training designs to teach technical skills in the classroom. Future plans call for implementation and evaluation of this curriculum and the establishment of a comprehensive vocational-technical education center.

For more information, contact Herbert J. Wolfe, Supervisor, or Isaac Clayton, Project Director, Maryland School for the Blind, 3501 Taylor Avenue, Baltimore, Maryland 21236.

A four-phase program to assist disabled adults in their quest for employment was implemented by Dundalk Community College. Phase I involves the recruitment of forty physically handicapped and retarded students. Phase II offers guidance and counseling, corrective reading and math programs, physical and developmental conditioning, and required participation in a course designed to aid them in job retention. During Phase III, students begin training for a job. In the final phase,

students receive employment assistance when they have completed all the requirements.

For more information, contact Dr. Lee Richmond, Associate Dean, Dundalk Community College, Department of Social Sciences, 6903 Mornington Road, Baltimore, Maryland 21222.

A workshop for 40 educators was conducted by the Howard County School System, in cooperation with the Maryland State Department of Education (Divisions of Instruction and Vocational Rehabilitation) and the Governor's Committee to Promote Employment of the Handicapped.

The essential purpose of the workshop was to increase the sensitivity of school personnel to handicapped students and their problems, including their career needs.

Information about the workshop and related materials may be obtained from Dr. Fred Czarra, Supervisor of Social Studies, Howard County Board of Education, 8045 Route 32, Clarksville, Maryland 21019.

A project to expand career education services in two high schools was recently implemented in Carroll County. The project, aimed primarily toward secondary school students considered to be mentally handicapped, established career education mobile libraries for work-study programs. A career guidance specialist as well as a paraprofessional worker was hired to assist administrators and other personnel in identifying career education needs, program modifications, and additions required to meet these needs.

Follow-up instruments and procedures were developed to conduct a comprehensive study of all work-study (and other) drop-outs and graduates within the past three years. From such data, implications for changes in the curriculum can be determined.

One outgrowth of the Carroll County project was the selection of career audio-visual materials geared to the reading level of the students involved. Information regarding these materials may be obtained from Mrs. Ruth Brown, Staff Specialist for Special Programs, Maryland State Department of Education, Division of Vocational-Technical Education, International Tower Building, P.O. Box 8717, Baltimore, Maryland 21240; or Mrs. Jewell Makolin, Supervisor of Special Education, Carroll County Board of Education, County Office Building, Westminster, Maryland 21157.

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A recent Federal publication (Career Education. Department of Health, Education, and Welfare, 1971) best expresses the inherent promise of career education for all students:

> "School administrators and teachers will gain a renewed sense of accomplishment in giving students realistic, effective preparation for life in the society into which they will be graduated.
>
> "Schools will become animated, joyful places rather than the fortresses of despair that so many of them are today."

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PROGRAM DEVELOPMENT
AND EVALUATION

Part I: A Plan for Program Evaluation

The implementation of career education in Maryland, in terms of plans developed, staff trained, and students involved, has been impressive. Continued progress has been made in "pulling together" related activities and projects according to an overall plan or design for career education within the total education program. This section is primarily devoted to procedures which may be useful in evaluating the effectiveness of career education programs, activities, and materials; and to procedures which may aid further program development in career education.

Schools, school systems, and educators in Maryland are increasingly being held accountable for the quality of education on a cost-benefit basis. Requirements for accountability are likely to have several dimensions, but two have major importance. The first relates to the question, "What happens to students as a result of a given program?" The second relates to the question, "What professional skills, competencies, and resources are needed to bring about agreed-on educational outcomes?"

These two questions bear heavily on career education as a priority area in education. Because career education is generally understood to be a body of substantive content which should be part of all educational programs, the difficulty - but, at the same time, the need - of evaluating career education outcomes is obvious.

This chapter presents a point of view and a starting point for considering and answering basic questions related to accountability in career education.

Rationale for Evaluation

Any major career education evaluation effort in Maryland should be consistent with the goals and objectives of the Maryland State Department of Education's Five Year Plan for Career Education. It must also be consistent with the State Board of Education's policies and regulations related to accountability.

Starting with the Five Year Plan, it was decided that evaluation must be done in light of the five

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components of career education (home and family, career development, classroom teacher, skill development, and community) discussed at length in the preceding chapters. There are several clear advantages to this approach:

1. It represents an organizational framework that is programmatic, not process oriented. And because it can be applied in any setting, it allows vocational maturity of students to operate as a variable instead of a theoretical assumption.

2. As a programmatic approach to evaluation, it can be applied in toto at any level of education, from elementary to adult. Thus it affords a means of assessing career education at all levels of education within a community. It allows conclusions about where the greatest progress has been made or where improvement is most needed. When evaluations can be done in such directly comparable terms, an individual school system can better plan its own career education program.

3. The set of suggestions outlined here can easily be adapted to any particular way in which the school system has pictured the process of career education. It can accomodate the wide variations that we expect and encourage in local practice and philosophy.

4. From an evaluation plan determined by the five components, data can be collected from all Maryland school systems and compared directly to the Five Year Plan for Career Education. The progress which any given school system has made in implementing this Plan can be compared to Statewide progress.

5. The career education components that provide the framework for this plan have already been emphasized to Maryland educators through many conferences and workshops. Most, if not all, school systems should be familiar with these components.

In summary, our suggestions for evaluation are intended to provide a framework within which local school systems and the Maryland State Department of Education can determine:

* the relative effectiveness of career education at any level of education within a given school system;
* the relative quality of career education in each school system;
* the relative quality of each component for all school systems combined;
* the relative extent to which Maryland school systems are attaining stated goals of career education both locally and Statewide.

The remainder of this chapter is divided into six

sections. The first section discusses items to be considered in evaluating the degree of administrative support given to career education. The next five sections - one for each of the five components of career education - are intended to serve as illustrations of what could be included in a list of items to be considered in evaluation. A final evaluation plan should include the thoughts of practitioners in career education throughout the State.

For each section, a greater number of items has been suggested than probably would be feasible in an operational evaluation program. It seened preferable to list toc many items rather than too few.

I. Support for Career Education

Support and encouragement of top decision makers in education is crucial to the success of any local plan of career education. In evaluating the degree to which such support is present, you might consider the following variables and similarity measures.

A. The extent to which career education is supported by the local school board.

   1. The presence of an official school board resolution and/or statement of policy supporting career education.

   2. The commitment of local educational funds to career education by official action of the school board.

   3. The extent to which school board members are aware and informed of the career education movement.

      a. The number of career education presentations made to the school board.

      b. The number of career education publications board members may have read.

      c. The number of career education conferences attended by school board members.

B. The extent to which career education is supported by local administrative staff.

   1. The number of official statements and/or memos supporting career education issued by school system administrators and/or by building administrators.

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2. The commitment of local school discretionary funds (i.e., those not requiring school board approval) in support of career education.

3. The willingness of local school district administrators to meet with visitors to the career education program and, during such visits, to be supportive of the career education concept.

4. The extent to which school administrators have allowed career education personnel to disseminate information on their activities and to engage in activities designed to upgrade their knowledge of career education.

   a. The amount of funds expended for dissemination of local materials.

   b. The amount of funds expended for travel of career education personnel.

5. The extent to which school administrators are aware and informed of the career education movement.

   a. The number of career education publications school administrators say they have read.

   b. The number of career education conferences conducted locally that were attended by school administrators.

   c. The number of career education conferences held outside the school district attended by school administrators.

C. The extent to which career education is supported by community agencies and organizations.

1. The official statements of support for career education from the local PTA, Chamber of Commerce, service clubs, labor unions, etc.

2. The extent to which community organizations have been invited to attend career education meetings at the local, state, regional, and national levels.

II. The Home and Family Component

The Five Year Plan recognizes that career education programs cannot hope to succeed without active involvement of the home and family in the total programmatic effort. Conceptually, this

must involve a view of home as, in part, a place of work. Additionally, the concept must involve efforts aimed at changing parental attitudes about work and towards the work in which they, as parents, engage. Finally, the concept must involve parental attitudes that affect and influence career decisions made by their children. Hopefully, the following will reflect these three concepts.

A. The extent to which parents are encouraged to make the home a place in which their children and learn, observe, and interpret both the work habits and the work values of their families.

   1. The number and proportion of parents of students in elementary, middle, and senior high schools who attend meetings designed to encourage and educate parents to make the home a place in which work is made meaningful through association and activity.

   2. The number and proportion of parents who are sent written materials - by career education personnel - concerning how the home and family can complement and enrich career education activities initiated or suggested at school.

B. The extent to which parents are encouraged to think more positively about work and about themselves as workers.

   1. The number and proportion of parents of elementary, middle school, and senior high school students who are interviewed by their children regarding the work in which they engage.

   2. The number and proportion of parents who visit the school system to talk with students about the work in which the parents engage.

   3. The number and proportion of parents who are visited, at their place of work, by their own children.

   4. The number and proportion of parents who are visited, at their place of work, by teachers of their children.

C. The extent to which parents are provided with accurate data regarding the world of work and its changing nature. The goal in providing this information is to influence parental aspirations for their children and to help parents recognize the worth and dignity of all honest work.

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1. The number and proportion of parents of elementary, middle school, and senior high school students who attend meetings conducted under the auspices of the career education program staff designed to inform parents regarding the world of work, its changing nature, and its changing educational requirements.

2. The number and proportion of parents who receive materials, distributed by career education personnel, concerning the world of work, its changing nature, and its changing educational requirements.

3. The number and proportion of parents who attend programs designed to let them visit vocational and occupational education settings at the secondary and/or at the post-secondary level.

4. The number and proportion of parents who attend group meetings conducted under the auspices of the career education staff devoted to the topic of developing and implementing career education.

5. The number and proportion of parents who participate in individual and/or small group conferences with members of the career education staff devoted to a discussion of the career interests and aspirations of the parents' children.

D. Student outcome measures associated with this component.

1. An increase in number and proportion of elementary, middle school, and senior high school students whose career aspirations are not at variance with those their parents hold for them.

2. An increase in number and proportion of students who have regular work assignments within the home and family structure.

(Note: Depending on the data and conditions at the local site, specific analysis procedures should include: pre- and post-measures for the same students; comparisons between students who have been exposed to the home and family component of career education; and/or comparisons of all students with those who have academic, socio-economic, or other handicaps. At the very least, the last mentioned could be done.)

III. The Career Development Component

In the Five Year Plan for Career Education, "career development," which is distinct from "career development programs," is a generic goal for all of career education and one of the five major components of career education. While there are a finite number of activities specifically associated with "career development programs," there are a number of "career development goals" upon which other components of career education have significant impact. This will be particularly noticeable when "student outcomes" are listed for this component.

A. The extent to which students are aware of the nature, scope, and complexity of the world of work.

   1. The number and proportion of elementary, middle, and senior high school students who have received systematic instruction in the job options, environment, and requisite skills associated with the world of work.

   2. The number and variety of occupational and career information materials readily available for student use.

   3. The number and variety of special activities, other than 1 and 2 above, designed to increase student knowledge and understanding of the world of work.

B. The extent to which students are aided in increasing their level of self-understanding with respect to career aptitudes, career interests, and work values.

   1. The number and variety of career aptitude and career interest measures (paper and pencil variety) that are systematically administered to students in groups and/or on an individual basis at the elementary, middle school, and senior high levels.

   2. The number and variety of career aptitude measures (work sample simulation type) administered on a group and/or on an individual basis.

   3. The number and variety of instruments and activities designed to help students become aware of the nature of their personal work values.

   4. The number and proportion of students who have been administered career aptitude, career interest, and/or work value instruments (paper and pencil and/or simulated work

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performance types).

5. The number and proportion of students who have had career aptitude career interest, and/or work value instruments interpreted to them in an individual and/or group setting.

C. The extent to which students are aided in increasing their career decision-making skills.

1. The number and proportion of elementary, middle, and senior high school students who have received systematic instruction on a group basis with respect to career decision-making skills.

2. The number and variety of approaches utilized in providing students with career decision-making skills.

3. The number and variety of instructional materials available for students to use in acquiring career decision-making skills.

4. The number of staff judged qualified to teach decision-making skills to students.

D. The extent to which students are aided in making career decisions.

1. The number and proportion of elementary, middle, and senior high school students receiving career counseling on a group basis.

2. The number and proportion of students receiving career counseling on a one-to-one basis.

3. The number and proportion of students receiving career counseling by using a computerized career guidance system.

4. The number of professionally qualified career counselors (FTE) and their ratio to students.

5. The number of faculty advisors (FTE) - other than professionally qualified career counselors - and their ratio to students.

6. The number of paraprofessional career guidance personnel (FTE) and their ratio to students.

E. Student outcome measures associated with this component.

1. An increase in student knowledge of the nature of the world of work.

2. An increase in number and variety of student behaviors associated with exploring the nature of the world of work.

3. An increase in accuracy with which students are able to describe their own career aptitudes, career interests, and work values.

4. An increase in student decision-making skills.

5. An increase in the degree to which students have made reasoned career choices (tentative or firm).

6. An increase in student certainty of career choices.

7. An increase in student satisfaction with career choices (tentative or firm).

8. An increase in student knowledge of education and/or training required for implementation of career decisions they have made.

9. An increase in number of students with clear plans for implementing the career decisions they have made.

Note: Depending on the data and conditions at the local site, specific analysis procedures should include: pre- and post-measures for the same students; comparisons between students who have been exposed and not exposed to the career development program; and/or comparisons of all students with those who have academic, socio-economic, or other handicaps. At the very least, the last mentioned could be done.)

F. Program outcomes associated with this component.

1. An increase in number of professionally qualified career counselors.

2. An increase in paraprofessional staff assigned to the career guidance function.

3. An increase in career information materials.

4. An increase in teacher involvement in the career guidance function.

5. An increase in physical facilities assigned for use in career guidance.

IV. The Classroom Teacher Component

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It is necessary to establish measures that allow assessment of the degree to which teachers are aware of, committed to, and involved in career education efforts.

A. The number and proportion of teachers in each school building who are conducting career education projects or activities.

B. The classroom teachers' knowledge and understanding of the basic concepts of career education.

1. The teachers' scores on a 60-item Career Education Understanding Test.

2. The number and proportion of classroom teachers who have participated in inservice education activities in the field of career education.

3. The number and proportion of classroom teachers who have taken one or more formal courses in career education for undergraduate or graduate credit.

C. The extent to which classroom teachers have infused career implications of their subject matter into their instructional programs.

1. The number of teachers who have been involved in curriculum revision or materials development processes related to career education.

2. The number of teachers who have used career education materials developed by others and the frequency of their use during the school year.

3. The number of teachers who report discussing career implications of their subject matter during the school year and the frequency with which they report this was done.

4. The number of teachers who have taught special career education units and/or classes.

5. The number of teachers who have worked jointly with other teachers in their buildings on cooperative career education projects.

6. The number of teachers who have utilized parents as career education resources.

7. The number of teachers who have utilized the business, labor, industrial community as career education resources.

a. The number who have had visitors from business, labor, industry in the classroom and the frequency of such visits.

b. The number who have sponsored student visits to the business, labor, industrial community and the frequency of such visits.

D. The extent to which classroom teachers have attempted to expose students to a variety of work values, attitudes, and worker personality traits.

1. Teacher reports.

2. Materials used.

E. Student outcome measures associated with this component.

1. The number and proportion of all students and those with academic, socio-economic, or other handicaps who have been exposed to classroom teacher career education efforts.

2. The following measures of student outcome could be used, depending on data and conditions at the local site: pre- and post-measures for the same students; comparisons between students exposed and not exposed to teacher career education efforts; and/or comparisons of all students with those who have academic, socio-economic, or other handicaps:

a. Increases in student achievement,

b. Decreases in student absentee rate,

c. Decreases in student tardiness rate,

d. Decreases in school dropout rate (secondary).

V. The Vocational Skill Development Component

The phrase "vocational skill training" includes all of vocational education, pre-vocational "hands-on" experiences, and efforts of all classroom teachers to make clear the vocational skill aspects of their subject matter. Evaluation of this component depends greatly on availability of data concerning what was being done prior to the time the local school system initiated its career education efforts. Because, for the most part, physical conditions are involved here, the fol-

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lowing considerations seem appropriate:

A. The extent to which basic "hands-on" vocational skill equipment is available to and used by elementary school pupils.

   1. The number and proportion of elementary school classrooms in which such "hands-on" equipment is used.

   2. The number and proportion of elementary school pupils who have actually used such "hands-on" equipment and the frequency of its use.

B. The extent to which both boys and girls, at the middle school level, are provided vocational exploration opportunities in a variety of areas covered by senior high school vocational education offerings.

   1. The number and proportion of vocational education offerings available to students at the senior high school level that are available for exploration at the middle school area.

   2. The number and proportion of boys and girls at the middle school level who participate in exploratory course experiences related to vocational education opportunities available to them at the senior high school level.

   3. The total number of vocational exploratory course experiences in which boys and girls participate at the middle school level.

C. The extent to which middle school boys and girls, comtemplating a college preparatory curriculum, are provided with exploratory experiences related to their tentative career choices.

   1. The number and proportion of boys and girls who participate in vocational exploratory experiences in occupations requiring college degrees.

   2. The total number of vocational exploratory experiences related to occupations requiring college degrees which are available to boys and girls in the middle school.

D. The extent to which high school boys and girls have a choice of comprehensive programs of vocational education.

   1. The total number and variety (including levels) of vocational education courses available to boys and girls in grades 10, 11,

and 12.

2. The total number and variety (including levels) of vocational education programs available to boys and girls in grades 10, 11, and 12 that purport to provide the student with a marketable job skill upon completion of the program.

3. The total number and variety (including levels) of vocational education programs available to boys and girls in grades 10, 11, and 12 that purport to prepare students for post-high school occupational education programs.

E. The extent to which both males and females have a choice of comprehensive post-high school programs of occupational education.

1. The total number and variety (including levels) of post-high school occupational programs (in both public and proprietary institutions) that are systematically offered to males and females when they are ready to leave the secondary school.

F. The extent to which senior high school boys and girls contemplating college are provided with exploratory experiences outside the school in occupations related to their tentative career choices.

1. The number and proportion of boys and girls contemplating college who, while in senior high school, participate in exploratory experiences outside the school in occupations related to their tentative career choices.

2. The number and variety of career exploration activities outside the school available to senior high school boys and girls contemplating college.

G. Student outcome measures associated with this component.

1. The increase in the proportion of boys and girls who choose and enroll in high school vocational education offerings.

2. The increase in the proportion of boys and girls who choose and express an intention of enrolling in post-high school occupational education programs.

3. The increase in the proportion of students with academic, socio-economic, or other handicaps who choose and enroll in senior high school vocational education program offerings.

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4. Student satisfaction with vocational exploratory experiences in which they engage while in the middle school.

5. Student satisfaction with vocational education programs in which they enroll while in the senior high school.

6. Instructor ratings of vocational skill competency possessed by students enrolled in senior high school vocational education programs.

(Note: Depending on the data and conditions at the local site, specific analysis procedures should include: pre- and post-measures for the same students; comparisons between students exposed and not exposed to the career education program; and/or comparisons of all students with those who have academic, socio-economic, or other handicaps. At the very least, the last mentioned could be done.)

H. Program outcomes associated with this component.

1. The increase in the variety and levels of vocational education porgram offerings made available to boys and girls in grades 10, 11, and 12.

2. The increase in the number and variety of vocational exploratory experiences available to boys and girls at the middle school level.

VI. The Community: Business, Labor, and Government Components

Many Maryland firms and industrial organizations are already involved in some aspect of career education. The evaluation measures proposed for this section represent those that would be considered ultimately desirable in Maryland. It is obvious that many school systems could not be expected to show up in a very positive light at present.

A. The extent to which exchange programs exist between school personnel and personnel from the business, labor, industrial community.

1. The number of personnel from the business, labor, industrial community who have worked as volunteer employees of the school system.

2. The number of school personnel who have worked as paid employees in the business,

labor, industrial community.

B. The extent to which field trips to the business, labor, industrial community have been conducted for students and for school personnel.

1. The number and proportion of elementary, middle, and senior high school pupils who went on field trips, during the school year, to the business, labor, industrial community.

2. The total number of student field trips conducted, during the school year, for elementary, middle, and senior high school students.

3. The number and variety of business, labor, industrial organizations to which student field trips were made during the school year.

4. The number and proportion of elementary, middle, and senior high school teachers, counselors, and administrators who went on field trips to the business, labor, industrial community during the school year.

5. The total number of teacher, counselor, and administrator field trips conducted during the school year for elementary, middle, and senicr high school educators.

6. The number and variety of business, labor, industrial organizations to which educational personnel field trips were made during the school year.

C. The extent to which work experience programs have been made available to secondary school students.

1. The number and proportion of middle school and senior high school students who participated in work experience programs during the school year.

2. The number and variety of business, labor, industrial organizations that provided work experience stations for middle or senior high school students during the school year.

3. The number and variety of work experience stations for middle or senior high school students provided by the school system.

D. The extent to which occupational resource programs from the business, labor, industrial community were utilized in the career education program.

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1. The number and proportion of elementary, middle, and senior high school classes in which occupational resource persons were utilized during the school year.

2. The number and variety of occupational resource persons who visited elementary, middle, and senior high school classrooms during the school year.

3. The number and variety of occupational resource persons whose names were made available for use by elementary, middle, and senior high school educational personnel during the school year.

4. The number and variety of occupational resource persons or organizations who were contacted or visited by elementary, middle, and senior high school educational personnel during the school year.

5. The number and variety of occupational resource persons who were contacted by elementary, middle, and senior high school students during the school year.

E. The extent to which retired workers were utilized in the school system's career education program.

1. The number and proportion of elementary, middle, and senior high school classrooms that utilized the services of retired workers in career education activities during the school year.

2. The number and variety of occupations represented by retired workers who participated, during the school year, in the school system's career education program.

3. The number and variety of occupations represented by retired workers whose names were made available as volunteers willing to participate in the school system's career education program.

4. The number and proportion of elementary, middle, and senior high school students who were placed in contact with retired workers as part of the school system's career education program during the school year.

F. The extent to which a job placement program for students who leave school, involving the active participation of the business, labor, industrial community, has been established as an integral part of the school system's career education program.

1. The number and qualifications of school personnel who were assigned to the job placement program during the school year.

2. The number of personnel from the business, labor, industrial community and the number of students who participated actively on a volunteer basis in the school system's job placement program during the school year.

3. The number and variety of job vacancy notices for school leavers that were on file in the school system's job placement office during the school year.

4. The number and proportion of secondary school students leaving school and contemplating no immediate further education who were registered as job seekers in the school system's job placement office during the school year.

5. The number and proportion of secondary school students leaving school and contemplating no immediate further education who participated in one or more job interviews under the auspices of the school system's job placement office during the school year.

6. The total number of job interviews in which students participated, during the school year, under the auspices of the school system's job placement program.

G. Student outcome measures associated with this component.

1. The increase in student knowledge regarding occupations in the local community.

2. The increase in student financial income derived from work experience.

3. The increase in student awareness of work values, life styles of workers in various occupations, and sources of worker satisfaction.

4. The increase in student understanding of working conditions in the business, labor, industrial community.

5. The increase in student awareness and understanding of the positive worth and dignity of a variety of occupations in the business, labor, industrial community.

6. The increase in the personal meaning and meaningfulness of work to the individual student.

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7. The increase in student competencies required to fill out job applications, placement papers, and participate in job interviews.

(Note: Specific analysis procedures, dependent on data and conditions present at the local site, include: pre- and post-measures for the same students; comparisons between students exposed and not exposed to the career education program; and/or comparisons of all students with those who have academic, socio-economic, or other handicaps. At the very least, the last mentioned could be done.

A number of stude t outcomes that conceivably could be included as part of this component could also be used in the career development component.)

H. Program outcomes associated with this component.

1. The increase in teacher and counselor knowledge of the business, labor, industrial community.

2. The increase in frequency of contact and positive relationships established between the school system and the business, labor, industrial community.

Developing Evaluative Procedures

The evaluative procedures described in this chapter deal more with the "quantity" of career education effort than its "quality." However, the magnitude or extent of career education activities is an important starting point in the evaluation of an over-all effort and once the beginning has been made, procedures to evaluate the quality of career education programs and activities should be developed.

In addition, evaluative procedures must provide evidence of the extent to which career education affects the learning or modifies the behavior of the students. Effective career education evaluative procedures must produce answers to questions such as these:

1. Does achievement in basic skill areas such as reading, writing, and computing, improve when students engage in career education activities?

2. Do students who engage in career education activities know more about their educational and career options than do students who do not engage

in these activities? Do they have a better understanding of their personal attributes and interests as they relate to these options?

3. Do students who participate in career education programs make wiser career plans and decisions? Do they receive greater satisfaction from their work?

Several school systems have developed or are developing procedures for evaluating career education programs. The school systems and the persons to contact for information are listed below:

Anne Arundel County Career Education Project; Robert Jervis, Project Director, Area 1 Office, First and A Streets, Glen Burnie, Maryland 21061.

Prince George's County Career Education Office; Dr. N. Edwin Crawford, Director of Career Education; or Dr. Lee Bowen, Supervisor of Career Education, Prince George's County Board of Education, Upper Marlboro, Maryland 20870.

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Part II: A Suggested Plan for Evaluation of Career Education Materials

We have many more teachers psychologically and philosophically ready to attempt implementation of career education than we have teachers who are ready with the necessary materials required for such implementation. An increasing number of commercial publishers are rushing to fill the expressed needs of classroom teachers for career education materials.

At present, many school systems appear to be purchasing these new materials indiscriminately because they have no good way to judge the worth of these materials. Quite importantly, many of the best career education materials have been developed by local school systems. While these materials are available for reproduction - in the sense that they carry no copyright - they are, in effect, unavailable to other school systems because educators do not know of their existence. There is, then, a great need to identify the best of these locally produced materials and make them available to other school systems.

The United States Office of Education recognized this need by calling for a national effort aimed at selecting the 30 most promising sets of locally-developed career education materials. The following criteria were suggested for evaluating materials:

1. Evidence of effectiveness and availability.
2. Absence of sex-role stereotyping, racial discrimination, and occupational denigration.
3. Visibility of a broad range of occupational and professional options.
4. Ease of reproduction and use by teachers with a minimum of additional inservice preparation.
5. Suitability for all K-14 levels of education, and for a full range of subject matter: language arts, social studies, mathematics, science, hands-on exploratory courses, guidance, placement, inservice training, work experience, community involvement; suitability, too, for special target groups such as the disadvantaged, handicapped, and non-English-speaking students.
6. Versatility: attention to the development of psychomotor, cognitive, and effective skills, rather than a single purpose.

These six criteria appear to have much merit, and it would seem advisable to consider using them for evaluation of locally developed (or commercially sold) career education materials.

There are two additional sets of criteria which - when combined with the six USOE criteria - may

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provide a more comprehensive basis for evaluating career education materials. The first set consists of five general criteria that could easily be added to the six criteria on the USOE list. These 11 criteria, then, could make up the first stage of general evaluation. After materials have successfully passed this first stage, a second set of four "special purpose" criteria may be applied.

Additional First Stage
General Criteria

1. Instructional materials must be based on some acceptable comprehensive model of career education, and the manner in which these materials fit that model must be clearly identifiable.

Rationale: There exists no one "best" model for career education. However, some model must be selected to serve as the yardstick against which instructional materials are measured.

2. Teacher instructional materials must be clearly identified both by grade level(s) and specific subject matter for which they are intended.

Rationale: Many teachers look for familiar instructional content in judging whether or not they feel "safe" in using career educational material. The goal of infusing career education concepts into on-going curriculum becomes difficult when teachers become more enthused with a particular activity than with the subject matter that activity is supposed to teach.

3. Preference will be given to teacher instructional materials that can be either infused into the existing curriculum or taught as career-related subject matter units within the school year.

Rationale: Career education is not a special subject to be taught as a separate unit or in a special part of the school day. Many teachers lack the ingenuity and the courage to integrate career education concepts into the on-going curriculum. Some materials are necessary for such teachers to use in special initial efforts to make them more ready for the infusion process.

4. Preference will be given to materials that do not require the use of special hardware that is not now found in most schools.

Rationale: It seems unlikely that large amounts of new money ear-marked for career education will become available to local education agencies. Therefore, materials will be needed that

do not cause significant increases in school budgets.

5. Preference will be given to materials that encourage the greatest use of local initiative in making adaptations or variations appropriate for specific individuals in specific schools.

Rationale: Completely "canned" packages of materials tend to reduce teacher initiative and make teaching less satisfying personally. Teachers will be more enthusiastic about materials they have helped to develop. Variations in local need will require variations in materials used.

Second Stage Criteria

1. Preference will be given to materials that clearly fit into a defined K-14 comprehensive career education program now in existence.

Rationale: Persons judging the usability of materials should be able to see how this material contributes to their career education effort.

2. Preference will be given to materials designed to raise aspiration levels of culturally or economically disadvantaged pupils in the inner city and rural areas.

Rationale: The use of local neighborhood and community resources - while appropriate for most pupils in a career education effort - must be supplemented greatly for the disadvantaged student. Few materials are known to meet these special needs.

3. Preference will be given to materials designed to emphasize career education for special education students at the elementary school level.

Rationale: Special education students, at the elementary school level, badly need emphasis on the nature of work, work values, and work habits that are appropriate to their lifelong needs. Few school systems have begun to approach this problem.

4. Preference will be given to materials designed to meet career education needs of the gifted and talented.

Rationale: Wide variations in patterns of career development for the gifted and talented make special career education materials for this group mandatory. Emphasis on career ed-

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ucation for these students is helpful in eradicating the false impression that career education is simply an extension of vocational education.

Suggestions for Applying These Criteria

When these criteria are applied, a "score" for each set of materials would seem desirable. That is, there ought to be a way to describe career education materials (commercial or homemade) in terms of "scores" that are weighted to reflect what is most important to a particular school system in meeting the needs of its students.

Total scores could, of course, be derived for each set of materials. Materials with the highest total score could be considered valuable enough to justify recommending them for local career education programs. On the other hand, scores could simply be reported as a service activity.

EXAMPLES OF EVALUATION PROCEDURES
FOR CAREER EDUCATION MATERIALS

At least two Maryland school systems have developed procedures for evaluating career education resource materials. Limited copies of the publications mentioned are available.

Evaluation of Non-Print Media - Contact Robert Pitts, Frederick County Board of Education, 115 East Church Street, Frederick, Maryland 21701.

Career Education: Recommended Materials, K-12 - Contact Robert Jervis, Anne Arundel County Board of Education, Area 1 Office, First and A Streets, Glen Burnie, Maryland 21061.

Materials Evaluation Form - Career Education Program - Contact Mr. Nick Vukmer, Career Education Resource Teacher, St. Mary's County Board of Education, Leonardtown, Maryland 20650.

Checklist for the Presence or Absence of Occupational, Sex-Role, and Ethnic Stereotypes in Educational Media - Contact Mrs. Nancy Pinson, Specialist in Prevocational Education, Maryland State Department of Education, International Tower Building, P.O. Box 8717, Baltimore, Maryland 21240.

EVALUATING CAREER EDUCATION MATERIALS FOR RACIST AND SEXIST STEREOTYPES

Stereotypes may be found to varying degrees in many of the materials used in classrooms. The intent of career education is to do away with racist and sexist stereotypes in order to open new horizons and new options to students. As a guide to evaluating textbooks and other materials, we offer the following article from Educational Leadership, November, 1973. This article has been reprinted with the permission of the Association for Supervision and Curriculum Development and the author, Max Rosenberg.

Editor's Preface

The statement "Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials" is a revision and refinement of a paper published two years ago by the Michigan ASCD. Its major new element is a clear recognition that women as well as racial-ethnic minorities must now receive what they have both been so long denied - equal educational opportunities, as reflected in fair treatment in curriculum and instructional materials, and also in other dimensions of school and community life.

The statement of criteria was written by Max Rosenberg of the Detroit Public Schools, who served several years as chairman of the Equal Educational Opportunities Task Force of MASCD. Dr. Rosenberg has recently been appointed by the ASCD Executive Council to head a special ASCD Working Group on Bias in Instructional Materials.

The original statement of criteria received very wide attention from school systems and colleges across the country. Thousands of copies were requested and purchased, and numerous reprints were authorized. The statement was reprinted in Audio-Visual Instruction. Articles and reports about it were printed in the Spotlight of the National Association of Secondary School Principals, in NEA NOW, and in Educational Leadership.

Large numbers of textbooks in current use in American public schools do not meet the essential needs of our children and youth. As educators, we - you and I - must change this intolerable situation. We must play an active role to assure that the textbooks used in our schools do meet the needs of students in a pluralistic, democratic society.

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The statement of criteria, with its pointed guidelines, can serve as a useful tool in the process of evaluating textbooks and other learning materials. It has proved to be very helpful to many teachers, supervisors, administrators, and to board of education members and other interested citizens.

You, too, can make good and effective use of the criteria. Evaluate the books that you use now in your classrooms, in your school district; reject and demand replacement for those which do not meet the test! Before you approve and purchase any new learning materials, carefully examine and evaluate them to make sure that they do meet high standards both in subject area content and in their fair and accurate and balanced treatment of women and minority groups.

Evaluate Your Textbooks for Racism, Sexism!
by Max Rosenberg

Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials

Educators have a major responsibility for the kind and quality of textbooks and other curriculum materials used in the learning-teaching process.

As responsible and dedicated educators in a democracy, we must bring our influence and strength and commitment and wisdom to bear. We must insist upon the production, selection, and use of the finest learning materials that our writers and artists are capable of creating for the education of all our children - male and female, black and white, rich and poor, rural and urban and suburban, Catholic and Protestant and Jewish, Indian and Oriental, and Spanish-speaking - all of our children without exception.

Textbooks and other instructional materials are vitally important to learners and their learning. These materials are relevant to the students' life experiences, or they are not. These materials give the students the clear feeling that this education is intended for them, or it is not. These materials make the students aware that they are part of the mainstream of American education and American life, or that they are not. Curriculum materials profoundly affect learners and their learning - in the way they view themselves and their social groups; in the way they think about their roles and

future, and about the society and its future; in the way they are motivated to work and play and learn and live.

All textbooks and other curriculum materials should be examined, analyzed, and evaluated with care and thought, to ensure that they meet the highest standards both in subject area content and in their treatment of women and minority groups. Books and other materials which do not meet these highest standards should certainly be rejected.

Following is a list of 20 criteria which can serve as significant guidelines for educators in the process of selecting textbooks and other curriculum materials. While not all of the criteria will be applicable in every case, the questions raised do focus upon basic considerations in the learning materials that we use in the education or miseducation of our children.

Does this textbook or learning material in both its textual content and illustrations:

	Yes	No
1. Evidence on the part of writers, artists, and editors a sensitivity to prejudice, to stereotypes, to the use of material which would be offensive to women or to any minority group?	☐	☐
2. Suggest, by omission or commission, or by overemphasis or underemphasis, that any sexual, racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?	☐	☐
3. Utilize numerous opportunities for full, fair, accurate, and balanced treatment of women and minority groups?	☐	☐
4. Provide abundant recognition for women and minority groups by placing them frequently in positions of leadership and centrality?	☐	☐
5. Depict both male and female adult members of minority groups		

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	Yes	No
in situations which exhibit them as fine and worthy models to emulate?	☐	☐
6. Present many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships?	☐	☐
7. Make clearly apparent the group representation of individuals - Caucasian, Afro-American, Indian, Chinese, Mexican-American, etc. - and not seek to avoid identification by such means as smudging some color over Caucasian facial features?	☐	☐
8. Give comprehensive, broadly ranging, and well-planned representation to women and minority groups - in art and science, in history and mathematics and literature, and in all other areas of life and culture?	☐	☐
9. Delineate life in contemporary urban environments as well as in rural or suburban environments, so that today's city children can also find significant identification for themselves, their problems and challenges, and their potential for life, liberty, and the pursuit of happiness?	☐	☐
10. Portray sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images - mutual understanding and respect, full and unqualified acceptance, and commitment to ensure equal opportunity for all?	☐	☐
11. Present social group differences in ways that will cause students to look upon the multicultural character of our nation as a value which we must esteem and treasure?	☐	☐
12. Assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual?	☐	☐

	Yes	No
13. Teach the great lesson that we must accept each other on the basis of individual worth, regardless of sex or race or religion or socio-economic background?	☐	☐
14. Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders?	☐	☐
15. Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility?	☐	☐
16. Clarify the true historical forces and conditions which in the past have operated to the disadvantage of women and minority groups?	☐	☐
17. Clarify the true contemporary forces and conditions which at present operate to the disadvantage of women and minority groups?	☐	☐
18. Analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American dream for all Americans?	☐	☐
19. Seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy - to demand freedom and justice and equal opportunity for every individual and for every group?	☐	☐
20. Help minority group (as well as majority group) students		

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	Yes	No
to identify more fully with the educational process by providing textual content and illustrations which give students many opportunities for building a more positive self-image, pride in their group, knowledge consistent with their experience; in sum, learning material which offers students meaningful and relevant learning worthy of their best efforts and energies?	☐	☐

This author's criteria are not in effect a rating scale. You may, however, want to judge your present learning materials by these criteria. Unless you are able to answer "Yes" to all of these questions, you may feel there is room for improvement - or even a need to select new textbooks and other instructional materials.

BIBLIOGRAPHY

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This bibliography has been assembled with one major purpose in mind: to provide primary, up-to-date references to career education materials. The materials and references listed here have been selected by a sub-committee of the Maryland State Department of Education's Career Education Task Force. The selection of these references represents the judgment of that group.

There are three sections in this bibliography. The first consists of other major career education bibliographies which have been developed recently. The second section is composed of books, periodicals, and newsletters. The third section includes curriculum, program, and other resources. Many of the annotated references in the third section were taken from "Career Education: An Annotated Bibliography for Teachers and Curriculum Directors," American Institutes for Research, Palo Alto, California, January, 1973. This AIR document is, itself, a major resource document for career education.

Items with an asterisk (*) in front of them are available in the Maryland State Department of Education Media Center.

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Section III: Curriculum, Program, and Other Resource Guides and Materials

Career Awareness: An Elementary Teacher's Guide. Arkansas State Department of Education. Little Rock, Arkansas.

Career Awareness Program: Starring Popeye the Sailor. King Features Education Division. New York, New York, 1973.

This program for fourth grade students consists of a series of career oriented booklets in comic strip form. The pamphlet on Health and Environmental occupations is now available; booklets on thirteen other occupational clusters are under development. Materials are developed to provide multiethnic appeal as well as career information.

Career Data Book. John C. Flanagan, et al. American Institutes for Research. Palo Alto, California, 1973.

This handbook is developed for the use of school counselors in helping students develop educational and career plans. It presents the high school profiles of interests, abilities, and background characteristics of students planning each of 138 careers five years after high school graduation.

Career Development for Children Project. L.J. Bailey. School of Technology, Technical, and Industrial Education, Southern Illinois University. Carbondale, Illinois, February, 1969.

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Career Education Guide. Science Research Associates. Chicago, Illinois.

This document lists career education objectives - K-adult - and references to specific SRA materials for accomplishing these abjectives.

Career Education Inservice Training Guide. Louise J. Keller. General Learning Corporation. Morristown, New Jersey.

This guide is intended for use by local administrators in planning and implementing inservice training programs. It provides background perspectives, overviews of the national scene in career education,

and discussions of developmental stages of implementing career education in local settings.

Career Education Resource. J.E. Bottoms, et al. General Learning Corporation. Morristown. New Jersey.

This guide includes samples of curricular activities selected from hundreds of local school district career education programs. It is for use by teachers of grades K-9.

Career Education Resource Guide. General Learning Corporation. Morristown, New Jersey.

Career Exploration and Decision-Making. Boston: Houghton Mifflin Company.

This package is a "desk-top" career kit, consisting of file boxes containing over 1200 Career Briefs indexed on file cards and includes a one-year subscription to file up-dating services. The program is also available in smaller components. A Career Exploratory Kit, designed for counselors, contains information on 450 jobs. Specialized kits on particular occupational areas are also available.

Career Information Kit. Science Research Associates. Chicago, Illinois.

This kit contains a comprehensive library of materials presenting information on careers. The materials are appropriate for use with students in grades 9-14.

Career Orientation Program. Ohio State Department of Education. Columbus, Ohio.

The elements of this program, intended for use in grades 7-8, focus on the individual, the occupations, and the disciplines. In addition to providing conceptual models for career orientation programs, the materials contain a teacher handbook of guidelines for implementing such programs.

Child's World of Choices. Joint Council on Economic Education. Washington, D.C.

This program, developed under the aegis of the Developmental Economics Education Program in Des Moines, Iowa, is intended to assist second grade teachers to incorporate basic economic concepts in their instruction. It includes a teacher's guide which presents suggested learning activities and an activity book for student use containing illustrations of various economic concepts.

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Concepts and Values. New York: Harcourt Brace Jovanovich, Inc.

Materials, including student texts and Teacher guides, have been developed for grades 1-4. Materials for kindergarten, grades five and beyond are currently under development. The materials deal with concepts drawn from economics, sociology, political science, and history.

Deciding. College Entrance Examination Board. New York, New York.

This is a course of study on decision-making, including units on values analysis, information acquisition, and decision strategies; for use in grades 7-9. The package contains a student workbook and a leader's guide. A similar course suitable for high school students and adults is scheduled for 1973 availability.

Developing Understanding of Self and Others. American Guidance Series, Inc. Circle Pines, Minnesota.

This program is intended for students in grades K-6. It consists of a series of kits, each containing materials for a one-year program, teacher manual, puppets, role playing activities, and recorded and illustrated stories.

Elementary Guide for Career Development. Lee Laws. Texas State Education Agency. Austin, Texas.

Exploring Careers. Cames Central. Abt Associates. Cambridge, Massachusetts.

This package contains "recipe" booklets for simulation experiences through which students can explore possible careers and acquire basic information about those careers.

Focus on Self-Development. Science Research Associates. Chicago, Illinois.

This program is divided into three components, one focusing on awareness, one on responding, and one on involvement. Together, these cover grades K-6. The materials comprising the program include teacher's guides, filmstrips, records, student activity books, and photoboards.

Guide for Developmental Vocational Guidance K-12. Eds. B. Sandlin and C. Wright. Oklahoma State Department of Education, Guidance and Counseling Division. Tulsa, Oklahoma.

Introducing Career Education to Teachers: A Handbook for Consultants, Workshop Leaders, and Teacher Educators. Charleta Dunn and Bill R. Payne. DeKalb: Northern Illinois University.

This handbook, developed as part of the project ABLE Model Program, is a loose-leaf notebook of five sections, each focusing on a specific aspect of a career education program. The sections are Introduction, Establishing a Relationship, Key Concepts, Conducting a Workshop, and Careers and Strategies.

Job Experience Kits. Science Research Associates. Chicago, Illinois.

These kits, for students in grades 8-10, provide simulations of job experiences and the realities of work.

*K-12 Guide for Integrating Career Development Into Local Curriculum. Harry N. Drier, Jr., et al. Worthington, Ohio: Charles A. Jones Publishing Company, 1972.

This guide for elementary and secondary school teachers, developed by the State of Wisconsin, contains several models for career education programs. In addition, objectives and extensive lists of resources are provided.

Life Career Game. Racine, Wisconsin: Western Publishing Company, Inc.

This game consists of simulation experiences in a Parker Brothers-type game format. The experiences require the players to make plans and decisions, and to examine the consequences of those decisions.

*The Many Languages of Career Education. Maryland State Department of Education. Baltimore, Maryland, 1974.

Mini-Programs in Career Education. New Mexico State Department of Education. Santa Fe, New Mexico.

Motivation for Career Success. Education Achievement Corporation. Waco, Texas.

This is a 30-lesson program presenting concepts critical to career success. Aimed at junior and senior high school students, it utilizes cassettes, printed guides to narration, and a plan of action manual for student use in practicing skills of valuing, organizing, and goal-setting.

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Occupac Project, The. Eastern Illinois University. Charleston, Illinois.

Our Working World. Science Research Associates. Chicago, Illinois.

This program, developed by Lawrence Senesh, is for use in grades 1-6. Materials for levels 1-3 have been developed and cover families, neighbors, and cities at work. Levels 4-6 cover Regions in the U.S. and The American Way of Life.

Plan Long Range Goal Formulation Programs. Westinghouse Learning Corporation. New York, New York.

The goal formulation component of Plan for students in grades 9-12, focuses on the relation of characteristics about one's self to characteristics of different occupations. Information about jobs in each of twelve occupational clusters is presented as well as skills in planning and decision-making.

PRO-CESS. Florida Department of Education and Career Education Center. Tallahassee, Florida.

A programmed inservice course in the background, concepts, and technology of career education which may be used in its planning, design, and implementation.

SRA Guidance Service. Science Research Associates. Chicago, Illinois.

Technology for Children. New Jersey State Department of Education. Trenton, New Jersey.

Valuing Approach to Career Education. Education Achievement Corporation. Waco, Texas.

A multi-media instructional system for developing career education concepts in grades K-5. These materials were developed as a part of Project FAIS, College of Education, University of Florida.

Vocational Guidance Quarterly. American Personnel and Guidance Association. Washington, D.C.

*Yellow Pages of Learning Resources. Ed. Richard Wurman. Cambridge, Massachusetts: MIT Press.

This guide, for teachers in grades K-9, is modeled on the telephone directory yellow pages format. Its purpose is to show how the city can be used as a learning re-

source. It contains numerous innovative ideas for learning activities.

You: Today and Tomorrow. Educational Testing Service. Princeton, New Jersey.

This is a self-contained program on decision-making which is designed to cover 30 group guidance sessions. Included in the program are a 100-page student booklet and a teacher's guide.

Notes