

A study examining Career Education: the need,
the concept, and possible methods by which it may
be incorporated in the existing structure of the
educational program in the Province of Nova Scotia.

A Thesis

Presented in Partial Fulfillment
of the Requirements for the Master
of Arts degree in Education.

by

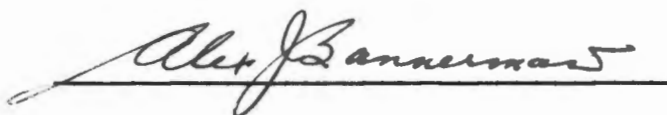
Geoffrey Wright B.Sc.

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A handwritten signature in cursive script, reading "Alex J. Bannerman", is written over a horizontal line.

Thesis Director

ABSTRACT

A study examining Career Education: the need, the concept, and possible methods by which it may be incorporated in the existing structure of the educational program in the Province of Nova Scotia.

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Saint Mary's University, Halifax, 1974

The purposes of this inquiry have been: to examine the needs for career education; to collect and correlate opinions, facts and philosophies reflecting the status of this type of program; and to outline the organization and projection of this format of educational program into the system of publicly operated schools in the province of Nova Scotia.

This thesis has been undertaken to help place career education in proper perspective with allied areas of Nova Scotia education. Furthermore, the long range objective has been to provide a guide for the development of programs which will help meet the needs of students in establishing meaningful career goals. The findings suggest the following recommendations:

1. That meaningful programs of career awareness be developed for students in the primary and elementary grades.

2. That programs of career exploration be made available to all students in the middle grades or junior high school.

3. That career orientation and specialisation be extended and promoted for the benefit of all senior high school students.

The basic needs of man have expanded and similarly the complexities of our technological society have advanced at a tremendous rate.

These factors have compounded the already difficult task of making a rational career choice for young people.

To help remedy this problem requires intelligent planning and corrective measures by our educational system at all levels. Only in this way can the frustration of making valid career goals be made easier for our young people. Such is the problem and outcome of this thesis.

WHITHER
by
Leonard Schmidt

He isn't sure of where to go
Or what he ought to do
His hopes range through a dozen fields,
Although his skills are few;
And unless someone lends a hand
To guide him on his way
There may be one more problem child
Whose keep we all must pay.

So why not take a little time
To sit down with him now,
And find out what he likes to do
And where he lives, and how
For there's a place for everyone
Plus a job that he can do,
If a friend would only show the way--
That friend might well be you.

P R E F A C E

Involvement in Vocational Education in the Province of Nova Scotia has resulted in the development of a consciousness of shortcomings in the opportunities available to our young people. Based upon observations, various reports and statistics, deficiencies fall into two basic categories.

First, students are not provided with sufficient career counselling particularly in elementary and junior high schools. As a result, students do not appear to develop occupational goals.

Second, insufficient emphasis is given to offering pragmatic educational skills for students not intending to enter university. The main problem arising from the deficiency is a lack of motivation because students cannot relate purpose to their studies.

It is a fact that all of our students will be faced with having to carve for themselves a career from which they can derive the satisfaction of living life to the full. Therefore it behooves everyone involved in education to help every student achieve this goal.

It is the intent of this thesis to establish that a program of Career Education, fully implemented, will help both students and educators achieve this objective.

I wish to acknowledge the help given by innumerable educators in the United States for their kind assistance in sending information on Career Education programs operating at this time. Particularly I wish to extend deepest gratitude to Mr. A. J. Bannerman, Mr. O. R. Porter and Mr. S. Horton for their wise counsel and continued help in developing both this thesis and the concepts contained herein.

Since the completion of this thesis I had the good fortune to visit the Skyline Centre at Dallas, Texas. An eighty acre campus costing over twenty million dollars, it is devoted entirely to the implementation of the Career Education concept. The results of programming at Skyline Centre, as seen in benefits for its students and in their achievements, provide proof of the worthiness of a program in Career Education.

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PART I

The Problem

Chapter One

Introduction

Our first and greatest need is clearly the provision of food to keep us alive. Our second need is shelter, and our third clothing of various kinds. (27:102)

These words spoken by Plato over two thousand years ago are still valid today. Basically the needs of man have not changed; he still must have adequate food, shelter and clothing to survive.

To satisfy these basic needs the majority of the members of society must work. There are minority groups to which the need to work does not apply. On the upper end of the social strata are some who are provided for paternally. Then another group, somewhat larger, depends either upon its wits or upon social welfare for existence. The concern of this thesis is for the majority of people who are dependent upon its own efforts for survival.

Dewey concluded:

A vocation means nothing but such a direction of life's activities as renders them perceptibly significant to a person, because of the consequences they accomplish, and also useful to his associates. The opposite of a career is neither leisure nor cultural but aimlessness, capriciousness, and absence of cumulative achievement in experience, on the personal side, and idle display parasitic dependence upon the others, on the social side. (4:307)

This statement illustrates the need for each individual to develop a chosen career for himself. All the philosophical aphorisms relating to aesthetic values expounded in many educational theories cannot alter the fact that every individual must establish occupational goals. Man's basic needs have not changed; he must still have adequate food, shelter and clothing. However, to live a full and satisfying life in western society today requires that he be supplied with much beyond basic needs.

Participation in bodies political, social, civic and cultural is valid and necessary for full membership in today's society. This participation demands dues from the individual, not only physical and mental but also monetary. Therefore, in order to participate,

man must have a sufficient income to support his activities beyond his basic needs. In turn, greater stress is placed not only upon having an occupation which will produce the required fiscal means but also upon having one which will fulfill the psychological needs and wants of the individual. If both these conditions are not filled, then it is suggested that frustration may result.

This extension of involvement found in modern society should be reflected in the degree of preparation man receives in his formative years. This increase in the number and the complexity of opportunities logically requires an increase in guidance so that students receive help to understand the situation. The validity of this increase in complexity can readily be ascertained if a comparison is made between listings in a current "Dictionary of Occupations" (6) and those listed two or three decades ago. However, an expansion in guidance provisions, particularly at the elementary level, is almost nonexistent and at higher levels these services leave much to be desired.

Verification of this statement can be made through examination of current Department of Education statistics. For example, there are seven hundred fifty-six public schools in the province of Nova Scotia. Only one hundred fifty-six of these have guidance officials. (26) This means that approximately eighty per cent of the schools have no formal or identified guidance program. Further study indicates that there are only two hundred twenty-four guidance officials in the provincial school systems. Two hundred of them are in Junior or Senior high schools. Seventeen work in Vocational Schools leaving a balance of only seven connected with elementary schools. (26) Is this indicative of the degree of importance that professional educators at all levels in the province of Nova Scotia attach to guidance counselling for our pupils?

The question may well be asked: how best can society fill the chronic need of making our young people aware of what the future will be able to offer in the field of career choice? Is it best to have one vocational guidance counsellor for every "x" hundred students meeting either individually or in

groups two or three times per year? Alternatively, would it be better to have a clearly defined career education program and subjects to become a part of the individual's total educational development?

With reference to the latter solution, it is not suggested that Career Education replace any of the basic subjects offered in an existing school program. It is recommended that it may be included in a number of subject areas such as English and social studies. The question arises, what proportion of a student's time should be spent on career development? The answer, It should be proportionate to the amount of time the individual will spend following his chosen career! Can a value be placed upon this anticipated role?

The average year consists of 8,760 hours. Of these, approximately, 2,920 are spent sleeping, 1,095 eating, 1,920 working, leaving a balance of 2,825 for leisure. The 1,920 hours spent working represent 21.81 per cent of the average year. Is it unreasonable to state that at least 20 per cent of the students' time in school should be spent in preparation directed

toward a wise choice of careers? Needless to say, the actual situation is far removed from this. The availability of counselling represents only one-tenth of one per cent of the students' time, based upon provincial averages.

Frequently it is stated that in future the adult will change occupations, on the average, between three and six times during his lifetime. This statement is not difficult to accept when radical changes are being made in so many fields of technology.

Students need guidance in establishing values for their future life. The spirit of the work ethic needs to be introduced and stressed throughout school life. Stressing the work ethic will help the individual become a viable being both for himself and for society. Hopefully, too, it will help to bring about a reversal of MacIver's premise that:

The spirit and method of the craft
have been banished from industry. (12:215)

The above factors alone indicate a greater obligation on the part of educators to provide opportunities for career information and guidance to all students. The

very least that all persons connected with education should be doing is to let all students be aware that this is open to you now; the future will offer much more.

What is the best way to provide a sound career counselling program for all students? One way would be to increase the number of guidance workers so that every student has access to maximum counselling. Based upon the existing ratio of counsellors to schools would mean increasing the number of approximately one thousand to a total of 1,238. To achieve that ratio could be an exceedingly difficult task. The guidance counsellor should be a special type of person. Not only must he be professionally capable of dealing with students but also he should have knowledge of the demands of the world of work if he is to counsel with skill and assurance and obtain satisfactory results.

Even if this increase in personnel were to be implemented, students still could receive only one half of one per cent of their time discussing careers. That percentage is still far removed from the twenty

per cent stated earlier as being desirable. How then can such a ratio be accomplished? Obviously the answer lies in developing programs and subjects relevant to the objective.

The rationale presented in this chapter leads to this hypothesis:

The introduction of a program of Career Education in the schools of Nova Scotia would help to eliminate many present deficiencies in meeting basic needs of students!

Chapter Two

Attribution

Even before the birth of Christ philosophers recognized the need for individuals to make an occupational choice.

Plato, who lived from 439 BC to 347 BC, stated:

No two of us are born exactly alike. We have different aptitudes, which fit us for different jobs. (27:103)

Cicero, 106 BC to 43 BC, in his essay "On Duties" stated:

We must decide what manner of men we wish to be and what calling in life we would follow, and this is the most difficult problem in the world. (28:336)

In an article entitled An Effective Educational Program, dated April, 1965, the Nova Scotia Department of Education defined four purposes of education:

1. to educate people to think and communicate effectively, to make accurate judgements and to discriminate among values;

2. to develop the interests and abilities to children and adults to the end that each may become a free and morally responsible person;
3. to prepare children and adults to contribute to and profit from the vocational demands and opportunities of their communities;
4. to develop the type of person who will have the inspiration and power to refine and improve the community in which he enjoys the products of his labours. (15:4)

These aims were established as a cornerstone of a comprehensive school system designed to provide education suited to meet individual needs. In 1965 approximately two per cent of the total provincial student population were completing high school. How effective was this program? By 1972 approximately four per cent of the total student population completed high school. (22) This was an improvement, but still far short of the maximum 7.7 per cent who could finish high school. The percentages quoted are based upon the assumption that the intake of new students into primary classes remains relatively constant. The 7.7 per cent represented the maximum potential that could be achieved in a thirteen-grade level system. One per cent equals approximately twenty-two hundred students, based on 1972 statistics. (22) Obviously more had to be accomplished.

A white paper was published in 1973 outlining guidelines for program development in the senior high schools of Nova Scotia. The aims of education were now expanded to include the following:

1. to develop the capacities of each person to think effectively, communicate thought, discriminate among values, make accurate judgements, and acquire an analytical attitude toward change;
2. to prepare each person to use these abilities to examine critically and objectively the exercise of authority and influence in society through its administrators, laws and practises;
3. to develop a belief in the freedom and dignity of every person, freedom of thought and inquiry, and freedom to participate and express oneself in the day to day activities of society.
4. to prepare each person to live with diversity and change so that he may be better equipped to evaluate public issues, draw conclusions and act with discrimination and prudence;
5. to enable each person to acquire the knowledge, skills and attitudes necessary to live and earn a living;
6. to develop in each person an understanding and appreciation of the aesthetic aspects of life so that he may enjoy and participate in them;

7. to bring about understanding and practises essential to the maintaining of sound physical and mental health;
8. to enable each person to develop a better understanding of himself;
9. to enable each person to appreciate the unity of mankind and to have a feeling of compassion for all humanity irrespective of differences arising from political structure, race or religion. (24)

All of the above objectives are noble, far reaching philosophical aims for any educational system. However, despite these idealistic aphorisms one unalterable fact remains. Man has basic needs--food, clothing and shelter. Without these he degenerates into becoming a wild animal with death the final outcome; he cannot develop effective thought, examine critically, believe in freedom and dignity or live with diversity or change. He must fulfill basic needs to his satisfaction.

Therefore the value placed upon man's ability to earn a living, it is suggested, is not stated in true position in either of the sets of aims established in Nova Scotia and quoted previously. One of the prime

functions of education should and must primarily be to equip every individual to provide the means to fulfill his basic needs. All other aims become secondary to this function. They are all vitally important if the individual is to take his rightful place in society. But we cannot escape from the fact of individual need if we are to be pragmatic in our deliberations relating to the function of education.

This question may well be asked: What today does not have a price tag attached? For the majority of society, food, shelter and clothing account for the major portion of the income. Even if an extreme view is taken in regard to a hobo, he must have clothing to protect himself from the elements. He must by some means obtain sufficient food for survival. For example, maybe he stops at the farmhouse and chops wood in return for a meal or castoff clothing. History records some of the deprivations that occurred in "The hungry thirties." In both cases it is still attaching a price tag on basic needs!

How are the aims described in the approved courses of study established for the province under the authority

The effectiveness of present programs is easily assessed if a student retention rate scale is used as a basis of evaluation. To try to improve student retention, a great deal of time, effort and money have gone into the expansion of vocational training facilities. These modern, well-equipped establishments are not being utilized even close to their full potential; in fact many are operating at about fifty per cent capacity. (22) There are about five thousand six hundred students participating in vocational and business training, a number which represents approximately fifteen per cent of the fifteen to eighteen year old age group. (22) Robert E. Andreyka of Oregon State University on a tour of Western European countries in 1971 found some interesting situations. For example, in West Germany fifty per cent of the fifteen year old age group was participating in vocational and business training. (1) Indeed a marked contrast to the fifteen per cent in Nova Scotia.

Contemporary Nova Scotia, in general, is adequately supplied with the physical facilities in which a complete educational program can be offered.

Programs, in fact, do range through a wide range of professional and nonprofessional careers. Included are far reaching career opportunities such as plumbing, marine engineering, surveying, social work, electronics, teaching. The need is to make students aware of these opportunities and to give them a chance to determine which educational and personal requirements are demanded by the occupations. Then they could pursue an educational program based upon this knowledge. It is in this regard that career education could help them.

To command respect and speak with authority an individual must have knowledge and experience in a subject. This perhaps is one of the basic problems in education. Most educators complete high school, university or teachers college and then return to the classroom as teachers. Their knowledge and experience have been strictly in the sphere and influence of an academic world. Therefore it is natural to assume that any counselling or guidance they offer students will be based upon their own experiences. Unfortunately, most of their experiences rank as professional careers according to occupational prestige ratings.

Based on their experiences means that university preparation becomes the main concern of teachers for their students. Yet if examination is made of the Survey of Higher Education (9), it is found that only 13.2 per cent of the eighteen to twenty-four age group were attending full-time university in 1969. This fact reinforces the need for a program of Career Education through all levels of public school.

Young people must be made aware of the vast range of occupational opportunities and the demands established for entrance into any one of them.

Chapter Three

Problems

Thus far an examination has been made of man's needs and the validity of established educational aims in meeting those needs. The intent in this chapter is to examine for its effectiveness the past performance of education in Nova Scotia. How well has education filled the needs both of the individual and society?

Education has grown at a tremendous rate during the past hundred years in Nova Scotia. For example, in the year 1870 there were 75,279 students being taught by 1,569 teachers at a cost of \$12.62 per student. (22:43) By 1972 these numbers had increased to 220,925 students, 10,351 teachers and a cost of \$752.86 per student including vocational education. (22:45) It is interesting to note that for the first time in one hundred years the net enrolment of students dropped in 1972 from the previous year. During this same period of growth, how well has education kept pace with the changing needs of society and kept the program relevant to advances in technology?

H. P. Mofatt in One Hundred Years of Free Schools

states:

One notable development occurred in 1881, in that the first grade by grade curriculum was established. It was to remain essentially the same for the next 12 years. 'Nature Lessons' and a music course were added to the 'Three R's' and increased emphasis was given in history. (17:30)

Almost ninety years later, the white paper in 1973, established that high school completion "shall consist of fifteen credits". These credits are to be taken over three years. It goes on to state:

Of the minimum of fifteen credits for high school completion three must be for courses in English. (24:11)

Evidently even the need for computational skills is no longer considered necessary as a tool for living. From current documents it would appear that equipping young people in schools to consider future careers had little support in 1881 and has even less in 1973.

The validity of the latter statement in relation to 1973 is reinforced in the section on "Guidance and Counselling Services" of the white paper. The last paragraph of the section states:

While some sources may suggest a minimum or an optimum pupil-counsellor ratio, it is equally important that classroom teachers become guidance conscious through the development of a team approach headed by the Counsellor or Counselling staff. If classroom teachers are aware of the requirements of post-secondary educational institutions, they can assist in advising students of course selection, and can provide the guidance staff with a wealth of useful information for more formal counselling situations. (24:10)

There are very obvious weaknesses in these statements. We have already seen in previous chapters in this thesis that the provision of guidance personnel is sadly lacking in Nova Scotia. How can a "team approach" be employed if there is no one to act as team leader? The reference in the quotation to teachers being aware "of the requirements of post secondary educational institutions" infers that college or university are the ultimate goals for all students. Teachers should be well equipped to advise students on the needs of post secondary institutions.

Teachers' exposure to mainly academic experiences was noted in previous chapters. What attention will be given to the majority of students who do not

plan on going to university, college or other post secondary institutes? Some people might question the validity of the latter statement. Is there, in fact, "a majority"?

Early in 1973 one of the largest school boards in the province conducted a destination survey for grade eleven and twelve students. The school board, which shall be termed "X", is responsible for 6.07 per cent of the students in the province. The sampling contained in the survey represents all levels of socio-economic status. According to Van Dalen's terms of reference, (39) therefore, the results can be considered valid. The survey indicated that there were four hundred fifty-one grade twelve students on September 30, 1971. Of this number, one hundred sixty-two or 35.9 per cent went on to a post secondary institution. If, however, the June 30, 1972, figures are used it is found that forty-seven dropped out during the year representing 10.4 per cent. The variation in number between the two dates increases the percentages destined to post secondary education to 40.1 per cent.

Whatever the figure used, it still represents a minority who are college bound. In no way does this infer that this minority is not entitled to a meaningful education suited to their goals. By the same token, the majority is just as entitled to greater consideration as they have received in the past.

Further examination of the Board "X" survey results show that in September, 1971, there were six hundred sixty-eight grade eleven students. Four hundred sixteen of these went into grade twelve in September, 1972. Only 7.5 per cent went to college or university. Thirty-four or 5.1 per cent dropped out. The full survey results are shown in Figure 1. It is also interesting to note that in the student population figures of the survey, the grade twelve figures represent 3.39 per cent of the total student body; the grade eleven figures, 4.98 per cent of the same total. Relate these two percentages to the fact that one hundred per cent comprises thirteen grade levels (including primary), then any one grade should average 7.7 per cent.

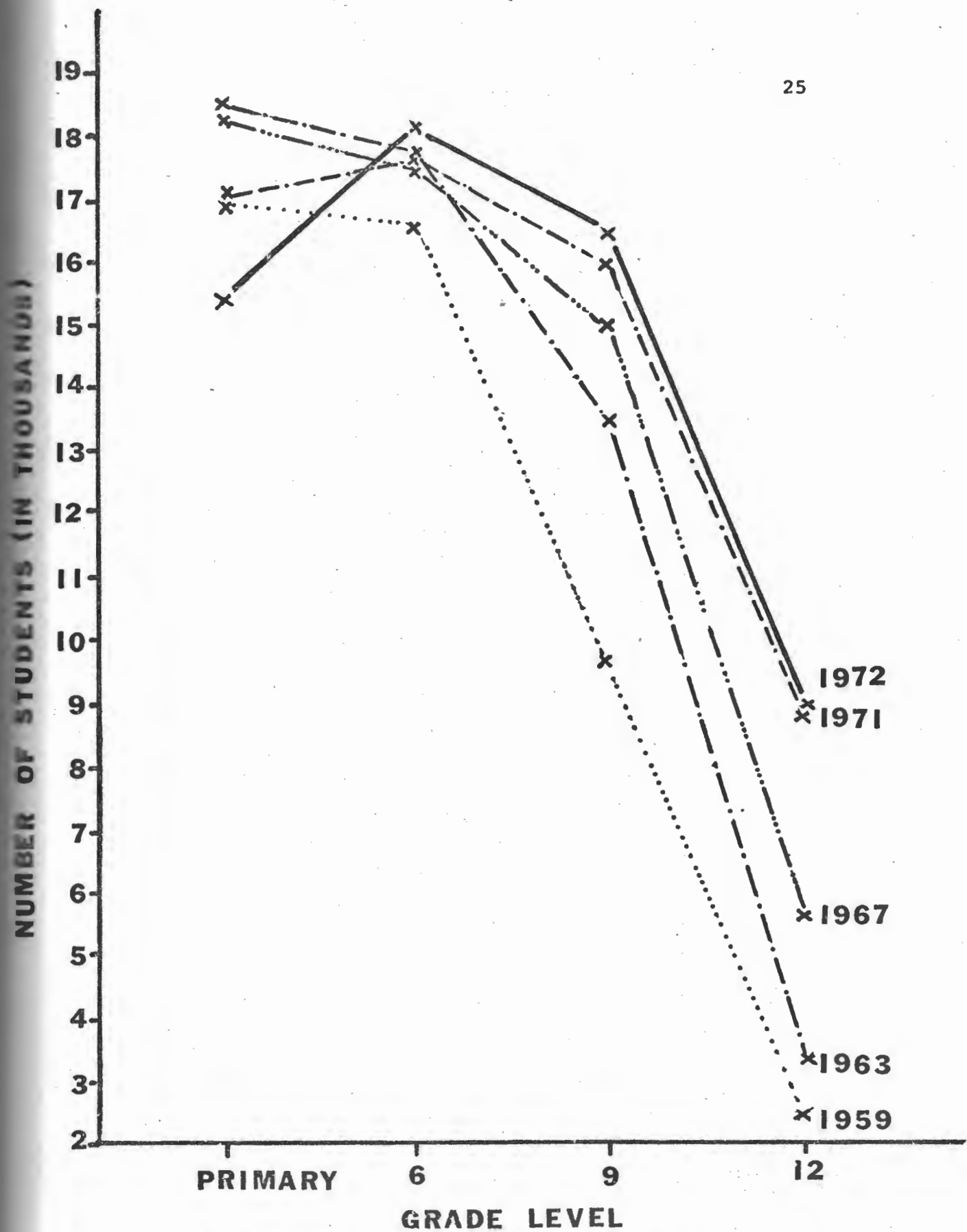
	SEPT. 30 ENROLLMENT	ADDITIONS DURING YEAR	LOSS DURING YEAR	END OF YEAR ENROLLMENT	RETURND TO GR. 12	GR. 12	GR. 11	GR. 10	GR. 12	K.R.V.S. GR. 12	OTHER VOC. COURSES	SCHOOLS	COLLEGE S	UNIVERSITIES	OTHER EDUC. INSTITUTIONS	NURSING	R.C.M.P. OR ARMED FORCES	FARMING	BANKING	HOUSEWIV	OTHER EMPLOYMENT	AT HOME UNEMPLOYMENT	MOVED	UNKNOWN	UNKNOWN
180	170	10	13						12	2	10	51	2	3	2		1	4	37	3	15	15			
66	59	7	6					6			7	10	1	5	5		2	1	1	15	1				
40	38	2	4					2			30	1	1												
17	12	5						1			5	1	2				2			1					
148	125	23	19					7	4	8	31	5	5	3	1	1	40	3	1						
451	404	47	42					28	6	25	127	10	14	8	5	3	6	93	7	16	16				
100	896	10.4	9.3					6.2	1.3	5.5	282	2.2	3.1	1.8	1.1	.7	1.3	206	1.6	3.5	3.5	3.5	3.5	3.5	3.5
	100	10.4						6.9	1.5	6.2	314	2.5	3.5	2.0	1.2	.7	1.5	230	1.7	4.0	4.0	4.0	4.0	4.0	4.0
228	208	20																							
97	97							9	6		3														
64	64																								
74	69	5																							
162	152	10																							
43	44	+1																							
668	634	34																							
100	94.9	5.1																							
	100																								

SCHOOL BOARD "X" SURVEY RESULTS
FIGURE 1

The statistics shown establish that the majority of students will be leaving school and entering the work force at or before grade twelve. Therefore, it is reasonable to conclude that the educational programs should be occupationally oriented. This conclusion helps to reinforce the case to incorporate a program of Career Education for all students.

How valid is it to state that the majority of students, on a provincial basis, will enter the work force at or before grade twelve completion? One indicator is the rate of student retention for all grades. These are visually illustrated in Figure 2 and with detailed totals in Table 1.

The table represents the thirteen year period 1959 to 1971. These data give the primary class intake in 1959 and graduation from grade twelve of the same group. It will be noted that there was a 47.8 per cent reduction in the size of the group in the intervening years. If the results of the School Board "X" survey showing 35.9 per cent of grade twelves proceeding to post secondary education is applied to this group, the



STUDENT RETENTION COMPARISON
FIGURE 2

TABLE I
Thirteen year students retention comparison

YEAR	PRIMARY	%	GRADE 6	%	GRADE 9	%	GRADE 12	%	TOTAL ALL GRADES
1959	16,782	9.8	16,456	9.6	9,675	1.4	2,346	1.4	171,386
1963	18,399	9.7	16,608	8.7	13,491	7.1	3,288	1.7	190,527
1967	18,319	9.0	17,436	8.6	14,497	7.2	5,114	2.5	202,672
1971	16,994	7.7	17,596	8.1	15,964	7.3	8,777	4.1	219,036

following information results. From the group of 8,777 grade twelve students graduating in 1971 in Nova Scotia, approximately 3,148 will undertake further education. This number represents 18.7 per cent of the primary class of 1959. Therefore, based upon this rationale, approximately 80 per cent of the students will enter an occupation either directly from grade school or after a secondary vocational education course.

Further evidence to validate the premise that the majority of students will enter the work force from grade twelve or before. The need for introducing Career Education is further strengthened. It is of interest to note that a similar situation exists in most of the Canadian provinces according to the Advance Statistics of Education. (8)

Why does this situation exist?

To fully answer that question requires a far greater study than can be provided in this thesis. Roberts observes on the question of dropouts:

The seriousness of the dropout problem and its relationship to unemployment of youth has brought forth many suggestions for its solution. Some educators and laymen have indicated that the dropout problem may be solved by increasing the scope of the programs of vocational education and industrial arts in the public schools. This suggestion is predicated on the assumption that youth leave school because of an uninteresting program of studies and that vocational education and industrial arts will interest these school leavers. In some instances the statement is made that youth leave school because they find little or no interest in mental activity but would likely stay in school if more manual activity were provided. (28:37)

Roberts, in a sense, reiterated the premise commonly accepted that the dropout problem can be solved with the expansion of vocational education and industrial arts. It is difficult to accept this premise. The situation in Nova Scotia negates the statement. For example, in 1958 there were fifty-six vocational classes in two schools. Nine hundred thirty-six students attended these classes representing .59 per cent of the total student population. (16)

By 1971 the number of classes had expanded to four hundred thirty-four in thirteen schools, an increase of 775 per cent in the number of classes.

However, the increase in students was not as pronounced with 4,139 representing 1.89 per cent of the student population. (22) To keep pace with the expansion, there should be at least 7,254 students in attendance. Therefore, the provision of expanded vocational facilities alone is not the answer.

Regardless, the problem is very real. Grant Venn in Man, Education and Work states:

Despite propoganda about the importance of staying in school, they drift out of educational institutions in droves: the system loses 35 per cent of its enrolees during high school, then 45 per cent of its high school graduates, and finally 40 per cent of its college entrants. Some of this attrition is unavoidable, of course, but, still, large numbers of these dropouts are simply early leavers who are capable of considerably more education than they received. 'Lack of Interest' is by far the most frequent reason they give for leaving, because they do not fit into the present college track plan of education. Labor Secretary Willard Wirtz more aptly calls them 'push-outs'. (40:2)

It is reasonable to state that a drastic problem has existed and does exist in providing motivation and career preparation for students. Education has failed in Dewey's premise that

the educator must engage students in activities which lead to immediate satisfaction. (4:196)

What is the solution to that age old problem of dropouts? It is suggested that there is no one answer; however, if all students could be exposed to the realities of career opportunities starting at a very early age and subjects were related to careers, it would help generate interest for many more students than do the present programs. This objective may be achieved with a program of Career Education.

Chapter Four

Facilities

Earlier in the thesis brief mention was made that adequate facilities and programs exist in the Province of Nova Scotia for career preparation. The intention of this chapter is to examine the validity of that statement; specifically two questions will be examined. Do these facilities exist and if so, do they function to the advantage of the individual? In the context of this statement "function" implies mobility and continuity for the individual. Can a person establish a continuing educational plan, with a knowledge that credits gained at one level are fully transferable to another?

It has already been stated that there are seven hundred fifty-six public schools in the province. In addition to the public schools there are ten private grade schools, attendance at which demands the payment of fees. (3:513) Forming a part of the free school system are thirteen regional vocational schools. These provide programs of an occupational nature for

secondary school youth. At the post secondary school level there are a number of institutions and universities. Many of these are financed and operated by the Provincial Government. Among them are an agricultural college, an art college, a teachers college and a land survey institute. In the same category, but offering wider ranges of programs, are two institutes of technology. Under the same management are specialist establishments and included in this category are institutions to teach coal mining, marine engineering, marine navigation and fisheries, all of which provide updating and upgrading for adults. In addition, two vocational training centers provide mainly adult retraining and upgrading. These provide training funded through the Federal Manpower Department, and include both a very wide range of occupational courses as well as basic educational skill development programs. In addition to offering these programs at the two centers, use is made of the regional vocational schools and urban and municipal school board facilities. In this manner training is available on a province-wide basis. Advantage is being taken also of the federally sponsored On-the-Job training program.

While on the subject of the Adult Training programs, it is valid to examine the statistics in detail regarding them. Table 2 provides details of the amount of money spent on training and allowances. Also it shows the number of persons involved in Nova Scotia. The figures in parenthesis represent the percentage of the national totals involved in Nova Scotia. The statistics are taken from the Canada Manpower Information Sheet entitled Canada Manpower Training Program.

(7)

TABLE 2
Canada Manpower Training Statistics For Nova Scotia

YEARS	TRAINING COSTS \$000'S	ALLOWANCES \$000'S	TOTAL \$000'S	TOTAL NUMBER ENROLLED
1967-68	\$ 1,658 (3.37)	\$ 2,594 (4.64)	\$ 4,252 (4.05)	4,729 (2.58)
1968-69	\$ 4,563 (5.59)	\$ 6,645 (6.13)	\$ 11,208 (5.90)	17,716 (5.88)
1969-70	\$ 5,956 (5.23)	\$ 9,978 (7.61)	\$ 15,934 (6.5)	11,261 (5.69)
1970-71	\$ 7,124 (5.36)	\$ 9,995 (6.38)	\$ 17,119 (5.91)	12,140 (3.52)

As a means of comparison, Nova Scotia represented 3.55 per cent of the total population of Canada in 1971. (3:232) It is of interest to note that based on averages taken from Table 2, 3.92 per cent of the national total trained were in Nova Scotia at an average cost of 5.92 per cent of the national total. The Adult Occupational Training Act of 1967 was enacted to help any member of society who lacked marketable skills. (7) It is suggested that the need for the Act is another factor reinforcing the introduction of a program of Career Education in the public school program.

This review of facilities in the Province of Nova Scotia would not be complete without mentioning schools for those individuals with physical disabilities. For the handicapped there is a School for the Blind in Halifax and an Interprovincial School for the Deaf in Amherst, Nova Scotia.

At the degree granting level there are, within the province of Nova Scotia, eight institutions including a technical college. Also there are two theological training establishments and a school for social work.

Finally, there are provisions in 1972-73 for continuing education classes for over 20,000 persons operated at centers in almost every area of the province.

When all of these are totalled in regard to training spaces, it amounts to approximately 40 per cent of the total population of 770,000 at the 1971 census. These figures do not take into account innumerable company training programs of varying types. They do not consider the Nova Scotia Department of Labor Apprenticeship Training Program. It would seem, therefore, that there is plenty of opportunity and facilities, for career training.

The next question is, how well are the programs of all the establishments coordinated to provide a continuous learning situation for the individual?

Starting with the public schools, there is a natural continuum from primary to elementary, then junior high and finally senior high. That is, for the academic students, those students whom we have already determined are in the minority. Satisfactory

completion of senior high school is a basic requirement for college and university entrance. Admission may be obtained with a grade eleven standing providing subjects and marks are acceptable. Similar conditions for entrance apply to most universities and colleges in the province.

What happens, however, to the majority who do not complete high school? Most of them, we must assume, end up on the work force in some capacity.

Many of them after a few years of working realise that if they are going to advance in their occupation, they need further skill qualifications. This realization can occur after a very few years; in some cases it may occur fifteen or twenty years later. At this time they do not meet entrance requirements for post-secondary institutions and they are required to return to school. No matter how inappropriate the subjects may be, no matter how totally irrelevant they may be to their immediate goals, academe must be satisfied. An indication of this is the experience of a mature individual with a baccalaureate degree from New York State University with a major in Vocational-Technical Education. He was told by a Nova Scotia

University he could not be admitted for further studies without taking five courses in Sociology and one in Psychology. The reason for being denied entrance was that the university would not recognise the major in Vocational-Technical Education. This person was interested in obtaining help to perform his role in society more efficiently. However, again, academe prevailed and he was denied admission. Such situations are not uncommon.

To help overcome cases similar to this, the Nova Scotia Department of Education introduced the High School Equivalency Program. The program outlined in the Education Office Gazette of November, 1969, was introduced because,

The majority of adult Canadian citizens have not graduated from high school. Thus, many of them are handicapped in gaining promotion in their jobs or securing better jobs. Others are often discouraged from seeking higher education. Although these citizens have completed less than eleven or twelve years of schooling, many have acquired, through formal and informal educational experiences, an educational maturity at or above the level of high school graduation. (18:9)

The introductory statement goes on to say:

Individuals who meet the required standards will be issued with a High School Equivalency Diploma of Grade 11 or Grade 12 as appropriate. Such diplomas have been widely recognised by business and industry as well as by higher educational institutions. (18:9)

In practice, however, recognition appears limited; this fact has been discovered many times over, for example, by vocational teachers in seeking admission to universities. A number of institutes of higher learning have introduced a mature student admission program. However, just how much this plan recognises maturity is open to debate and could well be the subject of a thesis in its own right.

In practice it would seem logical that students graduating from selected courses at the regional vocational schools should have the opportunity for taking further training. For example, a student who completes an electronics course in a vocational school could receive credits in one of the electrical engineering technology courses. Examination of a current

calendar of an institute of technology (25) fails to mention the regional vocational schools in any context. It does mention that in certain cases credits may be granted if they have been obtained from a college or university.

It is a premise of this thesis that the total educational system in the Province of Nova Scotia is too compartmentalised. The existing structure and system do not encourage continuous learning. This criticism applies particularly to those persons who, for some reason, did not complete high school in their youth and later in life found a need to add depth to their knowledge. Even for those who in their youth did not find an academic education meaningful, and engage in a more pragmatic vocational education, the outcome is terminal for them.

Career Education hopefully would help to provide greater direction and guidelines for our young people at an earlier age.

But to be fully effective a master plan needs to be developed embracing all learning institutions: a plan which provides recognition for every avenue of learning which the individual may choose to follow. Then those members of society who choose to develop their potential will know what studies they may plan to achieve their goals without being discouraged at the whim of an admissions regulation. All of the institutes of learning, including the universities, are supported by public monies; therefore, they have an obligation to serve the public need. Career Education is a never ending process; all educators should recognise this and be prepared to support and nurture it.

Chapter Five

Direction

No force has been more powerful in man's rise from savagery to civilization than work. Work has enabled man to satisfy his ever increasing needs and wants. The savages of early times had few wants and as a consequence spent little time at work. Likewise, present-day individuals with few wants spend less time at work than individuals with many wants.
(28:5)

Earlier in this thesis examination was made of man's requirement to fulfill basic needs. Roberts, in the statement quoted here, enlarges upon this theme and points out that man's capacity for work must expand proportionately with the expansion of basic needs. Yet so very little provision is made in basic education to make students aware of the validity of preparing for work in the future. It is suggested that if more emphasis were placed on the value and importance of preparing young people to earn a living, there would not be the approximately fifty per cent drop-out that there has been, and still is encountered between grade nine and grade twelve in our public school system.

Theodore M. Greene summarizes the issue as follows:

What is obviously needed is a truly liberal academic community in which the study of art and typewriting, of philosophy and accounting, of theology and medicine, of pure and applied science are, though admittedly very different, judged to be equally honorable and valuable in their several ways. In such a community the so-called liberal disciplines would indeed be liberal because they would be studied and taught with an eye to the total enrichment of the life of responsible members of a free society; and in such a community the acquisition of the vocational skills, from the simplest to the most complex, would be equally liberal because they would be taught, not in a spirit of predatory egoism, but in the spirit of deep social concern for the needs of others and for the common good. (37:6)

Greene seems to have a valid approach as to what education should aim for. Unfortunately Greene's rationale appears too infrequently in the educational community. There is a lack of pragmatism in many of the current educational theories.

Such as Raymond L. Strum states:

The basic failure of public education has been its systematic refusal to acknowledge social and economic changes that have been going on during the past four decades. We have witnessed the massing into urban centres of youths whose background and living standards challenge the social environment in which they now live. Without adequate preparation for them, we have encouraged ignorance and illiteracy, unskilled workers, and school dropouts. These are failures of our educational and social system. This, in turn, leads to social and economic drain, juvenile delinquency, unemployment and chronic dependency. (36:46)

How can we argue with this statement in light of the social scene as it is today? Evolving from this scene are the massive unemployment statistics, the social unrest, the growth of so-called social adjustment centers such as half way houses, frequently staffed by unskilled, unqualified counsellors.

How much of all this unrest has stemmed from a lack of purpose being instilled in our young people?

Grant Venn in Man, Education and Work states:

The occupational life of the young person will be largely determined by the kind and level of education he receives. Student decisions are therefore crucial ones. They will, in effect, determine whether vital manpower needs will be met, whether human resources will be equal to economic potential. Further, the student's decision about his education will to a large extent define his future occupational role. But student knowledge of the world of work is today quite circumscribed, inasmuch as most work situations are unseen and unknown to young people. (40:36)

Can there be any doubt in anyone's mind that when the broad view is taken preparation and direction for the life ahead have been sadly neglected in the educational process?

Once again the need for a balanced, well coordinated Career Education program appears to be justified.

Raymond Breton in the report entitled Social and Academic Factors in the Career Decisions of Canadian Youth examines in depth some of the reasons for the problem as it presently exists. He makes this statement:

Vocational indecision is an important phenomenon. Numerically, those students who are undecided about their occupational future constitute a significant group. The magnitude of the proportions discovered here [in the report] is not unique; similar percentages of non-response have been found in other studies. (2:18)

Breton's report was sponsored by the Department of Manpower and Immigration and was based upon survey results involving 150,000 secondary school students in three hundred seventy-three schools in all parts of Canada. Based upon the survey results, many factors become apparent, giving support to the need to implement Career Education.

The report prepared by Breton outlined many factors which have a bearing upon the lack of career decisions in Canadian youth. Among these factors are social and occupational status of parents, types of programs of studies, degree of counselling available.

For example Breton describes how a student may develop a recognition for the relevance of a high school education by stating:

The more positive an adolescent's evaluation of the future, the more likely he is to both finish high school and to go on to post secondary school. This is valid for the relationship toward the future as defined from various points of view: Chances of success in post secondary school; sense of control over events; relevance of present activities for the future; and level of anxiety about finding a job. (2:129)

Further on in the report will be found what effect the provision of occupational guidance can have upon students.

The number of activities carried out in the school for the purpose of diffusing educational and occupational information is positively associated among both boys and girls with the probability of their having formulated a career goal, and with the degree of vocational competence they exhibit. Among boys, such activities are also positively associated with post-secondary educational intentions and the level of occupational performance; but this is not so with girls. The diffusion of such information in the school apparently reduces the likelihood of indecision to a greater degree among students who rank low in mental ability and socio-economic background. It also has a greater effect among French speaking boys than English speaking boys, but not with girls. In other words, the diffusion of

information seems to have more impact upon students who are disadvantaged in terms of their level of mental ability or their position in the social structure. (2:343)

However, one conclusion which he relates is the following:

The number and variety of activities carried out in the school for the purpose of diffusing educational and occupational information is positively associated among both boys and girls with the probability of their having formulated a career goal and with the degree of vocational competence they exhibit. Such activities are also positively associated among boys with post-secondary educational intentions and the level of occupational preference, but not among girls. (2:392)

Breton's statements support the premise of this thesis that our youth is in dire need of more help in becoming career conscious. The results of the survey, he concluded, support the premise that if students are exposed to programs of a career-oriented nature they establish meaningful goals for themselves. There is a demand for this exposure in our educational process, a demand that must be filled if education is to play a maximum role in developing society's most valuable asset, its youth.

Silvius and Curry state that there is an increasing need for all persons involved in education to show a greater concern for occupational education.

The great need for occupational education has been brought about by accelerated technological developments and changes in industry, and the importance of helping a person discover and refine his talents, and to use them in working toward a meaningful and satisfying career. Technological advances are increasing the pressures to develop occupational education programs which will prepare men and women qualified for initial-entry employment, and with the attitude for them to be maintained in a changing world of work. All levels of education must become concerned with the world of work and have the support of industry, business and the employment service to meet the needs of employers and employees alike. The nation's prosperity and productivity are predicated on gainfully employed persons. While eight out of ten student candidates for jobs need less than a college degree for initial employment, only one of these eight has been receiving any occupational education. Until this matter is corrected, the public schools are indeed educating for unemployment.
(35:3)

There is a necessity to establish dialogue in an effort to make all phases of education valid, particularly at the senior high school level. Educators,

generally, have little concern for the needs of business and industry or the individual's preparation for entry into this sphere of life. How often do educators sit down and ask what the needs are? Much of the criticism levelled at education generally would, we assume, dissipate if this interchange were developed. Evidence of this assumption can be seen in vocational schools where advisory committees are functioning.

Tremendous strides are being made in technological developments. These strides impose greater demands upon education to provide programs to satisfy the demands of technological advances. Also they increase the need to provide all members of society with the ability to satisfy basic needs, a situation that becomes increasingly difficult as social standards and accompanying escalation of basic needs keeps pace with advances in technical and domestic developments. For example, forty or fifty years ago the automobile was a luxury; today in many cases, it is fast approaching the status of a basic need.

If the individual is to keep abreast with the fast moving changes in society, then he must be aware of career opportunities as they develop. Past and existing educational opportunities have not proven satisfactory. Now is the time to introduce Career Education to help provide each member of society with direction for him to obtain maximum satisfaction in fulfilling his role. There is a measure of truth in William Lyon Mackenzie's quotation in 1837: "Labor is the only means of creating wealth." (12:113) Although to update it to—Honest labor is the only means of creating honest wealth—would be more in keeping with our times.

PART II

The Concept

Chapter Six

Beginnings

Career Education has been mentioned many times to this point in the thesis. The intent now is to examine the subject in detail. What is Career Education? Where did it have its origins? What is the present status of its development? In an effort to answer these questions, requests for program information were sent to thirty-three individual states in the United States of America. A vast store of resource material resulted from the responses from fifty-seven centres where Career Education is being implemented.

Career Education started to grow after January 23, 1971, at Houston, Texas, when Sidney P. Marland, Junior, Commissioner of Education, United States Department of Health, Education and Welfare, challenged the secondary school principals at their national association convention.

Shall we persevere in the traditional practices that are obviously not properly equipping fully half of our young people, or shall we immediately undertake the reformation of our secondary education to position it properly for maximum contribution to our individual and national life? (31:1)

Marland's gauntlet was picked up immediately, to such a degree that Career Education programs are being introduced in most parts of the United States. The State of Georgia early in 1972 published a paper defining Career Education in this way:

Defining Career Education first requires a definition of the word 'career'. 'Career' connotes a purposeful life style. This definition implies that to be engaged in a career, one must (a) be committed to his work, (b) gain personal fulfillment from his work, and (c) display a sense of responsibility to improve, however slightly, some aspect of our society. Thus, a career may involve paid activity demanding considerable preparation and skill, or, activity demanding little training and less sophisticated skills. Indeed, one may have a career through nonpaid, voluntary work activity that varies in time consumed and skills required. The word 'career' implies dedication, mission, and responsibility. Thus, career would include the continued choices the individual has to make throughout his life regarding education, employment, or voluntary work, relating his decisions to existing, intermediate and distant options. Career Education becomes an organized, comprehensive instructional program designed to facilitate the career development of students through orientation, exploration, decision making, preparation and placement experiences. (30:1)

Webster defines the word career as

A life's work or achievement, or,
success in some certain profession.

Based upon this definition the quotation used to describe Career Education appears valid. This description may be related to the majority to whom this thesis, in Chapter One, is directed, namely, those dependent on their own efforts for survival. Career Education becomes meaningful for them.

To further substantiate the validity of Career Education the following tenets designed by Aaron J. Miller are offered as supportive evidence and for definition:

1. Career Education is a comprehensive education program focussed on careers. It begins with the entry of the child into formal school program and continues into the adult years.
2. Career Education involves all students, regardless of their post-secondary plans.
3. Career Education involves the entire school program and unites the schools, communities and employers in cooperative educational ventures.
4. Career Education infuses the school program rather than providing a program of discrete Career Education curriculum "blocks".

5. Career Education provides the student with information and experiences representing the entire world of work.
6. Career Education supports the student from initial career awareness, to career exploration, career direction setting, career preparation and career placement; and provides for placement and follow-up including re-education if desired.
7. Career Education is not a synonym for vocational education; it is an integral and important part of a total career education system. (13)

These seven points suggest that Career Education is not to be conceived as a time segment of education. It is not restricted to elementary, junior high, senior high, vocational or post secondary education.

The program is a continuum encompassing all levels of education and beyond, knowing no end. Its objectives are specific and measurable, providing for career performance as achievable and practical aims. The program is offered in place of nebulous theories submitted by many educational programs. It denies to the school any monopoly as a learning environment yet gives the school a key role in identifying and coordinating all learning environments which can further the career goal.

It is of the utmost importance that each individual in society be provided with a wide range of opportunity for exploring career potential. Examination of the Canadian Classification and Dictionary of Occupations indicates 14,300 occupational titles presently operative in the Dominion of Canada. (6) The Canadian total compares with 23,000 titles in the United States of America. The training requirements for the wide scope of jobs range from basic trade skills to doctoral degrees. Obviously it would be almost impossible to provide awareness on an individual basis in even a small percentage of these occupations. To help overcome this problem the cluster concept has been introduced by the proponents of Career Education in the United States of America.

The clusters established are:

1. Business and office occupations
2. Marketing and distribution occupations
3. Communications and media occupations
4. Construction occupations
5. Manufacturing occupations
6. Transportation occupations

7. Agri-business and natural resource occupations
8. Marine science occupations
9. Environmental control occupations
10. Public service occupations
11. Health occupations
12. Hospitality and recreation occupations
13. Personal service occupations
14. Fine arts and humanities occupations
15. Consumer and homemaking occupations (5)

The theory behind the cluster organization is that ninety-seven per cent of the 23,000 occupations can be included in one of the clusters. Thus the validity and justification for including any given occupation is provided for in order that a student may relate to a given group.

In 1967 an Advisory Council on Vocational Education comprising academic and vocational educators plus non-educators prepared the ground work for Career Education. Part of their report, completed for the United States Department of Health, Education and

Welfare, established five operational principles for vocational education, stating them as follows:

1. Vocational education cannot be meaningfully limited to the skills necessary for a particular occupation. It is more appropriately defined as all of those aspects of educational experience which help a person to discover his talents to relate them to the world of work, to choose an occupation, and to refine his talents and use them successfully in employment. In fact, orientation and assistance in vocational choice may often be more valid determinants of employment success, and therefore more profitable uses of educational funds, than specific skill training.
2. Where complex instructions and sophisticated decisions mark the boundary between the realm of man and the role of the machine, there is no longer room for any dichotomy between intellectual competence and manipulation skills, and therefore, between academic and vocational education.
3. Education cannot shed its responsibilities to the student (and to society in his behalf) just because he has chosen to reject the system or because it has handed him a diploma. In a world where the distance between the experiences of childhood, adolescence, and adulthood and between school and work continually widen, the school must reach forward to assist the student across the gaps just as labor market institutions must reach back to assist in the transition.

4. Some type of formal occupational preparation must be a part of every educational experience. In addition, given the rapidity of change and the competition from generally rising educational attainment, upgrading and remedial education opportunities are a constant necessity.
5. The objective of vocational education should be the development of the individual, not the needs of the labor market. The system for occupational preparation should supply a saleable skill at any terminal point chosen by the individual, yet no doors should be closed to future progress and development. (38:63)

Then, based on these principles, the Advisory Council recommended a "unified system of vocational education", some of the key components of which are:

1. Occupational preparation should begin in the elementary schools with a realistic picture of the world of work. Its fundamental purposes should be to familiarize the student with his world and to provide him the intellectual tools and national habits of thought to play a satisfying role in it.
2. In junior high school, economic orientation and occupational preparation should reach a more sophisticated stage with study by all students of the economic and industrial system by which goods and services are produced and distributed. The objectives should be exposure to the full knowledge of the relative advantages and requirements of each.

3. Occupational preparation should become more specific in the high school, though preparation should not be limited to a specific occupation. Given the uncertainties of a changing economy and the limited experiences upon which vocational choices must be made, instruction should not be overly narrow but should be built around significant families of occupations or industries which promise expanding opportunities.

All students outside the college preparatory curriculum should acquire an entry-level job skill, but they should also be prepared for post-high school vocational and technical education. Even those in the college preparatory curriculum might profit from the techniques of learning by doing. On the other hand, care should be taken that pursuit of a vocationally oriented curriculum in the high school does not block the upward progress of the competent student who later decides to pursue a college degree.

4. Occupational education should be based on a spiral curriculum which treats concepts at higher and higher levels of complexity as the student moves through the program. Vocational preparation should be used to make general education concrete and understandable; general education should point out the vocational implications of all education. Curriculum materials should be prepared for both general and vocational education to emphasize these relationships.

5. Beyond initial preparation for employment, many out of choice or necessity, will want to bolster an upward occupational climb with part-time, and sometimes full-time, courses and programs as adults. These should be available as part of the regular public school system. They should not be limited to a few high-demand and low-cost trades, but should provide a range of occupational choice as wide as those available to students preparing for initial entry.
6. Occupational preparation need not and should not be limited to the classroom, to the school shop, or to the laboratory. Many arguments favor training on the job. Expensive equipment need not be duplicated. Familiarization with the environment and discipline of the work place is an important part of occupational preparation, yet is difficult to simulate in a classroom. Supervisors and other employees can double as instructors. The trainee learns by earning. On the other hand, the employer and his supervisors may be more production than training oriented. The operations and equipment of a particular employer may cover only part of a needed range of skills, necessitating transfer among employers for adequate training. The ideal is to meld the advantages of institutional and on-the-job training in formal cooperative work-study programs.
7. Effective occupational preparation is impossible if the school feels that its obligation ends when the student graduates. The school, therefore, must work with employers to build a bridge between school and work. Placing the

student on a job and following up his successes and failures provide the best possible information to the school on its own strengths and weaknesses. (38:68)

The effect of these recommendations was to bring about amendments to the United States Vocational Education Act in 1968 to remove legal obstacles which may have prevented future developments. "Mandate" (4:4) is the word often used to describe the 1968 amendments because they gave direction to future programs. Arising from this action, spontaneous developments appeared in a number of the individual states providing impetus to the furtherance of Career Education.

New Jersey funded three pilot programs in three different cities. Because of the success enjoyed by them, the governor convened a meeting with the mayors of twenty-four cities to promote Career Education. In the spring of 1971 the Arizona legislature passed a bill providing two million dollars to launch career education in selected public schools. In the same year Delaware commenced a planned conversion to

a kindergarten through a grade twelve Career Education program. North Dakota established the Bismark Public School District as a model kindergarten through grade fourteen program. Many other states pursued similar goals in establishing pilot program. The Dallas (Texas) Independent School District poured more than twenty-one million dollars into the development of the Skyline facility, an eighty acre complex devoted to Career Education.

The governing bodies of many states enacted legislation relating to Career Education, the purpose of the legislation being to promote the development of Career Education. Examples of the acts are:

Assembly Bill No. 102 - Chapter 713

An act to add section 7504 to the Education Code, relating to educational opportunities. Approved by Governor on August 24, 1971. (Filed with Secretary of State on August 14, 1971)

The People of the State of California
do enact as follows:

The legislature hereby recognized that it is the policy of the state of California to provide educational opportunity to every individual to the end that every student leaving school should be prepared to enter the world of work;

that every student who graduates from any state-supported educational institution should have sufficient marketable skills for legitimate remunerative employment; and that every qualified and eligible adult citizen should be afforded an education opportunity to become suitably employable in some remunerative field of employment. (38:76)

Similarly many local governments recognised the validity of Career Education and supported it as can be seen in the resolution adopted by the Los Angeles School District, October 28, 1971:

We believe that it should be the policy of our school district to provide Career Education for all youth and adults of the district, to the end that no student drops out of school who is not prepared to enter the world of work, that no student graduates who does not have saleable skills for productive work or college education, and that no adult is denied an educational opportunity to become properly employable. (38:76)

It may well be argued that both statements have serious deficiencies when related to specific educational objectives. However, they both provide a commitment and sense of direction to educational philosophies in the areas served. Both provide evidence of the priorities attached to the concept of

career education. It can be clearly seen how the need for career education is recognised at all levels of government in the United States of America. Further, it can be observed that the development of Career Education is not regarded as an overnight wonder, but that it has been developed over a five year period, being built on a solid foundation. In the succeeding chapter, examination will be made of some of the specific programs that have been developed and are in use.

Chapter Seven

Application

In the preceding chapter examination was made of the philosophical beginnings, definitions, and legislation relating to Career Education. The intention now is to make a more detailed examination of the curriculum segments which, together, form total programs of career education. Mention was made earlier in this thesis of the tremendous response to requests for information relating to programming from the various States in the United States of America. An attempt will now be made to summarise as many of the different programs as possible. There are common features in much of the material which makes them similar in concept. However, there are variations present in content and procedures. To state there are common features is natural and valid because Career Education is founded upon common components and developmental steps.

The components upon which such programs are based include:

1. The role of home and family in setting basic attitudes toward work.
2. The obligation of all teachers in all courses to identify the career implications of their subject matter.
3. A comprehensive career development program to help students understand themselves and the educational and occupational alternatives available and to choose wisely among them.
4. Vocational skill training for specific occupational competence.
5. Involvement of employers and labor organisations in providing advice, observation, and practical work experience. (38:39)

A minimum of three steps is required to implement the components listed. They are natural sequential phases in the development of the individual person.

The three steps are these:

1. Career awareness starts in primary or kindergarten and progresses through elementary school to grade six. Its

objective is to help the individual become familiar with the implications and values of a work-oriented society. It exposes the individual to a wide variety of values but in no way seeks to impose any of them. The assumption is that to form personal values the individual must be familiar with those held by others.

2. Career exploration constitutes the second step. This is a period of personal decision making. The opportunity is provided for the individual to assess work values and compare them with personal values. In so doing it provides the basis to establish compatibility between work values and personal values to help provide assurance that a resulting decision may be the basis of personal satisfaction in the immediate future.

3. Career preparation forms the third step. This is the development of the initial implementation of basic work values and skills necessary to enter the employment of the individual's choosing. Essentially it is occupational preparation and provides the activities and procedures basic to a given function.

It would be almost impossible to establish rigid formats for these three steps. Every community has its own unique structures which can only be nurtured through development of local program content. However, the components and steps remain constant thus providing basic unanimity in the broader national program.

How has the content been developed? Examination will now be made of some specific developments in the sequence of the three steps.

- a. Career Awareness

The State Department of Education of Wyoming has

published a Teacher Resource Guide, K - 6: Career Awareness and Attitude Development. The theme of the program centers around "Occupations of the Month." The guide provides resources aimed at developmental occupational attitudes for each grade level from kindergarten through grade six, and there are three headings for each grade level:

1. concepts,
2. suggested activities,
3. suggested materials.

For example, in the first grade the following procedure is presented. The "Occupations of the Month" are stated. Then the guide is divided into sections, each section having development of certain attitudes as its objective. Following the statement of attitude, the guide provides two columns, one for activities, the other for resources—both of these are too numerous to enumerate. However under occupations and attitudes the following are listed:

1. Introduction
 - a. There is a dignity in all work
 - b. Work is important.

2. Language Arts

- a. People need to be able to speak well in their work
- b. People need to be able to listen in their work
- c. People need to be able to write in many jobs
- d. Reading helps people in their occupations/careers/job/work.

3. Computational Skills

- a. Understanding of mathematics helps people in their work
- b. Money is the chief form of barter in our society.

4. Science Learning Lab

- a. An understanding of science helps many people in their work
- b. Having a scientific attitude (problem solving) helps many people in their work.

5. Citizenship Learning Lab

- a. Some workers come to our homes
- b. Some workers come to the school to work.

6. Humanities Learning Lab

- a. Music, art and drama give people pleasure
- b. Some people have occupations in the fine arts to give us enjoyment.

7. Career Education

- a. Many people have special education for the world of work
- b. Because each person has a special job to do he learns how to do the job well.

8. Health and Physical Education Lab
 - a. Some people work to help us stay healthy
 - b. Some people specialize in their work to keep us healthy.
9. Culmination
 - a. To review with children the high points of the year's work
 - b. To help students learn about themselves as part of the preparation for the world of work.
10. Evaluation (34:17)

Naturally there are a great many activities and references listed. In fact the ten areas occupy thirty-four printed pages, giving some indication of the amount of detail.

North Dakota has developed a series of "Orientation to the world of work activity sheets" for each subject area. Each sheet states a broad objective, specific behavioral objective, subject area, grade level, activity, suggested technique and resource material. For example, one sheet shows:

Broad objective: To develop positive attitudes toward the world of work.

Specific behavioral objective:

All of the students will show that they know what jobs their parents, relatives, brothers and sisters perform by completing at least 50 per cent of a job tree.

Subject area: Social Studies and Art.

Grade Level: One
The sheet then goes on to list specifics relating to activities, techniques and materials. (33)

Career education objectives are defined for each grade level in the Sand Springs, Oklahoma, program. Again as with the other examples shown here guidelines are established outlining objectives, activities and resources all in extensive detail. This program also developed such items as coloring books relating to occupations. Similar material is in the process of being prepared by the California State Department of Education. They have completed a series of working papers covering all grade levels, guidance, adult education, in short the whole gamut of career education.

These few examples have been quoted to illustrate the effort which has been expended on elementary level

career programs. Many of the papers examined stress the need to develop the work ethic in every grade level. However all of them also stress that career education should form "a part of" total education--not an entity unto itself, but an equal partner in the general spectrum of education.

In the elementary school the purpose is to try to expose all students to the broadest possible cross section of the basic fundamentals of the world of work, not in detail but on an introductory basis. As the student progresses through school, the base narrows until it reaches a single pinnacle in high school. However there may well be a further broadening as life progresses.

b. Career Exploration

The second phase or step in the total career education program is that of career exploration. It is natural in the existing educational structure that this would fit into the middle level of schooling or junior high schools.

In an article entitled In the 7th, 8th and 9th grades, the time is right for Career Exploration

Gambino states;

More and more students point up the significance of decisions made during the middle school years that will have a lasting impact on an individual's life-long career style.

A foundation already should have been laid during the pre-school through sixth grade stage. The student should have gained a readiness to put his individual capabilities against the environment and to manipulate certain aspects of that environment to meet his personal needs and desires. He should have had opportunities for self-discovery because without comprehensive experiences lending to identification of his abilities and interests he will be ill-equipped to build and refine his decisions.

In the seventh, eighth and ninth grades the student uses his basic sense of personal individuality and potential developed in the earlier grades for getting involved in many new experiences. Curious and full of energy, he is ready by the seventh grade for a wide variety of action-oriented activities through which he can explore his capabilities in coping with new materials, situations, equipment and technical, social and economic processes. He is looking for challenges that he can interact with and conquests he can make. He enjoys such rewarding experiences as these: making things by which he can demonstrate his talents; visiting new places where interesting people do constructive things; meeting new friends who enjoy doing some of the things he does; competing successfully with his peers; and, earning money in a part-time job.

It is alarming, that great numbers of students in the seventh, eighth and ninth grades find little value or interest in the school experience. This lack of motivation constitutes a handicap to the individual for career exploration activities. All possible assistance must be provided for such undermotivated people as well as those better motivated to participate in career oriented learning opportunities. (32:1)

The statement is quoted here in its entirety because it would appear to be a valid appraisal of the age group in question. Many of the sample programs accumulated from the United States share the philosophy expressed by Gambino.

More specifically, the State of New Jersey has established a program, related to Career Exploration, comprising eight components:

1. Career Clubs
2. Summer career exploration
3. The video-recorder in career counselling
4. Part-time job placement
5. Introductions to vocations
6. Short term intensive entry
skill preparation

7. Career Resource Centre
8. Special career resource centre models. (32:3)

Mississippi State has established its career exploration phase ranging through grade seven to ten. The content centers around the fifteen occupational clusters suggested by the Department of Health, Education and Welfare. Thus in grades seven and eight, exploration involves the clusters on a very broad basis. In this phase students have the opportunity to discover where their aptitudes and interests lie. The base begins to narrow when they enter grade nine and starts to involve those clusters of high interest. More emphasis is placed upon "hands-on" experiences. Hopefully by the time a student reaches grade ten he has identified a single occupational cluster. This will now be explored in great depth. At the same time academic subjects are related as closely as possible to the cluster chosen in an effort to add relevance to them for the student.

Some of the individual states are organising their programs on the K-six, seven-nine and ten-twelve basis. Others are on a K-six, seven-ten and eleven-twelve system. Another alternative one can find is a K-fourteen structure. No matter what grade level method implemented, most states are using the three designations of career awareness, exploration and orientation. In every case examined, the middle school grades are devoted to the exploration phase.

In a Superintendent's guide prepared for educators in the State of Georgia, the following proposals for junior high school students are offered:

1. The first year includes orientation to several occupational categories classified according to the personal characteristics of workers.
2. During the second year, students may elect to explore several occupational families by enrolling in mini-prevocational exploratory courses six to nine weeks in length.
3. During the third year, students may select a single occupational family for in-depth, hands on experiences in performing organisational, creative, operative, maintenance and motivational tasks. (30:15)

Thus by the time a given student has progressed through kindergarten to grade nine he has become aware of occupations; and provision has been made for him to explore them. Now he is ready to move into the third phase.

c. Career Preparation

This phase of the career development education program should result in the student's preparing for and satisfactorily beginning an entry level job, or, in his seeking further education leading toward a career objective. To accomplish the preparation phase, all students would be enrolled in one of several career programs for increasing periods of time at the grades ten, eleven or twelve level. Students still undecided about a career objective should be able to rotate from one career cluster to another. Those with a tentative career choice could either pursue entry-level job skills or prepare for further education. In each career curriculum students would participate in learning activities to learn the cognitive, manipulative, and attitudinal skills required in several of the occupations

making up the career curriculum cluster. Each career curriculum must be arranged so that students are preparing for jobs requiring varying degrees of skills.

Gysbers and Moore define their concepts of Career Preparation as follows:

Grade ten-twelve

At this level, the concepts which students hold about self, the work world, and career preparation become internalized to the point they form the basis for more specific generalizations concerning their career life identity. Students at this level actually begin to take on certain aspects of the occupational roles related to their visualized career life. This behavior precipitates the formation of generalizations concerning their potential style of living including marriage, family, and the community life. Counselling is especially important at this time to help students discuss these implications and to examine possible consequences for their emerging life career identity.

For students who plan to enter work after leaving high school, the content emphasis of career development programs should provide specific occupational and employability skill training. Such training also would serve as the basis for additional training in post secondary vocational-technical-community college programs. For students who plan to continue their education in four year college and university settings, career development programs should provide orientation and develop readiness for that environment. (10:10)

In a working document entitled Career Education Vocational Education Module, the California State Department of Education defines the career preparation objectives for grades ten, eleven and twelve:

Grade Ten

In the tenth grade the student will name one job entry skill for which he is presently gaining experience.

During the tenth grade each student will complete at least three different types of job applications for entry-level positions.

Grade Eleven

By eleventh grade, 50 per cent of all students will have had either volunteer experience or work experience as an aid to career decisions, career orientation, integration of class work and career preparation and the development of entry level employment skills.

During the eleventh or twelfth grade, or both, the student will be enrolled in specific vocational training for job-entry skills in his career choice.

During the eleventh grade each student will have actual work experience in a career choice, preferably at various sites. He will meet pre-requisite high school requirements for his preferred field of work.

Grade Twelve

Upon graduation, 100 per cent of the graduating seniors will have a marketable skill with which to earn a livelihood whether it be his ultimate level of attainment or as a temporary aid to his support while he receives further education and training within his chosen career cluster.

Eighty per cent of all students who leave high school will enter employment (full or part-time) with entry-level skills, or will possess educational ability or job level skills which will enable performance at a higher or advanced educational training level aimed at one or more occupational clusters. (29:1)

Along with the preparation objectives listed, California also defines objectives for planning and orientation for students at the same grade level. Similarly California has produced extensive working documents embracing career education from the cradle to the grave.

Another approach taken to the high school Career Preparation phase is to be found in the State of Georgia's guide to career development contained in the following statement on senior high school career education:

Senior High

During the tenth through twelfth grades, students may choose from several occupational clusters for increasing periods of time to develop job entry preparation. In the eleventh or twelfth grade, students may specialize in an occupation by enrolling in a cooperative program or by applying for advance placement in a post-secondary vocational school. Some students may prefer to enroll in a twelfth year vocational course in preparation for further study at the post-secondary level. (30:16)

Finally in this review of some of the established programs operative in the United States, the State of Mississippi makes the following observations which disclose another variation to the Career Preparation phase:

The preparation phase begins with grade eleven and ends, as far as secondary preparation is concerned, when the youngster leaves school. This may be (1) when he begins working with a saleable skill prior to graduation from high school, (2) when he graduates from high school with a saleable skill and takes a job or moves into a technical program for further skill development or (3) at time of graduation from high school when he enrolls in a baccalaureate program. Students receive assistance in planning for and attaining vocational goals and preferences, either in the form of more vocational training or work experience.

Preparation is accomplished through the ongoing vocational education programs. Training for the career cluster or a specific career of the youngster's choice may be accomplished in one of the occupational training programs housed in the vocational complex.
(31:4)

The foregoing discussions note the similarities in the various programs. In all three phases of career education designed for young people in school, methods and approaches may vary, but the aims and philosophy remain very similar. The aims are these: to make the child aware of the work world; to allow exploration in an attempt to seek the forces of self-motivation; to provide facilities to help the individual to prepare for entry into the work world as a productive and self-fulfilling person.

There is a fourth phase to the full spectrum of career education programs in the United States. This is the career specialisation stage. In most cases it embraces all forms of education or continuing education beyond the high school level. It is not being examined here at any length because it ranges both widely and deeply in application. To do justice to

its scope would require many chapters; the prime concern of this paper is the study of career education for students in school.

In summary this chapter has examined a number of programs operative in the United States. Countries other than the United States have long established programs performing similar functions as Career Education. The name Career Education may be different, but the objectives of the programs remain very similar. Robert E. Andreyka describes a tour through Norway, Denmark, West Germany, Holland and England in his article Vocational-Technical Education in Europe. (1:66) It becomes obvious after reading the article that the Europeans are very serious about career preparation opportunities for young people. We in North America may do well to examine their systems more closely in an attempt to proceed in a direction that has been operative and proven successful.

PART III

The Method

Chapter Eight

Actuality

Examination has been made of the need for Career Education. This was followed by an overview of programs and philosophy to be found in a number of systems in the United States.

The intention now is to examine occupational training for young people in Nova Scotia and more particularly a specific school. This base will be used to show how a program of Career Education can be developed in this province without dramatic fiscal, organisational or methodological changes.

It is suggested that Nova Scotia already operates the major components needed to implement a provincial wide program of Career Education. These are the thirteen vocational schools located on a regional basis within the province. These schools are equipped to provide in-depth career exploration and preparation programs on a fairly wide scale. Generally the thirteen schools are similar in scope, type and method of

program operation. An understanding of the concepts of vocational education in Nova Scotia will be aided by a description of one such school which will also serve to illustrate the basic operation of all the regional vocational schools, recognizing that location does introduce "the meeting of local need" as a specific variable in a given school.

The particular school to be examined is Kings Regional Vocational School located in Kentville, Kings County, Nova Scotia.

Kings Regional Vocational School, originally called Kings County Vocational High School, opened its doors to students in September 1963 - a two storey, single wing, brick structure, containing nine shops, five related subject classrooms, six business education rooms and seven shop theory classrooms. Three year programs were offered in a number of popular trades. Academic subjects were taught concurrently with shop work under the name of related subjects. The operating costs were shared by the Provincial Government, Federal Government and the four municipal units of Kings County.

It took a period of three years to achieve full enrolment because of the three year program; at the beginning of the year 1966 it had a student body of three hundred fourteen.

Because the school was serving the needs of the five counties immediately west of Halifax (namely, West Hants, Kings, Lunenburg, Queens and Annapolis) student stations were at a premium. A decision was made to expand the facility. The new structure opened for students in September 1968. Two more wings were added; these increased the instructional areas from twenty-seven to fifty-five plus an expansive cafeteria-gymnasium, library, audio-visual room, conference room and much needed storage facilities. The expansion also generated an increased student body; the same year five hundred seventy entered its doors--almost double the 1966 enrolment.

Unfortunately, the age of prosperity was to be very shortlived for the school. Plans had already been formulated by the Provincial Educational Authorities to build similar facilities in the counties of West Hants, Lunenburg and Annapolis.

The new schools were opened in 1968 and 1969. Their opening curtailed the sphere of recruiting for the Kentville School; it was now limited to serving the County of Kings. There are some exceptions, these being courses not offered in the other twelve schools. The net result was that in the school year 1970-71 the enrolment dropped to four hundred fifty-three. Much of the space provided by expansion now lay dormant. The student-teacher ratio dropped to a low of seven point two. The probability of increasing the enrolment to the level of 1968 appeared remote. The school, in 1970 was serving 3.54 per cent of the total student population of Kings County. As a basis for comparison all thirteen vocational schools served the needs of 1.89 per cent of the total student population of the province. (20:52)

It is suggested that the hypothesis presented in this thesis, if implemented, would help develop a greater utilization of the vocational facilities in the province.

Other changes took place during the period from 1966 to 1971 which affected the school. For example,

the three year programs were dropped in 1966 in favor of those of a two years duration. Social studies was no longer a part of the curriculum. Five-eighths of a student's time each day was spent in developing occupational skills and one-eighth in each of mathematics, science and communications, all relating to the occupation. The funding of the entire operational costs of the school by the Provincial Government was another major change introduced in 1966.

The functioning of the school was under the direction of a non-corporate school board. The board was constituted of members representing local municipalities and government appointees. The function of the board was to recommend to the Minister of Education on matters relevant to the operation of the school. In the spring of 1970 another major change took place which affected the school. This was the formation of the Kings County Amalgamated School Board. The founding of this body placed the administration of all Kings County schools, including the Vocational School, under one jurisdiction. Now all matters pertaining to the operation of the school

are the responsibility of the Amalgamated School Board and its Superintendent of Schools. It is important to note that under the terms of Amalgamation, however, the full operational costs of the Vocational School are still borne fully by the Provincial Government.

In an attempt to provide training for students with special needs a program called Intermediate Industrial was introduced by the Department of Education in the 1969-70 school year. One of its objectives was "to provide basic and remedial instruction which assists and encourages disadvantaged students to stay in school". (19:5) A trial program was introduced into the Kentville school in January, 1971, but was discontinued in the same year. In this program five groups of students circulated through a similar number of shops.

Another program called Secondary Industrial was announced in Education Nova Scotia; it was described as follows:

Secondary Industrial - intended primarily to provide industrial training at the senior high school level for a period of one day each week. Students in this program pursue their studies in the senior high school where they are enrolled. School grade certificates will be issued by the academic high school where the student is enrolled. The secondary industrial course will be a credit subject listed on the same certificate. (21:3)

Obviously this program was designed to meet the needs of a different group of students than the Intermediate Industrial. A trial program was introduced into the Kentville School in October, 1971.

Initially two hundred forty-six students were bused into the Kentville school over a six day cycle or an average of forty-one per day. They were placed in those shops at the school which were not enjoying high enrolment of full time students. In other words they were mixed in with the regular students. After a short period of time disparities began to appear in the program. One of these was the tremendous load it placed on the instructors involved in the program. In addition to their normal work load they now had six different groups to prepare for and teach.

Another shortcoming was found to exist because consideration had not been given to the transfer of secondary industrial course credits earned to vocational core programs. To be eligible for an academic credit the student had to remain in one specific shop for a full school year. This also created problems; it did not allow the students to try various "hands on" experiences. Because of these and other apparent reasons, changes were made which will be discussed later in this paper.

Early in 1972 the Superintendent of Schools deemed that a complete evaluation of the functions and operation of the vocational school should be carried out. The outcome of the study was that a number of changes were recommended for implementation in September of 1972.

Some of the vocational courses were to be discontinued--specifically those that had not enjoyed popularity by students or did not possess employment potential.

The changes involved the release of some staff members and the reassignment of others. Two courses,

Dining Room Services and Building Maintenance, were established to cater to the needs of the educationally-disadvantaged students, replacing the Intermediate Industrial programs. Three separate shops were set up strictly for Secondary Industrial purposes. Many physical structural changes were made within the school. New shops were created and more classroom space was developed. With this added space it was recommended by the school administration that the General Students in grades ten, eleven and twelve be transferred from the high schools in the Eastern end of the county to the vocational school to form an academic department.

Another basic change recommended was the reduction of the conventional two instructor shop situations to one in those shops in which the enrolment had not exceeded twenty students. Practice and policy of the Department of Education had decreed that there would be two instructors in each shop—one to teach the first year students and the other the second year. In practice this meant that if a shop had a total of, for example, fourteen students, the student-teacher ratio was very low.

Another problem often arising from this situation was the two-women-in-the-kitchen premise. Relationships were not always the best; many instructors were not compatible. The organisation also led to a great deal of spare time for instructors, not an ideal or healthy situation.

All of the changes recommended by the administration to the School Board were approved in March, 1972. The wheels were then set in motion to implement the changes in time for the opening of school in September. The results were most encouraging: enrolment increased twenty-seven per cent above the 1970 enrolment figures. The student-teacher ratio increased by three decimal six. The newly formed academic department for grades ten through twelve stressed occupational preparation. The department opened in September with one hundred eighteen students. It enjoyed a reasonable degree of success; there were some initial problems, but these were corrected as the year progressed.

The newly formed Secondary Industrial shops enjoyed a great deal of success and were quickly over

subscribed. Similarly, Dining Room Services and Building Maintenance proved extremely popular and commenced to fulfill the objectives established for them. The school assumed an air of stability after its years of uncertainty.

Early in 1973 after further study, recommendations were again made by the administration to the School Board for changes to be made in September of that year. This time they were minimal and represented a consolidation of the previous year's proposals. For example, the provision for Secondary Industrial would double, increasing to six shops. The academic department increased in scope to accommodate students from all of the high schools in the county. More shops were reduced to a one instructor situation. Perhaps the most notable innovation suggested was the founding of a career exploration program for grade eight and nine students in the Kentville Junior High School.

The format for this latter program was outlined as follows:

1. Five of the Secondary Industrial shops set up programs to provide exploration of career opportunities open to students. The fields covered were metals, transportation, electrical, construction and graphics.
2. Any visual means to be used to help develop this exploration.
3. Each student to complete a small "hands on" project of his own choosing and relevant to the shop he is in.
4. Students to write an essay relevant to career opportunities in each shop.
5. The program to be offered on a "one half day in six" basis with students being bused from the Kentville School by the school board.
6. Each student to complete an information sheet at the commencement of the program—the main purpose to

ascertain if they already have predetermined career goals. The operation to be repeated at the end of the year to ascertain if the program has influenced the students' career objectives.

Once again the Amalgamated School Board acted promptly and approved the implementation of the proposals for the school year commencing September, 1973.

If student acceptance is a measure of the justification for the changes made, it is suggested the outcome validates the premise. In the school year 1973-74 the student body totalled six hundred forty-three, an increase of forty-two per cent over the 1970 total. The student-teacher ratio again increased from seven decimal two in 1970 to eleven decimal seven in 1973. Details of the statistics are shown on Table 3. As in the previous year the Secondary Industrial shops were sorely taxed. The career exploration program for the grade eight and nine students had approximately one hundred

TABLE 3
comparative enrolment totals 1969-1973 (Sept)

DEPARTMENT AND/OR RATIO	1969	1970	1971	1972	1973	COMMENT
FIRST YEAR VOCATIONAL	178	175	129	189	189	INC. IN SPEC. STUDS. 73
SECOND YEAR VOCATIONAL	204	147	124	104	103	INCREASE IN ONE YEAR PRO
VOCATIONAL STUDENT-TEACHER RATIO	10.3	8.7	8.4	12.2	13.1	
ACADEMIC 10				64	116	
ACADEMIC 11				42	76	
ACADEMIC 12				12	31	
ACADEMIC STUDENT-TEACHER RATIO				22.5	31.8	
EXTERNAL SI (INC KCA 8&9)			41	15	36	AVERAGE PER DAY
BUSINESS	138	100	172	130	92	PLUS 81.
BUSINESS STUDENT-TEACHER RATIO	17.5	12.5	19.1	21.7	15.3	PLUS 81.
ALL DEPARTMENTS STUDENT TOTAL	520	453 100%	466 103%	573 127%	643 142%	INCLUDES EXT. BLOC PER DAY TOTAL
ALL DEPARTMENTS STAFF TOTAL	65	63	56	53	55	INC. PRIN. V/PRIN GUIDE
ALL DEPARTMENTS STUDENT- TEACHER RATIO	8.0	7.2	8.3	10.8	11.7	

participating. The academic department enjoyed a growth rate of eighty-nine per cent. The vocational core programs enjoyed a modest increase of eight per cent. The number of second year vocational students decreased because of an increase in one year programs offered.

The facts presented in Table 3 then, indicate that the direction taken in planning and implementation of new program concepts has been received by the students with a reasonable degree of success.

Perhaps it could be said at this time that further changes, other than keeping offerings current with the demands of society, are unnecessary. Contrary to this, the school took a different view. The new programs, although enjoying success, were not closely enough coordinated. The total program lacked clearly defined aims and objectives. It appeared that there should be continuity and progressiveness built into the offerings so that binding relationships would be evident between the different segments within the school. Based upon these beliefs and following the compilation of the

results of a detailed study further recommendations were made in November, 1973, to the School Board. The content and outcome of these proposals will be detailed in the chapter that follows.

Chapter Nine

Goals

The previous chapter described the historical development of the Kings Regional Vocational School. It also gave an account of the formation of an educational program which was aimed at providing more than narrow or purely vocational offerings. Because of the facts outlined it was deemed essential to further coordinate the existing programs at the school. Therefore it was recommended that a total program based upon the concept of Career Education be implemented at the school. The aims and objectives of the proposed program were established as:

1. To allow students to explore existing career opportunities with a view to broadening their knowledge of occupations, thus helping them make a rational choice in developing career goals for themselves.

2. To allow students to practise in the area of occupational choice which they believe may be their ultimate goal without having to make a commitment to participate in terminal training in that occupation.
3. To allow students to attain the specific academic skills required by the occupation of their choice.
4. To provide the opportunities for students to develop basic skills in the occupation of their own choice in order to equip them with entry level skills to that occupation.
5. To provide opportunities for society at large to participate in training for specialisation, further specialisation or re-specialisation as a continuing education program and dependent upon individual need.
6. The introduction of such a coordinated program will serve to supplement the existing program structure at the Vocational School and is not intended to displace any part of it.

In line with these aims, the different components of the program will be known by the following terms:

1. Career Exploration will be the term and component used to achieve aim number one. This embraces the

existing program with the Kentville Junior High School grade 8 and 9 students, also phase one of the Secondary Industrial program for all grade 10, 11 and 12 students in the county.

2. Career Orientation will be the term and component used to achieve the second and third aims. These embrace both the phase two in the Secondary Industrial program and the skill development in the Academic program.
3. Career Specialisation will be the term and component used to achieve aims four and five and embraces existing vocational core programs and Adult Education programs.

Thus far there has been no major change in methodology, only in terminology.

The average student's progress through the program will be as follows:

Career Exploration: junior high school students will be exposed to existing career opportunities available to them in society today. The exposure will be on a broad basis and similar to the cluster concept designed in the United States. For example, the Transportation cluster embraces all phases of transportation, land, sea and air; and it includes all

levels of occupation from the highly skilled professional to the most menial job. The use of the cluster helps the student to narrow the base of his thinking. With over 23,000 occupations listed in the Dictionary of Occupational Titles some method has to be used to help students concentrate their career goals.

Career Orientation: or the second component, incorporates the existing Secondary Industrial and Academic departments. The former would assume new dimensions entailing the following two phases.

Phase One will provide a further period of exploration by allowing students the opportunity for further "hands on" experiences in the cluster of their choosing. Mobility between secondary industrial shops will be encouraged until such time as a final decision is made.

Phase Two will allow students to start to develop basic skills normally acquired at the commencement of skill training in the specific occupation of their choosing. Units of work will be taken directly from the regular vocational course of study of the first

year trade skills. Successful completion of these units will result in their being transferred, if and when, the student progresses to the career specialisation stage or component.

Both phases of the career orientation component will take advantage of the facilities of the community if and as it is required. The implication of this involvement in the facilities of the community relates to a need, indicated by a student, to explore a career goal for which the means to do so are not available within the school facilities. In such cases, arrangements and courses of study will be made in cooperation with local businesses and industries. Students will go outside the school at the same time that their peers attend the career orientation facilities within the school.

For example, a student may express a desire to explore the occupation of undertaking. Arrangements will be made with a local firm willing to provide exploratory opportunities at their place of business. Agreement will be reached regarding the program, evaluation and reporting attendance so that all parties involved will have a clear understanding of the terms

and of their specific roles. There will be no remuneration during normal school hours. Steps will be taken to have the outside programs incorporated into the school insurance policy. When this segment of the program involves larger numbers of students it may be necessary to appoint a staff member to organise, coordinate and develop the training. Such a staff member would be known as the "Cooperative Work Coordinator".

Both phases of the career orientation will be available to all high school students in grades ten, eleven or twelve. For those attending the vocational school it will be available on a two day in six basis. For all other high school students in the county it will be on a one day in six schedule. They will be bused in by the Amalgamated School Board in accord with present arrangements.

The career-orientation component, particularly at the vocational school, will attempt to fulfill a second objective. It will provide the period of time required for students to achieve the standards of academic subject skill required by the career of their

choosing. The students at the other high schools will follow their normal school program on the other five days of the cycle.

The academic program at the vocational school will be occupationally oriented. Subjects will include mathematics, English, science and social science. The latter will be made up of a coordinated program embracing history, geography, economics and modern world problems. It will start in grade ten and deal with all four subjects concurrently and based on a county emphasis, namely the area in which the students reside. Then it will expand to regional, provincial, national and international spheres as progress is made through the different grades.

In mathematics, English and science areas, content tables will be developed. These tables will list subject content in the left hand column. In each case the content will commence at a very basic level and progress through degrees of difficulty. Across the top of the tables will be listed occupations, those within the school as well as those in the community. Check marks will be placed against each subject topic and

under a given occupation. When completed, a student will be able to determine precisely what academic skills are required before entering a specific occupation. The lists will be established by competent persons in the occupational fields listed, persons both from the professional staff at the school and from those in the community with expertise in specific areas. "Gating" tests will be used to determine a student's entry level into the program. Similarly exit levels will be established as to the departure point.

The process of achieving academic competence may take from one to three years, dependent first upon the occupation chosen and, second, on the student's ability. In every case the student will know what objectives must be met before he makes a definite career choice. Knowing the objectives for a career means that he can in fact establish his own educational goal.

It may be argued that such a program will not provide a broad enough general educational base. In response to such an argument, it is suggested that the

proposed program can help develop motivation in a large number of students who may be potential drop-outs between grade nine and grade twelve and that it will help them to decide upon furthering their education. The drop-out rate for this group of students was reported at 7,591 in provincial figures for the school year 1971-72. (22:52)

The third component of the program, Career Specialisation, as applied to full time students, will embrace the existing vocational hard core programs. They will undergo constant modification to fit into the philosophy of the new concept. The existing practice of providing related academic subjects in the fields of mathematics, communications and science was described in the previous chapter. This method has proven over the years to be complex in some respects. There is no doubt that the motivation generated by shop "hands-on" experiences has created a desire by students to acquire more academic skill in related subjects. However, this desire has often taken, in many cases, most of the first year. Students have entered trade courses educationally disadvantaged in many academic

skill areas basic to the chosen occupation. One example of this deficiency which has often been apparent is an inability shown by students entering, for example, carpentry to perform simple mathematical fractions. The deficiency has proven to be a major handicap for them. In many cases both the shop instructor and the related mathematics teacher have had to conduct crash programs in fractions in order that the student could commence to perform in the shop situation. How much better it would be if the student possessed academic skills before entry to the trade.

Another fallacy of the related subjects is contained in its very name, "related". The philosophy behind this concept was that academic skill and theory would be taught concurrent with a trade topic. An example of this fallacy would be found in the motor vehicle, mechanical repair shop. As a part of the trade course, students are required to learn the theory of operation, practical application and repair of automobile braking systems. At the same time in related science they would study all phases of hydraulics. The close relationship, it is suggested, is sound philosophy

and if practised, would provide an ideal situation. To implement such a program would mean having a science teacher available for each trade at least once a day.

Budget restrictions denied the full implementation of the philosophy. Practice has found the combination of at least two trades for all related subjects. Often in some schools more than two trades were combined if enrolments were low. The ability to retain the relationships decreased substantially each time combinations happened. It was almost impossible for two or more trade instructors to relate content to each other's program simultaneously. Thus it also became impossible for related subject teachers to relate to trade content. Far more ~~damaging~~ was the fact that relevancy was lost for many students. Thus it becomes far more realistic for students to have gained the knowledge prior to entering the trade course. The motivation to acquire this knowledge will generate, hopefully, during the "hands on" experiences provided in the phase one and two career orientation component.

The objective therefore becomes one of eliminating related subjects as a part of the career specialisation

component. Instead of the present two year programs consisting of approximately 1400 hours embracing five periods per day, they would become one year, seven period, 1100 hours courses. The hourly difference would already have been completed in earlier career orientation. The eighth period would be used for supplementary work in mathematics or science if it is required by the student. If not, it could be used for a research project in the trade. This period would also be identified as a preparation period by the instructor.

It is suggested that the final outcome of the Career Education program will be a much better prepared student entering vocational courses, and hopefully a superior student qualifying from those courses.

To provide further validity to the Career Education program defined to this point it is suggested that the concept could be carried one step further. Although it is not the intent to develop the idea in this thesis, continual progress and individualised programming could provide a totality for a student's passage through a program of career education.

The discussion to this stage has centred upon academic and occupational skills and knowledge development by each student. There is another objective which must be included if a program of career education is to provide an enriching experience for each participant. Education for leisure must also be a consideration. The encouragement of sports and extracurricular activities has, in the past, been on a minor basis in vocational schools. Fiscal and program provisions have at best been very modest. After normal school hours, activities were restricted because of the fact that they are regional schools. Serving a region involves the transportation of students for distances of up to fifty miles. For those students without their own means of transportation extracurricular participation became almost impossible.

With the passage of time we are seeing more businesses and industries reducing the work week. In so doing the worker has more leisure time for which he must find meaningful experiences. Many people have involvements with hobbies, sports, service club activities or civic activities which account for much of their leisure time.

The suggestion is made here that a responsibility rests with the educational system to help students develop an awareness of the impending approach of this leisure time and some means by which it can become utilised in a satisfying manner. For these reasons a time period should be set aside in the school program for providing such an introduction to leisure. Thus career education assumes the role of helping to develop the whole person instead of a narrow perspective of just occupational preparation.

Chapter Ten

Summation and Conclusions

The basic needs of man have not changed with the passage of time; they remain as food, clothing and shelter. Plato made this observation over 2000 years ago; it still applies today perhaps to an even greater degree. The means to satisfy these basic needs is money. The method of obtaining the necessary money for the majority of society is by work. The variety of opportunities in types of jobs available has increased many times over, multiplying at an ever increasing rate and in proportion to the increase in technological advances.

The statement is often made that any form of specific occupational training is shortsighted and narrow, particularly when related to technological advance.

Students are often advised that they should not define career goals because of the progress and redefining of occupations.

It is suggested that such statements made to students can have the effect of undermining the future and help to create indecision and futility for them. The period of career decision is a time of enough uncertainty and frustration for students without being told that the future is a total unknown. A similar negative approach may well be taken by saying that we will all die one day so why bother with working or a career. One outlook is as negative as the other.

There is a need to provide career counselling for all students, to give them direction relative to what is available now and what may be open to them in the future. The average mature member of society will spend approximately twenty per cent of his life working. However for this important segment of a person's life little recognition is given by society and education. Of the seven hundred fifty-six public schools in the province of Nova Scotia only about twenty per cent, approximately one hundred fifty, employ full-time guidance officials. These data indicate that counselling availability for an individual student amounts to one tenth of one per cent.

Developing an awareness toward careers could, hopefully, bring a reversal to MacIver's premise that "the spirit and method of the craft are being banished from industry". (12:215) There is a need to restore a dignity to work.

Before the birth of Christ, Cicero recognised the need to establish a calling in life and expressed the opinion that the choice of career is the most difficult in the world. The importance of making a wise career choice has not, however, been of prime concern generally to many educators over the years. Examples of this deficiency can be noted in the statements of aims for education in the province of Nova Scotia in 1965 and again in 1973. In both instances preparation for a life's work is secondary amongst many other nebulous aims. The fact still remains that man, in order to take his place in society, must become a self supportive, productive unit, able to satisfy his own needs. All of these needs, particularly in the twentieth century, have price tags attached. Yet there seems to be so little concern in educational

circles to create in the individual student an awareness and appreciation of the life ahead. There is no mention in the Program of Studies for educators in Nova Scotia of the many vocational courses offered for youth. In fact career training warrants only three or four references in the entire booklet.

The province is adequately endowed with facilities to provide career training: thirteen Regional Vocational Schools alone with excellent facilities. Despite this number these schools are only catering to the needs of approximately fifteen per cent of the fifteen to eighteen year old age group. By comparison, in West Germany, about fifty per cent of the same age group participate in training for career preparation. Only approximately thirty per cent of the graduating students in Nova Scotia will enter university or colleges; therefore, it is suggested that a major portion of the remaining seventy per cent should participate in some form of positive career preparation training.

We have already noted the lack of guidance personnel in Nova Scotia schools. In a statement on counselling

the provincial Department of Education states that all teachers should be filling a counselling role. It is suggested that many teachers are not equipped to fulfill such a role. They have never been exposed to the needs of the work world outside of the school environment. Their ability to counsel on the demands of future careers perhaps is equal to that of a trade instructor teaching Shakespeare. In the same statement the Department notes that the guidance counsellors in the schools should be team leaders in the guidance function; yet only about twenty per cent of all schools have counsellors.

Education has grown at a tremendous rate in Nova Scotia during the past century—almost three hundred per cent in student population—but it has failed to keep abreast with the real demands of the society it serves. For example, in 1881, music and nature study were added to the three R's and history in the curriculum. In 1973 the only compulsory subject was English. There was an impressive list of options, most of which schools could not offer because of lack of money, specialist teaching staff or facilities.

The dropout problem is another area supporting the premise that public education has failed to keep abreast of the needs of society. Although the dropout rate improved in recent years, the rate is still very high. For example, of the primary class of 1959 only about fifty-two per cent completed high school in 1971. Roberts made the statement that expansion of vocational training and industrial arts is needed to slow down the attrition rate. There is little doubt that his statement is true. But provision of facilities is not enough. There must be a drastic change in attitude by educators. They must start in the lower grades to make students aware that having career goals, of which a vocation may number or be identified, is an honourable objective; that the tradesman or service man is just as vital to the furtherance of society as the professional. Career education should be started in primary to develop this attitude in students.

Yet another problem appears in this examination of educational opportunities—that is, the lack of continuity of progress and apparent lack of coordination and communication among the numerous establishments.

In many cases discouragement would seem to prevail instead of encouraging the individual to work toward self-advancement. There is prevalent an isolationism which is expressed as "you do not have our entrance requirements". There is no mention, for example, in the calendars of the institutes of technology of the credits a vocational school graduate may receive if he wishes to take further training. There needs to be far greater communication among all levels of educational establishments and potential routes outlined to indicate how an individual may progress. Surely the reason why the establishments exist is to serve the individual, not to remain in isolation preserving some outdated, elitist rules. Career education needs to be developed and one of its functions should be to make the individual aware of all the options open to him and the preparation needed to achieve this goal.

One classic example of the failure of some establishments to move with the times must be noted. The provincial Department of Education instituted the high school equivalency examinations, intended as a measure of educational standard for the older or mature persons

who had failed to obtain such a rating in the school system. Some individuals, realising the need at a later time, for career advancement, studied and wrote the examination. During the intervening years, their depth of knowledge had increased through the process of maturing. Unfortunately for them many post secondary institutions will not accept their newly earned qualifications. Many of these institutions are supported by public monies, yet they are not prepared to accept public standards.

The need for career education is brought to light once more if examination is made of the Canada Manpower retraining programs. There is a need for such programs and always will be. But their function should be purely for the retraining of individuals who have a need to develop new skills because the ones they possess have become redundant or obsolete through technological advances. Instead, today the major emphasis is for persons who have no skills to offer society, including basic academic skill. This emphasis is evidenced with almost 4,000 enrolled in the B.T.S.D. (Basic Training for Skill Development) classes in 1971-72 in Nova Scotia.

(22:65) That total almost equals the number of students in grade twelve in the same year. (22:52) It is suggested that the monies required to operate this program alone would be better expended in offering a total program of Career Education in all grade levels of our schools.

Many authors have expounded on the inadequacies of public education to prepare individuals for future goals. Roberts, for example, stated that man's ability and capacity for work must expand in direct proportion to the growth in his basic need. (28:5) There is no doubt that basic need has changed considerably. The automobile, for example, a luxury fifty years ago, can now be regarded as a basic need. The relatively new invention, the snowmobile, for some is now a basic need.

Strum is perhaps more damning in his criticism. He claims that education has encouraged ignorance, illiteracy, unskilled workers and dropouts—all of which give rise to social and economic drain, juvenile delinquency, unemployment and chronic dependency. (36:46)

Can we argue with his statements as the social unrest is viewed in the world today and we question how much is due to the failure to establish, within individuals, satisfying goals?

In Man, Education and Work, Grant Venn states that:

Student knowledge of the world of work is today quite circumscribed, inasmuch most work situations are unseen and unknown to young people. (40:36)

It is difficult to ignore his premise when we refer back to the Programs of Study and find Career Education conspicuous by its absence.

The Canada Department of Manpower and Immigration commissioned a study by Raymond Breton relating to the Career decisions of Canadian youth. In the report published in 1972 can be found:

Vocational indecision is an important phenomenon. Numerically, those students who are undecided about their occupational future constitute a significant group. (2:18)

This statement is based upon facts arising from his in-depth study of the problem. Some 150,000

students in three hundred seventy-three schools were involved in all parts of Canada.

Surely Breton validates the need to incorporate a viable program of Career Education in all schools and at all levels. Educational authorities in the United States of America have recognised the need for such a coordinated program and great strides have been taken towards implementing one.

The term Career Education has been used extensively in this paper. Just what is it and where did it originate?

In January, 1971, Sidney P. Marland Jr., Commissioner of Education, United States Department of Health, Education and Welfare, stated:

Shall we persevere in the traditional practices that are obviously not properly equipping fully half of our young people, or shall we immediately undertake the reformation of our secondary education to position it properly for maximum contribution to our individual and national life. (31:1)

Since that time career education has grown at a tremendous rate in the United States.

What does the term Career Education imply? The word career connotes a purposeful life style. To the individual, that implies conditions—a person must have commitments: to his work and to gain fulfillment from his work, also to have a desire to improve a segment of our society in some way. The word career suggests dedication, mission and responsibility. A career can be a person life's work and style, be it paid or unpaid. Thus it becomes the continued choices the individual must make during the span of life. (30:1)

Aaron J. Miller put forth seven tenets supportive of career education. His doctrine states that the program should embrace the total span of a child's entry into school and should never end. It is for all students regardless of career goals. It serves as an agent to bond schools, communities and industry in common goals. It serves as a vehicle to disseminate career information to all students. It is not a synonym for vocational education but rather a total educational system. (13:1)

Career Education offers to students a positive program which is attainable and measurable, instead

of nebulous experiences. Not only students in school benefit, but society at large is invited to participate.

With some 23,000 different job titles listed in the Dictionary of Occupational Titles, it is obvious that it would be an impossible task to disseminate information on such a broad basis to students. Therefore, a concept of occupational clusters has been developed. There are fifteen such clusters embracing approximately ninety-seven per cent of the 23,000 occupations. The clusters narrow the base upon which the student must concentrate; it helps make the diversity of choice manageable.

In 1967 the Advisory Council on Vocational Education in the United States established five operational principles and seven key components. These data proved later to be the basis upon which Career Education was developed.

In 1971 many of the individual states had developed the foundations for unified programs. Prominent among these were New Jersey, North Dakota, Texas and

California. These were the forerunners; the concept of career education spread quickly to almost every state in the union.

A mass of program material has been developed since the inception of Career Education. A variety of approaches have been made. Some stress the Industrial Arts-Home Economics approach; others employ a more coordinated vocational-technical approach. Regardless of the methods employed they all have common threads and are built upon four basic divisions:

1. Career Awareness-Kindergarten-grade six
2. Career Exploration-Grade Seven-grade nine
3. Career Orientation-Grade Ten-Grade twelve
(or fourteen)
4. Career Specialisation-Post high school

In all of the programs Career Education is not an entity unto itself but rather permeates all subject areas. Vast sums of money have been poured into the projects to help bring it to fruition. It is suggested that in the province of Nova Scotia such a program can be implemented without vast expenditures of money.

Nova Scotia by taking advantage of the research and developmental work carried out in the United States and by modifying the programs to suit provincial need could possess a valid, viable program of career education. Courses should also be incorporated into the teacher education programs on the subject of career education.

Nova Scotia already operates one of the major ingredients to implement a program of career education. That ingredient is a system of vocational schools located on a regional basis. These schools would become the focal points in program implementation. There can be little argument in the statement that these schools are under utilized at the present time. Many of them are operating at fifty per cent capacity. This situation however cannot be improved unless there is a change in philosophy. To this point in their operation they have been very narrow in program offerings, restricted to occupational skill development along with the related academic knowledge required for the specific occupation. Recruitment is made directly into the occupational training without the students being aware

of the involvements connected with the occupation. They have no real concept whether or not they are suited in aptitude, attitude or capability for their choice of career. Some drop out during training; others do not go into the occupation upon completion of training.

The major problem has been, however, in directing students into the programs offered. Students and parents are not aware of the potential of programs that are available.

In an attempt to develop greater utilisation of the vocational schools, different programs have been introduced. Intermediate Industrial for the low achieving academic student was one. Another was Secondary Industrial for senior high school students; but it was restrictive because, in order to get a credit, the student had to stay in one shop for a year. Thus the program did not encourage exploration of occupations. Both programs have enjoyed only limited success.

One school board has taken positive steps to correct some of the deficiencies. It has instituted an exploration program for grade eight and nine students

at the vocational school. An option was provided for high school students not planning on attending university to complete a general education and at the same time explore career opportunities. These programs have been achieved while still maintaining a vocational core training program. One outcome of the pilot programs by the Kings County Amalgamated School Board has been a forty per cent increase in enrolment at the vocational school at Kentville. The changes had been conceived and implemented on a piecemeal basis with no specific unifying objectives.

Because of the lack of objectives, the School Board approved a coordinated program of Career Education in November, 1973, for implementation at the Vocational School. The following is a summary of the aims of the program:

1. To allow students to explore career opportunities.
2. To allow students to practise in the area of occupational choice without having to make a commitment to take terminal training.

3. To allow students to achieve specific academic requirements required by the occupation.
4. To provide the opportunity to participate in basic skill development training.
5. To provide opportunities for society at large to participate in specialisation, further specialisation or re-specialisation in continuing education programs.

Three groups were established to achieve these aims.

1. Career Exploration for grades eight through twelve occupational exploration.
2. Career Orientation for grades ten through twelve to achieve academic skill development and commence occupational skill development.

3. Career Specialisation for grades ten through twelve to develop entry level skills for occupational entry. Also to include continuing education programs for adults through evening classes.

Subsequent to the program being adopted by the School Board it was approved by the provincial Department of Education as a pilot program. Initial reaction to the program by students has been favourable as may be noted by the enrolment increase.

The action by this school board is a step in the right direction and a most progressive one. But still more is required: career awareness needs to be integrated into the elementary school curriculum. More extensive programs in exploration work need to be developed for the junior high schools, particularly in industrial arts and home economics. Only then will young people truly receive a meaningful career guidance program and one that they richly deserve. Both youth

and society generally will benefit from a program of Career Education being incorporated into the public school program.

Recommendations

As a means of helping our youth develop meaningful career goals and objectives, a program of career education must be introduced into the Nova Scotia Public School system. This program should be designed to contain three components:

1. Career Awareness in elementary school
2. Career Exploration in junior high school
3. Career Orientation and Specialisation in high school and post high school.

It is submitted that this thesis has proven the need for such a program, and has indicated a method by which it can be implemented. The outcome will be a development of more positive attitudes toward making rational career choices by our youth.

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