

HIGHLIGHTS

OF THE INVITATIONAL CONFERENCE ON CAREER DEVELOPMENT

Highlights of the Invitational Conference on the Governor's Career Development Program: August 2, 1971, N.J. State Museum Auditorium, Trenton, N.J.

SPECIAL
PAPER
OCTOBER, 1971

Speakers:
Dr. Robert M. Worthington, Presiding
The Hon. William T. Cahill, Governor
Mr. James W. Riley
Dr. Sidney C. High, Jr.
Dr. Morton Margules
Dr. Joseph F. Kelly

Bureau of Occupational Research Development

Division of Vocational Education

THE CONFERENCE

At the invitation of Governor William T. Cahill the mayors and chief educational administrative officers of 24 New Jersey cities, presidents of boards of education, and representatives of teacher organizations met at the State Museum Auditorium on August 2, 1971 to learn of the progress made in pilot comprehensive career development programs operative since October 1970 in Camden, New Brunswick, and Rahway.

The Governor's Invitational Conference on the Career Development Program was hosted by Dr. Robert M. Worthington, Assistant Commissioner of Education, who on the following day, August 3rd, was sworn in as Associate Commissioner for Adult, Vocational and Technical Education in the U.S. Office of Education. Dr. Worthington has stated that his top priority in his new responsibility would be to implement career education programs throughout the U.S. He commented: "If I could do in every state what he (Cahill) proposed to do in New Jersey, that is the answer to American education."



Dr. Robert M. Worthington,
Assistant Commissioner of Education
New Jersey State Department
of Education
Presiding

"(career education programs) ... the answer to American education."

GOVERNOR'S ADDRESS

by The Hon. William T. Cahill,
Governor of the State of New Jersey

Ladies and gentlemen, let me very sincerely thank all of you for being with us today. I think that the percentage of invitees here today — particularly when we consider that this really is the height of the vacation period — is a tribute to your interests in the education of the young people of the state of New Jersey.

I'm particularly grateful to all the mayors that are here, to the members of the school boards that are here, to the



New Jersey State Library

The Hon. William T. Cahill,
Governor of the State of
New Jersey

"... the early results are exciting."

superintendents of schools, to the representatives of the teacher's association, the representatives of the New Jersey Manufacturers Association, headed by Jim Riley, and another group of very interested citizens from the Bergen County area, headed by Alex Summer, who during this past year have all worked so closely with the Department of Education and the Governor's office.

I'm also grateful to the members of the State Advisory Council (for Vocational Education) for being with us. Their contribution has been most substantial, and I'm very grateful.

I would also like to publicly express warm appreciation and deep regrets — warm appreciation for what Bob Worthington has done for the State of New Jersey, and regrets ... that the federal government is stealing talent from New Jersey. Bob is going to be sworn in tomorrow as Deputy Commissioner of Education on the federal level and he's going to make the same kind of a national contribution as he has made a state contribution. Bob, we wish you well. We're very grateful.

I want to express my appreciation to Vic Podesta for being here representing the Commissioner and for the representatives of the teachers' association.

I don't have any prepared text, and I would like to do two things today. I'd like to speak very frankly to you, and then I would like to throw this meeting open so that you can speak very frankly to me.

I think we've been talking too much in New Jersey and acting too little ... I'm looking forward to great progress in the State of New Jersey and great cooperation from the teachers' associations, from the boards of education, from the mayors, from interested citizens, an enlightened group of superintendents, and an enlightened coterie of principals and teachers. We're going to get it because I'm convinced as I've never been before in my life that the single most

important answer to the problems of the State of New Jersey lies in the education of our youth.

* * *

What I want to talk to you about is one of the ways to change the thinking of the country and particularly to try and do it in New Jersey. It's not necessary that every boy and girl go to college in order to be successful. First of all, all of them don't want to go to college, and secondly all of them can't go to college.

We're giving the impression today that if you don't go to college, you're a failure. We're making our curriculum in our high schools today so oriented to college education that we're flunking out kids, or making it impossible for them to pass. They go out in the first or second year of high school marked as a dropout, when they're just not interested in the curriculum, or they don't have the mental capacity or intelligence or, most of all, they don't have the motivation to be interested in it.

What this program says — in Bill Cahill's words not the educators' — is this: that when a boy or girl finishes school — and he or she ought to finish — he or she should be equipped to go on to college or to get gainful employment and become a member of society who can have pride in what he's doing and be able to sustain himself and be able to say "By God, I'm just as successful as that other guy."

We have often heard it said that a great actress is as successful but no more successful than a great mother. I believe that a great plumber and a great electrician is just as successful as a great doctor or a great dentist. I think that any man who works to his capacity in any field and who gives an honest day's work to his fellow citizens is a great success.

Today I just can't believe it when the Commissioner of Labor of New Jersey gives me statistics telling me that we have an unemployment rate in the State of New Jersey of almost 8% and that at the very same time we have 3,000 jobs available in our unemployment offices. How can you have all of the unemployed and at the same time have all the jobs? The reason, I think, is pretty clear: the kids — the people — that are unemployed are not trained to do the jobs that are available.

What I think we've got to do in our schools is to let a kid go as high as he wants — if he wants to, to the moon, like three guys are doing right now. If a kid doesn't have the capacity to be trained as an astronaut — and every kid doesn't — there ought to be a way to train that kid.

What I think about this program is: it's a way of finding out; it's a way of motivating; it's a way of encouraging a kid to want to go to the moon; it's a way of keeping a kid in school; and, it's a way of exciting his imagination.

If a kid can build a birdhouse, maybe he can build a house. If he can build a house, maybe he can be an engineer. If he can cut a little ribbon, maybe some day he'll use a scalpel or maybe he'll be a tailor. Whatever trade he learns — if we can teach that kid to do it with pride and with a feeling of success — we're going to not only eliminate or minimize juvenile delinquency but also welfare.

All of us want to eliminate poverty without the expense of a poverty of the spirit but that's what's happening. We have people today on welfare who ought to be working but they're not. They're not trained to work. They haven't been motivated to work. They don't know the excitement and the pleasure and the joy that comes from work. When we don't

work, we get into bad habits. It's good for all of us — including me — to be working.

* * *

The Department of Education thinks (the career development projects are making) great progress. I don't know. I will know, however, in one year because we're going to evaluate this program. We're going to compare it. We're going to compare the schools that have it with the schools that don't. We're going to compare the kids that have it to the kids that don't. We're going to examine their reading and their arithmetic and their improvement in their ability to acquire knowledge. We're going to look at their attendance. We're going to look at their conduct. We're going to look at the number of disciplinary problems they have in the school. We're going to talk to their mothers and dads. We're going to know.

All I'm saying is: give it a fair chance. We'll look at it without a closed mind and say it's not the way we did it when I was a boy. Life today is a little different than when we were kids you know. We have a little different system at home. We have a little different system in the classroom. And, we have a little different system in the church. These kids today don't have the disciplines we had and we've got something more important — motivation.

I've seen motivation. I've been in the Parkside School and I heard one teacher there tell me of a boy who came there with a record that would have prompted the average teacher to call the cops. Yet, after that boy was there he was one of the most successful students in the class. Why? That teacher was able to motivate the boy.

All I'm saying to you is: in this room today we have teachers' associations representatives and teachers who don't always get along with members of the board of education and vice versa. We have superintendents of schools who don't always agree with the teachers that are under them or the boards of education that are over them. We have the State Department of Education that sometimes doesn't agree with anybody but most times agrees with everybody. We have here the leaders of the communities, Republican and Democrat mayors. We have the Manufacturers Association. We have some politicians. Unless we forget it, we all have the same product. We're all really trying to do the same thing in a different way.

We're trying to make New Jersey a better state by bringing quality education to the young people, so when they get to be older kids they won't have the problems that kids are having today. When they get old enough, they'll be qualified to go to college or they'll be able to get gainful employment. If together we can do that, then when we're finished with our job, we will really be able to leave New Jersey a little better place.

We fail if any one in this group fails. We fail if the teachers or the boards of education won't cooperate. We fail if the mayors won't give the leadership and be willing to stand up and explain this program to those parents who say "you're trying to make a mechanic out of my son: you're trying to make a janitor out of my son!" even though that's not the purpose of this program.

The purpose of this program is to let a boy or girl go as high as he wants to go, but to make sure that he enjoys school, that he stays in school and that he's trained.

The hands are part of the body and part of the overall man. It's fun to work. It's a joy to work. It's a great feeling to think that you're a success. Whatever that boy or girl

does, as long as we can make him or her feel and know success, then I think we have solved a great many of the problems of the State of New Jersey.

I'm very delighted today that Dr. Sidney High from Washington is here. As you probably know, he is one of the top men in the United States of America. I understand that Dr. High said publicly today that he feels that in New Jersey we are on the threshold of a breakthrough into a new concept in the field of education that is now beginning to receive the attention of the entire country. He feels we're ahead of our times. He feels we have concepts working for us now that can put us ahead of many of the states of the Union and can lead us at an early date into the things that ultimately will be acceptable and programmatic throughout the entire country.

Today I read in the headlines of the newspapers that Edith Green, the very distinguished congresswoman from Oregon who is regarded by all in Washington as one of the great advocates of higher education in the Congress of the United States — even before I was there — say that there has to be a balance and that we have to be able to support and do something with vocational training. And Edith Green is one of the strongest voices in support of higher education today.

Everybody will not go back to the old German system — the old system that if you're a dropout, you go to a vocational school — No! Putting vocational training on the same plane and giving each boy and girl an opportunity to do their very best — Yes!

I really appreciate your interest. I know a great many of you personally. I know the dedication that you have. I know the contribution you can make. I hope that any ideas you have you'll pass on through my office or to the Department of Education so that we can try and improve this program. If it's your wish that we try it in your community and you'll express that wish to us, I can assure you that it will be considered.

I've made a commitment to the Department of Education that in this year's budget I will recommend an expansion of this program in the three areas where it is now located so that it will be fully implemented in those three cities, and I've agreed to go one more this year. The reason I've limited it is because I want to see some hard facts and statistics before we make the great commitment as far as money is concerned in this field of career development. I think the early results are exciting. I think we all have to wait until the final results are in.

I appreciate very much your courtesy. I appreciate everything that you're doing to help us do what all of us want to do for the kids of New Jersey. Thank you very much.

The Governor's Career Development Program: A Point of View from Business and Industry

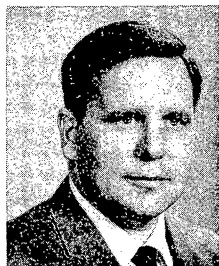
by James W. Riley, Chairman, Education Committee,
New Jersey Manufacturers Association

The announced title of my paper is: A Business Point of View of the Governor's Career Development Program. Now it is an intriguing idea that there might be a "business" point of view on anything because businessmen

I've known hold views ranging from imperial blue to Harvard crimson. It borders on the incredible, however, to believe an economist could provide or be aware of such a position, even if generally shared among businessmen. And economists, as an article of faith, never agree on anything except that their profession is underpaid, misunderstood and too frequently thought to be a subsection of domestic science.

As a matter of fact the newspaper reports of my marriage listed my occupation as home economist even though — at the time — I was gainfully employed by the New York Stock Exchange. I didn't really mind the error even when my father-in-law's friends stared at me. I didn't really mind, that is, until we opened our wedding gifts and found 18 cook books, 7 books on decorating, 4 books on making the house beautiful and numerous subscriptions to women's magazines. It staggers the imagination to visualize the wedding gifts if the announcement had listed me as an expert on population control.

I assure you my remarks do not represent a business consensus. They are based on my experience as a university administrator, as a member of the business community, and as Chairman of the Education Committee of the New Jersey Manufacturers Association. It is the last role that gave me the opportunity to become intimately involved in the Governor's Career Development Program — an involvement that in turn, lead Dr. Worthington to ask me to be part of this morning's program and caused me to accept.



James W. Riley
Senior Economist,
Merck and Company, Inc.

"... the Career Development Program is a good buy."

First, let me emphasize my belief — supported by empirical data — that our education system in this state and in this country is, by any general standard, superior to all other systems in the world. If we accept, as I do, that education is a precondition for economic and social development, its success in our country is obvious. Educators — and taxpayers — should be proud of their accomplishment.

But, as members of a complex, technology oriented, and wealthy society, we continually demand more from our educational system. In fact, it is not uncommon to demand that the system provide solutions to problems that society in general has failed to solve. If we diffuse the role of educators by asking that they cope with social problems, we must expect higher costs, less efficiency, and confusion.

The Governor's Career Development Program is no panacea for social hangups: it wasn't meant to be. But it would be hard to over-estimate the importance to the people most effected — your students — of finding satisfaction in a life's work.

Experience with the Career Development Program, to

date, suggests it has promise for improving the educational process. It is not, however, going to tear up or replace current educational practices. It is hoped that it will provide guideposts for continuing the evolutionary improvement in education. The program is experimental in two ways: first, it is new — just some 6 years old — and thus by definition is experimental. Second, it is as yet unstructured: the exact way and amount of time devoted to it in various school settings is open.

The unstructuredness of the program may be, in fact, one of its major virtues — it is sufficiently flexible to meet varying conditions among different students and in different areas over a period of time. The program has a kind of universality about it not found in most structured educational programs. Put another way, it has attracted neither rigid true believers nor unalterable antagonists. While the core and philosophy of the programs you witnessed are constant, techniques of instruction will vary among classes and schools. In the businessman's lexicon, the results are more important than exact structure or form. More poetically, the one undeviating principle is flexibility in means and steadfastness in goals.

The overall goals desired from an educational system or program by a businessman, and probably any concerned citizen, are:

—an educated person, because without a literate citizenry our economic, political and social structures will crumble.

—a base from which a person can build a productive and worthwhile life, because failure to do so means wasted lives and resources. And finally,

—efficiency, because waste means lower quality output and lack of future support no matter how noble the goals.

The efficiency question, while extremely important, involves externalities not specifically germane to our evaluation of the Governor's Career Development Program. However, the Committee was and continues to be concerned with the added burden this places on the educational budget. Yet, as experience with the program is gained, there is little doubt — per school, or per class, or per student — that real costs will be reduced from those suggested by the Pilot Project. Moreover, some rather simplified but broadly inclusive cost-benefit analysis suggests that the Career Development Program is a good buy.

The specific goals of the Career Development Program as I see them in terms of relative importance should be:

1. Improved incentives for learning and new techniques for learning.

2. Increased learning opportunities for the students not moving directly on to further formal education.

3. Increased awareness of the complex technological society that all students eventually must enter, and finally

4. Improved pre-graduation work experience for those interested in it.

If you accept as I do that you can't force — but must encourage — students to learn, that a large segment of high school students find the education system sterile, and that an even larger number of students are ill-prepared for the post-school world, you must agree the goals suggested previously are on target.

The monitoring, reviewing and other efforts of the New Jersey Manufacturers Education Committee suggest that the Governor's Career Development Program is relevant in

terms of both the goals they have established and the program developed to meet these goals. The Committee has been intimately involved with the program from its inception, and made numerous visits to the pilot schools both before and after the program was begun. Further, the Committee held meetings with invited experts in this area and in general reviewed problems as they developed and commented on them to the Department of Education. The Committee believes, all things considered, that the program will improve, as well as add new dimensions to the education process.

The Committee found that the Pilot Project at schools in Rahway, New Brunswick and Camden:

—resulted in substantial revision of instruction and management technique, particularly in elementary grades, leading to greater student participation and added incentive for students to learn; and

—heightened recognition, by faculty and administration alike, of responsibility for preparing students to pursue successful careers.

This doesn't mean that the program is without problems. The Committee commented on the need for advanced and extensive training of the staff teaching T₄C, strengthening the role of Career Resource Centers to provide greater assistance to individual teachers and increased use of inter-faculty conferences and visitations among schools. The Committee was also concerned that the informal approach didn't turn into a play time or high priced "babysitting" or a place to dump trouble-makers. But these are the kinds of problems and concerns one expects in a new effort and they can be corrected, prevented and/or overcome with increased experience.

Similarly, the Committee commented on the lack of conclusive scientific proof of the program's success. But the Committee found the data showing heightened interest on the part of students, parents and teachers, and also showing gains in the students' reading and vocabulary skills and occupational cognizance, to be indicative of the Program's value, if not scientific proof of its worth.

Recognizing the absence of tools for precise testing and evaluation of the Program at this point — but similarly recognizing that lack of data for decision making is a universal condition — I would recommend that you seriously consider it. Probably every school district already includes some parts and techniques of the Career Development Program in its curriculum although there must be vast differences among districts in quality and quantity. The question is thus whether you will expand your efforts to create a fully coordinated and integrated program. My guess is that with the full program, educational returns are much greater than the sum of the various parts provided separately would suggest. Additionally, there are significant new processes and techniques in the various segments of the Governor's Program that are worthwhile in and of themselves. Yet again, their value is greater taken as a unit.

Finally, the very vastness and reluctance of educational systems to change suggest action must be taken now on the Career Development Program if we are to see measurable impact on the system's output by the end of the decade.

Summing up — the Governor's Career Development Program appears sound in approach and technique. It, like all new efforts, faces problems in both development and implementation but these can be solved over time. I'm

convinced the Governor's Program has the right goals, and the right programs at the right time and is worthy of your serious consideration.



Dr. Sidney C. High, Jr.
Chief, Exemplary and Services Branch,
Division of Vocational and Technical
Education
Bureau of Adult, Vocational and
Technical Education
U.S. Office of Education

"...New Jersey is on the 'cutting edge'..."

The National Ground Swell Toward Career Education

by Sidney C. High, Jr., U.S. Office of Education

It is always a pleasure to come to New Jersey and participate in discussions concerning the career development activities which are underway in this State. I am always encouraged by what I see, and I always go away feeling that I have become aware of new techniques and approaches that are being developed by creative people in New Jersey to implement the career education concept.

During my visits to various parts of the country, I have been sensing a strong ground swell which is developing around the idea of career education. The State of Arizona, for example, will be launching K-12 career education programs in 15 local school districts during the 1971-72 school year, with special funds appropriated by the Arizona State Legislature. The State of Georgia is moving systematically to develop a comprehensive model of a career education program in the Cobb County School System, and tested components of this model are being spread out and installed in other local school districts throughout the State. The State of Mississippi has developed a model career education program in Jones County, and is taking steps to spread this model to other local school districts. Other states such as Wyoming and North Dakota, are moving in this same direction. The State of California has recently established a State-level task force within the State Department of Education to work out plans for implementing career education in the California Public Schools.

Many of these states are now at the point which New Jersey had reached 12 or 18 months ago. New Jersey, with its pilot career education programs in New Brunswick, Camden, Rahway, and Hackensack, has established a position of national leadership in career education and is blazing the trail of progress in implementing career education in the "live" operational settings of local school districts. I know that New Jersey's progress is built upon a solid base of experience, growing out of 5 years or more of preliminary work on essential components of an overall career education system, such as the "technology for children" program at the elementary school level and the

"introduction to vocations" program at the junior high school level.

Since New Jersey is on the "cutting edge" of the rising national ground swell toward career education, many of the techniques and approaches which are being pioneered here will ultimately be adapted and implemented in the other states which are now moving in this same direction. For this reason, I always go away from a meeting in New Jersey with the feeling that I have picked up some new ideas which will be useful to the U.S. Office of Education and to other states in connection with the development of comprehensive career education programs.

I have enjoyed the presentations which have been made so far this morning, and I would like to react specifically to the talk made by Mr. James Riley, Senior Economist of Merck and Company, representing the New Jersey Manufacturers Association. Mr. Riley's main points, as I understood them, were:

(1) From the standpoint of business and industry, the goals of career education are on target.

(2) The cost-benefit ratio of career education is favorable.

(3) The separate techniques utilized in career education are valuable by themselves, in that each technique serves to enhance the traditional learning process in the schools.

(4) The total career education program is greater than the sum of the parts because when all the separate techniques and components are operated together, there is an overall interaction in which the separate parts reinforce each other.

It seems to me that these are extremely important points, and they carry special weight since they have been derived from the actual experience in your ongoing pilot projects in career education here in New Jersey. To the extent that we can verify these points through the continuing evaluation which you are conducting in connection with your pilot projects, they will represent significant findings indeed for other states which are considering moving toward career education.

Let me say, again, that I am very pleased to have been invited to your conference, and I am most encouraged by the progress which New Jersey is making in career education, as reflected in this morning's presentations.

REPORT ON THE EVALUATION OF THE CAREER DEVELOPMENT PILOT PROJECTS

by Dr. Morton Margules, Associate State Director
(Ancillary Services), Division of Vocational Education,
New Jersey State Department of Education

On March 3, President Nixon in his message on education stated that "school administrators and school teachers alike are responsible for their performance, and it is in their interests as well as the interest of their pupils that they be held accountable."

Accountability as such depends to a great extent on a broad understanding of the structure that starts with establishing goals and seeing whether we have reached those goals. In a survey that was federally supported to determine the educational achievements of students, it was confirmed that the knowledge and learning skills are

greater when so-called text book information is reinforced by practical experience. This survey, according to Dr. James E. Allen Jr., former United States Commissioner of Education, is "the first real assessment of the educational level of various age groups nationally."

This comment concerning the relationship of practical experience to text book information has a bearing on the work being undertaken in this career development project. It has tremendous import for the role and the contents of career development in the learning processes of young people and adults.

In evaluating career development, the total career preparation picture should be scrutinized and the emphasis should be placed in as far as practicable on measuring outputs rather than on measuring the amount of money, the characteristics and number of personnel, or equipment devoted to the program. It is more important to determine the direction that the programs are moving than to pinpoint the position of the program at any particular time. If sampling data is not available, qualitative judgements based on experience and observation will have usefulness.

One of the important outputs of a good career development program may be a substantial improvement in self-image, self-confidence and self-respect of the student. His ability to gain added job information and experience through this program builds his confidence.

The original guidance, counseling, and career orientation which a student receives to help him choose the academic or vocational curriculum, and the particular field in which he will specialize, is crucial to his later success. It is important that these be conducted in a unified manner, assisting the individual to gain a great amount of knowledge concerning various careers.

Available studies suggest that the single most effective measure of the success of these programs is the quality of placement and follow-up procedures. These services have the power to make or break a program. Far too few schools have adequate placement services or attempt to follow-up on what happens to their graduates after initial placement. These are appropriate subjects for evaluation.

In applying the above criteria for each of the pertinent groups in evaluation of career development, it may become apparent that there are certain non-economic pressures operating outside of vocational education. These may be viewed as having a great effect on decisions as to which programs to offer and the success or failure of such programs.

For instance, in a particular area the problem of a negative environment may be apparent. The attitudes of persons in the area may be viewed as causing vocational education to have low acceptance, to be considered appropriate only "for somebody else's children." It should be determined whether improvement of the quality and range of programs offered would effectively solve this problem in that area, or whether a public information effort would be necessary to deal with the problem of attitude per se.

The focus in career development is upon individuals rather than upon courses. Education for careers is a process of development of individuals rather than courses leading to a particular job. Occupational acquaintance and exploration, preparatory and job training, placement, and continuing education are parts of this developmental process.



Dr. Morton Margules
Associate State Director
(Ancillary Services),
Division of Vocational Education,
New Jersey State Department of
Education

"... the emphasis should be placed on measuring outputs..."

Governor Cahill's Career Development Pilot Project was implemented in February, 1971. During the following five months procedures were undertaken to provide an assessment of the project within this time constraint. The school districts carried on a self-evaluation. The following is a summary of their reports.

A SUMMARY OF FINDINGS AND RECOMMENDATIONS

—Self-Evaluation of Governor Cahill's Project of
Career Development—
(Camden, New Brunswick, Rahway)

I. FINDINGS

A. Technology for Children

1. Pupils' attitudes have been definitely improved as evidenced by the improvement of attendance and decrease in latenesses (tardiness) and disciplinary suspensions.

2. Parents were mostly in favor of the Technology for Children Project. The majority of the parents surveyed indicated that their children like the Project, and felt that their children's academic learning had been enhanced as a result of participating.

3. The teachers also felt that their students showed tremendous progress in the areas of interest level, work effort, ability to work with others, and their self-concepts.

4. Certain set backs to the program are in the area of equipment. Teachers did not have enough equipment. These problems can be rectified without too much trouble and should not present a problem next year.

B. Introduction to Vocations

1. Students' attitudes toward the program have been improved as evidenced by their attendance records in comparison with the previous years.

2. Students' grades have shown general improvement.

3. Teachers' attitudes toward the program are most favorable.

4. School administrators are delighted with the program's progress, and are anxious to expand the program.

5. Parents' comments are mostly positive.

C. Job Placement

1. The student's typical response to the program was rated very high.

2. The teachers felt that the program provided realistic work conditions which were excellent learning situations.

(continued)

SUMMARY (continued)

3. Difficulty in locating jobs for students varies from place to place. In one of the three cities, the director of the program was able to find more jobs available than there were applicants.

4. The Coordinators involved in this program seemed to show a genuine enthusiasm toward the program.

5. Students earned over \$20,000 as a result of part-time employment.

II. RECOMMENDATIONS

A. Technology for Children

1. Increase flexibility in teacher planning.
2. Immediate acquisition of supplies.
3. Close supervision of the classroom teacher should be undertaken to make sure that the ideas and ideals of the program are followed.

4. Regular scheduled meetings need to be held with the faculty to evaluate the on-going program, and provide demonstrations of activities or techniques requested by the teachers.

5. Freedom needs to be given to depart from curriculum constraints in subject matter coverage in order to generate new approaches.

6. If undertaken with another school district, this program requires extensive pre-planning and prior acceptance of teaching staff, administration and parents so that a clear mandate is expressed and the entire school community participates.

B. Introduction to Vocations

1. The Introduction to Vocations program should include all students.

2. Greater parental involvement is recommended.

3. Teacher training for this program should be strengthened.

4. Advisory committees specifically designated for the program are recommended.

C. Job Placement

1. The job placement coordinator should perform his duties on a full-time basis.

2. It may be desirable to subsidize part of the wages of the students placed in part-time employment.

3. It may also be desirable that funds be provided so that students can be given gainful employment within the school complex.

4. Better cooperation should be sought by the school with the New Jersey Employment Service and other relevant social agencies.

5. It is suggested that the teachers involved in the programs be given greater flexibility in the selection of equipment for their individual cycles.

6. It is recommended that a summer workshop be held for orientating the teachers who will be working in next year's program.

Respectfully submitted,

*Task Force Committee for the Evaluation of Governor
Cahill's Project of Career Development
Dr. Po-Yen Koo, Chairman*

In addition to the previous report, an objective evaluation by a disinterested group was sought. A contract was

made with Dr. Elaine House of Rutgers University for this purpose. The following is the summary, and recommendations of her report.

SUMMARY AND RECOMMENDATIONS

Governor Cahill is to be complimented for having sponsored a career development project of such magnitude before the country as a whole had even heard the term "career education". His insistence upon objective evaluation is also to be commended, as evaluation is the weakest aspect of programs reported. It is costly, time-consuming and often threatening.

This evaluation was conducted despite several real constraints:

a. Resources—the time period was extremely short, and funds were limited.

b. Lack of available test instruments, particularly elementary level.

c. Lack of comparison groups. The districts had been assured that no comparisons would be made initially among either teachers or pupils.

Children in T4C showed gains in reading, vocabulary and occupational cognizance, although, as anticipated, the gains were slight. Responses from more than half of the groups studied indicated a feeling of doing well and/or wanting to do better in both the cognitive and manipulative areas. However, the large percentages of responses indicating lack of skill in the cognitive area, particularly in the upper elementary grades, needs further study.

Evaluation of Introduction to Vocations could not be completed because University of Iowa test results were not returned for analysis.

Evaluation of Coupled Work Study cannot be completed until early in the fall 1971, as this is a summer program.

General Recommendations

1. Evaluation should be more closely coordinated. It is inexcusable that the Introduction to Vocations test data could not be located.

2. Insofar as possible, tests should be administered by a member of the evaluation task force, and not by classroom teachers (This does not apply to the schools' regular testing program).

3. A means must be found to assess the extent of implementation in accordance with guidelines established by the Division of Vocational Education.

4. Objectives of all programs should be reviewed.

5. Programs themselves should be reviewed and revised in a systematic, continuous basis, with particular attention given to their sequential aspects and the growth in self-awareness and vocational development of the pupils involved. Strengths of programs in other states should be considered and possibly incorporated.

6. Introduction to Vocations should be for all pupils, irregardless of their future educational and vocational plans.

7. Provision should be made for longitudinal evaluation.

We believe the career development project is just beginning to show its potential. When the gaps in the sequence are removed by additional resources this program will have permeated all of education.

*Respectfully submitted,
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EXCERPTS FROM "A TALE OF THREE CITIES", A MULTI-MEDIA PRESENTATION ON THE CAREER DEVELOPMENT PILOT PROJECT

Technology for Children (T4CP), the initial phase program for career development, was designed to help teachers combine technological activities with regular academic lessons for children in grades K through 6. The children are encouraged to work with a wide variety of tools and materials and are constantly confronted with problem-solving situations. What is technology? Technology may be considered as man's effort to control his environment.

T4CP is not just another subject to be added to the school program. It is the inclusion of high-interest activities which complement and supplement the traditional curriculum. It believes the child is more important than the curriculum. The child comes first in T4CP.

T4CP does not replace the traditional curriculum. It just refocuses it. Busy work—long an ingredient in the traditional classroom—has no place in T4CP. The method used in T4CP is guided discovery and guided discovery is only possible through individualized teaching and learning.

Traditional teaching methods may not always meet today's needs. In T4CP, technology and tools and materials are used to motivate the natural curiosity of children. T4CP emphasizes student interest and exploration to give that student success and self-confidence. Through this approach the child-learner develops into a responsible individual and responsible member of society.

Technology for Children is a new curriculum designed to make learning more interesting for children. It is a look at tomorrow's education in today's classrooms.

A second stage program for career development is the Introduction to Vocations Program (IV). This exploratory program is aimed primarily at 7th, 8th and 9th grade students but, in special instances, 6th and 10th grade students also participate.

Introduction to Vocations is a vocational guidance program organized to be an integral part of the student's overall educational plan. It employs "hands on" activities, field trips, guest speakers and audio-visual media to expand the student's career awareness.

The IV Program uses the industrial arts, home economics, science and business laboratories in a school to expand the student's career awareness. A number of schools without the usual laboratory facilities are able to implement Introduction to Vocations by using a creative, flexible approach.

Introduction to Vocations is a guidance program for all students. It gives them the real opportunity to experience the sights, smells and sounds of the world of work.

A third phase program for career development is the Coupled Work Study experiences.

The closing of school in June brings a mixed emotional bag to many high school students. The first burst of joy and relief at completing a school year is mixed with concern for "Hey! What am I going to do with all this time?"

For many urban youth locked behind city walls, summer means idleness. It means a time in which seeds of anti-social activity spawn and grow. It means a time in which individual attitudes toward both school and work can develop a negative character. This, however, need not be a



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"... tomorrow's education in today's classrooms."

problem. There are positive programs to meet the needs of idle youth during the hot summer weeks. An important one is the Summer Coupled Work-Study program, another component in the fabric of career development.

Summer Coupled Work-Study programs provide opportunities for needy students, 15 to 20 years of age, to experience the satisfaction of a paid job and also participate in a meaningful in-school vocational program.

Generally, a student in Coupled Work Study will spend 5 hours on the job and 2 hours in a hands-on in-school vocational program. In this program student jobs must be provided by public agencies.

The in-school phase of the Coupled Work Study program includes basic skill offerings in a variety of areas including office practice, small engine repair, carpentry, metal work, building maintenance, auto tune-up and many others. A student may gain experience in several different areas. These experiences can help to spark interest in the student and give him the opportunity to explore his own abilities and aptitudes as an aid to planning his future school and career programs.

This is Coupled Work Study—a chance to make a contribution—a chance to grow and develop—a chance to say "I'm important!"

The Career Development Program package is tied together by the Career Resource Center team. It is this group which supports the total package. It supports participant teachers by developing curriculum and instructional materials. It builds a resource and communications bridge between the schools and students, on one hand, and the total community, on the other.

The Career Resource Center team includes the director of the district career development project and coordinators for job placement, multi-media, school—industry cooperation, and public relations. It assists by involving the total community in the career development approach. It assists in planning field trips and job fairs. It assists by training and upgrading teachers. It provides expertise to make the total program more real and meaningful.

The Career Resource Center team is the lubricant that makes all program segments work at optimum efficiency. It is the force that keeps the total program together. Its aim is to make the program the best possible for all the students and the community involved.

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