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ABSTRACT

Career guidance/career education are the focus of this transcript of a radio series broadcast by the National Public Radio System entitled "Can You Get There from Here?" The fourth and final part of a 4-part series on the relationship between schooling and jobs, this program incorporates studio interviews with career counselors and educational administrators from various parts of the country. In the final segment of the program, excerpts are read from listeners' responses to the question of whether they received training in school for the jobs they now hold. The moderator reports that 60% of respondents said they had not received training in school for their current job, but most discussed the ambivalence of their situation. A resource list on education and work is included. (TA)

INSTITUTE FOR EDUCATIONAL LEADERSHIP
THE GEORGE WASHINGTON UNIVERSITY

National Public Radio

Options in Education

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202-785-6462

TRANSCRIPT
WEEK OF JANUARY 26, 1976

OPTIONS IN EDUCATION is an electronic weekly magazine devoted to coverage of news, features, policy and people in the field of education. This transcript focuses on the subject of career guidance/career education. The reporter is John Merrow; the co-host is Wendy Blair.

This week's program is the fourth and final in a series on the relationship between schooling and jobs, "Can You Get There From Here?" and is available for broadcast by National Public Radio's 181 member stations the week of January 26.

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(Check your local listings or the NPR member station in your area for the time and date of broadcast.)

Tape cassettes are available at cost. Due to special funds from the Office of Career Education received for this mini series, tape cassettes for all four programs are $12.00 (single cassettes are priced at $4.00 each.)

OPTIONS IN EDUCATION is an electronic weekly magazine devoted to coverage of news, features, policy & people in the field of education. The program is available for broadcast to the 185 member stations of National Public Radio.

The Executive Producer is John Merrow. The Acting Producer is JoEllyn Rackleff, and the Co-Host is Wendy Blair.

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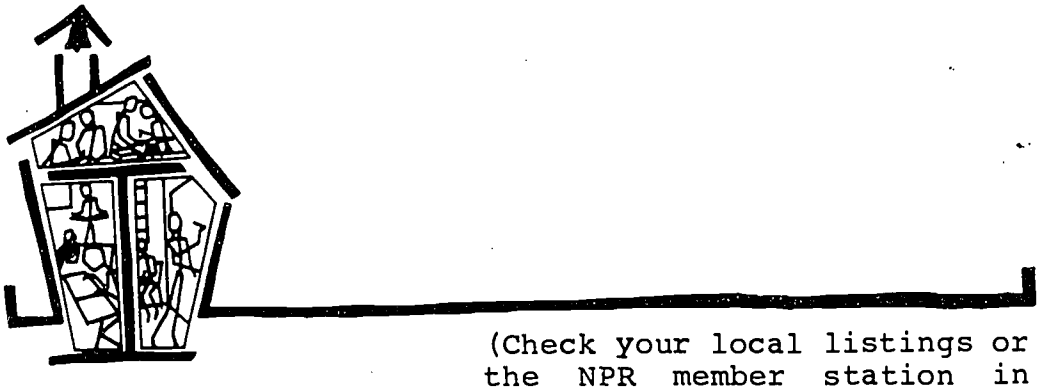

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Contact: Ms. S. Gay Kinney
Public Information
(202) 785-6462

BLAIR: Options in Education is a news magazine about all the issues and ideas in education, from the abc's of pre-school to the alphabet soup of government programs. I'm Wendy Blair, and this week on Options in Education, John Merrow and I continue a four-part series on schooling and jobs: "Can You Get There From Here?"

ORLANDO: Hi, I'm Tony Orlando.

DAWN: And we're Dawn.

ORLANDO: We had a lot of fun making this record which comes with a special free booklet on career opportunities.

DAWN: You can get the training to qualify for a technical career. Write to Careers, Box 111, Washington D.C., 20044.

ORLANDO: Who knows, you, too, may be singing our song: "You Can Be More Than You Are."

This was a public service announcement of this station.

TEACHER: This kind of training is most important for kids who are poor students. Those are the ones I like to work with the most. A lot of other kids are going to make it without the school. But for kids whose environment is not so great, they're the ones who sit in the back row, who are afraid to talk, literally, to someone else, and say, "I can do this job because I'm worth something. You know, I'll do a good job for you or I need this training." They are the people, I think who need it the most.

TEACHER: We did a survey in Georgia of all the students who took the SAT's. 78 percent of these students identified career counseling as their number one problem. The number two need was trying to figure out where to find career counseling. So their first problem was what they were going to do, and their second problem was where in the world they were going to find help with the first problem.

BLAIR: The poor student needs it and the college-bound student needs it. "It" is career guidance. John has been asking teachers and counselors from across the country what they are teaching students about work. Mary Domahidy of Greenville, South Carolina, explains that young girls need special career counseling, too.

MERROW: What is the wheel of fortune, Mary?

DOMAHIDY: Okay, it's like I said, a wheel of fortune. It's divided into two different parts. One part is what happens to someone when they go look for a job. The second part is what's likely to happen to people in their personal lives in the future, to women. This goes spinning, spinning, spinning. The student goes up there with knowledge about some plans that they might have concerning a specific job and hopes for their future. So they walk up there and they spin it and it might come up "You're not hired because you have no experience." There is always the possibility that you do get the job. But there is another possibility,

too, that you don't get the job or you do get the job based on whether or not you have an advanced degree.

MERROW: Aha, the old shell game of going back to college.

DOMAHIDY: Right, or there is the other one, too, which probably might be more typical of today's job market. Only if you have technical skills do you get the job.

MERROW: You said there were two wheels of fortune or two parts to the wheel. It had something to do with personal life. What's on that wheel?

DOMAHIDY: Okay, on that wheel are things like happily married to, say, a doctor or a storeowner. Also there are things like she's widowed at the age of 30 because one out of 10 women in our country can expect to be widowed before the age of 50, which is pretty much against their stereotype. Then, of course, with three out of ten marriages ending in divorce, we have to have that adequately represented in the situation. And with one out of ten women remaining single for her entire life, we have to have that represented too. So those are just some of the outcomes.

MERROW: What's the mystery envelope and what's in the mystery envelope?

DOMAHIDY: Well, it is another tool to get at a learning situation. This time the young people are working in pairs. It may be a boy and a girl or two boys or two girls or whatever. They are asked to plan for an average high school girl who's 16 years old what they think will probably happen to her in the next 20 years of her life. They then have about 10 to 15 minutes to work this out and present their ideas to the class. Then I show them a set of mystery envelopes and they pick one of them. This represents fate. Whatever the mystery envelope says holds true. This is that part of life that they have not been able to show all control over.

MERROW: Mary, it sounds as if ideally the kids who finish this unit that you are doing will have their feet somehow onto reality. Is that the goal?

DOMAHIDY: The goal, yes, is to create the awareness that these are the things that can happen, that are likely to happen, that you can't control every aspect of life. I have to say one thing about myth breaking, though. You have to be cautious. In three to five days there is not a whole lot I can do to break any kind of myths that have been ingrained over a period of, say, 15 years. It is just to create the awareness that there are some other ways of looking at things. Now if it breaks their myth that is because they have thought beyond what I've done in three days.

MERROW: Mary Domahidy,who's a YWCA program coordinator in Greenville, South Carolina.

BLAIR: Creating awareness is a central theme, as is the idea of values clarification. A career counselor from New Hampshire explains.

MERROW: Kathy Diggs, you are a career counselor. What do you do if the kid is happy driving a tractor? Do you just let him go on or do

you tell him about the other things he might do?

DIGGS: I think that you absolutely have to. The whole point of career education is to expose people to careers without, hopefully, influencing them in any kind of directions, but giving them the initial equipment for themselves to make decisions. I think that it is our obligation to definitely illustrate to them the variety of careers that are available, but to give them the skills to make the decisions between their environmental background, which may conflict with the other information they are learning, but to make the decisions for themselves.

MERROW: Okay, but there are environmental pressures to not tell the kid about Paris and Rome and keep him on the farm?

DIGGS: Forget that; Manchester and Concord. Yes, I think there are. I don't think it is necessary to keep them just strictly on the farm as it is to keep them home. I think that is very true of a lot of areas where it is a rural kind of circumstance, not only in my immediate place that I'm familiar with. Yes, I think that there are parents whose exposure themselves is limited and therefore they don't understand the exposure that their son or daughter might have to have in order to cope in society. Therefore, it's not that they want to shelter the child. It's just that their own vision doesn't take that in at all.

MERROW: Isn't it possible that you're setting them up for some kind of huge culture shock?

DIGGS: Oh, I think that's very possible. I think that anybody who even pretends to be an expert in any kind of career education or especially career guidance, any kind of counseling that would be teaching decision-making skills or values clarification to students would have to be very careful that they are not in any way, in intonations and so forth, ascribing priorities to it, you know, "this is better than that." I think what we are trying to do is just to have kids understand what their own values are, just to understand what their values are, and perhaps how they arrived at them. In order for somebody to make a decision about a career, they have to know what they want of themselves. They have to clarify their own values. Then they have to have decision-making skills which help them to make decisions once they've gathered all of the information.

The third part of it then is to have career information, enough information and exposure and hands-on experiences, and so forth, so that now knowing what kind of life style you think you want, by having clarified your own values, now being able to know how you make a decision, you then take as much data as you can and as much realistic exposure and then relate those exposures to the other two things, to your values, and try to choose a career in that way.

I think that it is very possible, in fact probable, that by developing a good career education program from kindergarten through 12th grade we will in fact put many kids in conflict with their local environment, with family, with a tradition of their geographic area, with a tradition of a, say, a foreign background. I think we will definitely put kids in conflict with that and that means that we therefore have to deal with the conflict we are going to put them into. That again comes back to the whole thing I said on values clarification and decision making. Any kind of change and any kind of decision-making is difficult. It's work. It could involve, you know, some pain and agony. I think decision-making is not easy.

MERROW: So you are kind of a revolutionary.

DIGGS: I don't think so. I know I didn't have the help and I spent a lot of time going through the wrong doors. I think that we don't have time for it. I think that we don't want kids dropping out of school. This has something to do with that whole thing, making school more relevant. We want learning to be a lifelong process. We want kids to be able to see the relationship between everything they do in school and themselves, relevantly, and to tie some of those kind of things together with a lifestyle. Career education really means a lifestyle. It doesn't just mean "job". It means a whole lifestyle.

BLAIR: Kathy Diggs, a career counselor in New Hampshire, talking with John Merrow. Any number of factors influence career and occupational decisions. Ivan Charner, an education researcher at the National Institute of Education, lists some of the variables.

CHARNER: We are looking at a wide range of variables, ranging all the way from parental background variables, including parents' education, occupations, income, parental socialization practices, including sex role socialization -- that is a major emphasis in a lot of research today -- educational variables, academic ability, intelligence measured by an IQ test or some form of IQ test; pure variables, what your friends want to do, if that is congruent with what you want to do; and other significant, other variables, what teachers want you to do, what teachers say you should do, what counselors say you should do, the amount of counseling that you have had or the amount of advice that teachers give you for different educational and occupational levels; and also a number of socio-economic status variables, other than parental, including community socio-economic status, school socio-economic status, and the import of all of these variables on occupational attainments, educational attainments of individuals.

MERROW: What are you finding out? What's the single most important factor in the choice of an occupation?

CHARNER: Parental influence seems to be the most important, both on its direct effect on occupational attainments, how it directly would affect one's occupational attainment, and also on its effect of other variables and thensubsequently how those variables affect occupational attainment.

MERROW: Let me give you an hypothesis. You grow up in a family and your father works in a mill. Everyday or every night he says "Ivan, I don't want you to grow up to work in a mill. I don't want you to be like me. I want you to do better than I am." Those are both family variables. The kid sees the father doing one thing and here's the father saying another. What's likely to happen? Which will have the stronger influence?

CHARNER: My guess in that case will be probably some kind of interaction of the two. If I would see my father being very happy at what he's doing, having a relatively good income and a stable job and doing things that I would like to do, being outside, working with my hands, that might overcompensate for what he's actually telling me. If, on the other hand, I don't like what he's doing and think what he's telling me is better, that would be the primary factor in my weighing those two alternatives.

MERROW: You say, "I would guess." I know you are a qualified guesser. But is there research that actually indicates that? Can you research

that, the interaction of those two sort of contradictory threads?

CHARNER: Yes, there has been some. Looking at parental aspiration for their children compared to parental occupations and finding that parental aspirations have a major effect on occupational aspirations and subsequent occupational attainments.

MERROW: You said the most important thing is the family influence. What's the second most important factor in choice of an occupation?

CHARNER: You'd get a debate in the field. A number of students would say it is educational influences. The level of education is what we've researched primarily, how many years of education. There has been very little research on actually what about education seems to have affect.

MERROW: Ivan, I have this sneaking feeling that you are talking about people who go on to college.

CHARNER: Most of the research has been dealing with college populations, but there is a large percent, part of the research, that does deal with non-college bound students.

MERROW: Is there a difference? For example, you haven't said in terms of the factors affecting choice, you haven't said the job market, or at least I didn't hear you, I don't think.

CHARNER: The labor force. I classify the job market in that large range of environmental variables.

MERROW: Oh, I see. So the availability of jobs --

CHARNER: Is an important factor.

MERROW: How important?

CHARNER: It emerges as being important when the actual decision to enter a career becomes important. And it also becomes important as part of the information base that an individual uses to make a decision, what careers are available, what careers will be emerging in different fields, and particularly for women, which careers seem to be opening for women and which careers can women enter.

MERROW: Let's come back to that question of women. I'm curious. You said "When people make a choice." When do young people choose? I've heard, for example, people in career education talking about the choice point. What do they mean?

CHARNER: What they mean is a point when an individual might actually say, "I want to be. I've weighed all my alternatives. I know my own abilities, my own interests, what's available in the field. Here's what I want to do."

MERROW: I infer from the way you said that that you don't agree.

CHARNER: I tend not to agree, particularly with educational decisions. One of the choice points that a lot of people talk about is 12th grade or 11th grade for the choice to go to college. I argue that the choice to go to college in many instances is made before individuals enter college.

If you come from an upwardly mobile family that has been pushing college, that choice has been made for you really by your parents. They have been putting away money for an individual to go to college before that individual ever enters the formal school system. So I don't think the individual really has the choice to go to college. The choice becomes one of which college to go to.

MERROW: Are you saying that there is no such thing as a choice point or that it happens and happens and happens all through school? What exactly are you saying?

CHARNER: My intuition and what I've read suggests that there might be choice points for certain individuals, but it probably isn't consistent across individuals by any stretch of the imagination. Certain individuals will make a choice to enter a specific field of employment in 11th grade; some will make it in 12th grade. Others might not make it until they are out of school for three or four years and have been exploring careers from different fields and different occupations for a number of years as to which one they really want to enter for a longer period of time.

MERROW: You know, it's not frustrating -- well maybe it is frustrating -- if the quesiton is how do people choose their careers, occupations. As a qualified researcher, your answer is "Everybody does it differently and there are lots of different factors."

CHARNER: That is correct.

MERROW: But I'll bet you can generalize about groups of people.

CHARNER: Certain groups of people, we know what factors would influence them more than other factors, women being one of them.

MERROW: Let's talk about women.

CHARNER: In major populations, women are still choosing, even with the increasing emphasis on the women's movement and equal rights in education for women and Title IX, are still choosing a very limited range of narrow and low-prestige occupations.

MERROW: Like what?

CHARNER: College women are still choosing teaching and nursing professions or some other technical professions in the science fields, but not a lot of them. Ranging from pre-school students on up, they are choosing the same two occupations plus secretarial and clerical occupations and plus model and/or airline attendant occupations, which are low-prestige, low range occupations. And some are choosing homemaker or housewife occupations. But when you compare that to the number of choices that boys have and the types of choices, boys are choosing two to three times more occupations than girls are, straight across in the research ranging from pre-school up to high school and college.

MERROW: And you don't see signs of that changing particularly?

CHARNER: Not drastically at this time. The research that's coming in now has some of the very similar findings coming out.

MERROW: You said you could generalize about other groups. Blacks?

CHARNER: The research with Blacks is very varied. We know that they have high educational and occupational aspirations, equal to white counterparts, both males and females. We also know that when it comes to attaining these they don't attain them as high as whites do. There seems to be something happening in the labor market which keeps Blacks out of it. They have accepted the social values of the system, but don't seem to be able to get certified or to enter the occupations that are congruent with their aspirations or the educational levels that are congruent with their aspirations.

MERROW: Take it into the schools or where the young people are. How much information do they get? Can you generalize about that?

CHARNER: They seem to be getting some information about occupations. I think they get more information about the general world of work, regardless of curriculum. The studies that have looked at occupational information scores with grade level, regardless of the type of program that an individual is in, show that occupational information scores increase with grade levels. Something is happening. Individuals are gaining more information about the world of work.

MERROW: My hypothesis is that if you give kids a whole lot of occupaitonal information, what the jobs are like, how much money you make from them, what their status is, how hard they are, how much security they offer, how interesting they are and all that kind of stuff, that kids would then make choices from among those occupations rather than simply being influenced or being influenced as much as they were in the past by parents and the immediate labor market. Is that correct? I mean the idea is to give kids a lot of choices. But you are saying occupational information is not all that important.

CHARNER: The idea, more than giving them choices, is to give them more information to make choices with, a greater diversity of information, more complete information in a lot of instances, so that they can weigh what parents, peers, other individuals are saying against what they know about the labor market and what they know about requirements for jobs, work schedule and duties on jobs and make decisions in an informal way.

MERROW: You researchers assume that it's somehow a rational process, but it might very well be almost wholly irrational. People might kind of back into things.

CHARNER: Some researchers would assume it's a rational process. Others say a lot has to do with chance or luck. Again, there has been a debate in the field. Even the backing in process, it is my feeling, has certain things that one could look at to say, "The reason that you backed into that was because of other things that you have done or other advantages that you have."

MERROW: Thanks very much, Ivan Charner of the National Institute of Education.

BLAIR: Providing young people with more information about work is one goal of career education. But there is more to the definition, according to Ruth Roberts of Maine and Marlys Dickmeyer of Minnesota.

MERROW: You are both involved in it. What does it mean? What's

career education?

ROBERTS: That's a good question, because many people have different definitions of the words "career education." Maybe, perhaps, we shouldn't call it career education but career awareness, especially at my particular grade level, because we do not zero in on a particular job or we do not take children and channel them into certain job areas. We make them aware of the various types of jobs. We make them aware of the changable nature of our economy, the jobs that are not even invented yet that will be there in the future. We try to prepare them for all the changes that may come about and the fact that they may have to make more than one choice throughout their lifetime. They have to be prepared to make these choices. This is what we are all about, not really zeroing in, especially at elementary level, on any particular type of job.

MERROW: Haven't you just defined career education as self education?

DICKMEYER: Self awareness is a part of it. I think there are kind of three facets of career education. There is this whole matter of awareness of yourself and who you are. Then there is this matter of awareness of the world of work, that economic world, the business world. And then a dimension we have not talked too much about, and that is the value of work and why work is important to the individual and to the society.

MERROW: So career education, as you are defining it, encompasses all those things.

ROBERTS: It really does. To think of it as only awareness of jobs is a very limiting and narrow definition. I'll tell you about a field trip that a 5th grade teacher planned with his students. They were building a construction job nearby the school. This teacher went to the superintendent of the construction job. He talked with him and said, "May I bring the boys and girls over and take a look at what you are doing? I would like you to tell them a little bit about yourself and your work and how you feel about it, and what's going on over here." The next day they came over and they saw how the carpets were laid and how the building was constructed and this was work awareness.

The boys and girls had been primed about the kind of questions, because they had discussed this ahead of time. One of the boys looked up at the superintendent and asked him, "Do you like your work?" The superintendent said, "Would you like to go to jail every morning?" They looked at him kind of quizically and he said, "That's what it's like if you don't like your job, it's like going to jail every morning." He said, "I do like my work. In fact," he said, "when I was about 13 I dropped out of school and I started working and I only earned about $15 a week and I decided this wasn't for me. So I went back to school and I kept working hard until I got where I am now. Now I am responsible for every building on this site and there is a lot of challenge to it." As I watched the faces of the boys and girls listening to this man affirm his job and say how good he felt about it, and realizing that a lot of them had never heard an adult talk this way, I felt they were getting exposed to the value of work for him as an individual as well as to the community.

MERROW: I am talking with Brenda Dykes who used to be a teacher and is now an administrator in Sulfur Springs, Texas. I am interested. I heard you talking earlier, Brenda, about getting business involved in the school. You apparently spend a certain amount of your time doing that. Why do you think that's important?

DYKES: I think it is very important that you emphasize the business in relation with the world of work. Nevertheless the boys and girls should be aware that their world is not confined to four walls, that their world is the world, their classroom is the world. We put boys and girls into the business, 100 8th graders one day, and we called it "career day." By doing this, our business, several of the businessmen remarked to me that it renewed their faith in young people. They didn't realize that young people had as much knowledge as they did or that they were able to do as much of the tasks as they did.

We had a boy that worked with computers. Several of them gave them the actual jobs. The boy on the computer, it was a grocery supply company and he was actually given a $400 order to put through the computer. They were amazed that he could pick up this task and do it so fast.

We had one that went into the Ramada Inn, that is hotel management. This boy impressed them so much that he was able to go back for a part-time job. They were able to teach him some of the skills where their other people could break away and do something else, this kind of thing.

Also other businesses. We had two boys that wanted to be funeral home directors. They actually helped in a funeral. We had every kind of occupations you could imagine that day. Each student wore an emblem which was a schoolhouse designating that it was career day. This was on schooltime. They were counted present in school, yet their school was the world of work. They were actually working in the world of work with their business.

MERROW: Okay, now let me be a little bit of a cynic here. How much can anybody learn about running a Ramada Inn or running a funeral or what have you in one day?

DYKES: I think they can learn enough that they know whether they really do have an interest in it. Several of them that went out into the different businesses maybe found one niche that they were not even aware was there.

MERROW: Judging from what you are saying, then, it would seem as if a lot of kids would like to have more than one career day during the year.

DYKES: Right. Several of the boys and girls remarked to me that it was the best day of their life. Some of them remarked that for the first time in their life they understand why they went to school. Then other boys and girls also felt this way. Our business participation has really grown because when we got a little exposure, then the businesses wanted to come in and be a part of the school system because they could see it was a going thing. We had a manager from Texas Power and Light tell us that they spend thousands of dollars a year retraining their people on how to answer a telephone and things like this, why can't we work with the boys and girls and they will be glad to work with us, on how to communicate with people so they won't have to retrain their workers when they graduate from high school, this kind of thing.

MERROW: Now the kids who go out on career day, let me make sure I got that right, those are 7th, 8th and 9th graders?

DYKES: Eighth graders only. We do this as a climax of the 8th grade

before they go into high school. Our 8th grade is the last year of the middle school concept. By Spring of the 8th grade they are to know what they want to take in high school. Some of them are still leery, they do not exactly know which way they want to go. I think this helps seal where they want to go in the 9th grade. After the career day they met with their counselors and made their schedule up for the 9th grade. Some of them knew what type of vocations or occupations they wanted to pursue at that time. We know some of them are going to change their mind. But as least it gave them a goal. We had a potential dropout who had not been in school several days that year. I thought for sure he would dropout by the end of the 8th grade. I saw his mother two days ago. She remarked that for the first time in her life her child knew that he wanted to go to school and why he wanted to finish, because he had a goal in mind. He had never been able to go out -- he is from a low-income family -- and see what the world of work was really like.

BLAIR: Brenda Dykes, a school administrator in Texas. What the world is really like is a large part of the puzzle for young people, and perhaps for adults, too.

BARTON: Steve Bailey, vice-president of the American Counsel on Education, tells the story of the harried father who comes home and wants some peace and his young son is interrupting that. So he gives him a map of the world that he has pulled out of the paper. He tears it into pieces and sends the boy off and says, "put it together" and that will keep him occupied. But the son comes back in one minute. He said, "Dad, I have it together." He said, "Well, son, how did you do it so quickly?" He said, "Well on the other side there was a picture of a man. I put the man together and the world took care of itself."

BLAIR: The story teller is Paul Barton, executive director of the National Manpower Institute. He joins John and Walter Davis, education director of the AFL-CIO, in a discussion of the realities of the work place.

BARTON: Right now what's happening with the large employers, for about two-thirds to three-fourths of them, according to now about five studies, employers really aren't hiring youth until they are about 21 for regular adult jobs. So you have about a three year gap even after society has certified these young people as having finished the free educational system and they are ready to move into the adult world.

So it doesn't matter in that case what curriculum they had. I'm over-exaggerating, obviously, because it matters. If you have been trained to be a secretary in high school you'll get a job right away. But for a woman training to be a secretary it sort of means that society is quite ready to put you in your place sooner rather than later. I think that you can have skill training in the public high school where it really works and it is a pragmatic basis.

But where you really learn a job through apprenticeship on the job, then I'd get the education and I'd move the person into the industry. I'd do what needs to be done in the classroom depending upon how things are actually practiced out there in the hiring world. So there is no pedagogical answer to it, I think, but really a very practical matter depending upon what the skill is, what the community is and what the industry is and what the situation is.

MERROW: If there are likely to be jobs out there, then go ahead

and train the people for them in the school.

BARTON: If it works, as long as you are not skimping basic education and narrowing people in such a way that it limits them for flexibility. You know, you have to balance those things.

MERROW: Mr. Davis?

DAVIS: Yes, we have a problem with that. We would agree that what Mr. Barton says is the ideal situation. We certainly are not against the ideal. The problem we have with it now again, and I also turn back to the economy, and we have an 8.3 percent unemployment rate in this country. But our people are just taking this unemployment situation to heart because they are affected by it. In the auto industry, for example, there is still a fantastic number of lay-offs that are still in effect. It is over two hundred thousand. That is the last figure I heard. Can you imagine a situation where an employee is standing out on an unemployment line while his son, who's a high school student, is on the assembly line at Ford? Well, you know, for nothing. This is not the case. But that's the example. Why, that is an untenable situation. I don't think we can live with that. So you have to balance these kind of things out.

MERROW: So the AFL-CIO and other unions, too, would come down hard against work study kinds of programs or study release programs in times of unemployments.

DAVIS: Sure. Well, we would have little difficulty with our own employers, that is employers who have a contract, a collective bargaining relationship with any of our affiliates. But the difficulty arises where you have a non-union employer who has nobody to answer to. You give them an unfair incentive, which the union employers get a little uptight about, and I don't blame them. I want to make this point: we're not talking about some strange children from Mars. These are the sons and daughters of unions members we are talking about here. So we have given this a lot of deep thought.

MERROW: Mr. Barton?

BARTON: Yes, I both understand and share those concerns. Certainly we have to work these things out so that youth, during their formative periods and during their education periods, are not going to be standing in for the father.

MERROW: Who can't get a job?

BARTON: Who can't get a job and is the household support. But on the other hand, since they are the sons and daughters of those workers and since there is a great concern in the United States, and always has been, for its youth and for its development, and if we keep it within the educational experience, and we have to fully recognize all of those pitfalls which are there, the possiblilities of exploitation by employers in competition with other employers, the possibility of a low-wage substitute for a higher paid worker --

MERROW: But you are essentially saying that where unemployment is high, keep those kids in school, don't let them out to take jobs away from adult workers. Let's say that that is an acceptable policy, except perhaps from the point of view of the kids hemselves who in fact --

you know, Kenneth Clarke called high school a vestibule -- how long can you keep kids in there? They want to get out. Twenty-four percent drop out now.

BARTON: I would not keep them in school even in those situations. I would not let them get into situations where they are replacing adult workers. But there are enough possiblilities in high unemployment situations for community internships where they can get experience in the services sector and in the public sector and in the voluntary sector. There are enough opportunities, if labor and management and school people and public representatives are involved in working it out so adults are not hurt. There are possibilities for exploratory experiences that do not get them in the production process. So you probably have to have something that is different by the business cycle.

MERROW: You would like some changes in the schools then. Because they are certainly not run that way.

BARTON: Well, the schools are very rigid, expecially the secondary schools. They have not reached out. You can't build this as a bridge head just out from the schools. That's why I think you have to involve employers and unions and the public sector, with a small p, along with the schools to work out this transition from the school to the work process, which just can't be done entirely from the education system.

DAVIS: Yes, I would certainly agree with that. But my own experience tells me that unless you have this whole thing done in an organized fashion, as Mr. Barton has just explained, which is virtually impossible from my point of view, to get every community in the country operating that way. To the extent that you do, though, then I think that it could be a very successful effort. The other problem I have with it, of course is that there are some industries which don't lend themselves to this kind of thing. For example, the aircraft industry, the airline industry, if you will. I remember a colleague of mine in Florida was talking about a program that he wanted to work out with one of the airlines to get the youngsters on the line of maintenance. Well, of course, you've got laws involved there. I've got the CAB. I don't think I'd want to fly an airline, for example, if two junior high school students were repairing the hydraulics on there.

BARTON: You would have full agreement there.

DAVIS: But that is just really an outlandish case. But many employers have told me exactly that where there's expensive machinery involved and that kind of thing, you've got insurance problems. All of this is part of their resistance to it. But if they had the possibility available to them of having properly supervised programs by members of the regular staff, then I say that in that situation you don't interfere into the production process and there is an opportunity for the hands-on experience. But it has to be done with some real commitment from the employer and certainly some involvement and participation by the union, if there is a union.

BLAIR: Walter Davis of the AFL-CIO and Paul Barton of the National Manpower Institute pointing out some problems with the work study on the one hand and with job training inside the schools on the other. The time trap of education first and work afterwards bothers just about everybody who studies the problem, including Deede Sharpe, a career counselor in

Georgia.

SHARPE: I think what we are going to have to do is get away from the idea that for 16 years you learn and for 30 years you earn. We are going to have to get into an open-ended educational system where people can come back and then go earn and then come back and then go earn. It doesn't make any sense at all to say that the learning part of your life is isolated to these 16 or 12 or 18 or 22 years and then the earning part of your life is that which comes after.

We've got to build this sort of cooperative partner relationship between business and industry and education for the benefit of both. We'll have to give people the kind of skills needed for employment. We are going to have to give them the personal management skills needed for adaptability. It is very interesting. Phi Delta Kappa did a high school poll of high school seniors. About 80 percent of them could state a career goal but they had no idea what was involved in that career goal and none of them had ever talked to anybody who held that occupation.

So if a high school student is interested in veterinary medicine I would recommend that the student get in touch with a veterinarian, go spend a couple of Saturdays there. See what it's like to watch a dog die on the operating table from internal hemorrhaging. Find out what kind of skills are needed and how long that guy had to study to become a veterinarian. Get out where the real world is, begin to test your own ideas about yourself and about the world out against reality. The whole notion of reality testing is a strong piece of advice, I would think, for high school students.

MERROW: For example, what about the large number of kids who don't have some sense of what they want to be. Are you perpetuating the myth that there is a "one thing to be"?

SHARPE: Oh no. What we are talking about is the notion of risk taking on the part of the individual. Get out beyond who you are now or what you know now and try some new things. Push yourself into some new areas and begin to figure out all the number of choices that you have. I am not concerned that an individual student make a career choice. In fact I think that would be a mistake to say okay, I'm going to become an X, Y or Z and nothing will steer me from that course. But to at least be aware of choices and be aware of your own interests and values so you can begin to fit those interests and values into one of the choices available.

MERROW: Another thing to do might be to talk to some of those people who are role models also, adults in your life, and find out how many different things they have done. You may be quite surprised.

SHARPE: Not only that, but get into some nitty-gritty questions with adults. They are pretty intelligent people, some of them, and say to them, why do work? What is it that you don't like about work? What is it you do like about work? How do you get along with people on the job? Some of the personal kind of feelings that adults have about work, kids need to just start talking to adults. There's very little conversation between today's suburban students or inner-city students, for that matter, and adults other than parents and teachers.

MERROW: The teachers you have heard from are persuasive advocates for the fast-growing career education movement. Career education is not

without its critics, however. One skeptic -- he is not necessarily a critic -- is William Harwood of the New Schools Exchange. On program three in this series, he characterized schools as reactive and unable to generate change from within because administrators and teachers are too comfortable with things as they are. Career education's critics, including two history professors, Norton Grubb and Marvin Lazerson, who wrote recently, "The assumptions of career educators about the nature of work and the demand for labor are largely a myth. The world they posit, in which career education can make all work satisfying and all training useful, is a world we no doubt prefer to the one we inhabit. But in constructing this Utopia, career education simply reflects the more general dilemma of schooling. Capitalism is an economic system in which managers endlessly divide, simplify, and eliminate jobs. This results in an increase in unemployment and a constant status of underemployment for most workers. The economic system values capital at the expense of human resources. Yet the schooling system is charged with the development of human resources, and thus its central purpose is in sad contradiction to that of the economic system it serves."

BLAIR: That critique, in the November, 1975 issue of the Harvard Educational Review, was prompted in part by the enthusiastic claims put forth by career education's prime sponsor, former United States Commissioner of Education, Sidney Marland. Marland wrote, "All young people upon leaving the education system should be ready immediately to enter satisfying and useful employment in a field of the individual's choice." The Council for Basic Education was quick to respond, pointing out that more and better vocational training wouldn't guarantee jobs. Lots of PhDs in history and chemistry are unemployed. Another flaw, said the Council, was the promise of a job in the field of the individual's choice, because many young people who may want to be physicians or airline pilots just don't have the intellectual wherewithal. Career Education, concluded the Council for Basic Education, risks promising young people something that it cannot deliver.

MERROW: In the course of this four-part series we have discussed, or at least mentioned a number of possible solutions in addition to those suggested by the career education movement. Because no problem as great as this one, unemployment, underemployment, unkept promises, and unresponsive schooling, is likely to have a single solution, we would like to review, briefly, the ideas that James O'Toole, Elliot Liebow, William Harwood, Willard Wirtz and others have discussed.

BLAIR: We hope, incidentally, that you will write and ask for a free set of the four transcripts. The fourth also contains a bibliography of books and articles on the subject.

MERROW: Some critics and scholars suggest changes in the school, especially in the comprehensive high school. These large schools attempt to be all things to all students, but aren't. They do segregate youth by age and by grade, and they keep the young away from their elders (except on career awareness days once a year.) These are bad, even unhealthy practices, according to the President's Panel on Youth, in one of the best books on the subject. It's called "Youth: Transition to Adulthood." That book suggests that the American high school functions effectively as a marriage marketplace, but not as much else, and it calls for new, smaller, specialized schools.

BLAIR: Vouchers, a kind of ticket to school that could be used anytime, are encouraged by some observers. If everyone had a ticket to 12,

14 or 16 years of schooling that could he used anytime then the age trap could be escaped. Regular sabbaticals from jobs -- perhaps every seven years, say -- have been suggested as another way of encouraging lifelong schooling. Many older labor unions members don't like the idea of sabbaticals because they are looking forward to retirement and not to a year on campus.

MERROW: The specter of ten million unemployed men and women leads many to call for public service jobs, with the government being the employer of last resort. Programs all young people, ages 18 to 20, should be required to spend a year or two in public services work at home. Former Secretary of Labor Wirtz called guaranteed employment a "shortcut across quicksand." It's an election year, so listen for debate on the subject. O'Toole and others demand that jobs themselves be humanized and that all workers be paid a living wage. It's a buyer's market, however, with so many unemployed and underemployed workers around.

BLAIR: You've listened to a lot of debate on the relationship between education and work. Experience is a great teacher, we all know, but practical work experience takes on actual meaning when accompanied by reflection and outside stimuli, such as hooks and teachers. That implies a need for schooling to complement job experience. But schools aren't a substitute for experience. However earnest the efforts to recreate the world in the school, the school is not the world and is not perceived by students as "real."

MERROW: Lots of people are calling for a closer union of the worlds of education and work. Willard Wirtz says there is only one world, the world of life. But others say we must separate education and work -- at least we need to stop promising young people that more education means more money because that just isn't guaranteed. Along those same lines maybe we ought to spread the word that you don't have to spend money or go to school to learn. There are books, libraries, neighbors, friends, television and radio.

BLAIR: Recently Frank Jennings, editor of "Teachers College Record" put it this way: "There are surely profound connections between education and work, but they are esthetic and ethical, more than they are pecuniary and vocational. Formal education can help one to acquire the ability to frame appropriate questions about the ways of nature and of man, and to tease out useful provisional answers. It can help in the baking of better bread. It should help bakers to become more rational and more just."

MERROW: Not only are there no simple answers, but in fact the problems may become more severe. There are fewer "good" jobs which leads some people to conclude that we should be sharing and conserving. But the competition for those good jobs will probably become more intense. We are, after all, a competitive society. What's more, the huge population bulge of young people now in college is about to enter the job market in droves. That has already made for emptier schools and it will probably mean emptier colleges, unless older people begin attending in comparable numbers. So the problem persists. How does a society train its young people for adulthood and for work?

BLAIR: At the beginning of this series we asked you listeners to tell us whether they received training in school for the jobs you now hold. This week, as promised, John, David Ensor, and I are going to

read excerpts from some of the letters. Overall, 60 per cent of those writing in said that they had not received training in school for their present job. But most letter-writers looked beyond the question and wrote about the ambivalence of their own situation.

ENSOR: Harry F. Griswold, of Pittsford, New York, writes, "I must leave it to you to decide if I am a "yes" or a "no". I first took an associates degree in data processing. While employed as a computer programmer, I took a BS degree in social science. I then quit my job to devote full time to graduate studies and an MA degree in psychology. Subsequently, and after much fruitless effort to find other employment, I'm working again in computer programming."

BLAIR: Katy Dayton, an English teacher in Wasica, Minnesota, described the frustrations of a teacher's life. "Was my five years of college worth the debts, work, and anxiety? Definitely. It taught me two invaluable skills -- the ability to research a problem and the ability to adapt to change."

ENSOR: David Nicholson of Lakeland, Florida writes, "My degree in Political Science bears little relation to what I do to earn my daily bread. However, I would do it all over again, knowing what I do now -- 10 years out of school.

MERROW: Richard Thornberg majored in music in college. He says, "During my last semester I started job hunting and came close to getting a music teaching job at a local private school, -- not close enough. I interviewed with a life insurance agency -- wound up buying a policy. Finally I got a job as a screen printer at a wallpaper factory. I was exhilirated! I make $118 a week. So, for the present, I find myself paying back $20,000 in education loans by doing a job that easily could be done with a minimum of education. I am obsessed with a scabbish self-concept. After all, when I took this job, someone else lost out. In conclusion, as Art Buchwald would say, why spend pots of money studying Kierkegaard in college when you can read it all in the comfort of your mill, on coffee breaks, for the next 40 years."

BLAIR: Jon Hedge of Iowa writes,"I consider that a strong traditional education in humanities can prepare an individual to function effectively in the broadest range of vocations which this society offers."

ENSOR: Carol Howell of Benson, Vermont writes, "I'm sure my job -- social worker -- was determined primarly by the social values I was exposed to at home. I attended an independent secondary school which reinforced the direction my home influences had already set me on. For what it's worth, I am now unemployed!"

MERROW: Ronna Perry offers this answer, "I graduated from New York State Teachers College, taught school for a year, and have been working as a stewardess ever since. Many of my teaching experiences, such as responsibility for groups of people, organizational skills and so forth, have been invaluable to me in my present work and I am truly thankful for that."

BLAIR: Here's an unusual case: Jerry Grashoff of Michigan began studying to be a botantist as a teenager and after earning a PhD suddenly lost his job when a government contract was cancelled. He now runs his own gift shop. He writes, "It was easy to see that I would have been financially ahead if I had continued as a botanist But, it is obvious

to my wife and friends that I am mentally and physically better off since the switch. I am only sorry that I was not astute enough to have determined earlier that life as a professor or researcher was more of a hassle than I cared to bear. All during my PhD. program I repressed any doubts to that effect. I was too proud to quit. I required the loss of employment to wake me up."

ENSOR: George Adams of Tuscon, Arizona recently resigned an administrative position at a medical school and he is now self employed. "Even in the succession of jobs I've held, my high school training was relatively useless. But then so was my college and post graduate training. I did quite well academically while threading my way through the education maze. But as I look back on it all, I can only conclude that we don't know how to prepare people to cope with either life or job situations."

MERROW: David Warshawsky, an insurance man in Towson, Maryland, writes, "I had received no training in any school for any job I ever had."

ENSOR: Leonard Asselin, of Prarie Valley, Kansas, writes, "The greatest mistake that institutions make is that they don't prepare students for the real world. Most of the people who have come to me for jobs are so wet behind the ears that they have no concept of the defference between studying and actually working at a chosen profession. It should be mandatory that students actually work at a profession when school is not in session."

BLAIR: James Leigh is 47 and a teacher. . . writes about the importance of reinforcement and support from others besides the family. He describes how his parents and a social worker helped him overcome tuberculosis and go on to college, then about those who, in large and small ways, encouraged him incollege. He concludes, "In the educational process no one must be discouraged from learning. We must view learning as a goal in and of itself, not as a means to employment. A true democracy exists in knowledgeable people who can participate on the basis of equality. Employment is only a means to economic stability. Education is the means to a viable society."

ENSOR: Milton Nash writes from San Francisco, "During high school I apprenticed in the printing trade, a job I am tenaciously clinging to due to rapid technological changes in the field. How can one obtain a job in a society that is steadfastly preoccupied with displacing as many positions as quickly as possible? Your series hasn't enabled me to see the light at the end of the tunnel yet. But I'm still listening. In education I sense a glimmer of hope in a depressing situation.

BLAIR: This four-part series is made possible in part with funds provided by the Office of Career Education of the U. S. Office of Education. Their grant also allows us to distribute transcripts of this series free, rather than for the usual 25¢. If you would like a set, please write us. Cassettes are also available at $4 or $12 for the set of four cassettes. Our address, Options in Education, 2025 M. Street Northwest, Washington D.C., 20036. That address again: Options in Education, 2025 M., as in mother, Street Northwest, Washington, D.C., 20036.

This program is produced by Mirge Hart. Executive Producer of Options in Education is John Merrow. I'm Wendy Blair.

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