

EMPLOYER-BASED CAREER
EDUCATION

CENTRE FOR NEWFOUNDLAND STUDIES

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EMPLOYER-BASED CAREER EDUCATION

INTERNSHIP REPORT

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Master of Education in Educational Administration

at Memorial University of Newfoundland

By

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ABSTRACT

This internship was undertaken with two purposes in mind. In the first place, it was undertaken to explore the subject of career education generally and employer-based career education specifically. It was also intended to investigate the application of the employer-based model for career education to secondary education generally. In addition, the internship was designed to assess the application of employer-based career education to the Newfoundland educational situation specifically.

The descriptions, observations, and conclusions contained within the internship report are based on the intern's reading, observation, consultation, and participation in selected activities at The Academy For Career Education located at Olney High School in Philadelphia, Pennsylvania. The Academy For Career Education provides an initial program for high school students lacking any previous formal career education. It operates as an alternative program for students of Olney High School.

The Academy program is organized around three instructional components: the Academic Resource Center, Career Guidance, and Career Development. Academy students enroll in these three areas as well as in courses they select from the regular high school curriculum. This combination of curriculum resources offers the students a comprehensive program responsive to their individual needs and interests.

The intern reached several conclusions as a result of his experiences while interning at The Academy For Career Education. Most important among these were: (A) career education can and should be integrated into secondary education; (B) employer-based career education provides a realistic forum through which to provide both generalized and specialized career education to secondary school students; (C) employer-based career education has been sufficiently tested and evaluated to justify prudent local application by interested educational bodies.

Several recommendations were made by the intern based upon activities engaged in during the internship. Among these were: (A) information should be obtained from other sites which have instituted employer-based career education programs; (B) a comprehensive survey should be undertaken in certain specified Newfoundland urban centers to gather information necessary to indicate the applicability of employer-based career education programs for these areas; (C) employer-based career education should be established as an integral component of the total educational system rather than as an independent program outside the system.

CHAPTER I.

SETTING UP THE INTERNSHIP

INTRODUCTION

The internship is an optional approach for fulfilling the final requirements for the Master's Degree (M.Ed.) in Educational Administration. It is viewed as a functional means for helping students develop effective and meaningful administrative behaviour.

In recent years there has been widespread concern expressed regarding the type of preparation being offered students by our secondary schools. Preparation for successful entry into the world of work has been advanced as an important goal for education today. Career education has grown out of this concern and has developed rapidly since its birth in 1971. As a result, several different models of career education are presently being studied, tested and evaluated.

The area of career education has also received some attention in Newfoundland in recent years. Different areas of the Province have experimented with several approaches aimed at providing career education to secondary school students. Most of these attempts have involved a co-operative effort between secondary schools and District Vocational Schools. Unfortunately, this arrangement is not possible in all parts of the Province. Therefore, the intern felt that an investigation of a type of career education which does not necessarily depend on association with District Vocational Schools would be most appropriate at this time.

This intern studied employer-based career education and travelled to Philadelphia, Pennsylvania, to complete his internship.

1. OBJECTIVES OF THE INTERNSHIP

The broad general objectives of this internship were those outlined by the Department of Educational Administration, Memorial University of Newfoundland:

1. To enable the intern to develop a more comprehensive view of educational administration. The gap between theory and practice, between what is taught in university and what actually takes place in the field, is often quite substantial.
2. To provide the intern with experience of carrying real administrative responsibility. Being taught to accept responsibility and actually accepting it are two different things.
3. To enable the intern to benefit from the experience of the co-operating administrator. It is the same as having a teacher-pupil ratio of 1:1.
4. To provide a testing ground for the beginning educator whereby the adequacy of his training, probable success as an administrator, and the type of position for which he is best suited can be determined.
5. To instill in the intern a correct interpretation of the code of professional ethics.

The internship was also designed to fulfill the following more specific objectives:

¹ Department of Education Administration, Memorial University of Newfoundland, A Descriptive Statement of the Internship in Educational Administration (Memorial University of Newfoundland, 1972), pp. 3 - 5.

1. To provide the intern with experiences in a somewhat different social, educational, and cultural milieu.

2. To help the intern gain knowledge of and experiences in educational administration as it relates to employer-based career education.

3. To enable the intern to apply an employer-based model for career education to secondary education generally.

4. To enable the intern to relate the employer-based model for career education to the Newfoundland situation specifically.

In an effort to satisfy these objectives the intern sought answers to the following specific questions structured around seven task areas of administration:- Organization; Curriculum; School-Community Relations; Staff Personnel; Pupil Personnel; Legal Context; and Finance and Business Management.

Organization

How are the potential training sites identified?

How is the schedule arranged to facilitate out-of-school activities?

Who is responsible for transportation between school and community-based sites?

How is the number of students at each site determined?

How long do students spend at each site?

What are the major organizational problems identified through the experience of setting up the Academy For Career Education?

Curriculum

Who is responsible for program development?

How rigid is the curriculum structure?

What percentage of the curriculum is academically orientated?

How is credit for the program co-ordinated with the number of credits required for graduation?

How are in-school courses related to out-of-school activities?

School-Community Relations

How are the aims and objectives of the program made known to the community?

How are the parents informed and their support or non-support confirmed?

How is the business community made aware of the great contribution it can make to the more comprehensive education of the students within the community?

Are there regularly-scheduled press conferences to keep the community informed about the program?

Staff Personnel

Who supervises the on-going program?

What part do guidance personnel play in the program?

Who familiarizes the employer with the program?

How involved are the in-school teachers with the activity on the employer site?

Who evaluates the pupils' achievement in the different components of the program?

Are individual student advisors appointed?

How often do supervisors attend employer-site training activities?

Are community members utilized on any special committees?

Pupil Personnel

How are students selected for the program?

What range of personal choice do the students have within the program with regard to the activities they engage in?

How are students evaluated?

How is pupil time scheduled?

How important is attendance?

Are students responsible for making any outside contacts?

How are students made aware of the program?

Are guidance services an important part of the decision-making process which decides whether or not pupils join the program?

Legal Context

What requirements exist with regard to:

Minimum age for employment?

Minimum wages?

Unemployment insurance?

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Social security?

Workmen's compensation?

Disability insurance?

Finance and Business Management

Who selects and orders appropriate training materials?

How does cost per pupil for the career education program compare with the cost per pupil under the traditional program?

II. TYPE OF INTERNSHIP

It was felt that a "specific" approach as outlined in A Descriptive Statement of the Internship in Educational Administration² would best permit the intern to study the role of administration in an employer-based career educational model. This approach facilitated involvement in a special, limited area, leading to indepth training and preparation in that facet of administration.

III. PLACEMENT

The intern was placed with The Academy For Career Education at Olney High School, Philadelphia, Pennsylvania, U. S. A.

IV. DURATION OF INTERNSHIP

The internship extended from April 17, 1975, to June 17, 1975.

²Ibid., pp. 4 - 5.

V. LIMITATIONS OF THE INTERNSHIP

The use of participant observation as a methodology led to certain inherent limitations which must be considered when reading the report on the internship. First, time forbids involvement in all the activities available; Second, some important facts might not have been made available to the intern; Third, the intern's reporting could reflect his own impressions and be very subjective; Fourth, the co-operating administrator may have displayed bias and thereby have affected the intern's interpretations.

CHAPTER II

TOPIC OF SPECIAL INTEREST -- CAREER EDUCATION

The choosing of a career is the focal point of most people's lives. It is the point at which the eleven or twelve years of general preparation, in the form of public education, is used as a basis for the determination of each person's direction in life. The trouble seems to be that these years of general preparation are not providing the students with what they need to know in order to make a wise decision.

V. W. Mullen says that:

These young people need to learn to assess themselves in terms of their present and potential capabilities. They need to learn about the world of work and what occupations are available. And they need to learn the skills of how to get jobs.¹

If those years of public education equip the students as outlined above, Mullen feels that it is fulfilling its purpose. But Roe and Bauch, while studying factors influencing occupational decisions, found that:

Few of those interviewed considered alternatives in making career decisions. Most said contingencies and external influences had determined their choice of career. There was little feeling that they had any freedom of choice.²

This finding indicates that the students are not very well prepared to make this very important decision. It suggests

¹V.W. Mullen, "Creating A Career", Canadian Vocational Journal, 10 (August, 1974), 34.

²Roe and Bauch, cited by John D. Cameron, "Conscious Career Choice", Canadian Vocational Journal, 7 (February, 1971), 16.

that the choosing of a career is not the natural evolutionary step that it should be.

John D. Cameron cited research carried out by the Center For Research In Careers, Harvard University, which showed that most people spend more time and effort in deciding on the purchase of a car than they do in the choosing of a career.³ The consequences of this finding become more obvious when it is viewed in the light of some information supplied by V. W. Mullen:

Over a quarter of a million young Canadians leave school and enter the labour force every year. Fully a third of high school graduates have no career goals, and there are indications that another third have unsatisfactory ones. Up to half of registered clients at Canada Manpower Centers, and in some cities more than half, are between the ages of 15 and 25.⁴

It would seem from this that when the time comes to make a decision about a career, many of the students are doing so without the benefit of adequate information, preparation and orientation. The question now is, who is responsible for assuring that this does not continue?

Stadt and Bailey seem to place this responsibility with the high school when they say:

During the years of high school the adolescent is expected to crystallize an occupational choice and evidence commitment to that goal by embarking upon a specialized educational or training program or by taking an entry level job upon leaving school.⁵

³ Ibid., p. 56.

⁴ Mullen, Op. Cit., p. 34.

⁵ Larry J. Bailey and Ronald Stadt, Career Education: New Approaches to Human Development (Bloomington: McKnight Publishing Company, 1973), p. 370.

Sidney P. Marland, Jr., former U.S. Assistant Secretary for Education, also places this responsibility with the schools:

... Inherent in the concept (of Career Education) is the principle that our schools and colleges are accountable to students not only for developing their problem-solving skills, self-awareness, and social consciousness, but for equipping them as well to earn a living in a personally satisfying career field.⁶

Many writers agree that our schools must be willing to accept this broader scope for their programs if they are to better serve the needs of the students who attend them. Carl E. Wells emphasizes the failure of schools in the United States to live up to their responsibility in this area:

The average senior class of 400 students (40 to 80 of whom will probably finish college) requires one full-time person to handle the problems of the college-bound. Yet the same class (with 150-250 students who will be employed full-time within the next two years) receives little or no help in job placement. These students do not know where or how to apply for employment, to say nothing of understanding the occupational meaning of their personal interests or the real nature of the world of work. When faced with earning a living, they take the most convenient job and start on the long road of shifting positions until they encounter one they can tolerate and which provides an adequate income.⁷

Obvious in this statement is the contention that the time has come for the schools to rethink and reset their priorities with regard to program content and student services. The few simple figures in the above account readily show that the schools are not accommodating the majority of the students.

⁶ Sidney P. Marland, Jr., "The School's Role in Career Development", Educational Leadership, 30 (December, 1972), 203.

⁷ Carl E. Wells, "Will Vocational Education Survive?", Phi Delta Kappan, 54 (February, 1973), 369.

F. DEFINITIONS OF CAREER EDUCATION

There is no clear-cut definition of career education; there are nearly as many definitions as definers of it. A perusal of the literature provides an illustration of the range of consensus and divergence.

While the United States Office of Education refrains from providing an official definition, Dr. Sidney P. Marland, Jr., former Assistant Secretary for Education in the U. S. Department of Health, Education and Welfare, describes career education as

... a concept that says three things. First, that career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school.⁸

Wesley Smith, former Director of Vocational Education in California, goes beyond the general statement cited above:

(In) career education ... youth at all grade levels in the public schools will acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individuals and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all

⁸ Kenneth B. Hoyt et al., Career Education: What It Is and How To Do It (Salt Lake City: Olympus Publishing Company, 1974), p. 14.

occupations, and opportunities to prepare for gainful employment. Career education is the shared and unending responsibility of all professions in education and involves input from - and relationship to - all subject-matter disciplines and all supportive educational services. In short it is a priority objective of public education, with achievement measured by employability in occupations, both gainful and useful, that are a reasonable match of both talent and the ambition of every citizen.⁹

This definition is much more specific and comprehensive as to what is actually included in the term "career education". It outlines the responsibilities of career education to prepare students for entrance into the work force in a field of endeavour they know, understand, and have the capabilities to be successful in.

Senator Robert C. Byrd of West Virginia also speaks of the wide scope of career education:

Career education is what all education should be. It is vocational education; but it is more than vocational education. It is college preparatory education; but it is more than that. It is work experience but it is more than work experience. Career education is education which enables an individual to develop his creative potential, and which guides him in the constructive use of his talents. It is an education which prepares a person to apply his skills - mental and manual - in an ever-changing world of work . . . A high school education which does not equip a graduate with job training or direct him to a suitable form of post-secondary education and a college education which does not prepare a graduate for a career are not really education. They are a fraud.¹⁰

In this strongly-worded statement, Senator Byrd points out the many educational responsibilities that career education could help our schools meet:

⁹ Wesley Smith, cited by Hoyt et al., p. 14.

¹⁰ Robert C. Byrd, cited by Velma Adams, "Career Education That Includes The College Bound", School Management, 17 (May, 1973), 39.

Hoyt, Evans, Mackin, and Mangum put forth a definition that emphasizes the points they consider essential.

Career education is the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.¹¹

They emphasize the necessity of a partnership between the community and education. These two must work together to assure the successful integration of each individual into the world of work within that community.

A definition supplied by Bailey and Stadt refers to another important aspect of career education:

Career education refers to educational programs and curriculums at many different developmental levels, and provided by several types of delivery systems, which provide experiences designed to help individuals become oriented to, select, prepare for, enter, become established, and advance in an individually satisfying and productive career. Basic to the concept of career education is the recognition that preparation for a career role must begin in early childhood if the individual is to develop the concepts, attitudes and skills which insure freedom of choice and expand career options. Career education eliminates artificial distinctions between "general" and "vocational" education by fusing the two in a manner which enables the student to better solve personal, social, and career related problems.¹²

This definition attempts to explain the relationship between career education and vocational education. The indication given is that both vocational education and general education are vital components

¹¹ Hoyt et al, op. cit., p. 15.

¹² Bailey and Stadt, op. cit., pp. 346-7.

within career education. Career education is a broad term denoting life-long preparation in the art of living and earning a living, whereas, vocational education begins after career choice has been made and applies only to that chosen field.

Most definitions of career education seem to have certain common elements. They seem to agree that while career education has to do with preparation for work, it involves more than training for job skills. It goes deep into the life styles of people and deals with such things as relating to others on the job, managing leisure time, assuming community responsibilities, and functioning in home and family life. The definers also feel that it is the responsibility of the school and other institutions to assure that career education is experienced by all students. The resources of the community should be employed to help develop the potentialities of the students. If this is left totally to the schools, as it has been in the past, the students tend to get a very narrow view of the real world and where they fit into it.

II. WHY CAREER EDUCATION?

Career education has been the object of a great deal of interest and concern (mostly concern for its successful implementation) since its official birth on January 23, 1971, when Commissioner Marland delivered a speech before the National

Association of School Principals.¹³ It is important that we recognize why career education is being looked at as a necessary focus for education.

People are becoming more and more concerned about what is being taught their youngsters in school today. They are beginning to view education in the light of the amazingly sophisticated, complex, and rapidly changing career situations that these youngsters will face upon graduation from high school. Of widespread concern is the fear that the present system might:

... only result in additional millions of young men and women leaving our high schools, with or without benefit of diploma, unfitted for employment, unable or unwilling to go on to college, and carrying away little more than an enduring distaste for education in any form, unskilled and unschooled.¹⁴

This is an indication of the increasing emphasis on accountability which is being demanded of the school system by parents. Kenneth B. Hoyt et al substantiate this point:

That career education emerged as a concept whose time had come was closely related to the current demand for accountability. The public had increased its investment in education tenfold in a quarter-century and wanted to know what it was getting for its money.¹⁵

Success in a career was an object to which the public could relate. Education was no longer acceptable as its own justification -

¹³ Hoyt et al., op. cit., p. 95.

¹⁴ Keith Goldhammer and Robert E. Taylor, Career Education: Perspective and Promise (Columbus: Charles E. Merrill Publishing Company, 1972), p. 227.

¹⁵ Hoyt et al., op. cit., p. 11

education for education's sake - it had to be preparation for something. The argument expressed here is that the allocation of educational resources must be in accord with the recognition that sooner or later each citizen must work for survival, maintenance, or mobility. This preparation for the world of work, if achieved through an interdisciplinary approach, could bring education more in tune with the perceived needs of the students. This is certainly not the case in the United States today:

Each year, some 2.5 million young people leave formal education without a marketable skill or career goal. Each year, thousands of graduates complete college with finely honed skills in overcrowded fields that can offer no employment.¹⁶

This concern for accountability and the need for objectives to which people can relate is understandable, especially when viewed in the light of some figures supplied by Peter P. Muirhead for the school year 1970-71:

850,000 students dropped out of elementary or secondary school. Assume that on the average they left at the end of the tenth year. At \$8,000 per child for schooling that began in kindergarten or first grade, these dropouts represent an outlay of \$7 billion.

750,000 graduated from the high school general curriculum that has traditionally been the dumping ground for students who do not elect vocational training or plan to go to college. At \$12,000 per student, total cost to the nation ran about \$9 billion.

¹⁶ Sidney P. Marland, Jr., "Career Education: Off The Drawing Board", School Review, 82 (November, 1973), 58.

850,000 entered college but left without a degree or completion of an occupational program. Assume that on the average they left at the end of the final year, these young people added \$12 billion to costs.¹⁷

It is painfully obvious from this information that the number of dropouts is far too high and that the educational system cannot afford the terrific financial drain year after year. But there is more to be considered here than the financial drain on the system. We cannot even begin to measure the personal losses suffered by these young people - their frustrations, their shattered hopes and dreams, and their potential contribution to society.

S. Norman Feingold, President of the American Personnel and Guidance Association offers career education as one solution to this problem:

Under the career education concept, school becomes the real world. As a direct result, we should turn more people on rather than off. The tremendous number of dropouts and stopouts will no longer be necessary. Too many bright people drop out or stop out because their learning or education is not relevant.¹⁸

Career education encourages early tryout and exploration in order to give new meaning and motivation to study and other worthwhile experiences. At the same time, it promotes the idea that hard choices should be delayed until all basic facts are gathered about the person and the changing world of work.¹⁹

¹⁷ Peter P. Muirhead, "Federal Initiatives and Career Education", Conferences In Career Education (Princeton. Educational Testing Service, 1972), pp. 4 - 5.

¹⁸ S. Norman Feingold, "Perspectives On Career Guidance: An Administrator's View", Peabody Journal of Education, 52 (October, 1974), 7.

¹⁹ ibid., p. 5.

Feingold recognizes the potential of career education in motivating students toward better performance in school. This increased motivation on the part of the students, supplied by more meaningful and relevant approaches to courses, will go a long way in checking the present waste of human potential. Rupert N. Evans summed up this concept very simply when he said, "One way to build intrinsic motivation is to show ways in which the material to be learned is relevant to the needs of society".²⁰

There is a growing concern over the apparent widespread lack of positive, occupational direction being displayed by students in today's schools. They seem content to forge on toward the ideal of a college degree with little or no concern for what that degree will mean with regard to preparation for adult life in the world of work. Hoyt refers to this as:

The general condition that finds 80 percent of secondary school students readying themselves for college attendance when less than 20 percent of the jobs in this decade will require a college degree, a condition that finds records being simultaneously created in the numbers seeking college admission and the growth in unemployment rates among college graduates.²¹

This problem is mentioned in much of the literature and the ratio expressed by Hoyt in the above account is consistent throughout.

Educators and informed sections of the public are looking upon career education as the means through which the needed information, preparation, and counselling can be made available

²⁰ Rupert N. Evans, "Rationale For Career Education", NASSP Bulletin, 371 (March, 1973), 55.

²¹ Kenneth B. Hoyt, "Career Education: Myth or Magic", NASSP Bulletin, 371 (March, 1973), 27.

to the students. Evans says that, "Preparation for work, both in the school and on the job, is a vital part of career education".²² The extent of this preparation is expressed through the definitions of career education cited earlier. Deegan, Elmgren, Johnson, and Ray outline this preparation as it pertains to grades eleven and twelve:

... intensive preparation in an occupational cluster or in a selected occupation in preparation for job entry or higher education, career guidance in preparation for work experience and personal contact with real work situations in the occupational cluster of primary interest to the student.²³

It is important to remember here that this type of preparation does not close any doors to the student. His options for future progress are wide open. The major difference being that now he has gathered information about the world of work and supplemented his continuing academic learning as well. This experience enables the student to make more knowledgeable decisions about his future direction in life. The magnitude of these decisions is not to be underestimated for, as Evans points out, "Our society requires that most individuals be prepared for work."²⁴ This preparation, as has been stated earlier, goes beyond skill preparation toward the total preparation of the individual for life:

²²Evans, op. cit., p. 59.

²³William L. Deegan et al., "Career Education: Progress, Proposals and Problems", Thrust For Educational Leadership, 2, (January, 1973), 6.

²⁴Evans, op. cit., p. 60.

Career education provides a natural vehicle for this instruction and for formation of an individual work ethic that is grounded on more than hedonism.²⁵

The maintenance of an individual, healthy work ethic, when viewed in terms of the individuals making up the whole of society, becomes an important positive element in combating many of the social ills so prevalent in our society today.

Heilman and Goldhammer point out some of the ways career education seeks to resolve some of the difficulties facing students today. They summarize the recurring themes expressed throughout the literature dealing with career education.

Career education assists the individual in becoming aware of the relationship between his potentialities, aspirations, values, and how they can mature.²⁶

Every individual needs to have the opportunity to consciously set goals and view himself in the roles necessitated by the goals he sets. Reality testing through these actual experiences, both formal and informal, will insure the learner's becoming aware of his potentialities. It also allows for the refinement of his aspirations.

Career education assists the individual in developing a sense of his own worth, purpose, and direction in life.²⁷

²⁵ Ibid.

²⁶ Cas Heilman and Keith Goldhammer, "Career Education's Psycho-Social Foundations", NASSP Bulletin, 371 (March, 1973), 65.

²⁷ Ibid.

Recent research indicates that happy people are those who have found personal meaning in their life and work. A sense of worth, and a feeling of personal adequacy are dependent upon the individual finding a meaningful place for himself in the life of his community and demonstrating that he has the knowledge and skill necessary to cope with the problems of his personal and social existence.

Career education assists the individual in becoming a part of rather than a part from society.²⁸

The need for identity and belonging must be fulfilled before an individual can become a part of the mainstream of life. This mainstream has been identified by the young people and those outside it by the cry of:

Give us our rights! Give us the technical and social competence which enables us to become productive, to earn a living commensurate with our aspirations and abilities! Allow us to contribute to total society while we contribute to our own and our families' needs! Let us be socially responsible! Let us hold our heads up, establish friendship and membership in our community! Let us be a part of society which allows us to act with integrity and achieve our fulfillment as human beings.²⁹

Career education is seen as a means of giving individuals more fulfillment in their life's roles.

Career education provides the individual with the security of legitimation in relation to the norms for achieving adult status.³⁰

²⁸ Ibid.

²⁹ Ibid., p. 67.

³⁰ Ibid.

Career education seeks to provide essential information which students need to have about themselves and the people in roles toward which they aspire so that they might find their place in society. Through this process the individual discovers his adult role and facilitates his continual maturation.

Career education enables the individual to become fully capacitated to perform all of his life roles more effectively.³¹

This denotes a developmental process of interfacing the individual's life roles with reality. It means preparing for productive participation in life compatible with individual and social goals.

Career education is not meant to be advanced here as a cure-all for the problems and difficulties of society and its educational system. The career education approach is based upon the need for relevancy and is deeply rooted in the human and social needs of all segments of the population. It seeks to capacitate all human beings for effective living.

In conclusion, it should be emphasized that career education in no way limits the future options open to the student. Instead, it provides more options while at the same time broadening existing ones by providing for more information and understanding. Darryl Laramore summarizes why we need career education in today's educational system:

³¹Ibid., p. 68.

Young people are facing complex educational, industrial, and societal conditions that call for their leaving school with well ordered educational and career plans. Most students are unaware of the many career opportunities that are available to them. They are also unaware of how choosing a career affects other facets of their lives such as leisure time activities, choice of a marriage partner, where they live, and the total life style they will pursue. More often than not students find that there is little or no relationship between the courses they are taking in school and the real world. Career education is a practical means of meeting these needs.³²

III. PLACE IN EDUCATION

It is unfortunate that the wording of some of the definitions of career education has been accepted in the literal sense by some critics. Some people have construed these definitions to mean that career education is to be the one and only goal of education. This has given rise to criticism and led to misconceptions about the concept. Fortunately, more and more information is being circulated and career education's place in the whole scheme of education is finally being recognized. The common theme today is the one expressed by Goldhammer:

That which is needed in today's world is neither a new brand of academicism nor a new style of vocationalism, but a fusion of the two. The emerging conception which may obliterate the false dichotomy between the academic and the vocational is that of career education.³³

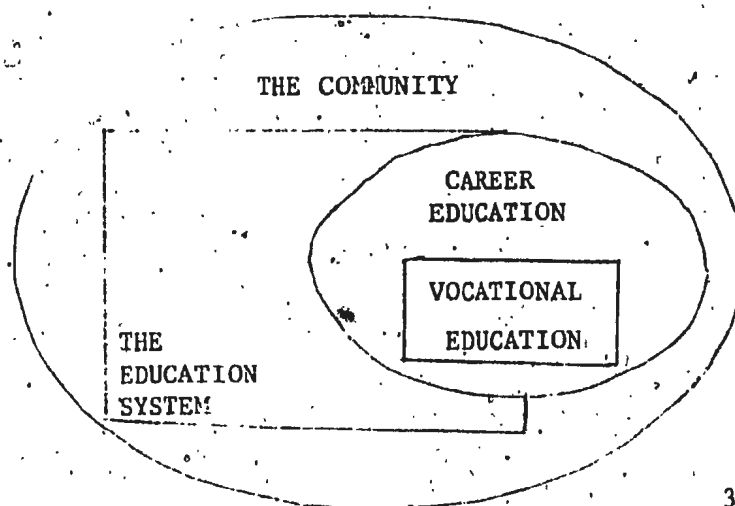
³² Darryl Laramore, "The Classroom Teacher in Career Education", NASSP Bulletin, 371 (March, 1973), 94.

³³ Keith Goldhammer, "A Careers Curriculum" in Career Education: Perspectives and Promise ed., Keith Goldhammer and Robert E. Taylor, (Columbus: Charles E. Merrill Publishing Co., 1972), p. 124.

Hoyt, Evans, Mackin, and Mangum liken career education to a monitor combining the entire educational experience to identify those segments which could usefully contribute to career success:

Therefore, career education should be viewed as a total concept which should permeate all education, giving a new centrality to the objective of successful preparation for and development of a lifelong, productive career. Yet it must in no way conflict with other important educational objectives. Its beneficiaries can still become good citizens, parents, and cultivated and self-aware human beings because career education can augment all other sound educational objectives.³⁴

Even though career education would have system-wide consequences, it must be remembered that it is one, but only one, of education's high priorities. Hoyt et al use a diagram to illustrate what they feel to be career education's place in education:



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³⁴ Hoyt et al., op. cit., p. 21

³⁵ Hoyt et al., op. cit., p. 35

This figure illustrates another important consideration when relating career education to the total educational system - how are career education and vocational education related? There is total agreement throughout the literature that a vocational education element is contained within career education. Stadt and Bailey very simply sum up what is stressed over and over again in the literature: "Career education subsumes vocational education as an integral component."³⁶ It is imperative for the successful implementation of career education that people come to realize that:

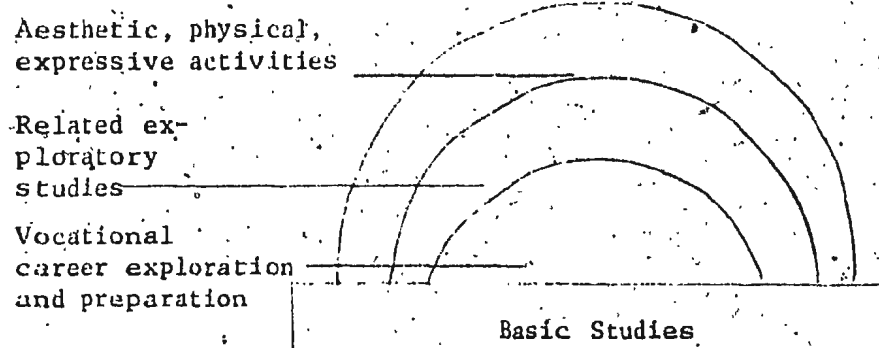
There can be no adequate technical education which is not liberal, and no liberal education which is not technical.³⁷

Now that we have career education placed within the total scheme of education, it is necessary to look at the mechanics of introducing it into the school curriculum.

Keith Goldhammer suggests a curriculum plan for secondary schools. He recognizes four areas within this curriculum: basic studies, vocational career exploration and preparation, related exploratory studies, and aesthetic, physical, expressive activities.

³⁶ Stadt and Bailey, op. cit., p. 276.

³⁷ Alfred North Whitehead, cited by Sidney P. Marland, Jr., "Career Education: A Report", NASSP Bulletin 371 (March, 1973), 4.



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The basic studies area includes those studies which help an individual build competence in the use of basic skills and in the acquisition of basic knowledge and understandings essential for his roles as a citizen and a member of a family. This area would probably be handled through a regular course structure consistent with the general philosophy of education prevailing within the school. Emphasis would be placed upon the skills of communication, basic mathematical and scientific concepts, the basic social studies materials necessary for effective citizenship, and the personal living components related to identification of personal potentialities and life needs.

The vocational career exploration and preparation area would be individualized in accordance with the areas selected for exploration and preparation by the student. Parents and counseling teams would assist the student in deciding what areas he chooses:

³⁸Goldhammer, "A Careers Curriculum", p. 144.

Their studies will involve an understanding of the general nature of employment within these fields, the general organization of work relationships within the fields, the social contributions made by the various occupations within the fields, the various types of vocations that are involved in each general field, the manner in which careers in the general field relate to other careers in other fields, the preparatory requirements for participation in the various jobs available within the fields, the personal qualifications associated with an individual's involvement in various occupational possibilities within the fields, the life styles of individuals in various occupations within the fields, the associational life related to the various occupations within the fields, factors related to working settings and compensation within the fields, career ladder opportunities within the fields, equipment or other kinds of objects used by the individuals working in the fields, and so on.³⁹

This comprehensive list of activities allows the student to gain a reality orientation toward the requirements within each field and to test himself to determine whether or not he is suited for preparation in that field. Within this curriculum, designed for junior and senior high schools, the student will progress from exploration of a cluster area, to the exploration of specific occupational potentials within a cluster area.

The related exploratory studies are particularly relevant to the choices made by the student with respect to his vocational career exploration and are related to his exploration of other life needs associated with his vocational career choices. The areas selected will depend upon the individual student's choices and his plan for his continuing education:

³⁹ Ibid., pp. 144-45.

a student whose vocational career choices tend toward engineering, with high probability of his extending his vocational career preparation into the university, would be encouraged to accumulate some math and science as areas of knowledge needed for an engineering career or required for admission to the university.⁴⁰

This would be accomplished through a flexible curriculum designed to enable students to engage in related exploratory studies of varying length and/or intensity depending upon interest and needs.

The avocational, aesthetic, physical, expressive activities area would allow the student to explore his avocational interests along with fulfilling his needs for developing skills in physical and expressive activities. This area would be highly individualized so that each student could focus on those activities related to his interests and needs. This area is important when you consider that in the future man will have more and more leisure time that these activities will have to occupy. Another point in this area is that an avocational interest is a form of career exploration since it might become a vocational career for him, or vice versa.

Goldhammer provides a schematic plan for the distribution of time geared to this curriculum.⁴¹

⁴⁰ Ibid., p. 145.

⁴¹ Ibid., p. 147.

AREA	Middle & Junior High	Senior High
Basic Studies Area	40% of time	15% - 33% of time
Vocational Career Explorations	20% of time	33% - 50% of time
Related Exploratory Area	20% of time	15% of time
Avocational, Physical, Aesthetic and Expressive Activities	20% of time	20% of time

It should be noted here that this schematic plan is very general and is designed merely to illustrate a pattern of relationships among the different components.

In concluding this section, it should be pointed out that the implementation of the curriculum areas outlined would differ from site to site. They were presented to illustrate the scope of a career education program and to show how it might be incorporated into a junior or senior high school.

IV. COMPONENTS OF CAREER EDUCATION

The United States Office of Education has identified five components of career education. These determine the substance of career education and as such have received much attention in the literature written about career education.

The first component consists of the efforts of all classroom teachers at all levels to emphasize the career implications of the substantive content they seek to help the students learn.

⁴²Hoyt, "Career Education: Myth or Magic", p. 24.

This component is aimed at making the material taught more understandable and providing motivation to learn within the student.

Or, as Gordon I. Swanson put it, "The school should provide occupational relevance and career identification to all academic instruction in all grades."⁴³ This component is clearly a responsibility of the school and it affects the way every classroom teacher presents her material to the children. The academic material should be presented in such a way that it helps students see some relationship between that which they are presently studying and the possible careers they may choose to follow at some future time. This presents a form of educational motivation for the teacher to use in conjunction with any other motivational devices that have worked effectively in the past. Hoyt summarizes the three goals of this component.

The three goals of this component are to help students acquire a personal set of work values that will help them want to work, to understand their need to learn this substantive content enabling them to acquire higher level educational skills later as preparation for work, and to understand the importance of this substantive content as it relates to various careers.⁴⁴

Hoyt, Evans, Mackin and Mangum agree with these goals and give practical examples of how this could work:

⁴³ Gordon I. Swanson, "Career Education", in Career Education: Perspective and Promise, ed., Keith Goldhammer and Robert E. Taylor (Columbus: Charles E. Merrill Publishing Co., 1972), p. 110.

⁴⁴ Hoyt, "Career Education: Myth or Magic", p. 24.

What better way to drive home the importance of geometry than to show that not only the mechanical engineer and the draftsman but the crane operator, determining the safe lifting capacity of his machine depends upon its principles. . . . a carpenter marking and cutting a rafter is applying trigonometry and, conceptually, a youth could be taught to cut a rafter as a way of demonstrating trigonometry's practical application.⁴⁵

It can be seen from this that a career education emphasis for the classroom teacher does not itself represent a vast body of new knowledge to be added to an already overcrowded curriculum. It is more accurately pictured as a new and different basis for organizing and presenting educational content. The classroom teacher is the central force within this component; therefore its successful implementation will depend upon the teacher's skills, background knowledge, and enthusiasm.

The second component consists of vocational skill training in formal education.⁴⁶

The goal of this component is to provide students with occupational skills required to work successfully. A central theme here is that this vocational skill training is not a separate entity. Any class in school may be vocational skill training for one or more of the students within that class. For example, a mathematics class may be classed as vocational skill training for the prospective engineer or mathematician. This component should emphasize the

⁴⁵ Hoyt et al., Career Education: What It Is And How To Do It, p. 26.

⁴⁶ Hoyt, "Career Education: Myth or Magic", p. 24.

direct and substantial contributions of basic educational skills to occupational competence. "That is, both students and teachers should recognize that when students learn to read, they are acquiring skills that will be required for and useful in work they will eventually pursue as adults."⁴⁷ This vocational skill training should continue up through school to the point where each student has acquired a job-entry level skill in the occupation chosen by the student. This entry level skill would result from an extensive investigation of job clusters to enable the student to choose the cluster in which he wishes to gain some degree of specialization. Included within this process would be on-site observation, work experience, hands-on laboratory experience, role playing, and other appropriate activities.

The third component consists of efforts of the business-labour-industrial community to participate in career education.⁴⁸

The objective of this component is the provision of observational work experience and work study opportunities for students and for those who educate students - teachers, counsellors, supervisors, and school administrators. Basic to this component is the assumption that neither students nor educators can learn what they need to know about work or about relationship between education and work by insulating themselves from the real world.

⁴⁷ Hoyt, et al., Career Education: What It Is And How To Do It, p. 27.

⁴⁸ Hoyt, "Career Education: Myth or Magic", p. 25.

of work outside the school. This component involves the co-operation of private and public employers, labour organization, and other institutions outside the school and the home. The activities within this component include training programs conducted in the business and industrial community as well as co-operative school-government-business-labour programs designed to assist students in making a successful transition from school to work.

The fourth component of career education consists of career development programs that begin no later than kindergarten and continue through all of adult education.⁴⁹

This component involves helping students understand themselves in terms of their values, interests, abilities, and accomplishments. This requires the active participation and co-operation of school and non-school personnel:

It represents career education's attempt to emphasize and make meaningful the inherent right of each individual to lead his own life, to control to the maximum extent his own destiny, and to see himself as the worthy and worthwhile person he is.⁵⁰

Students receive systematic and continued assistance in understanding themselves, understanding educational and occupational

⁴⁹ Ibid.

⁵⁰ Hoyt et al., Career Education: What It Is And How To Do It, p. 28.

alternatives available to them, and choosing wisely in ways that fully protect individual freedom of choice. Career development is a lifelong process, therefore, several of these occupational choices may be necessary. It is therefore important that each decision be a wise one.

The fifth component of career education consists of activities carried out within the home and family structure.⁵¹

This component recognizes the right and responsibility of parents to care about and to influence attitudes their children develop towards work, towards education, and towards the relationship existing between the two. The home is recognized as a place where work values and the dignity of all honest work can be taught. The value of the home in preparing students for adult roles - consumer, parent, citizen - is also of vital importance here. Career education is concerned with the whole individual; consequently, it is vitally concerned with the roles played by all adults in the world of work and outside the world of work.

To be successful, career education depends upon all five of these components. It necessitates the establishment of a co-operative approach between the school, the home, and industry. Everyone involved with the education of youth must believe in its worthiness and want to contribute to its eventual establishment as an educational imperative.

⁵¹ Hoyt, "Career Education: Myth or Magic", p. 26.

V. CAREER EDUCATION MODELS

There are many innovative approaches now being experimented with in the hopes of making career education an integral part of each student's day-to-day school experience. During the Fiscal Year 1972 the United States Office of Education supported a number of initiatives, including the use of fifteen million dollars to fund the development of four pilot models: the school-based model, the home/community model, the rural/residential model, and the employer-based model. Each of these four national models has the appropriate research and evaluation components built in:

When tested and validated, they will be transportable - that is, they can be adapted by other school districts, in whole or in part, with reasonable assurance that they will work.⁵²

It is hoped that these four models will provide the structure through which career education might become a widespread reality within our schools.

The school-based model would involve reshaping the curriculum so as to focus it directly on the concept of career development. It would tie the school closely to the activities of the local community, local business, and local industry. Goldhammer and Taylor outline the objectives of the school-based model:

⁵² Sidney P. Marland, Jr., "Career Education: For And Against", School Review, 82 (November, 1973), 60.

To help students develop (1) a comprehensive awareness of career options; (2) a concept of self which is in keeping with a work-oriented society and includes positive attitudes about work, school, and society, and a sense of satisfaction resulting from successful experience in these areas; (3) personal characteristics, such as self-respect, initiative, and resourcefulness, (4) a realistic understanding of the relationship between the world of work and education which assists individuals in becoming contributing members of society; and (5) the ability to enter employment in a selected occupational area and/or to go on for further education.⁵³

Extensive guidance and counseling activities, from parents and teacher-counseling teams, is an important element within this model. This will help the student develop self-awareness, self-confidence, and mature attitudes, and will match his interests and abilities against potential careers. Specific skills training is also a very important area of concern.

The home/community-based model uses the home and community institutions as career education centers. Its purpose is to reach and teach out-of-school adults with limited formal schooling or persons whose limited basic knowledge and restricted personal skills hold them back from job opportunities or job advancement. Goldhammer and Taylor outline the objectives of this model:

(1) to develop educational delivery systems in the home and the community; (2) to provide new career education programs for adults, (3) to establish a guidance and career placement system to assist individuals in occupational and

⁵³Goldhammer and Taylor, op. cit., p. 7.

related life roles, (4) to develop more competent workers, and (5) to enhance the quality of the home as a learning center.⁵⁴

This model permits adults to re-enter formal education and upgrade their skills in their established career field or to enter a new career field. The successful implementation of this model necessitates the availability of an extensive quantity of sophisticated mass media equipment. Robert M. Worthington explains the use of this equipment:

The program will use mass media to attract the attention of home-community based populations, probe their career education interests and generate feedback about their needs, provide information about existing career education resources, and inculcate certain skills related to engaging in career education.⁵⁵

This model could be of special interest to women. It is seen as a means through which unfortunate stereotypes and so-called women's roles may be effectively adjusted so as not to negatively affect their activity in domestic and commercial worlds.

The rural/residential-based model is designed to develop and implement resident career education programs for unskilled persons living in rural areas. The program components include education, family life and community services, health and health services, economic development services, and research and evaluation activities.

⁵⁴ Ibid.

⁵⁵ Robert M. Worthington, "A Home-Community Based Career Education Model", Educational Leadership, 30 (December, 1972), 214.

It is centered around a residential center providing:

services for the entire family: day care, kindergarten, elementary and secondary education; career and technical education, young adult, adult and parent education; family living assistance; medical and dental services; welfare services; counseling; and cultural and recreational opportunities for single and married students and their families.⁵⁶

Family units or individuals report to this training site so that each can develop an appropriate career role through employment, study, home management, or through a combination of these. It is hoped that students will be able and ready to find employment in their local areas after completion of the program.

The employer-based model is designed to insure that students leave school with:

- A sense of purpose and direction.
- Self-identity and identification with society (and an idea of their relationship).
- Basic skills and knowledge.
- Specific skills and knowledge to be on a career path.⁵⁷

Much of the literature refers to this model as a program aimed at disaffected, alienated, and unmotivated students. This is not necessarily the case. Even at the outset of United States Office of Education participation in 1972, its applicability to all students was made clear:

⁵⁶ USOE, "Briefing Paper", cited by Stadt and Bailey, p. 274.

⁵⁷ Ibid., p. 272.

Although this optional program does accommodate such students (disaffected, alienated, unmotivated), it is intended to be a real option for consideration by all students.⁵⁸

It is meant to be of benefit to all students within the age group of 13 - 18 years. This model allows for the utilization of community resources not only in the form of facilities but also in the form of personnel. Co-operating out-of-school personnel are used to guide students through their field experiences, assist teachers in organizing visitations, assist in curriculum development, help evaluate the students, and so on. These people are indispensable to the school personnel. The use of these field personnel lends reality to the model because it allows the students to go out into the actual world of work and undergo real work experience under the direction of a community resource person knowledgeable in their area of interest. Hagans and Svicarovich refer to this as an attempt "to remove the barriers between education and living - to demonstrate that in fact they are the same things."⁵⁹ The use of the employer-based model to give relevance to the student's educational activities is endorsed throughout the literature. As Harold Howe II put it: in the employer-related model there is -

⁵⁸ Ibid., p. 273.

⁵⁹ Rex Hagans and John Svicarovich, "An Employer Based Career Education Model", Educational Leadership, 30 (December, 1972), 222.

... real hope of enlisting the enthusiasm of students, as well as making their education more practical in the job opportunity sense by taking the learning process where the real world of work is being done.⁶⁰

Howe also sees this model as a means of overcoming the practical limitations of bringing outside resources into the school.

... schools and particularly secondary schools are entirely too locked within their own walls. Many of the resources that are potentially most stimulating, both for the general learning of high school students and for their occupational concerns, are just not in the schools.⁶¹

It is obvious that all the community resources cannot be brought within the school building; therefore, the equally obvious solution is to arrange for the selective utilization of these resources outside of the traditional school environment. The community must become both the school and the teacher. That is:

Career education involves an active partnership between education and the community. It is not something the schools can be expected to do by themselves.⁶²

If this partnership develops and thrives, the future of career education looks bright.

Through examination of these models we see that, even though career education is a new concept, attempts are already

⁶⁰ Harold Howe II, "Remarks Regarding Career Education", NASSP Bulletin, 371 (March, 1973), 43.

⁶¹ Ibid., p. 42.

⁶² Hoyt, "Career Education: Myth or Magic", p. 22.

being made to facilitate its practical application. Test sites have been set up for all these models so that problems can be solved in preparation for dissemination to interested school systems.

VI. NEWFOUNDLAND SCENE

Some interest in what is now called "career education" has been evidenced in Newfoundland education up through the years. As far back as 1959 the "Aims of Public Education in Newfoundland" expressed interest in this area. "To give pupils guidance in the choice of a career and to provide opportunities to begin preparation for occupational life"⁶³ was listed as one of the general objectives of education. In 1967, this view was reinforced by the Report of the Royal Commission on Education and Youth which suggested certain broad, general objectives which should underlie any educational program designed for Newfoundland. Included in these objectives were:

A diversified curriculum must be made available to meet the wide range of student interests, abilities and aptitudes.

Vocational courses offered in high schools should be broad and general rather than narrow and specific: they should help students acquire the basic principles

⁶³ Newfoundland Department of Education, cited by P. J. Warren, Quality and Inequality in Secondary Education in Newfoundland, (Memorial University of Newfoundland, 1973), p. 79.

of the vocation and provide them with the skills and knowledge on which subsequent specialization can be built.⁶⁴

So, by 1967 the need for vocational as well as academic education had been recognized and efforts were being made to find the best method through which to consolidate the two.

In 1973, concern was once again expressed in Newfoundland over the necessity for constant revision and re-evaluation of the curriculum of our schools. P. J. Warren expressed this concern when he said that "A network of demonstration and experimental schools for curriculum programs should be established. Promising programs must be tried, monitored and evaluated in these schools".⁶⁵

If we are to progress we must be willing to undertake the steps necessary to achieve our goal of a relevant curriculum for each and every student. Warren goes on to outline the essential elements that our high school curriculum should include. One of these elements is "technology: because it teaches us to earn a living".⁶⁶

Once again, preparation for the world of work was accepted as one of the tasks of our high schools in Newfoundland. Warren continues on to point out that it is important to relate high school programs to the goals of the students:

⁶⁴ Government of Newfoundland and Labrador, Report of the Royal Commission on Education and Youth, St. John's, Volume one, 1967, p. 17.

⁶⁵ Warren, p. 118.

⁶⁶ Ibid.

Co-operative work-education programs should be developed at the high school level. These programs should be designed through partnership with business and industry to give students work experience and related education in jobs closely allied to their educational and career goals.⁶⁷

While making this valid point, Warren also alludes to the vast potential of industry for providing for the more comprehensive education of our students. He further implies that a working arrangement should be sought so that the resources of industry could be effectively utilized in achieving the goals of education for the benefit of all involved.

The Committee on 1973 enrollment, Memorial University of Newfoundland, described the situation in Newfoundland at that time:

Many students prematurely discontinue their education and fail to proceed to post-secondary educational institutions because of deprivation... lack of motivation and encouragement, lack of communication about educational possibilities, lack of knowledge about course offerings at and entrance requirements to post-secondary institutions⁶⁸

This statement clearly indicates areas where the students are receiving inadequate preparation for making the types of decisions they must make. These are the same areas receiving attention from the advocates of Career Education in that they are associated with career decisions and positive determination of one's future direction in life. The Committee made this association when it recommended:

⁶⁷ Ibid., P. 120.

⁶⁸ Committee on 1973 Enrollment, Memorial University of Newfoundland, Career Decisions of Newfoundland Youth, St. John's, Volume three, 1973, p. 198.

that educators and all those in authority take immediate steps to have the social and manpower needs of this Province realistically assessed and communicated to students.⁶⁹

The Committee hereby places responsibility for alleviating this "deprivation" with the Newfoundland schools and suggests that they immediately institute measures to better prepare and inform their students.

The employer-based career education model is the one which has been chosen for in-depth study. The intern is of the opinion that this is the model most appropriate to the secondary school student in Newfoundland. Of course, it will be more applicable to the larger centers, especially St. John's, because of the greater diversity of employer-based work experiences available to the students.

The other three career education models outlined in the literature would not be as applicable to secondary students in Newfoundland. The home-community based model is dependent upon the availability of cable television. This of course is not available in Newfoundland. The rural-residential model is aimed specifically at the out-of-school adult segment of the population. The school-based model depends upon high schools being equipped for comprehensive high school programs. Unfortunately, Newfoundland is not blessed with any such facilities. There has been some

⁶⁹ Ibid., p. 201.

experimentation using District Vocational Schools to provide these facilities - the Foxtrap/Seal Cove project started in 1971, has now been expanded to eleven other District Vocational Schools and the high schools in their immediate area. This requires that a high school and trade school be close enough together to permit easy transportation. Newfoundland has many high schools that cannot take advantage of this arrangement. This arrangement is not possible in St. John's or in the other five centers with District Vocational Schools because the College of Trades and Technology and the five District Vocational Schools are too overcrowded by regular students for them to be made available to the local high schools.

It is hoped that the intern's involvement in the employer-based model of career education being implemented at Olney High School in Philadelphia will provide him with a firm basis from which to evaluate the model's applicability to the Newfoundland situation.

CHAPTER III

EMPLOYER-BASED CAREER EDUCATION AT THE ACADEMY FOR CAREER EDUCATION IN PHILADELPHIA

The purposes of this chapter are to describe the intern's experiences in a different social, educational, and cultural milieu and to describe the employer-based model for career education as it applies to the Academy For Career Education which is based at Olney High School in Philadelphia. This chapter also contains observations made by the intern on some problem areas of the Philadelphia version.

These descriptions and observations are based on the intern's reading, observation, consultation, and participation in selected activities at the Academy For Career Education.

I. EXPERIENCES IN DIFFERENT MILIEU

The intern, during the course of completing his internship, travelled from the familiar Newfoundland society and educational system to the totally unfamiliar society and educational system which presently exists in Philadelphia, Pennsylvania. This society exerts pressures on the educational system that the intern would not ordinarily be aware of since many of these social pressures are non-existent, or at least less profound, in Newfoundland's educational system.

The most apparent and frightening dissimilarity between these two societies centers around the frequency of serious, violent crimes. The intern left behind a seemingly safe, relatively quiet urban society where the incidence of violent crimes is low. Murder is virtually unknown and juvenile gangs are usually restricted to acts of vandalism. The Philadelphia society presents an alarmingly different setting. The murder rate in Philadelphia is such that within a two-week period there were approximately twelve murders within a ten block radius of the intern's residence. There is a recognized "rape season" when the number of rapes is expected to double. Juvenile gangs are responsible for a major portion of the violent crimes and they have an efficient, city-wide, "under-world" system based on gangs and gang warfare.

The consequences of these circumstances are obvious to a visitor in Philadelphia. Even though the city enjoys warm evening weather, the intern quickly noticed that no one walks alone after dark. Fear of robbery and bodily harm forces people to restrict their outdoor activities to the daylight hours. The apparent strength and size of the juvenile gangs are particularly unfortunate because they have far-reaching effects within the school system. These gangs are comprised of school students who are recruited into gangs according to which neighbourhood they live in. Therefore, one school could have members of several different gangs as students.

Since the friction between the gangs is so intense, this situation leads to constant conflicts within the school.

The result is that a juvenile's life seems to be manipulated by gang rivalry, both in and out of school, by the time he enters junior high school.

The racial situation places the greatest pressure on the Philadelphia society and therefore on the educational system serving that society. The transition from a school system and society where blacks are not present to a school which has a ninety percent black student population was both delicate and awkward for the intern. Nevertheless, this transition is very important from a general point of view. This broadening of the intern's perspective helps him see the conflict between society's educational demands and the social constraints which that same society imposes on the educational system. It now seems obvious to the intern that society is not always willing to give the educational system the power necessary to meet society's demands. An example of this is the situation of grade twelve students in the inner city schools of Philadelphia. The average skill competency level of grade twelve "graduates" is approximately grade seven. One way this situation is explained is that if evaluation is tightened up and only those students who approximate grade twelve performance are

passed, approximately ninety percent of the failing students will be black. This would then lead to cries of prejudice and racism, and possibly to riots in the schools. Therefore, requirements are relaxed to allow for easier graduation.

The intern discussed this situation with the dean of a junior college who is involved with the Academy For Career Education. The junior college admits these grade twelve graduates and places them on a diploma program. The College then offers remedial courses in the subjects that the students are deficient in. But, since the students are registered in diploma programs they must receive credit for the remedial courses they do. This results in students acquiring enough credits to graduate from junior college without adequately raising their skill competency level in certain subject areas.

The intern feels that while this responsiveness of education to certain social conditions must be looked upon as a positive characteristic of an educational system, this same responsiveness may be very harmful if it is improperly tempered with reason, research, and fact.

II. ORGANIZATIONAL STRUCTURE

The Academy For Career Education is an operational variation of employer-based career education being developed by Research For Better Schools, Inc. Research For Better Schools is one of the

regional educational laboratories under contract to the United States Office of Education to establish operational variations of the employer-based model for career education. The other regional educational laboratories are: The Far West Laboratory For Educational Research And Development, the Appalachia Educational Laboratory, and the Northwest Educational Laboratory.

The Research For Better Schools variation is somewhat different from the others in that it is attempting to make employer-based career education available to all students who want to participate in it. Research For Better Schools is attempting to develop an employer-based career education structure that can operate within a school system rather than as a separate alternative to traditional education.

In its attempt to develop this structure, Research For Better Schools chose Olney High School in Philadelphia as the test site. This school has a student population of approximately six thousand, the racial composition of which is seventy-five percent black, two percent Latin and twenty-three percent white. Research For Better Schools now maintains two professional staffs: Research For Better Schools' head office personnel located in downtown Philadelphia and the Academy staff located at Olney High School.

The structure upon which the Academy program functions has deep roots within the employer community and the educational system.

The Academy students spend time on educational pursuits outside the school. They spend one day per week at an employer site and the other four days in the school. The time spent in the school is further broken down between time in Academy classes and time in regular Olney classes.

The internal structure of the Academy reflects the need for close supervision and management of both the in-school and out-of-school student time. There are two staff groups, the counselor-co-ordinators and the Academic Resource Center teachers, who handle the different aspects of the program within the Academy. The counselor-co-ordinators control the out-of-school time when the students are dealing with employers. These counselor-co-ordinators constitute the organizational link between the Academy and the employer community. The counselor-co-ordinators arrange for students to visit employer sites for career exploration and career specialization. The employer then takes these students for one day per week for a minimum of three weeks and a maximum of twelve weeks. The transportation to the employer site is the responsibility of the individual students. It is felt that this allows the whole situation to more closely approximate the real work situation that the students may soon find themselves in. The Academy provides transportation for students when the employer site is situated outside the boundaries covered by public transportation.

The students' within-school time is shared between Olney High School and the Academy. They attend regular classes at Olney for some subject areas but go to the Academy facilities for special program courses. The purpose of this arrangement is that now there will be no duplication of services by the school and the Academy. The Academy sets up courses dealing with specific areas needing intensive development while at the same time allowing the students to avail themselves of the various areas of the traditional school program that supplement the intensified program offered by the Academy in certain areas. For example, the Academy feels that intensive, individualized work is necessary in English and mathematics. For this reason, the Academic Resource Center provides this service to the students. The students are still able to take advantage of the offerings of the regular high school in such subjects as physical education, science, and a foreign language.

The Academy's share of the students' time is organized around three instructional components: the Academic Resource Center, Career Guidance, and Career Development. Staff responsibility for these components is divided within the Academy. The counselor-co-ordinators are responsible for the Career Guidance and Career Development components while academic teachers assume responsibility for the Academic Resource Center. To supervise this on-going program,

Research For Better Schools employs a site administrator, Mr. Jim Nolan. Mr. Nolan and Mr. John Philpin, counselor-co-ordinator team leader, act as liaison between Research For Better Schools' head office and the Academy at Olney. A weekly cabinet meeting is held where problem areas are discussed and the views of different personnel are stated. These cabinet meetings constitute an effort to keep the different personnel operating within the program structure unified and progressing toward a common goal.

The organizational structure upon which the Academy For Career Education operates is aimed at providing for a smooth, co-ordinated, joint effort between the school and the community in the offering of career education to all students who desire it. The success of such a venture will ultimately depend upon how well the different areas of the program are integrated with each other; therefore, the organizational structure is still under constant revision and will be as long as the needs of students change with a changing world.

III. CURRICULUM

The total curricular program of students enrolled in the Academy is divided between the regular high school and the Academy. The Olney portion of the curriculum consists of physical education and three other academic courses chosen by the students. The

students may choose the academic courses that will be of most use to them in the areas they have chosen for career exploration or specialization within the Academy.

The actual program of the Academy For Career Education is organized around three instructional components: the Academic Resource Center, Career Guidance, and Career Development. All Academy students enroll in these three areas as well as in the regular Olney courses mentioned above.

The curriculum activities undertaken by the students of the Academy involve many different people. Their Olney-based courses are standard, traditional courses offered by the school district; their Academy academic courses in the Academic Resource Center are developed by experts hired by Research For Better Schools, their guidance courses are developed by the counselor-co-ordinators and other experts hired by Research For Better Schools; and their Career Development courses are developed by the counselor-co-ordinators and the site co-ordinators at the employer sites. This vast amount of expertise used to develop different areas of the total student program assures the relevance of each section of the program to the program area it is designed to cover.

The Academic Resource Center

The Academic Resource Center involves an individualized instructional system for students of different abilities and interest. It is operated by a staff of instructors and teacher

and. Its activities are currently limited to mathematics and English. The Center's aim is to demonstrate the relevance of these academic skills to students' career and personal fulfillment, therefore, the Center's activities are supposedly related to those in the other program components (Career Guidance and Career Development). The Center provides a wide variety of instructional materials while at the same time allowing for varied methods of instruction geared to the needs of the students.

Individualized instruction is employed in the Academic Resource Center. Immediately upon entering, the students begin to move through a sequence of work. First, each student's achievement level is determined. The Comprehensive Test of Basic Skills is used for this. Second, an appropriate segment of English or mathematics is designated for study and specific performance objectives are established. Third, student performance for each of these performance objectives is assessed. Fourth, if mastery is demonstrated (the accepted indicator of mastery is a score of eighty percent) another segment of English or mathematics is assigned.

The instructional materials receiving the most use is the series of Individualized Learning For Adults which was developed by Research For Better Schools. This series follows the sequence of a pre-test, called Indicator A, followed by work assigned on the basis of results of the pre-test, followed by a post-test, called Indicator B. The result of this post-test determines if the student moves on to the next step of the sequence. Appendix I contains an

example of this sequence in the structural analysis area of communication skills. These individualized, sequential activities of the Individualized Learning For Adults series are designed to bring students up to ninth grade skill competency level (adult literacy). When the students complete this series they are assigned teacher-prescribed activities designed to bring the students up to the realization of their full academic potential.

Academy students are given three hours of English and three hours of mathematics in the Academic Resource Center each week. Research For Better Schools emphasizes that all the activities covered within these six hours do not simply point out the materials' direct application to careers. Activities which recognize the importance of English and mathematics for students' personal development and general understanding of the culture in which they live are also prescribed.

Career Guidance

The Career Guidance component involves group and individual learning activities offered within the school. This component focuses on group guidance which is a continuing course required of all students. Its initial concern is to help students make the transition to the Academy itself and to help them face the

problems inherent in moving from the classroom to the community. The Career Guidance component, through group guidance sessions, serves as a forum where students share ideas, tie together their individual experiences, and relate them to their future plans. Providing the students with the skills necessary to become self-guiding is the basic objective of this component. It is a personalized program to develop students' self-evaluation, problem solving, and decision-making skills and to assist students in applying these skills to academic and career choices.

The curricular elements contained within group guidance are separate units but there is an inherent reliance of one unit upon the other. These units are orientation, needs research and personal position audit, career guidance group sequence, and functional competencies development.

The orientation course is designed to develop the beginnings of a rapport and feelings of group identity between staff and students. The course seeks to acquaint students with the total program and to explicate the level of rights and obligations of all participants.

The needs research and personal position audit subcomponent aims at providing the students with the competence in problem-solving skills to begin to manage their own life planning in terms of self-career definition and basic academic preparation. To accomplish this it focuses upon the facilitation of participatory goal-setting

and action-planning. Structured exercises help the students assess themselves and their significant environment. This program is primarily a group discussion experience; however, other materials of a general and specific nature are widely used.

The group guidance sequence of activities is an integrated program which provides all Academy participants with the time, facilities, and materials to identify and clarify individualized values through planning, problem-solving, and decision-making.

The sequence of activities focuses upon value clarification within a world-of-work context. The activities are structured so that the students themselves discover the nature and importance of actual choice and decision-making. As they begin to understand this, they are guided to apply alternatives to their own personal, academic, and emerging career needs.

The materials and activities within the functional skills sub-component are aimed at the development of the specific instrumental skills of information-processing, communication, and basic problem solving. The method of teaching is that of inquiry and discovery. The participants collect information from a range of sources, organize it, and develop their own generalizations and conclusions. Simulation and role playing are often used as instructional techniques.

Each Academy student receives one and a half hours of group guidance per week. There is another subcomponent within the Career Guidance component. Individual guidance and counseling also falls into this area. This activity deals with student problems,

student progress in the program, career and academic planning, and student goals and aspirations. Each counselor-co-ordinator has a group of individual counselees assigned to him for this activity. Any personal problem which arises out of some cluster experience is discussed on a one-to-one basis in individual guidance.

Career Development

The Career Development component consists of group and individual learning activities offered by community participants outside the school under Academy supervision. It is structured around two programs: Exploration and Specialization.

Exploration is a career awareness course in which group instruction and individual projects are combined in a variety of different academic and vocational areas. It includes a series of mini-courses dealing with different groups of careers and is designed to provide students with an opportunity to discover new interests, to test established ones, and to learn about a wide range of people and their work.

Specialization consists of a program to provide students with an opportunity for more in-depth study of a particular area of interest through student-negotiated projects. It provides the students with an opportunity to design their own courses and to test out their interests in a particular area, as well as to begin

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to acquire the knowledge, skills, and experiences necessary to realize their goals.

The Career Development program is a co-operative effort of school staff and interested individuals, agencies, businesses, post-secondary schools, and unions throughout the community. The aim of this co-operative effort is to develop and operate program activities for students that are consistent with available resources, local objectives, and student interests.

The Cluster Exploration courses consist of twelve sessions, one each week for a full day for twelve weeks. These courses involve different community sites, each responsible for the operation of activities for an equal number of weeks depending on the number of employer sites. The course offered by each employer is drawn up by the site co-ordinator with the counselor-co-ordinator acting as a resource person. Appendix II contains an example of a Cluster Exploration course within the Law and Justice cluster.

The course for a Specialization is usually developed by the student and the individual community participant. The counselor-co-ordinator identifies and recruits Specialization opportunities at the student's request. The student and the potential instructor are brought together to discuss the Specialization and, if agreement is reached, develop a mutual contract. This contract, which outlines the project, its objectives, its

product outcomes, its evaluation process, its schedule, and the subject areas in which course credit is to be earned, must be signed by the student, the community participant (instructor), and the supervising counselor-co-ordinator.

Appendix III contains a copy of the form used for Specialization contracts.

IV. SCHOOL-COMMUNITY RELATIONS

The Academy For Career Education is incorporated as a part of Olney High School but it has many responsibilities and functions which lie outside of its association with that school. One such responsibility is that of school-community relations. It must be remembered that the concept being operationalized by the Academy For Career Education is a radical departure from the traditional school system and as such has to be explained and interpreted to the educationalists, the employer community, the student body, and the general public. This is important because of the type of commitment this program requires of the members of the employer community who volunteer to take part in the program. Also, parents have a right and a duty to be concerned about the education of their children; therefore, they expect to be given adequate information from which to evaluate the program and place it in perspective with regard to their children's future.

Initially, the aims and objectives of the Academy were made known to the employer community through the Philadelphia Chamber of Commerce. As the Academy grew and became known, this mediation by the Chamber became unnecessary since the Academy could now make new contacts through employers who were already actively involved in the program. The Academy now distributes a program reference guide for the co-operating employers. A copy of this guide appears as Appendix IV-A. After an employer is recruited there is virtually continuous contact between the Academy and the employer, through the counselor-co-ordinators. Employers are further informed about the program through cluster meetings which are held quarterly. These meetings are held so that all employers involved with a cluster may meet to discuss and co-ordinate their individual courses so as to assure students a comprehensive experience devoid of unnecessary and boring repetition. Also, annual meetings are held where all co-operating employers meet to offer suggestions and receive advice. The agenda of this year's annual meeting appears as Appendix IV-B.

The interest of the general public and the parents is also taken into consideration when distributing information about the Academy. A brochure developed by Research For Better Schools is made available to anyone who requests information. A copy of this brochure appears as Appendix V. Prospective Academy students are

given another brochure which they can study and discuss with their parents. A copy of this brochure appears as Appendix VI-A.

Parents of prospective Academy students also receive a letter from the Academy stating that their son or daughter has expressed an interest in the Academy. A copy of this letter appears as Appendix VI-B.

The Academy is hopeful that these informative materials will answer some of the questions which may arise and perhaps encourage people to come in personally to discuss the program with the Academy staff.

V. STAFF PERSONNEL

There are two separate and distinct groups of personnel associated with the Academy For Career Education. One group, called the "developers", consists of Research For Better Schools' head office personnel located in downtown Philadelphia. These people are involved with the "writing" of the program and with the development of a replication prospectus. The other group, called the "implementers", consists of the operational staff who work at the Academy within Olney High School. These people are responsible for implementing an employer-based career education program based on the variation of the employer-based model being developed by Research For Better Schools. The group called the implementers will be the main subject of this section.

Mr. Jim Nolan, site administrator employed by Research For Better Schools, supervises the on-going program at Olney. This places two separate groups of personnel, the counselor-co-ordinators and the Academic Resource Center teachers, under his control. The responsibility for these staff personnel is presently divided between Research For Better Schools and the School District of Philadelphia. Research For Better Schools employs the site administrator, the ten counselor-co-ordinators, and the clerical help. The School District employs the six academic teachers for the Academic Resource Center.

This situation will change slightly next year. The School District is assuming financial responsibility for the Academy For Career Education. The teaching positions will remain unchanged and the counselor-co-ordinators will become indirect employees of the School District. That is, the School District will contract out responsibility for the Career Guidance and Career Development components to Research For Better Schools.

Counselor-Co-ordinators

The counselor-co-ordinators are responsible for the Career Guidance component as well as the Career Development component of the Academy program. They act as counselors in the Career Guidance component, and as co-ordinators of community programs in the Career Development component. They are responsible for the maintenance of a close relationship between these units. For this reason, their job description specified that the personnel

hired should reflect diverse professional backgrounds rather than only counseling experience. Research For Better Schools feels that they should have experience with high school students and with alternative programs, an understanding of community resources and their potential for academic and vocational development, an attentiveness to paperwork and detail, experience with program development, and the ability to relate to and recruit community participants.

Research For Better Schools outlines some specific skills that counselor-co-ordinators must possess:

1. Effective working knowledge of the guidance process to complement personal work-related experience.
2. Current knowledge of development in guidance and counseling approaches, techniques and materials.
3. Functional knowledge of program planning activities, techniques, and approaches. The counselor-co-ordinator contributes to assessing and reorganizing guidance inputs to insure the dynamic quality of these activities.
4. Effective human relation skills. The counselor-co-ordinator deals extensively with Research For Better Schools, community participants, and Academy staff.
5. Effective managerial skills to insure that the entire guidance system performs the critical integrative function of matching the needs of the individual student to the diverse curricular and experimental activities of the program.¹

Included in their job description are seven basic responsibilities in the Career Development component:

¹Research For Better Schools, "The Career Guidance Unit", Component specifications submitted to Career Education Program, National Institute of Education, 30 August, 1974.

1. The recruitment of community participants for the program.
2. The development of activities with participants and groups of participants, including participant training.
3. The supervision of these activities and of student learning.
4. The recruitment and orientation of students.
5. The assistance of participants and students with operational problems (the liaison function).
6. The assistance of students in the evaluation of their experiences in the program, the development of individual specialization projects, and the identification of opportunities and needs for further training and development.
7. The continuing development and extension of the program, particularly with respect to certification of competencies and articulation with existing manpower development and community-based learning resources.²

The counselor-co-ordinators are organized around a team concept with a team leader. This team concept permits differentiation of responsibilities among the staff. This, in turn, permits assignments to reflect the strengths of individual counselor-co-ordinators.

Academic Resource Center Teachers and Aides.

The Academic Resource Center is operated by a staff of six professional teachers and two teacher aides. The aides are

²Research For Better Schools, "The Career Development Unit", Component specifications submitted to Career Education Program, National Institute of Education, 30 August, 1974.

responsible for most of the clerical work associated with the running of the Center. They keep attendance, correct tests for teachers, and maintain the system of record keeping upon which the Center is managed. The aides are constantly in touch with students and are therefore encouraged to maintain courteous, objective, and non-judgemental relationships with them.

The teachers in the Academic Resource Center are specialists in the areas of English and mathematics. Three of the six teachers are English specialists and three are mathematics specialists. They must display the flexibility and orientation necessary to work effectively as members of an individualized instructional team. They are also required to possess thorough preparation in their area of specialization and sufficient understanding of and experience with high school students. Their flexibility in working in an individualized instructional team is important in that as they become more sensitive to their own teaching styles they assume a more supportive posture in their attempts to move students closer to becoming self-motivating, active learners.

VI. PUPIL PERSONNEL

Academy For Career Education students are drawn from grades nine, ten, and eleven students who attend Olney High School. There are presently approximately two hundred sixty students

attending the Academy. This figure is expected to rise to approximately three hundred seventy-five next year.

Recruitment and Selection

In the past, there were no real selection procedures employed by the Academy For Career Education. The funding for the program has always been provided by the federal government, therefore, the Academy has not been in a position to refuse entrance to anyone. Admission has virtually been on a first-come first-served basis. However, this is one situation which is now in the process of change. The School District is assuming financial responsibility for the Academy. This permits the establishment of some sort of procedure allowing the Academy to become more selective when admitting students to the program.

The Academy may now undertake an intensive recruitment campaign that will cover all students (except grade twelve) at Olney and all students who will be coming to Olney from its feeder schools next year. At meetings, which will be scheduled with different groups of students, Academy personnel will describe the Academy program, explain students' responsibilities within the program, and describe a typical week for an Academy student. Information will then be collected from interested students. This information will be assembled on an information in-take form. A copy of this form appears as Appendix VII. The records of these students will

then be checked for information about student grades and attendance. If an interested student has been absent for more than forty days during the past year, he will be required to write a letter to the Academy explaining why he missed so many days and why he feels the Academy should accept him for the program.

Students will then be chosen for the program on the basis of displayed interest, academic grades, and attendance figures. Of these three, academic grades will receive the least consideration.

Student Guidance Services

Academy students enjoy all the student services normally supplied by a high school while at the same time benefiting from other student services offered by the Academy.

In the area of guidance and counseling, the students receive one and a half hours of group guidance per week. These sessions are intended to be student directed where the students can explore and resolve any problems, whether personal or general, which arise out of employer-site activity. The Academy students are also assigned to counselor-co-ordinators for individual counseling sessions. These sessions are primarily concerned with the individual student's problems in the area of career development but students often discuss personal, family-related, and school-

related problems with their counselor-co-ordinators. All these guidance services are in addition to the guidance services supplied by the regular guidance counselors at Olney.

The services of the Academy supplement the services of the regular high school so that the total development of the students is stressed rather than their academic development alone.

Grading and Reporting

Academy students receive grades from four different sources. All these grades are consolidated into a formal report at the end of each quarter.

The students receive grades for three academic courses and physical education from regular Olney teachers.

The Academy part of evaluation is divided among three groups of people: the Academic Resource Center teachers, the counselor-co-ordinators, and the participating employers.

The Academic Resource Center teachers grade the students' performances in English and mathematics. These grades are included in the students' reports in the same manner as the Olney-based courses. The counselor-co-ordinators are involved in several different types of evaluations. They assign grades to students in Group Guidance. These grades are based on student interest, participation, attendance, and work submitted. The Group Guidance grade is a minor one used as a spare. It may be

utilized if an extra credit is needed for graduation. The counselor-co-ordinators also assign grades in the Career Development component. In co-operation with the site co-ordinators, they assign grades to students for career cluster explorations. These "courses" are graded on the basis of student performance and participation in activities. The co-operating employer, or his site co-ordinator, also grades students for their activities in Specializations. Both of these courses in the Career Development component are treated as full credits. Both Exploration and Specialization activities are credited to different subject areas. The Academy usually reports Exploration as a social studies credit. All Specializations end with the student submitting some type of report or project. A subject credit is assigned on the basis of the type of finished product submitted by the student.

VII. LEGAL CONTEXT

The legal constraints under which the Academy For Career Education operates are somewhat different from those which the regular school must contend with. The fact that some of the students' time is spent at employer sites gives rise to some extra considerations.

Most of these considerations have been settled by the status which the Academy gives to its students. They are not classed as

workmen or employees. They receive no money for the time they spent at the employer site, therefore they are not considered under such laws as social security, unemployment insurance, minimum wages, and minimum age for employment. They are visitors interested in the activities and conditions associated with different careers and as such they are not to be utilized as free labour. The likelihood of open exploitation of Academy students is further decreased by the fact that unions keep a close watch to insure that students do not perform any union member's work.

The Academy maintains additional insurance to cover student transportation and student employer-site visits. Some employers also carry additional insurance to cover students while they are on their premises.

VIII. FINANCE AND BUSINESS MANAGEMENT

The Academy For Career Education is presently operated with federal funds from the United States Office of Education. The federal money is being channelled through a local educational laboratory, Research For Better Schools, Inc.

Research For Better Schools is using these funds to operationalize and test an employer-based career education program at Olney High School in Philadelphia. Federal funds are being used to provide for materials, administration, and staff personnel.

for the Career Guidance and Career Development components. The operation of the Academy is administered by the site administrator with a budget supplied by Research for Better Schools. The School District of Philadelphia provides the facilities for the Academy and the staff personnel, six academic teachers, for the Academic Resource Center.

Plans are presently underway to effect a change in the financial responsibility for the Academy. Based on an additional cost of thirteen percent more per pupil enrolled in the Academy, the School District has agreed to take over the program for the year 1975-76.

This take-over by the School District is looked upon as a major sign of success for the program. The Academy has succeeded in one of its major goals - persuading the educational system to voluntarily accept change from within.

IX. PROBLEM AREAS

The intern, during his internship with the Academy For Career Education, isolated some problem areas which he feels negatively affect the operation of the Academy program.

Organization

A major problem which has developed as a result of the organizational structure surrounding the Academy is the poor working relationship which exists between the "developers" at Research For Better Schools and the "implementers" at the Academy.

The implementers feel that they have no real say in what they do, what materials they use, and how the program will finally develop. They, therefore, have a negative attitude towards Research For Better Schools and often refer to them as an abstract "think-tank". Several members of the Academy staff also feel that Research For Better Schools is too preoccupied with "selling" the program and therefore tends to place direct student concerns second. They feel that Research For Better Schools is out of touch with the real problems associated with actually getting a program established in the real world of a high school.

The developers, on the other hand, feel that the Academy staff do not appreciate how difficult and frustrating it is to bring a concept from the thought stage to the illustrated, ready-to-go stage. Several members of the "developers" group feel that the "implementers" want everything done for them so that they don't have to assume responsibility for any internal adjustments.

This division between the two is further aggravated by a lack of communication between the two. No functional mechanism is present which permits the two groups to interact and exchange ideas in the hope of co-ordinating their actions.

Another major problem resulting from the organizational structure is the lack of communication and co-ordination with respect to the different components of the Academy program. Research for

Better Schools expounds (as does most of the literature on Career Education) the importance of relating employer-site cluster experiences to in-school academic courses; nevertheless, there seems to be no definite attempt to develop a mechanism to facilitate communication and feed-back among the different components. Therefore, the material used to cover concepts in the Academic Resource Center is not being adequately related to the students' experiences in the other parts of the program. These experiences could be used as a form of reality-based motivation.

The disturbing part of this situation is that everyone agrees that something must be done but no one seems to be willing to take on the task.

Curriculum

The problem in the area of curriculum revolves around the planning of the Career Development courses. The Academy's position here is that the co-operating employers know more about their respective careers than do the counselor-co-ordinators. Therefore, it is felt that if the counselor-co-ordinators assume too big a role in the planning of the employer courses they could severely limit the potential offering of the employers. The Academy prefers that the counselor-co-ordinators be looked upon as resource people ready to help if assistance is required.

The problem is that some employers do not understand this relationship and tend to lean heavily on the counselor-co-ordinators.

When they find the counselor-co-ordinators reluctant to assume leadership in the drawing up of the course, they become disillusioned and often mistake the counselor-co-ordinators' actions for lack of interest.

It seems that the co-operating employers need to be more adequately briefed as to what is expected of them and as to what they may expect from other people when planning their courses.

Staff Personnel

The major problem concerning staff personnel revolves around the association of the site administrator with the two groups of staff under his leadership. The site administrator has direct, line authority over the counselor-co-ordinators but he does not have such authority over the teachers in the Academic Resource Center.

The administrator is very much aware that anytime he approaches the Academic Resource Center staff about what goes on in the Academic Resource Center or about setting up meetings between them and the counselor-co-ordinators he has to take the position of requesting information or co-operation. This situation does a great deal to stifle any attempts to bring the two components closer together.

Another problem in the area of staff personnel also deals with the Academic Resource Center teachers. It seems that (from discussion with them) the teachers are not well informed about the total program that they are expected to actively participate in and contribute to. They seem to possess little general information about Career Education, how it works, why it is a good concept, or even if it is a good concept. Consequently, they are operating within a system, fulfilling their own specific function, but are not really aware of the relationship of the different components of the total program.

This type of situation cannot be ignored because if a segmented program is to be successful and effective, there must be a high degree of co-ordination and cohesiveness. All segments need adequate information of a general and specific nature to insure a unidirectional approach to the operationalization of the concept.

Student Personnel

The Group Guidance component of the Academy program presents a problem to the Academy staff. The majority of the Academy students do not seem to understand why group guidance is part of the program and they therefore see no purpose in attending group guidance sessions.

This problem seems to be caused by the lack of student orientation to guidance in general. Another factor is that the materials being used in group guidance sessions are not strongly

linked with the students' cluster experiences. This is difficult to change since the counselor-co-ordinators do not have the same students for cluster exploration and group guidance. This makes it very difficult for the counselor-co-ordinators to act as discussion leaders. They cannot draw upon recent student cluster experiences to illustrate different concepts because they are not aware of the experiences the students have recently encountered. If the counselor-co-ordinators had the same students for group guidance and cluster courses, they could co-ordinate the two components while at the same time making the Group Guidance component more relevant and enjoyable.

Another problem concerning the students is that some employers fail to exert proper control over students visiting their sites. Some employers seem unable to cope with any behavioural problems that arise. This is understandable when you consider that they are conditioned to working with presumably responsible adults in a firmly routinized situation. The change from this to working with high school students who often openly challenge their authority seems to be too much for some ill-prepared employers. This is unfortunate and should be given quick attention. Some challenging, well-planned programs seem to be falling apart because of inadequate supervisory control at the employer site. Research For Better Schools takes the position that the counselor-co-ordinators should not stay at the

employer sites all day. Therefore, the employers are being forced into accepting the responsibility for student discipline.

Adequate control and supervision of students during employer-site visits has to be accepted as a real and important prerequisite for successful employer programs. This does not mean that the control function should assume overriding priority but it must be recognized for the necessary purpose it serves. The co-operating employers need to be familiarized with the different strategies and techniques used in the supervision of students. This would enable them to assume greater control over their individual courses.

CHAPTER IV

APPLICATION OF THE INTERNSHIP

The purposes of this chapter are to attempt to apply the concept of employer-based career education to secondary education generally and to the Newfoundland situation specifically.

I. APPLICATION TO SECONDARY EDUCATION

In an attempt to apply the concept of employer-based career education to secondary education, the intern compiled a comprehensive review of the literature written on career education. This review of the literature appears as chapter two of this report. This detailed reading provided the intern with many insights into the short history of career education and led to the formulation of a number of questions which were incorporated into an organized proposal for the internship.

Need for Career Education

Much has been written recently on the need for career education programs operating within secondary education. One of the principal concerns dominating this writing is the increasing need for accountability within our schools. Educational costs have undergone a dramatic increase without any empirical refinement of the product. It is generally felt that by associating the resources allocated to secondary education with each

graduate's ability to work for survival, maintenance, or mobility, educators can supply society with some yardstick with which to evaluate the effectiveness of secondary education. Many educators now feel that career education makes this association possible.

The near-disastrous drop-out problem presently being experienced by our secondary schools has been advanced as another indication of the need for career education programs. The financial drain, not to mention the waste of human potential, associated with early drop-out has to be considered as one of the foremost crises facing secondary education today. Employer-based career education programs would introduce the potential dropouts to the many varied vocations available to them. These activities lead to a more meaningful understanding of the relationships among careers, educational requirements, life styles, societal needs, and personal gratification. This increased awareness helps the potential dropout to set more meaningful and worthwhile goals.

Awareness of another often-stated need for career education in our schools developed from a comparative study of university enrollment figures and unemployment figures among college graduates. It was discovered that both figures were increasing simultaneously. When this finding was coupled with the prediction that less than twenty percent of the jobs in this decade will require a college

degree, it was concluded that there is an apparent, widespread lack of positive occupational direction being displayed by students in today's schools. It seems that students are forging ahead without adequate information, preparation, and counselling needed to make prudent decisions about their future direction in life. Courses within the career education program would include guidance and counselling, discussion of current studies of society's needs and requirements, personal evaluations, and on-the-job, real-life experiences upon which to base the discussion and evaluation components.

Strengths of Employer-Based Career Education

Through the theoretical perspective gained from books and other readings, the intern concluded that employer-based career education does have a place in secondary education. Career education provides a means by which one of the usually stated aims of education, vocational preparation, may be realized. Employer-based career education, in some instances, may be used to replace or complement other forms of career education.

The financial burden associated with employer-based career education is significantly less than that associated with school-based career education. The school-based model requires huge initial expenditures to equip the school with the wide variety of materials and equipment required to present a diversified program which would meet the multifarious needs and interests of all the

students. On the other hand, an employer-based program takes advantage of an existing reservoir of equipment and supplies available within the employer community. This consideration alone makes career education practical for more school boards and therefore available to more students.

Aside from the financial factor mentioned above, there is also a problem of attaining reality in the school-based situation. The school-based programs would necessarily revolve around artificial sets which would, at best, only approximate the actual situations and circumstances associated with the careers under investigation. The students and staff interact within a structured framework with arranged incidents and set topics for discussion. Analogous to a comparison between this type of career education and employer-based career education is the comparison of "stage" or "set" shooting and "on location" shooting during the making of a movie. The school-based program would be the "stage" or "set" shooting where everything is in its proper place, every action is checked and monitored, and no provision is made for the out-of-the-ordinary or the unexpected. The "on location" shooting would be the employer-site activity of students within the employer-based program. During this activity the students experience the real thing. They see what happens when an ordinary day becomes not-so-ordinary because something unexpected happens. They experience

the negative as well as the positive elements associated with the careers they are interested in. To follow up on the analogy, they see the film before it is edited.

Problem Areas

The intern's experience with The Academy For Career Education confirmed and strengthened his conclusion that employer-biased career education does have a place in secondary education. However this experience revealed several problem areas that are not well covered in the literature on career education.

These problem areas, which are dealt with extensively in Chapter III, occur in many facets of the Academy program. The segmented nature of the total Academy program seems to be the origin of most of the problems. The interactive functions involved in relating the different components of the total program do not seem to be operating efficiently. The co-operation, co-ordination, and communication functions seem to break down in different parts of the program.

The total Academy program does not facilitate a co-operative effort involving elements from the total school environment. The Academy operates as a separate entity from the regular school system. The career education program has not been integrated into the courses of every child in the school. Not even all the courses of the students enrolled in the Academy are affected by the career education program. This lack of integration

restricts the impact of the career education program in that only some of the students' courses are related to the program. The intern feels that if career education is to be successful it must permeate the whole educational experience of all the students. All subject areas need to benefit from the positive reinforcement provided through showing the usefulness and relevance of subjects studied in school. This requires a co-operative effort involving all subject areas and all school personnel.

The co-ordination of the different components of the total career education program is crucial if the results are to be significant. The different components of the program operate separately but they must interact with the activities of one supplementing the activities of the others. This provides a continuity and a wholeness which makes the total program more than the sum of its individual parts. The intern witnessed the difficulties which arise when there is insufficient co-ordination between different areas of an employer-based career education program. A major difficulty with co-ordination arose between the Research For Better Schools staff, the developers, and the Academy For Career Education staff, the implementers. The implementers feel that they have no real input into the overall operation of the program. The counselor-co-ordinators are dissatisfied with the Career Guidance component and the Academic

Resource Center teachers feel that the academic instructional materials are inadequate and they want to help in the development of new materials. On the other hand, the developers feel that the implementers are not aware of how difficult it is to operationalize a concept. They feel that the implementers have not shown adequate initiative in suggesting alternative procedures and/or materials. This situation has resulted in both groups working in comparative isolation from one another. This lack of co-operation between the two groups of people responsible for the program has resulted in a situation where two highly qualified, highly talented groups are unable to put forth a co-ordinated team effort. The intern feels that this situation will exist until some type of communication system has been established between the two so they can interact and exchange ideas in an effort to pool their talents and co-ordinate their actions.

The successful operation of an employer-based career education program requires that certain information be promptly disseminated through all components so that it may be utilized in their courses. A breakdown in this system of instant communication lessens the wholeness of the total program and results in the different components acting independently of each other. This situation arose at the Academy For Career Education. There was no feedback mechanism established to facilitate communication between the Career Development

component and the Academic Resource Center. This resulted in a situation where the students' work in the Academic Resource Center was not associated with the employer-site experience of these same students in the Career Development component. Therefore, one of the greatest advantages of career education, namely, its application as a great motivating force encouraging students by showing the relevance of their school work to real life, was not being achieved.

These interactive functions are of the utmost significance if an employer-based career education program is to operate effectively and efficiently within secondary education. Mechanisms to deal with these problem areas should be designed and tested before the program is established.

II. APPLICATION TO THE NEWFOUNDLAND SITUATION

Rationale

Presently in Newfoundland, secondary education has not made any definite commitment for the provision of career education programs for its students. There are no comprehensive secondary schools in Newfoundland offering vocational or prevocational courses. The main drawback to the setting up of these comprehensive schools, or even building vocational wings on existing schools, is the cost factor. The initial cost per pupil for these facilities as well as the projected on-going operating expenses, both of which are considerably higher than for the traditional academic program, have consistently increased due to the inflationary spiral and continue to impede the

implementation of school-based career education programs.

Economic factors would seem to necessitate the development

of some alternative to the school-based concept for providing

career education programs to Newfoundland students. An employer-

based career education program could be this alternative. The

provision of this type program would do much to help Newfoundland

schools better serve the Province's youth in the areas of career

awareness, preparation, orientation, and career satisfaction.

The students' first involvement with pre-employment

vocational education in Newfoundland usually begins in the

Province's District Vocational Schools. Unfortunately, the

vast majority of the students who enroll in these schools have

not had experience with any form of general career information

programs apart from "careers night" during high school. Their

personal work experience is often only sufficient to make them sure

that they don't want to be a "bag boy" at the local grocery store.

This combination of information and experience hardly equips these

students to make a career-oriented decision which may affect the

rest of their lives. Therefore, these students are forced to make

certain decisions in areas where they have not enjoyed the advantage

of having had proper information and/or experience. These students

require, and are entitled to, career education programs aimed at

introducing them to the world of work and relating their own personal attributes, desires, wants, and talents to that world of work in the hope of finding their optimum niche therein. Educational research in Newfoundland¹ has brought to light other problems encountered by students when choosing a career. These range from a lack of motivation and encouragement to an inadequate understanding of society's needs and how they relate to their own future.

The realization of the situation described above has led to experimentation using nearby District Vocational Schools to provide schools with facilities and staff to conduct some vocational courses for their students. This arrangement requires that a high school and a District Vocational School be close enough together to permit easy transportation. Unfortunately, Newfoundland has many high schools that cannot take advantage of this arrangement because of distance. This arrangement is also not possible in St. John's, Corner Brook, and Grand Falls where the College of Trades and Technology and District Vocational Schools; respectively, are too overcrowded by regular students to be made available to the high schools. An employer-based

¹Committee on 1973 Enrollment, Memorial University of Newfoundland, Career Decisions of Newfoundland Youth, St. John's, Volume three.

career education program could very well complement, and in some instances perhaps become an alternative to, what is currently being attempted in prevocational education at the secondary level through the use of the District Vocational school.

The smaller size of Newfoundland schools would lessen some of the restrictions involved with establishing an employer-based career education program in a much larger school such as Olney. Many people associated with The Academy For Career Education expressed the opinion that an employer-based career education program would function much better in a smaller setting. The administrative problems involving discipline, scheduling, and coordination are of much greater magnitude in a school of six thousand students than they would be in the average Newfoundland school. The smaller size of the Newfoundland schools would make it possible for the program to have school-wide influence. This would increase the overall effect of the program. This contention that the program would operate more efficiently in a smaller setting is supported by the fact that several of the prospective sites chosen for replication of the Philadelphia version are smaller cities approximately the size of St. John's.

The complexity and diversity of the world of work today requires that people who enter into it be prepared for the rigors

to come. Reversal of a previous commitment to a certain course of action is not always possible without great loss - whether personal or financial or both. Therefore, one of the primary responsibilities of secondary education today must be to prepare its students for successful initiation into and continuation within the world of work. Employer-based career education is one means through which this preparation can be achieved. The successful implementation of this type of program would eliminate many problems presently being encountered by the educational system and the students of that system.

Limitations

An employer-based career education program necessitates active, on-going involvement on the part of the employers situated within the community where the program is to be instituted. Therefore, the areas where such a program could be established are those which have a sufficiently large and diversified employer base and sufficient employer interest. The only limiting factor then becomes the needs and interests of the participating students.

The Newfoundland situation is presently such that satisfying the initial requirement of having an employer community of sufficient size and diversity presents itself as a limiting factor in the rural areas of the Province. Therefore, a comprehensive employer-based career education program similar to the one offered at the Academy

For Career Education could only be applied to schools in the larger urban centers in Newfoundland. St. John's, Gander, Grand Falls, Stephenville, Corner Brook, and Labrador City seem to be the only Newfoundland centers capable of supporting such a program. Each one of these centers would need to be the object of extensive research to determine if it is indeed capable of supporting such a program and how extensive the program could be. Even within these listed areas, the total program offered would differ according to the number and type of employer sites available and the needs and interests of the students in each area. Perhaps a less elaborate employer-based career education program could be implemented in other communities of the Province.

Modification of the Philadelphia Version of the Employer-Based Career Education Model

The basic organizational structure being utilized by the Academy For Career Education should be easily and directly applicable to the specified Newfoundland centers. The same three instructional components, Academic Resource Center, Career Guidance, and Career Development, could be contained within the total program.

The intern feels that the Academic Resource Center could take on different implications from those it assumes at the Academy. The Academic Resource Center is necessary at Olney High School for two very definite reasons: the average basic skill level of students at Olney is such that they require intense, individualized activity in English and mathematics if they are to be able to function in the

world of work; also, the work covered in the Academic Resource Center provides the only opportunity the "implementers" have to relate the academic area of the overall program to the cluster experiences of the students in the Career Development component.

On the other hand, the size of the schools in Newfoundland's urban centers would lend itself to the more ideal situation. That is, emphasis on the career application of academic work could permeate the whole school experience of the students and serve as a motivating force for all or most subject areas. Therefore, the Academic Resource Center, while retaining responsibility for the upgrading of students' performance in the areas of English and mathematics, could diversify the curriculum to cover special areas dealing with different career fields. For example, students involved with business-oriented careers could pursue studies in Business English while other students involved with careers of a scientific nature could be offered a course dealing with scientific terminology. These enrichment courses could be as diversified as the clusters offered in the Career Development component.

The size of the Newfoundland schools should lessen scheduling restrictions in contrast to those experienced at the Academy. Therefore, the Career Guidance and Career Development components of the program could be integrated more effectively. The alleviation of the timetabling restrictions would make it possible for the

counselor-co-ordinators to have the same students for group guidance and cluster exploration courses. This improved co-ordination between the Career Guidance component and the Career Development component would do a great deal to increase the overall positive effects of the program.

The curriculum for the Group Guidance component would have to be developed so that it would reflect the needs and deficiencies of the local students. The curricular units might parallel those of the Academy program but actual content should be adapted to the Newfoundland environment.

The Career Development component should be reasonably applicable to these Newfoundland centers. The cluster courses, however, would have to be designed to meet the needs and interests of the local students and to reflect the availability of co-operative and appropriate employers. An examination of the twenty-three cluster courses offered by the Academy serves to illustrate how comprehensive the program could be. A list of the cluster courses offered by the Academy appears as Appendix VIII. The range of courses to be offered would be limited only by the interest shown by the educational system and the employer community. Students who do not choose to enroll in the total program could be given curriculum options to allow them to benefit from instruction in functional life-skills areas. Also, the method of instruction for their academic subjects would reflect the career applications of the subject areas covered.

The Academy For Career Education is classified as successful because its students advance more rapidly academically than they would in a traditional program and the program has resulted in a large educational school district first accepting change within its structure and then accepting responsibility for making that change an on-going program. Several administrative personnel associated with the Academy expressed the opinion that if the Academy program can succeed at Olney it could be successful anywhere. The intern does not necessarily agree with that statement, but he does feel that the specified Newfoundland centers are suitable for the establishment of employer-based career education programs. The intern expresses the hope that this educational innovation will be implemented in these centers and that it will be formally tested and evaluated.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This section of the chapter presents a brief overview of the internship.

Career education has been the subject of much research and writing in recent years. It has received financial aid from federal agencies in the United States who hope that it will prove to be an impressive innovation in the area of pre-vocational studies at the secondary school level. Field tests and demonstration sites have been established to test the several models which have been developed. It is hoped that information and expertise gained from these pilot projects will lead to the development of operational models which will be used to establish other programs across the country.


The intern wondered if some aspects of career education could be applied to education in Newfoundland. The literature available showed the educationalists in Newfoundland have been expressing some interest in career education since 1959. The intern found this interest still present today as he received encouragement from different people involved with vocational education in the province. This interest was further evidenced when the Department of Education provided some financial support for the intern to travel to Philadelphia to examine the employer-based career education program being offered by The Academy For Career Education.

In 1971, the United States Office of Education asked Research For Better Schools to establish an operational variation of the employer-based career education model. Research For Better Schools set up to assess the contribution personnel and facilities outside the school could make in the development and operation of programs for students. They wanted to develop a variation of the employer-based model for career education that would reflect the implications of the career education concept for a more balanced and flexible curriculum.

The result of Research For Better Schools' efforts is The Academy For Career Education which is presently located at Olney High School in Philadelphia. The Academy was designed to provide an initial program for high school students lacking any previous formal career education. The Academy graduated its first students in the spring of 1974.

The total Academy program is organized around three instructional components: Career Development, Career Guidance, and the Academic Resource Center. Academy students enroll in these three areas as well as in courses they select from their regular high school curriculum. The variety of the curriculum resources offered provides the students with a comprehensive program responsive to their personal, academic, and vocational development. The broad scope of the total program permits students to participate according to their individual interests.

The Career Development component involves group and individual learning activities outside the school. These activities are offered by community participants with Academy supervision. Two programs are contained within this component: Exploration and Specialization. The Exploration program consists of a series of mini-courses covering different groups, or clusters, of careers. This program is designed to provide students with general experiences aimed at making them aware of the career opportunities available to them, and enabling them to identify careers which might be of interest to them. The Specialization program gives students an opportunity to further explore the specific career fields they identified in their Exploration program. The students are now given the opportunity to test out their interests in a particular area and to acquire the preliminary knowledge, skills, and experience necessary to realize their goals. The Specialization program involves intense one-to-one relationships between students and community participants. The Career Development component allows students enrolled in Specialization to continue in the Exploration program so that they might discover additional career areas which might be of interest to them.

 The Career Guidance component consists of group and individual learning activities offered within the school. This

99.
component focuses on group guidance which is a continuing course program required of all students. Students are helped to make the transition to the Academy itself, and to deal with the problems inherent in moving from the classroom to the community. Students are provided with a forum for sharing ideas, tying together their individual experiences, and relating them to their future plans. The basic objective is to provide the students with the skills necessary to become self-guiding.

The Academic Resource Center is an individualized instructional system focusing on the areas of English and mathematics. The Center emphasizes mastery of skills in these areas so as to alleviate any deficiency which might hinder the student's career and personal fulfillment.

The Academy was initiated and financed by federal funds but is now operating under the sponsorship of the School District of Philadelphia.

II. CONCLUSIONS

The conclusions stated here arise out of the intern's experiences while interning at The Academy For Career Education in Philadelphia.

1. The intern concludes that career education could and should be integrated into secondary education.

2. Employer-based career education provides a realistic forum through which to provide both generalized and specialized

career education to secondary school students.

3. Employer-based career education has been sufficiently tested and evaluated to justify prudent local application by interested educational bodies.

4. Where applicable, employer-based career education should be used in conjunction with other career-oriented programs presently in operation. In some instances, it might serve as an alternative to school-based career education programs.

5. Students enrolled in regular academic programs should be given courses in career guidance and career exploration. All such students should be given an opportunity to pursue some practical "non-academic" subjects.

III. RECOMMENDATIONS

The following recommendations are respectfully submitted in the hope that they will be considered for future investigation and action.

1. It is recommended that information be obtained from other sites which have instituted employer-based career education programs. This would serve to broaden the perspectives of the people involved with establishing such a program on the local level.

2. It is recommended that a comprehensive survey be undertaken in certain Newfoundland urban centers to gather the information necessary to indicate: applicability of an employer-based career education program, employer interest, employer diversity, student

interest, program diversity, and interest displayed by the local educational bodies.

3. It is recommended that employer-based career education be established as an integral component of the total educational system rather than as an independent program outside the system. It should complement, rather than replace, traditional approaches to secondary education and other programs dealing with career awareness and preparation.

4. It is recommended that, due to the innovative nature of the concept and its intimate relationship to local situations, a comprehensive test and evaluation component be built into its structure upon local application.

5. It is recommended that all personnel involved with the introduction and/or operation of an employer-based career education program in Newfoundland receive some pre-service training designed to introduce them to, firstly, the general concept of employer-based career education; and, secondly, the specific functions and responsibilities associated with different components of the program.

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APPENDICES

APPENDIX I

SEQUENCE IN INDIVIDUAL LEARNING
FOR ADULT SERIES



LEVEL	AREA	SKILL NUMBER
H	SA	1

COMMUNICATION SKILLS PRESCRIPTION INDICATOR A

TOTAL POINTS	
10	100%
No. of Points	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10
0	0

Name: _____ Date: _____

Underline the root word. Then use the word that best completes each of the sentences below.

poisonous

peaceful

ambitious

measurable

visible

disposable

forcible

tactless

pitiful

lifeless

1. Be careful when you pick mushrooms, some could be _____.
2. At this time, scientists are convinced that Mars is a _____ planet.
3. There was so little rain, it was barely _____.
4. The mountain was barely _____ through the fog.
5. Mr. Miller's handicap makes him seem _____ until you get to know him.
6. _____ trash is an environmental problem.
7. We will all strive for a _____ world.
8. Michael Brent is the most _____ man on the staff.
9. Ralph Nader is such a _____ speaker we were all convinced.
10. Mr. Copley's intentions were good; he just made a _____ remark.

LEVEL	AREA	SKILL NUMBER
H	SA	1

PRESCRIPTION INDICATOR A

LEVEL	AREA	SKILL NUMBER
H	SA	2

TOTAL POINTS	
10	100%
No. of Points	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10
0	0

Draw a line between the syllables of these words.

l u b r i c a t i o n

s e r v i c e a b l e

c o n d i t i o n

p o l l u t i o n

r e s i s t o r

d i s t r i b u t o r

g e n e r a t o r

a f f e c t i o n

m e c h a n i c

t r a n s m i s s i o n

PRESCRIPTION INDICATOR A

LEVEL	AREA	SKILL NUMBER
H	SA	3

TOTAL POINTS	
10	100%
No of Points	%
9	- 90
8	- 80
7	- 70
6	- 60
5	- 50
4	- 40
3	- 30
2	- 20
1	- 10
0	- 0

Mark the accented syllable.

1. in sec ti cide

2. bi noc u lar

3. dis sem i nate

4. hel i cop ter

5. pol li na tion

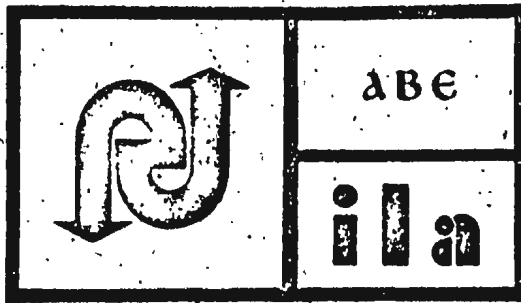
6. Min ne ap o lis

7. cos met ics

8. pro hib it ed

9. es ti ma tion

10. in ter val



LEVEL	AREA	SKILL NUMBER
H	SA	1

COMMUNICATION SKILLS

Objective:

Given words ending in able, ible, ful, ous and less, select the correct word for the particular context and identify the root word.

CONTENTS

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Add suffixes to root word, use new words in sentences	3
Complete sentences with given words	4
Write root words from given words	5
Complete crossword puzzle	6
<u>Skill Test A</u>	7
Complete sentence with given words	8
Complete crossword puzzle	9
<u>Skill Test B</u>	11

Name: _____

LEVEL	AREA	SKILL NUMBER
H	SA	1

<u>Suffix</u>	<u>Meaning</u>	<u>New word</u>
able ible	able to be to have	damageable sensible
ful ous	full of	beautiful dangerous
less	without	painless

A root word is given. Form a new word by adding one of these suffixes to the root word; then complete the sentence with it. Watch for spelling changes.

1. Helen is the most _____ person I've ever met.
(sense)
2. It certainly pays to insure _____ furniture.
(damage)
3. Becky was the most _____ girl in the contest.
(beauty)
4. Keep _____ medicine out of the reach of children.
(danger)
5. Dr. Briggs promised it would be a _____ operation.
(pain)

Did you notice the spelling changes? When you are not sure of the spelling, it is wise to check the dictionary.

Root words ending in e do not follow a regular pattern. For example:

purpose	-	purposeful
force	-	forcible
agree	-	agreeable
believe	-	believable
desire	-	desirous

In most cases, for root words ending in y, the y is changed to i and then the suffix is added. For example:

fancy	-	fanciful
vary	-	various
pity	-	pitiful
duty	-	dutiful

LEVEL	AREA	SKILL NUMBER	DATE COMPLETED	TOTAL POSSIBLE ITEMS	TOTAL CORRECT
H	SA	1		5	

Add the suffixes less, able, ible, ful, ous to the root words.

poison _____

comfort _____

force _____

life _____

end _____

vary _____

reverse _____

agree _____

Use the above words to complete the sentences below.

1. Pete's jacket was _____.
2. The plains of the Mid-West seems to be _____.
3. The members of the club were _____ to the new constitution.
4. Joan thought the new mattress should be very _____.
5. The speaker was _____ in his address.
6. The customer handled _____ pieces of pottery before deciding on one.
7. The snake appeared to be _____ after eating.
8. The sheep ate the _____ weeds.

LEVEL	AREA	SKILL NUMBER	DATE COMPLETED	TOTAL POSSIBLE ITEMS	TOTAL CORRECT
H	SA	1		16	

Match the suffixes with their meanings by drawing lines from one to the other.

able, ible

without

less

full of

ous, ful

able to be

Choose the word which will best complete each sentence.

divide

divisible

1. Bill will _____ his free time between his family and his club.

2. Is 369 evenly _____ by 3?

regrettable

regret

3. When the vase broke, the clerk said, "How _____."

4. I really _____ staying home from work.

5. It was _____ that only two people were eligible for the job.

courage

courageous

6. The men were very brave and _____ when they found out they were outnumbered.

7. It takes _____ to climb such a high cliff.

power

powerful

powerless

8. The storm had rendered the factory _____.

9. That _____ machine can crush steel.

10. It takes electrical _____ to run the machines.

fury

furious

11. The boss was _____ when the employees walked out.

12. He was so angry, you could see the _____ on his face.

LEVEL	AREA	SKILL NUMBER	DATE COMPLETED	TOTAL POSSIBLE ITEMS	TOTAL CORRECT
H	SA	1		12	

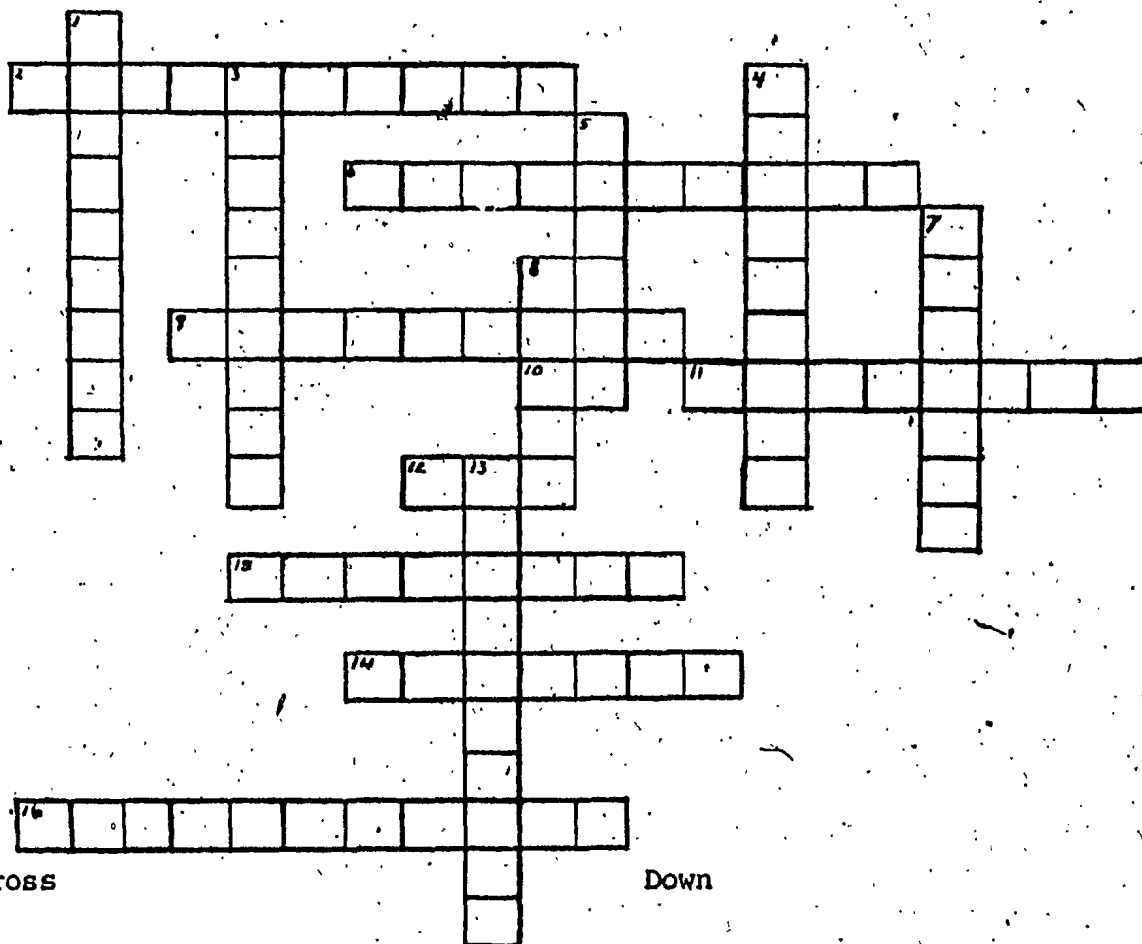
Write the root word for each pair of words. Note the spelling changes.

Example: flavorless flavorful flavor

- | | | |
|-----------------|--------------|-------|
| 1. wondrous | wonderful | _____ |
| 2. mirthful | mirthless | _____ |
| 3. compression | compressible | _____ |
| 4. tactful | tactless | _____ |
| 5. pitiful | pitiless | _____ |
| 6. mountainous | mountainless | _____ |
| 7. tasteful | tasteless | _____ |
| 8. purposeless | purposeful | _____ |
| 9. beauteous | beautiful | _____ |
| 10. powerful | powerless | _____ |
| 11. measurable | measureless | _____ |
| 12. regrettable | regretful | _____ |
| 13. gracious | graceful | _____ |
| 14. faithless | faithful | _____ |
| 15. forceful | forcible | _____ |
| 16. joyful | joyous | _____ |

LEVEL	AREA	SKILL NUMBER	DATE COMPLETED	TOTAL POSSIBLE ITEMS	TOTAL CORRECT
H	SA	1		16	

Many words with endings such as -ible, able, ous, and y will help you complete the following crossword puzzle.



Across

Down

- | | |
|----------------------------|-------------------------------|
| 2. Full of courage. | 1. To have honor. |
| 6. Able to be thrown away. | 3. Pleasant. |
| 8. Opposite of yes. | 4. Full of ambition. |
| 9. Unsafe. | 5. Full of joy. |
| 10. Equal to. | 7. To have ability. |
| 11. Able to roll. | 8. Loud. |
| 12. Opposite of wet. | 13. Can be turned inside out. |
| 14. Extremely angry. | |
| 15. Movement. | |
| 16. To have comfort. | |

LEVEL	AREA	SKILL NUMBER	DATE COMPLETED	TOTAL POSSIBLE ITEMS	TOTAL CORRECT
H	SA	1		17	

Match as many suffixes to each root word as possible.

change

less

taste

ible

thank

ious

flex

able

grace

ful

Choose one of the new words to complete each of the sentences.

1. The food that was served was rather _____.
2. A good leader learns to be _____ and accept the viewpoint of others.
3. Mrs. Jackson's guests thanked her for being such a _____ hostess.

LEVEL	AREA	SKILL TEST	DATE COMPLETED
H	SA	1-A	

Number Correct	%
11	100
10	91
9	82
8	73
7	64
6	55
5	45
4	36
3	27
2	18
1	9
0	0

Choose the word which will best complete each sentence.

hopeful

hope

hopeless

1. It is _____ to think that we can finish before dark.
2. I _____ the carpenters can work overtime.
3. I am _____ the main building will be ready soon.

changeable

change

4. That woman is immature and her moods are _____.
5. "Wait a minute, while I _____ my dirty shirt," yelled Tom.

study

studious

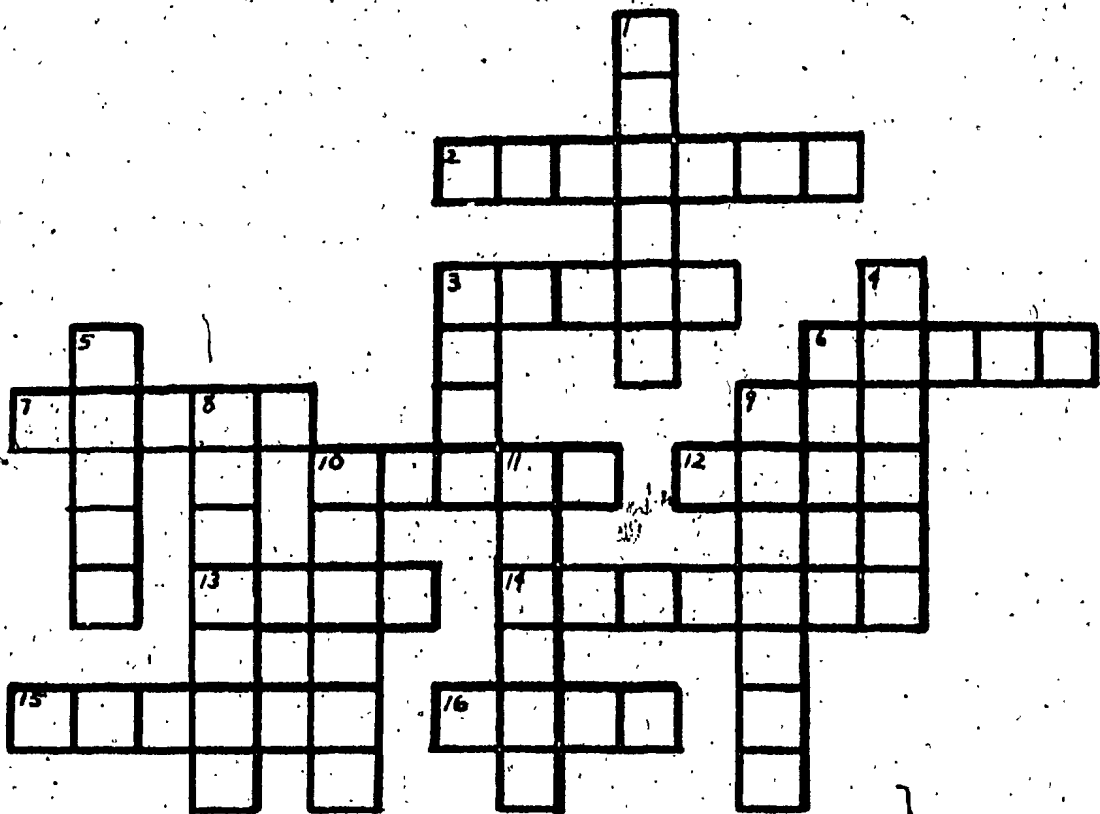
6. Tom is _____.
7. The driver had to stop to _____ the road map.

service

serviceable

8. The bus _____ is good.
9. The material in this garment will prove to be most _____.
10. The station attendants are trained to give good _____.

LEVEL	AREA	SKILL NUMBER	DATE COMPLETED	TOTAL POSSIBLE ITEMS	TOTAL CORRECT
H	SA	1		10	



Complete the puzzle with the root word of each underlined word.

Across

2. The weather is unbelievable.
3. The honorable solution is to divide the prize money.
6. The paper has been truthful in the report.
7. A vacation gives you a peaceful feeling.
10. It was a dreadful mistake.

LEVEL	AREA	SKILL NUMBER
H	SA	1

Across (cont.'d)

12. The minister was selfless.
13. You need a restful vacation.
14. Some old records are collectible items.
15. Hockey is a dangerous sport.
16. The kitchen floor was spotless.

Down

1. Is it a poisonous snake?
3. The Red Cross will take care of the homeless.
4. Look for a more profitable business.
5. Only sensible answers are acceptable.
8. Captains Courageous was written by Kipling.
9. This reversible skirt is great.
10. Our family is desirous of a longer vacation.
11. Are pantsuits acceptable?

LEVEL	AREA	SKILL NUMBER	DATE COMPLETED	TOTAL POSSIBLE ITEMS	TOTAL CORRECT
H	SA	1		18	

Match the suffixes to the root words.

defense	able
victory	ible
tact	ous
collect	less
avoid	ful

Choose the correct word to complete the sentences.

1. That fort is _____; all the soldiers have left.
2. The team was _____ in the last two minutes.
3. The manager was _____ in his criticism of the employee's work.

LEVEL	AREA	SKILL TEST	DATE COMPLETED
H	SA	1-B	

Number Correct	%
10	100
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10
0	0



LEVEL	AREA	SKILL NUMBER
H	SA	1

COMMUNICATION SKILLS

PRESCRIPTION INDICATOR B

TOTAL POINTS	
10	100%
No of Points	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10
0	0

Name _____ Date _____

Underline the root word. Then use the word that best completes each of the sentences below.

reversible

various

dangerous

powerless

believable

sensible

dreadful

changeable

beautiful

endless

1. Policemen have _____ jobs.
2. Katie is as _____ as she is beautiful.
3. The hikers were convinced that the trail to the top was _____.
4. _____ jackets will give you double service.
5. There are _____ places for an inexpensive vacation.
6. The chameleon is known for _____ skin colors.
7. We wanted to help but were _____.
8. Mrs. Scott has the most _____ garden in town.
9. Rev. Osman makes his conclusions through _____ statements.
10. It was a _____ mistake, one that will not be repeated.

LEVEL	AREA	SKILL NUMBER
H	SA	1

PRESCRIPTION INDICATOR B

LEVEL	AREA	SKILL NUMBER
H	SA	2

TOTAL POINTS	
10	100%
No. of Points	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10
0	0

Draw a line between the syllables of these words.

prodigious

contemporary

education

insulation

ecological

environment

depression

helpfulness

preservation

meaningless

PRESCRIPTION INDICATOR B

LEVEL	AREA	SKILL NUMBER
H	SA	3

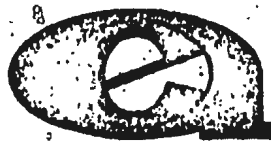
TOTAL POINTS	
10	100%
No of Points	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10
0	0

Mark the accented syllable.

1. frus tra tion
2. e lec tro mag.net
3. di men sion
4. gen er a tor
5. gov ern ment
6. com bus tion
7. ed u ca tion al
8. trans mis sion
9. gal va nize
10. con ser va tion

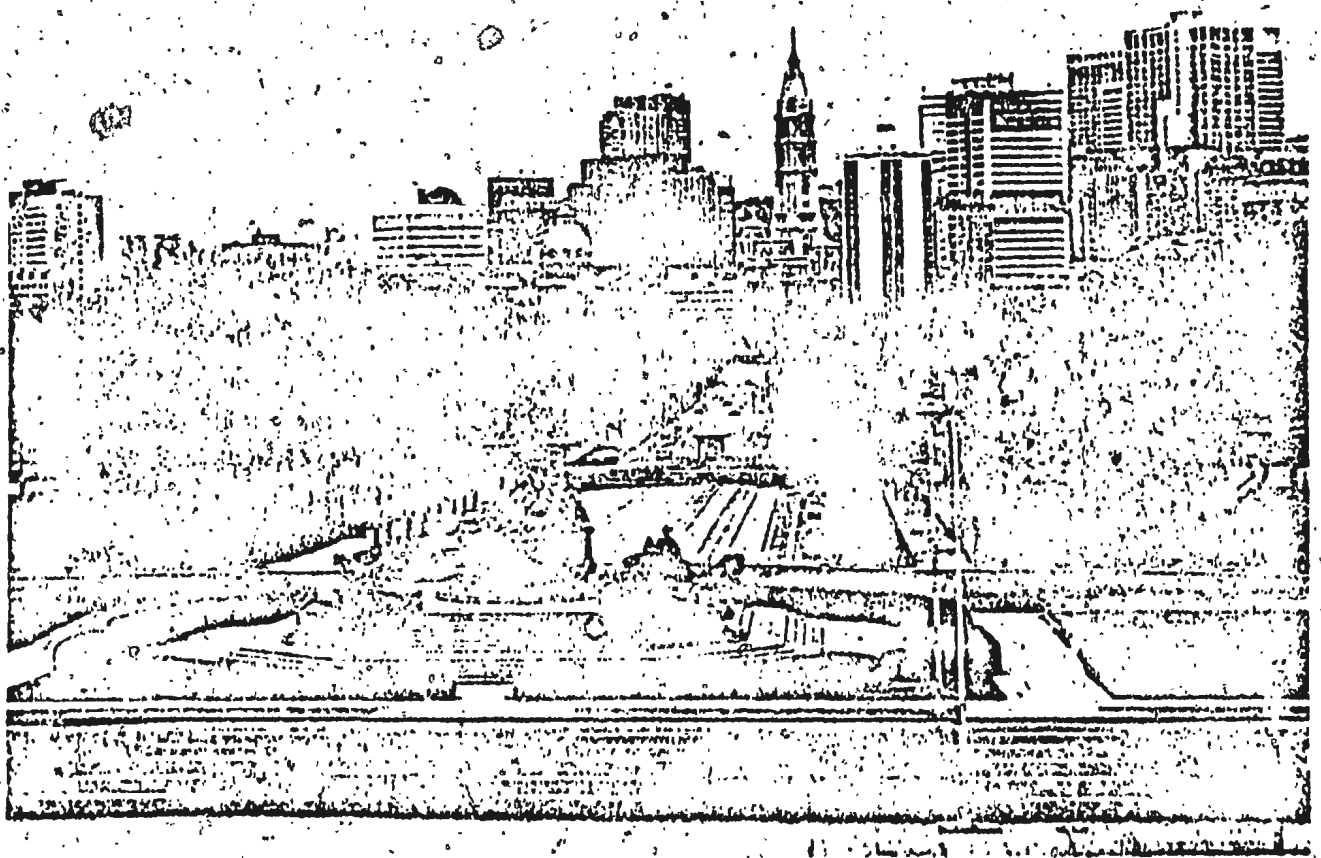
APPENDIX II

OUTLINE OF EXPLORATION COURSE
WITHIN THE LAW AND JUSTICE CLUSTER



THE ACADEMY FOR CAREER EDUCATION
THE ACADEMY FOR CAREER EDUCATION
THE ACADEMY FOR CAREER EDUCATION

THE PHILADELPHIA PRISON SYSTEM



CAREER EXPLORATION CLUSTER GUIDE

EMPLOYER SITE:

The Philadelphia Prison System
(Detention Center)

DRESS CODE:

Moderately formal

ADDRESS:

The Philadelphia Prison System
Administrative Building
8201 State Road
Phila, Penna.

SMOKING REGULATIONS:

Students may smoke except in areas posted otherwise.

DIRECTIONS:

Transportation to the Prison program is provided - Students take the "S" or "T" bus home.

SECURITY REGULATIONS:

Students must be signed in and chaperoned when moving in secured areas.

TRANSPORTATION ARRANGEMENTS:

Students will be driven by counselors to the program. They will use public transportation to get home.

SPECIAL RESTRICTIONS:

NONE

TIME STUDENTS ARE REQUIRED TO ATTEND:

9:00 - 3:30 P.M.

LUNCHEON FACILITIES:

Students eat in prison cafeterias

NUMBER OF STUDENTS PER QUARTER

10 - 15

NUMBER OF QUARTERS

3

NUMBER OF WEEKS PER QUARTER

4

DATES OF EXPLORATION

1st: Sept. 10, 17, 24, Oct. 1
 2nd: Dec. 10, 17, Jan. 7, Jan. 14
 3rd: April 8, 15, 22

CREDIT TO BE RECEIVED

.185 - Social Studies

EMPLOYER COORDINATOR: Mr. Richard Olanoff

PHONE: MU 6-1776-(25205)

EMPLOYER STAFF:

PHONE:

EMPLOYER STAFF:

PHONE:

EMPLOYER STAFF:

PHONE:

EMPLOYER STAFF:

PHONE:

EMPLOYER STAFF:

PHONE:

OCCUPATIONAL OR CAREER AREAS THAT STUDENTS WILL BE EXPOSED TO:

(1) Correctional Officer

(5) Parole Officer

(2) Social Worker

(6) Attorney (Public Defender)

(3) Psychologist (clinical)

(7)

(4) Teacher of Vocational Education

(8)

SPECIAL TRAINING PROGRAMS OR OTHER PROGRAMS OPEN TO STUDENTS:

GENERAL DESCRIPTION OF EMPLOYER SITE:

131

The Philadelphia Prison System is composed of three correctional institutions: The Detention Center, the House of Corrections, and Holmesburg Prison. All of the three now house a prison population of men and women who, for the most part, have not yet been brought to trial and could not make bail. Only 20% of the in-mates have been sentenced, those on charges carrying 2 years or less. The system provides training in vocational areas, basic skills, and extension courses at C.C.P. A small staff of psychologists and social workers provide human services and diagnostic evaluations.

DESCRIPTION OF DEPARTMENTS OF SECTIONS PARTICIPATING:

1. Corrections: canine patrol, external and internal security duties.
2. Social Work: provides telephone services to prisoners, handles special family problems, coordinates participating social services, does follow-up.
3. Psychology: makes diagnostic evaluation - helps determine prisoners work program, consults in matter of classification.
4. Education: Provides vocational and basic skill training.

DAY 1

THE OBJECTIVES:

1. Students should be able to articulate one or two tentative career interests.
- 2-3. Students should be able to articulate the full range of job duties and responsibilities performed by corrections officers.

THE ACTIVITIES:

1. General Orientation:
Students define their strongest areas of career interest and learn the vocations represented in the Phila. Prison System.
2. Tour of Detention Center
Students observe security measures, educational services and Addictive Drug Program.
3. Careers in Corrections:
Students observe Canine demonstration and accompany guards in their movement through House of Corrections.

DAY 2

THE OBJECTIVES:

1. Students should be able to ask relevant questions regarding the daily work of prison social workers and psychologists.
2. Students should be able to describe the nature of the rehabilitation social work in progress in the therapeutic community.
3. Students should be able to enumerate the kinds of educational services at the Prison System.

THE ACTIVITIES:

1. Panel of Social Services:

Students hear at firsthand the duties of a prison social worker and a psychologist.

2. Visit to Therapeutic Community:

Students participate in round table discussion with social worker and five prisoners participating in drug rehabilitation community.

3. Overview of Educational Services and Careers:

Students hear and discuss the full range of services and careers available in education; they observe skill classes in welding, auto-mechanics, and small appliance repair.

DAY 3

THE OBJECTIVES:

1. Students should be able to see and define the relationship of legal and probationary counselling to the other work of the prison. They should also be able to state the major duties and training required of a public defender and a probation officer.
2. Students must be able to define in a written "contract" their internship options, their specific learning goals, and their reasons for selecting one option as opposed to all others.

THE ACTIVITIES:

1. Panel of On-Site Legal Services:

Students discuss the legal services available through city probation agencies, Public Defenders, and the forensic division:

2. Selection of Student Internships for Day #4:

Students review jobs previously observed and define their specific career interests relative to jobs available at the Prison System, arriving at a final choice of a full-day internship program.

DAY 4THE OBJECTIVES:

1. Students should accomplish a consistent and close observation of duties of the internship job.
2. Students must be able to present their observations orally and answer the questions of their peers and supervisors. They should also be able to evaluate the internship experience relative to their own career interests.

THE ACTIVITIES:1. Students Internship:

Students accompany a professional in the performance of his typical daily duties. Choices include the following:

1. Social Worker
2. Psychologist
3. Educator
4. Corrections Officer
5. Administrative Personnel
6. Identifications and Classifications Personnel

2. Student Career Presentation:

Students are responsible for a formal presentation descriptive of their internship experience.

APPENDIX III

FORM USED FOR SPECIALIZATION CONTRACT

ACADEMY FOR CAREER EDUCATION

SPECIALIZATION CONTRACT

STUDENT: _____

SPECIALIZATION TITLE: _____ SUPERVISOR: _____

ORGANIZATION/BUSINESS/AGENCY: _____

ADDRESS: _____ PHONE: _____

DAY AND TIME: _____ QUARTER: _____

CREDIT AND AREA: _____ C/C: _____

DESCRIPTION:

Objectives (List as clearly and specifically as possible what the student will be learning; i.e., the learning goals of the Specialization)

Content (Describe what the student actually will do to meet the Specialization objectives. Include tasks, activities, readings, who the student will work with, etc.)

Product(s) (By the end of the quarter the student should have something tangible to show as a result of the Specialization experience. He or she may do a project in any media, demonstrate a skill, write a report or other paper, present research findings, teach a lesson, make an audio or videotape, etc.)

EVALUATION PROCESS: (How will the student be evaluated? What factors will be considered?)

EVALUATOR: (Who will evaluate?)

Student Signature

Counselor-Coordinator Signature

Supervisor Signature

Date of Contract

ACADEMY FOR CAREER EDUCATION
SPECIALIZATION CONTRACT

STUDENT: _____

SPECIALIZATION TITLE: _____ SUPERVISOR: _____

ORGANIZATION/BUSINESS/AGENCY: _____

ADDRESS: _____ PHONE: _____

DAY AND TIME: _____ QUARTER: _____

CREDIT AND AREA _____ C/C: _____

DESCRIPTION:

Objectives

Content

Product(s)

EVALUATION PROCESS:

EVALUATOR:

Student Signature

Counselor-Coordinator Signature

Supervisor Signature

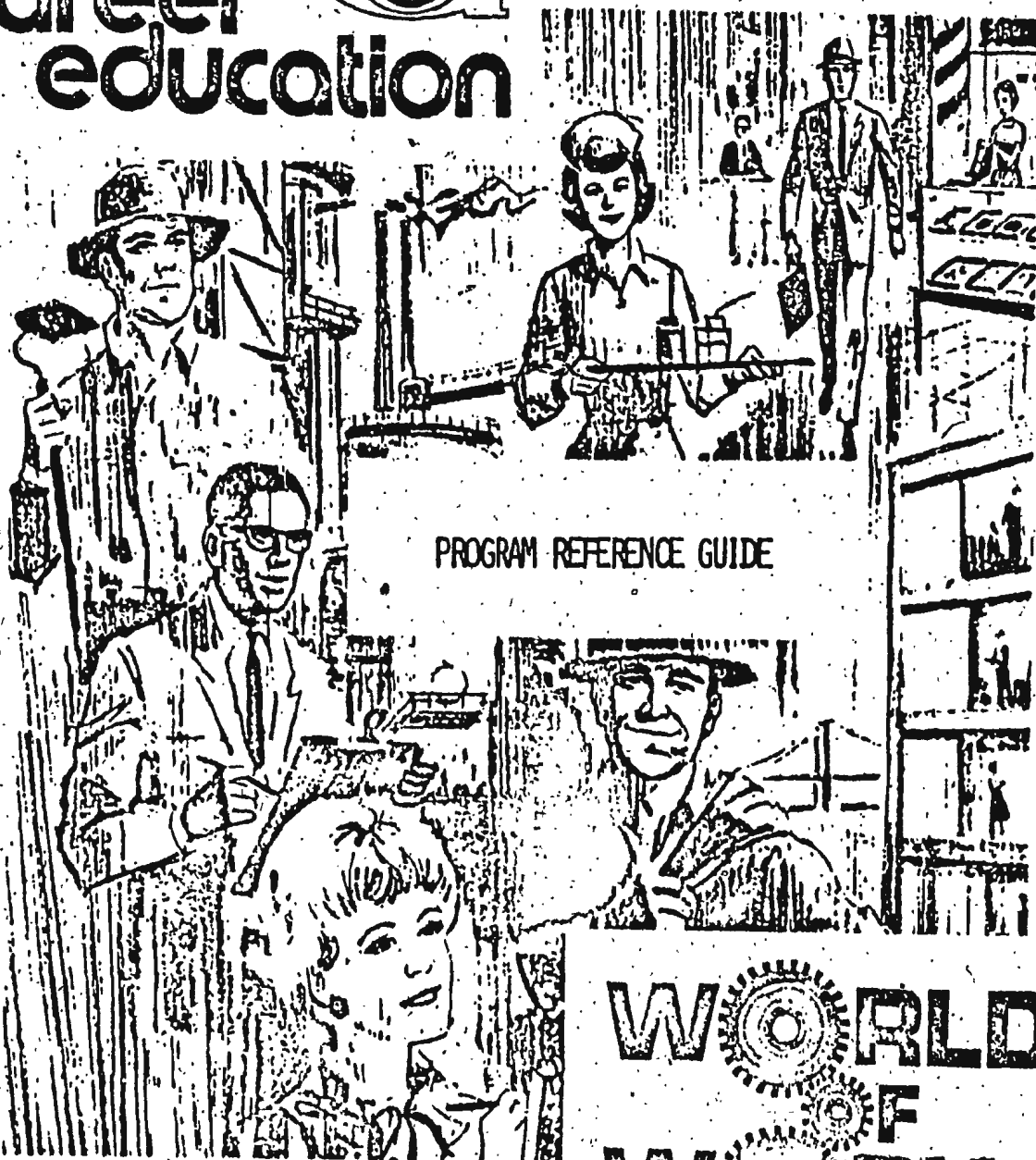
Date of Contract

APPENDIX IV-A

PROGRAM REFERENCE GUIDE

FOR CO-OPERATING EMPLOYERS

the academy for career education



PROGRAM REFERENCE GUIDE

WORLD
OF
WORK

This Program Reference Guide has been prepared for the use of Site Coordinators and their staffs. It contains the following information:

1. A description of the Academy for Career Education.
2. Student objectives for Career Exploration.
3. A description of Career Exploration Cluster Courses.
4. Student objectives for Career Specialization.
5. The objectives and learning activities of the program you are providing for Academy students.
6. A Student Progress Report Form with guidelines for completion.
7. A profile on each student who has selected your program.

THE ACADEMY FOR CAREER EDUCATION

The Academy was designed to provide an initial program for high school students lacking any previous formal career education. The Academy has operated as an alternative program for students in Philadelphia, in cooperation with the School District of Philadelphia; the Greater Philadelphia Chamber of Commerce; and participating individuals, agencies, businesses, post-secondary schools, and unions throughout the City. The Academy is presently housed at Olney High School, Front and Duncannon Streets.

During the current school year, approximately two hundred seventy-five students have enrolled in the Academy's program. These students are in grades 9-12. The Academy graduated its first students in the Spring of 1974. Academy graduates have begun careers in different fields, service in the Armed Forces, and post-secondary programs throughout the country (e.g., at the University of Pennsylvania and Philadelphia Community College).

The Academy program is organized around three instructional components: The Academic Resource Center (ARC), Career Guidance, and Career Development. Students in the Academy enroll in these three areas as well as in courses they wish to select from their regular high school curriculum. This combination of curriculum resources offers students a comprehensive program that is responsive to their academic, personal, and vocational development, as well as to their individual interests.

The Academic Resource Center (ARC) is an individualized instructional system for students of different abilities and interests. The ARC supplies a knowledgeable staff, a wide range of instructional materials,

a flexible schedule, and a centrally located, multi-purpose work space for students to use as they develop skills suited to their career goals and to their individual interests. The Center is focusing initially on the areas of English and Mathematics. It provides materials and assistance for students to develop in these areas both through programs conducted at the Center itself and as a part of their activities in the Academy as a whole. The Center seeks to develop students' abilities both in the subject areas of English and Mathematics and in managing their own learning through effective use of the resources available throughout the program. The Center's aim is to demonstrate the relevance of these skills for students' career and personal fulfillment.

The Career Guidance component involves group and individual learning activities offered within the school. The component is focused on the Guidance Group, a continuing course program required of all students. The component is initially concerned with helping students make the transition to the Academy itself and, especially, to deal with the problems inherent in moving from the classroom to the community. The Guidance Group serves as a forum where students can share ideas, begin to tie together their individual experiences, and relate them to their future plans. The Groups are particularly concerned, however, with the development of process skills, (information processing, values clarification, problem solving, and decision making) and the application of these skills necessary to become self-guiding.

The Career Development component consists of group and individual learning activities offered by community participants outside the school with Academy supervision. This component is structured around two pro-

grams, Exploration and Specialization, as well as the development of the network of participants required to operate them. These programs are designed to provide students with realistic settings in which to learn about people and their work, develop knowledge and skills in different subject areas, obtain some experience in and preparation for career opportunities available to them, and test out their own interests and abilities in different fields.

Exploration is a career awareness program in which group instruction is combined with individual projects in a variety of different academic and vocational areas. It is a series of mini-courses dealing with different groups of careers. It is designed to provide students an opportunity to discover new interests, to test established ones, and to learn about a wide variety of people and their work.

Specialization is a program to provide students an opportunity for more in-depth study of a particular area of interest through student-negotiated projects. These projects may emphasize an academic interest, the development of specific skills, learning more about a certain career area, and/or a student's public service interests. Specializations give students a chance to design their own courses and to test out their interests in a particular area, as well as to begin to acquire the knowledge, skills, and experience necessary to realize their goals.

STUDENT OBJECTIVES FOR CAREER EXPLORATION

1. Students should be able to describe the content of each cluster experience and relate it to his/her

- own career interests and planning.
2. Students should be able to list those careers (or job families) of interest in each cluster, the prerequisites or qualifications for each, and the skills or aptitudes necessary for successful job maintenance.
 3. Students should be able to identify for those careers of interest in each cluster the associated financial rewards, job mobility, and likely career progression.
 4. Students should be able to understand for those careers of interest in each cluster the rights and responsibilities of employees, and the rules/interaction of job performance.
 5. Students should be able to identify work-related academic skills, basic job acquisition skills, and basic job maintenance skills.
 6. Students should be able to apply their experiences in narrowing or expanding their particular career interests.

CAREER EXPLORATION CLUSTER COURSES

In order to achieve the student outcome objectives for Career Exploration, the Academy has devised a method for organizing the diverse world of work. This method is called "clustering." Clustering is, essentially, a grouping of related occupations and careers that exist in the world of work.

In the Academy, Career Exploration is divided into twenty-three clusters and the learning experiences made available to students in each of these clusters are referred to as "cluster courses." On pages 6 and 7 you will find each cluster listed. Under each cluster you will see

a variety of occupations and careers which students may study as part of their "cluster course."

The Academy feels that it is very important to expose its students to a wide range of occupations and careers so that students can gain knowledge concerning non-skilled, skilled, technical and non-technical occupations and careers. The occupations and careers that are listed are intended to serve as a guide for you and your staff. This list, along with whatever ideas that you might have concerning specific occupations and careers to which students could be exposed, should be used in developing learning activities.

CLUSTER COURSES

Allied Health

Dentist
Dental Assistants
Dental Hygienist
Ophthalmologist
Optometrist
Occulist
Occupational Therapy
Speech Therapy
Druggist
Pharmacy Aide
Pharmacy Clerk

Animal Resources

Veterinarian
Veterinarian Aide
Vet. Hospital Attendant
Vet. Hospital Orderly
Laboratory Assistant
Animal Keeper
Animal Handler
Animal Curator
Animal Behaviorists
Habitat Designers
Feeder Operator

Art

Advertising
Lay-out
Illustrator
Displayer
Interior Decorating
Clothing and Fashion
Jewelry Designing
Sign Making
Cameraman
Finisher
Print Making
Screen Making
Plate Making

Chemistry

Chemist
Chemical Engineer
Chemical Lab. Technician
Chemical Lab. Aide
Laboratory Tester

Clerical and Administrative

Receptionist
Secretaries
Clerks
Typists
Stenographers
Supervisors
Administrative Assistant
Office Manager
Key-Puncher
Switchboard Operator
Computer Operator
Programmer
Systems Analyst

Communications

Reporter
Correspondent
Re-Writer
News Editor
City Editor
Copy
Proofing
Compositing
Collating
Typesetting
Platemaking
Press Operator
Control Room Technician
Broadcasting Engineer
Cameraman
Film Maker
Staging
Transmitter Operator
Casting
Announcer
Disc Jockey
Script Writing

Construction

Ship Builder
Electrician
Carpenter
Plumber

Continuing Education

Dean of Students or equivalent
Financial Aide Officer
Admissions
Professor or Instructor
Placement Officer

Education

Librarian
Librarian Aide
Professor or Instructor
Clerical
Administrative
Purchasing Officer
Curator
Guides
Conservators
Archivist

Engineering & Technology

Chemical
Civil
Metalurgist
Mechanical
Electrical
Biochemical
Industrial
Aeronautical
Technicians
Draftsman
Surveyors
Technical Writers

Finance

Cashiers
Bank Tellers
Trust Officers
Investment Counselors
Accountants
Bookkeepers
Stock Brokers
Actuaries
Insurance Agents
Auditors
Controllers

Government

Budget Analyst
Claims Examiner
Purchasing Officer
Administrative Assistant
Geologist Assistant
Property Assessor

Health

General Practitioners
Internist
Surgeon
Nurse
Nurses Aide
Operating Room Attendant
Dietician
Inhalation Therapist
Medical Technician
Clinical Aide
Pathologist
Pathologist Technician

Labor

Labor Relations Specialist
Union Executive
Labor Lawyer
Organizer
Shop Steward
Building Representatives
Contract Negotiation Spec.

Law & Justice

Policeman
Detective
Sheriff's Deputy
Lawyer
Legal Investigator
Para-legal Aide
Legal Technician
Legal Secretary
Court Stenographer
Bailiff
Corrections Officer
Guard
Probation Officer

Marketing & Sales

Display Specialist
Advertising Assistant
Advertising Manager
Sales Promotion Spec.
Buyer
Insurance Salesman
Sales Manager
Sales Representative
Salesperson

Military

Radar Specialist
Radio Operator
Motor-pool Operator
Navigator
Yeoman
Maintenance Mechanic
Stores
Transportation

Natural Resources

Tree Surgeon
Landscape Gardener
Environmentalism
Meteorologist

Personal Services

Barber
Beautician
Hair Stylist
Messenger
Hostess
Waiter
Cook
Maitre d'
Counterperson
Dry Cleaners
Mortician
Embalmer

Research & Investigation

Developer
Tester
Evaluator
Implementor
Analyzer
Forecaster
Statistician

Social Services

Social Worker
Social Pathologist
Psychiatric Social Worker
Caseworker
Group Worker
Group Control Worker
Case Aide
Juvenile Aide Worker

Trades

Bricklayer
Carpenter
Electrician
Roofer
Sheet Metal Worker
Machinist
Heavy Duty Eqpt. Operator
Millwright
Pipefitter
Tailor
Shoemaker

Transportation

Scheduler
Driver
Air Traffic Controller
Dispatcher
Mechanic
Route Supervisor
Baggage Handler
Stewardess, Steward
Reservationist

STUDENT OBJECTIVES FOR CAREER SPECIALIZATION

1. The student, in conjunction with the Site Coordinator and Academy staff, defines and develops his/her program of activities, the objectives of the specialization, and the criteria for evaluating his/her performance.
2. The student decides on a specialization project which results in some product, consistent with the objectives defined for the specialization.
3. As part of his/her regular guidance activities, the student analyses and reports on the implications of the specialization experience for his/her own career planning, including the identification of necessary academic and vocational development if he/she plans to continue in that career area.

THE OBJECTIVES AND LEARNING ACTIVITIES OF YOUR PROGRAM

The purpose of providing you with a copy of your objectives and learning activities is to give you a means to assess each student's performance when he/she completes the activities that you and your staff have planned.

STUDENT PROGRESS REPORT FORM

In order to accurately assess each student's performance in your program, we would appreciate your filling out the Student Progress Report Form attached to this reference guide. Your assigned Counselor-Coordinator will pick it up on the afternoon of the designated day indicated below.

GUIDELINES FOR COMPLETING THE STUDENT PROGRESS REPORT FORM:

1. For Site Coordinators conducting instructional programs with the following number of weeks, the Report should be completed and given to Counselor-Coordinators as follows:

- a. 12 week programs - end of every fourth week.
- b. 8 week programs - end of every fourth week.
- c. 6 week programs - end of every third week.
- d. 4 week programs - end of the fourth week.
- e. 3 week programs - end of the third week.
- f. 2 week programs - end of the second week.

2. Next to each student's name you will find the following major headings: (1) Attendance, (2) Punctuality, (3) Objective Mastery, (4) Skills Mastery, and (5) Summary Statement. Each of the above with the exception of the Summary Statement is divided into four blocks. These blocks are indicated by day designation.

3. For each day that the student attends your site, indicate the following by marking in each day designation the following code:

1. No or none
2. Perhaps or some
3. Yes or nearly all

4. The same process should be followed for the headings of Punctuality and Objective Mastery.

5. The Skills Mastery heading refers to the student's use of specific skills that are part of his/her Group Guidance Program. The purpose of including the use of these skills on the Student Progress Report Form is to find out from you how well the student uses specific skills that are being taught to him/her. Your Counselor-Coordinator will provide you with a list of these skills at the beginning of your program and will explain to you how these skills are being taught to the students.

6. The Summary Statement heading refers to your overall assessment of the student's performance at your site. Your comments will be used by your designated Counselor-Coordinator in counseling each student.

7. When you are in the process of completing the Student Progress Report Form, you might find it desirable to contact your Counselor-Coordinator and arrange to meet to discuss your assessment of the students at your site.

If you encounter any problems or difficulties concerning the completion of the Student Progress Report Form, please feel free to contact the Administrative Head of the Academy, Mr. James Nolan, DA 4-6100.

STUDENT PROFILE INFORMATION

Information pertaining to each student who has selected your activity has been provided for you on the attached Student Profile Information Form. This form contains the following information on each student for your planning and use:

1. Name of each student.
2. Address and telephone number.
3. Date of birth.
4. Present grade.
5. Past academic achievement.
6. Previous Career Exploration.
7. Previous Career Specialization.
8. Career interest area.
9. Reason for taking this activity.
10. Post high school plans.

DAY 1

THE OBJECTIVES:

Students will be able to determine the employment policy of the Pennwalt Technological Center.

Student will be able to determine the safety policy of Pennwalt and their responsibilities while on site.

Students will be able to "select" an area of R/D to explore.

THE ACTIVITIES

Students will complete an employment application and briefly interview with the Office Manager who will discuss normal company benefits.

Students will receive a comprehensive orientation by the Safety Director and company nurse; they will receive a complement of safety equipment, safety gloves, glasses etc.

Students will meet with department head who will allow them to select a R/D area from a pool of available lab openings. Students will go to the individual labs and meet the people with whom they will work.

DAYS II, III, IV

Students will be able to use and identify chemical laboratory equipment.

Students will be familiarized in the use of lab equipment in the individual labs where they are assigned.

DAYS II, III, IV (continued)

THE OBJECTIVES:

Students will be able to set up an equipment train for a laboratory experiment.

Students will be able to collect and record data from own work.

Students will be able to perform non-janitorial cleaning of lab equipment.

Students will be able to perform arithmetic computations and occasionally calculate results.

Students will be able to determine the M.P. of a substance and identify it.

Students will be able to prepare samples for the infra red spectograph.

THE ACTIVITIES:

Students will be taught to set up the various types of equipment that they will continuously use.

Students will record and keep data for their specific assignments.

Students with equipment such as test tubes, funnels, tables, etc. that they have used.

In a product development lab, a student will calculate the quantity of sulphur by-products obtained through the use of anti-pollution equipment.

Students will be responsible for using gas chromatography equipment to identify and make chemical substances.

Students will separate, distill and otherwise separate substances to be used in the infra red spectograph.

DAYS II, III, IV (continued)

THE OBJECTIVES:

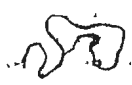
Students will be able to distill substances and measure the product.

Students will be able to use various types of measurement.

THE ACTIVITIES:

Students will use a distillation train and measure the product for weight and purity.

Students will use barometers, centrifuges, metric scale, etc.



APPENDIX IV--B

AGENDA FOR ANNUAL MEETING
OF CO-OPERATING EMPLOYERS

ACADEMY FOR CAREER EDUCATION
ANNUAL PARTICIPANTS MEETING
May 9, 1975

I. INTRODUCTORY REMARKS

W. Thatcher Longstreth, President
Greater Philadelphia Chamber of Commerce
PLANS FOR 1975-76
Dr. Louis L. Maguire
Project Director, Career Education Program
Research for Better Schools, Inc.

8:30 - 9:00

II. WORKSHOPS ON OLNEY-BASED COMPONENTS

Session A: Individual Career Counseling
Mrs. Carole McCown
Counselor/Coordinator, ACE
Session B: The Academic Resource Center
Ms. Ruth Smither
Instructor of Mathematics
Olney High School, ACE
Session C: Group Guidance
Mrs. Julie Schwartz
Counselor/Coordinator, ACE

9:00 - 10:00

Coffee Break 10:00 - 10:15

III. WORKSHOPS ON EMPLOYER PROGRAMS

Session X: Program Development and Site Utilization
Floyd Platten, Philadelphia Water Dept.
Joseph Durant, General Electric
Ms. Jerry Spann, Counselor/Coordinator, ACE
Session Y: Recruiting and Training
Instructors
Nick Williams, Bell Telephone of Pa.
Edward F. Wheeler, Counselor/Coordinator, ACE
Session Z: Techniques in Working with Academy Students
James King, Philadelphia Electric Co.
Gregory Naylor, Counselor/Coordinator, ACE.

10:15 - 11:45

IV. CLOSING REMARKS AND SUMMATION

11:45 - 12:00

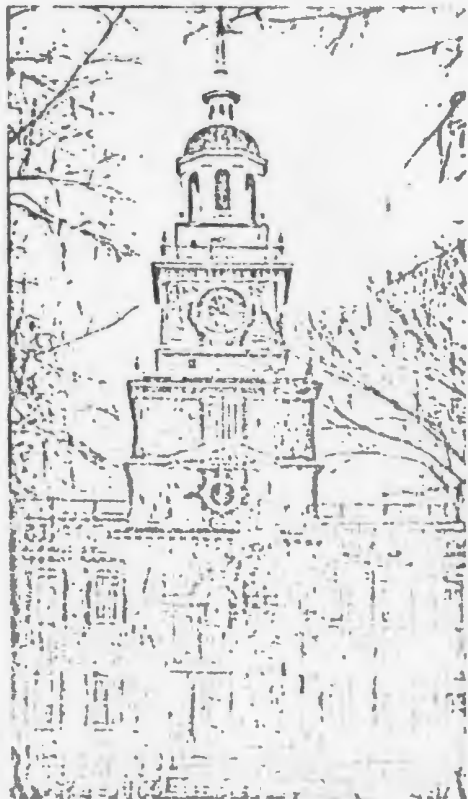
ROOM ASSIGNMENTS:

Group 1: Titian Peale Room
Group 2: Benjamin West (A)
Group 3: Benjamin West (B)

APPENDIX V

ACADEMY INFORMATION BROCHURE

Academy for career education



the academy for career education

THE ACADEMY, FOR CAREER EDUCATION is a new program for high school students in Philadelphia. It is currently open only to students entering the 9th, 10th, 11th, and 12th grades in participating high schools in District 7. Only three hundred (300) students can be admitted at this time. The program is free; there is no tuition charge.

The program has been developed as part of an effort to improve high school education. The program involves some changes in what, how, and where students learn. The Academy is not, however, a separate school. It is a series of courses and activities that students can enroll in as part of their regular high school program.

Students who are admitted to the Academy retain their membership in their high school student community and are eligible to participate in all student activities. Students in the program can satisfy all the requirements for high school graduation and college admissions. Graduates of the program receive the regular diplomas from their high schools.

The Academy is primarily concerned with helping students better understand and prepare for the present and future career opportunities available to them, whether they are already planning to become a doctor or go right from high school into a job, or they just want to find out what the alternatives are. Most students in high school have little idea of what they want to do once they finish school, and little opportunity to get any experience even in those fields that do interest them.

The courses in the program have three basic objectives: (1) student exploration of alternatives (2) the development of knowledge and skills in different subject areas; and (3) the development of the student's ability to make informed decisions about personal learning and career plans. While part of the students' time is spent in classes at their high schools or at the Academy, much of the program takes place outside the school, at businesses, labor unions, agencies, and universities throughout the city. The Academy will also have some travel around the city each week. The Academy emphasizes this direct contact and experience to help students learn more about the world they live in and to provide many learning activities that are not available in the schools.

The Academy and the participating high schools together provide a wide range of learning opportunities for students to choose from. Students must make an individual judgment of how best to combine these resources to meet their own interests and needs. Students in the Academy, however, are required to enroll in courses in each of the three areas of the program: Career Development, Guidance, and the Academic Resource Center, for a minimum of ten hours of instruction each week.

THE CAREER DEVELOPMENT PROGRAM

This is the heart of the Academy. All of the courses in the CAREER DEVELOPMENT PROGRAM are offered outside the schools, in cooperation with the community participants. These courses provide students with a wide variety of learning activities, as well as opportunities for independent study. Courses are divided into two areas: Exploration and Specialization but in all cases the students study with working people in different locations in the city.

Exploration is composed of a series of courses organized around broad areas like Communications, Health, and Manufacturing. Students will usually be enrolled in one of these courses, which meet for one full day each week. Each of these courses provides a variety of group and individual activities. The Exploration courses help students develop a better understanding of what they are interested in doing by letting them explore a number of different alternatives. While the intent of the CAREER DEVELOPMENT PROGRAM is not job training, students do have a chance in both Exploration and Specialization courses to develop skills in areas as diverse as Accounting and Zookeeping.

In Specialization, the students have the opportunity to structure the courses in order to satisfy their own special interests. Usually, a Specialization will follow as the result of a student's experience in an Exploration course. Each Specialization is set up by the student in consultation with a community participant in the program. Specializations will be different for almost every student. They may involve a few hours each week for one quarter or a full day each week for an entire year. Every Specialization gives students a means to further test out their interests in a particular area and a way to begin acquiring the knowledge, skills, and experience needed to realize their goals. Specialization should be a way of learning more about a particular subject as well as about a particular career, and the emphasis may vary with the student's interests and priorities. Students should enroll in at least one Specialization each year after their first year in the program.

THE GUIDANCE PROGRAM

In the Academy, GUIDANCE involves helping students with planning for their future, and assisting students to better understand themselves and to become more independent.

THE GUIDANCE PROGRAM includes individual and group counseling as well as courses for students at the Academy. These courses are called Guidance Groups and meet twice each week.

The Academy is a new experience for most students. The Guidance Groups help them make the transition to the Academy's different courses and ways of learning so they can benefit more fully from the experience.

Students are encouraged to take responsibility for their own learning, based on their appraisals of their abilities, interests, and strengths. In addition, the Guidance Groups serve as a forum where students can share ideas, learn to tie together their individual experiences, and prepare them to their future plans.

THE ACADEMIC RESOURCE CENTER

English and Mathematics are important for students no matter what they decide they want to do in life.

THE ACADEMIC RESOURCE CENTER provides a wide variety of programs in English and Mathematics for students in the Academy, and also helps students learn how to select and follow a course of study based on their own interests and needs.

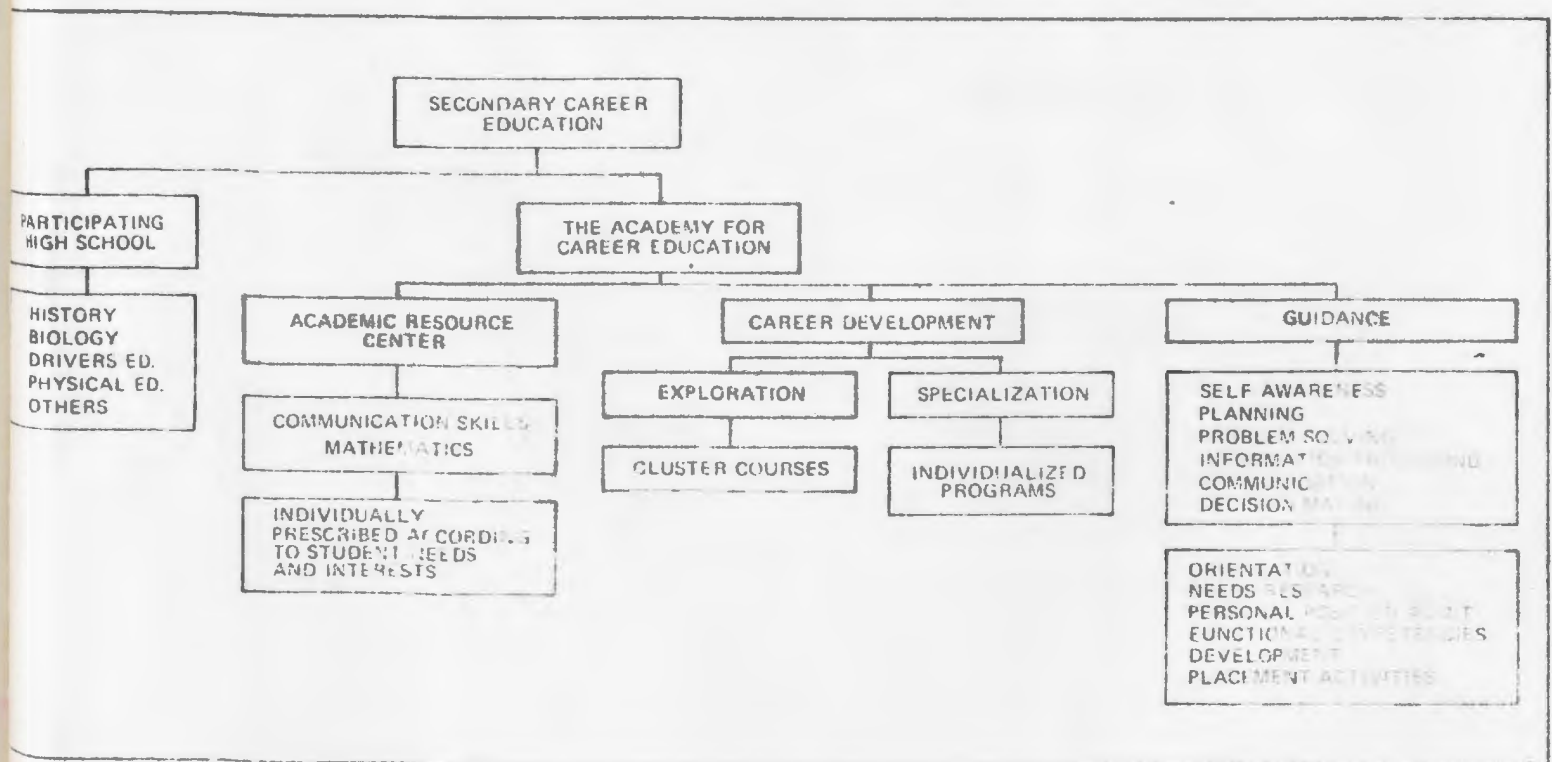
These individualized learning programs at the CENTER are designed to help both the student who is having trouble with English and/or Math and the more advanced student. They give all students the opportunity to work at their own pace in group and independent learning activities. Students spend from two to seven hours each week at the CENTER depending on their individual needs. They may also take English and Mathematics courses at their regular high school.

THE ACADEMY FOR CAREER EDUCATION is being developed by Research for Better Schools (RBS), a Philadelphia based educational research laboratory, in cooperation with the School District of Philadelphia, the Greater Philadelphia Chamber of Commerce, and over one hundred participating individuals, businesses, labor unions, and agencies throughout the Philadelphia area, with the sponsorship of the National Institute of Education.

It was developed as a model to show how all students can benefit from learning experiences in and outside the schools, both to develop knowledge and skills in different areas and to better understand and prepare for the career opportunities available to them. The Academy is also developing new ways in which schools and the community can cooperate to provide and improve learning experiences for students.

The Academy opened in September 1972, with one hundred 11th grade students, and during its second year enrolled students from the 10th, 11th, and 12th grades. The first students graduated in March 1974, to enter different colleges and/or jobs, as well as the Armed Forces.

The Academy is still developing and growing. RBS and the Philadelphia School District are planning to extend the program to more students and schools in the city. The National Institute of Education is sponsoring an examination of the potential of the Academy for other districts across the nation, and planning to fund field tests of the program to study the validity of the Philadelphia experience. RBS is also developing materials and services to help interested districts actually get the program started in their areas.



PARTICIPATING BUSINESSES, LABOR UNIONS, AGENCIES, AND UNIVERSITIES (1973-1974)

ACME MARKETS
AMERICAN RED CROSS
ATLANTIC RICHFIELD COMPANY
BELL TELEPHONE COMPANY OF PENNSYLVANIA
BINSWANGER/HERMAN CORPORATION
BUDD COMPANY
CHILDREN'S HOSPITAL OF PHILADELPHIA
CHILTON PUBLISHING COMPANY
JOSEPH COHEN BROTHERS
CONTINENTAL BANK
COUNCIL ON VOLUNTEERS
CRESTHAVEL
DREXEL UNIVERSITY
EMLEN AND COMPANY
FAIRMOUNT PARK COMMISSION
FEDERAL RESERVE BANK OF PHILADELPHIA
ADAM FOSTER
FREE LIBRARY OF PHILADELPHIA
GENERAL ELECTRIC COMPANY
GREATER PHILADELPHIA CHAMBER OF COMMERCE
HOSPITAL AND HEALTH CARE EMPLOYEES UNION
HOSPITAL OF THE MEDICAL COLLEGE OF PENNSYLVANIA
ILE-IFE BLACK HUMANITARIAN CENTER
INSURANCE COMPANY OF NORTH AMERICA
INTERNAL REVENUE SERVICE
JEANS WEST
VINCENT G. KLING AND PARTNERS
KYW TV AND RADIO
LAVINO SHIPPING COMPANY
MARLYN SERVICE GARAGE
MECHANICS UNIFORMS RENTAL
MILES DAVID MEN'S SHOP
MOORE COLLEGE OF ART
NORRIS, HUTTON, NEAL AND WELLS

PENNSYLVANIA PROGRAM FOR WOMEN AND GIRL OFFENDERS
PENNSYLVANIA SCHOOL FOR THE DEAF
PENNWALT CORPORATION
PEPPER-HAMILTON AND SCHEETZ
PHILADELPHIA COURT SYSTEM
PHILADELPHIA FEDERATION OF TEACHERS
PHILADELPHIA GAS WORKS
PHILADELPHIA INTERNATIONAL AIRPORT
PHILADELPHIA MUSEUM OF ART
PHILADELPHIA TRIBUNE
PHILADELPHIA WATER WORKS
PHILADELPHIA ZOO
PLANNED PARENTHOOD OF SOUTHEASTERN PENNSYLVANIA
PROVIDENT HOME INDUSTRIAL MUTUAL LIFE INSURANCE COMPANY
PROVIDENT MUTUAL LIFE INSURANCE COMPANY
RESEARCH FOR BETTER SCHOOLS
RETAIL CLERKS INTERNATIONAL ASSOCIATION
ROHM AND HAAS COMPANY
THE SALVATION ARMY
SCHOOL DISTRICT OF PHILADELPHIA
SOUTHEASTERN PENNSYLVANIA TRANSPORTATION AUTHORITY
STRAWBRIDGE AND CLOTHIER
TEMPLE UNIVERSITY
TRIANGLE PUBLICATIONS
UNITED AUTOMOBILE WORKERS UNION
UNITED STATES CIVIL SERVICE COMMISSION
UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
UNITED STATES DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
UNITED STATES MARINE CORPS SUPPLY ACTIVITY
UNITED STATES NATIONAL PARKS SERVICE
UNITED STATES NAVAL BASE AND SHIP YARD (PHILADELPHIA)
UNIVERSITY CITY SCIENCE CENTER
UNIVERSITY OF PENNSYLVANIA
WFLN

FOR MORE INFORMATION ON THE ACADEMY FOR CAREER EDUCATION, WRITE:



Director of Public Information
Research for Better Schools, Inc.
1700 Market Street, Suite 1700
Philadelphia, Pennsylvania 19103

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IN COOPERATION WITH THE NATIONAL INSTITUTE OF EDUCATION, UNDER RESEARCH CONTRACT
#NE-C 004 0011.

RESEARCH FOR BETTER SCHOOLS, INC.
1700 Market Street, Philadelphia, Pa. 19103
Robert G. Scanlon, Executive Director

APPENDIX VI-A

STUDENT INFORMATION BROCHURE

for
your
information

CAREER EXPLORATION
AND
CAREER SPECIALIZATION

CAREER EXPLORATION

As a student in the Academy for Career Education, you will normally be expected to participate in one Career Exploration each quarter. It is important for you to understand what a Career Exploration is, what you will learn in it, and what your responsibilities will be toward it.

What Is A Career Exploration?

A Career Exploration is a course which you will attend one full day each week away from Olney High School. Before the start of each new quarter you will be asked to select a cluster. This cluster is made up of a number of businesses or organizations providing similar sorts of jobs and careers. For example, you might select the Art Cluster. In this cluster you would spend time in learning experiences at places where people are commercial artists, designers and photographers. The course which is constructed around these learning experiences is called a Career Exploration. Your Career Exploration will last twelve weeks (one quarter) and will be taught by people who are employed by the business or organization that you will be attending.

What Will You Learn In A Career Exploration?

Career Explorations have been designed to provide you with information about careers which are available to you in each occupational cluster.

Included in what you will learn in your Career Exploration are:

1. What you will need in terms of education and skills to begin a career in that field;
2. What skills you will have to develop to progress in that career;

-2-

3. What rights and responsibilities you would have in jobs related to that career; and
4. What financial rewards and benefits that career can provide.

At each business or organization you visit you will receive as much "hands on" experience as possible. You will be encouraged to ask questions which concern you about a career in that field. As a result of taking a Career Exploration you should be able to decide whether or not a career in that field interests you or "turns you off."

What Will Your Responsibilities Be Toward Career Exploration?

Your responsibilities toward your Career Exploration are similar to your responsibilities in any course you take. YOU WILL BE EXPECTED TO ATTEND REGULARLY AND ON TIME. The fact that your Career Exploration is not at Olney High School and can be almost anywhere in the Philadelphia area means that you will have an increased responsibility in the areas of attendance and promptness. You will be learning in a place of business or in a public institution. This means that you will be expected to behave in an appropriate manner and present an appearance which you feel is suitable to the place where you will be learning. Of course, you will be responsible for all classwork and assignments required by your instructors.

CAREER SPECIALIZATION

What Is The Next Step?

As you go through the activities of one or more Career Explorations, you will have gained much broad knowledge of the world of work in terms of what it is, what it can do for you, and what responsibilities you have to assume to

become a part of it. As a result of Career Exploration, or perhaps through long-standing interests, you may want to investigate a specific occupational area. The Career Specialization program will give you the opportunity to do just that.

What Is A Career Specialization?

A Career Specialization is an activity what will provide you with a focused hands-on experience, within an employer site, to test specific job interests and work towards real-life goals. The entire activity is built upon your interest and what you feel you need to test-out this interest. Each specialization is different. The search for an employer and the design of the activity begin when you show you are ready for the experience. The kinds of things you do and the amount of time you spend in Career Specialization vary from one person to another. Each Career Specialization lasts at least one quarter, but may be extended beyond this time, if desired. The instructors for this activity will be your co-workers on the employer site.

What Will You Learn In Career Specialization?

Career Specializations are designed to give specific information about a job area through doing that job in an employer's site. You will work next to a regular worker and talk over the good and bad features of the job. You will learn how the workers feel about the job as well as how they do it. For the time that you spend on the employer site, you will be treated as one of the job force. You will not be paid for your work. What you do in your Career Specialization will be designed to give you specific information about the job

area to help your decision-making and not to profit the employer.

What Will Your Responsibilities Be Toward Career Specialization?

The same kind of responsibilities and obligations that are expected of participants in Career Explorations apply to Career Specializations. YOU WILL BE EXPECTED TO ATTEND REGULARLY AND ON TIME. You will be on an employer site, and your safety requires strict adherence to rules and regulations.

However, in Career Specialization you have two added responsibilities. One, you must participate in designing the experience. Two, you must produce an end-product that relates to your specialization experience.

What Is An End-Product?

An end-product is an idea or a presentation that you will produce that reflects the period of time that you have spent in your specialization experience and relates to the job area or career that you have been exposed to. The end-product can take the form of a written report, an oral presentation, a new creation, a series of photographs, a new design, or a suggestion that might improve the quality of one's life or improve upon the product or things that the employer site produces.

Whatever you decide to produce, talk it over with the Employer Site Coordinator and your Counselor-Coordinator. Both of these individuals can provide you with good suggestions and ideas. Remember, your Counselor-Coordinator and Employer Site Coordinator stand ready to help and guide you throughout your specialization experience.

Before you begin your Career Specialization experience, a contract will be written between you and the employer. This contract will include the following information:

rights and responsibilities of you and the employer,

what kinds of things you are going to do,
the amount of time you will spend on site,
how your performance will be judged, and
what kind of end-product you will produce.

A Career Specialization can be very exciting and informative. If
you desire additional information concerning how you might get involved in
a specialization, see your Counselor-Coordinator.

APPENDIX VI-B

LETTER ACADEMY SENT TO PARENTS OF PROSPECTIVE STUDENTS

THE ACADEMY FOR CAREER EDUCATION
AT THE OLNEY HIGH SCHOOL

MAY 5, 1975

DEAR PARENT:

Your son/daughter has indicated interest in and has applied for admission to the Academy for Career Education at Olney High School. Before processing his/her application, we wanted to inform parents fully about the program and gain their approval.

Students who enter the Academy for Career Education Program continue to be enrolled in Olney High School where the Academy for Career Education program operates (the Main Olney Building at Front & Duncannon Streets). Academy students take three (3) courses of the regular Olney curriculum, and three (3) courses in the Academy. The Academy courses are English, Mathematics, and Career Awareness (for which the students receive Social Studies credits). The primary purpose of the Academy is to increase the student's knowledge about jobs and careers while providing the students with the necessary academic skills to assume the type of job which interests him/her.

Each student in the Academy attends classes in the community one day each week. Students attend programs run by business, labor, government and educational and cultural agencies. These programs are held throughout the city, and the student has the responsibility for arriving at the proper location on time, just as if it were a real job situation. The length of the school day when the student is in the community usually lasts from 9:00 A.M. through 3:00 P.M.

English and math are taken in the Academic Resource Center in the Main school building. Instead of following a rigid course of study, students will be assigned to work on an individualized basis. Teachers, drawn from the regular Olney staff, work with students in devising a program of study which will meet the student's individual strengths and deficiencies. We are more concerned with students' actual knowledge of the subjects, rather than the year in which they are enrolled. The Academic Resource Center has the capability of working with students from 3rd grade level through advanced high school courses.

We feel that there are many advantages to being in the Academy program. Students in the program must accept a great deal of responsibility. Most particularly, they must be faithful in attending all parts of the program. We would ask that you sign this letter as an indication that you are aware of and approve of your son/daughter's entering the Academy.

Please have your son/daughter return this letter either to his/her school office or to me at the Academic Resource Center at Olney High School as soon as possible.

☐

I APPROVE OF MY SON/DAUGHTER BEING IN THE ACADEMY.

☐

I DISAPPROVE OF MY SON/DAUGHTER BEING IN THE ACADEMY.

STUDENT'S SIGNATURE

SIGNATURE OF PARENT OR GUARDIAN

APPENDIX VII

INFORMATION IN-TAKE FORM FOR ACADEMY STUDENTS

THE ACADEMY FOR CAREER EDUCATION
at OLNEY HIGH SCHOOL
INFORMATION IN-TAKE FORM

DATE _____

NAME _____
(last) (first) (middle)

ADDRESS _____

DATE OF BIRTH ____/____/____ BK# _____ TELEPHONE _____

SOCIAL SECURITY # _____ MALE _____ FEMALE _____ GRADE (74-75) _____

NAME OF PARENT OR GUARDIAN _____

WHAT SCHOOL DO YOU ATTEND? _____

DO YOU HAVE ANY CHRONIC ILLNESS OR ALLERGIES? _____

IF YES, ARE YOU TAKING ANY MEDICATION? _____

IF YOU WERE IN THE PROGRAM LAST YEAR, WHAT EMPLOYER PROGRAMS DID YOU TAKE? _____

APPENDIX VIII

LIST OF CLUSTER COURSES OFFERED BY THE ACADEMY

CLUSTER COURSES

Allied Health

Dentist
Dental Assistants
Dental Hygienist
Ophthalmologist
Optometrist
Oculist
Occupational Therapy
Speech Therapy
Druggist
Pharmacy Aide
Pharmacy Clerk

Animal Resources

Veterinarian
Veterinarian Aide
Vet. Hospital Attendant
Vet. Hospital Orderly
Laboratory Assistant
Animal Keeper
Animal Handler
Animal Curator
Animal Behaviorists
Habitat Designers
Feeder Operator

Art

Advertising
Lay-out
Illustrator
Displayer
Interior Decorating
Clothing and Fashion
Jewelry Designing
Sign Making
Cameraman
Finisher
Print Making
Screen Making
Plate Making

Chemistry

Chemist
Chemical Engineer
Chemical Lab. Technician
Chemical Lab. Aide
Laboratory Tester

Clerical and Administrative

Receptionist
Secretaries
Clerks
Typists
Stenographers
Supervisors
Administrative Assistant
Office Manager
Key-Puncher
Switchboard Operator
Computer Operator
Programmer
Systems Analyst

Communications

Reporter
Correspondent
Re-Writer
News Editor
City Editor
Copy
Proofing
Compositing
Collating
Typesetting
Platemaking
Press Operator
Control Room Technician
Broadcasting Engineer
Cameraman
Film Maker
Staging
Transmitter Operator
Casting
Announcer
Disc Jockey
Script Writing

Construction

Ship Builder
Electrician
Carpenter
Plumber

Continuing Education

Dean of Students or equivalent
Financial Aide Officer
Admissions
Professor or Instructor
Placement Officer

Education

Librarian
Librarian Aide
Professor or Instructor
Clerical
Administrator
Purchasing Officer
Curator
Guides
Conservators
Archivist

Engineering & Technology

Chemical
Civil
Metalurgist
Mechanical
Electrical
Biochemical
Industrial
Aeronautical
Technicians
Draftsman
Surveyors
Technical Writers

Finance

Cashiers
Bank Tellers
Trust Officers
Investment Counselors
Accountants
Bookkeepers
Stock Brokers
Actuaries
Insurance Agents
Auditors
Controllers

Government

Budget Analyst
Claims Examiner
Purchasing Officer
Administrative Assistant
Geologist Assistant
Property Assessor

Health

General Practitioners
Internist
Surgeon
Nurse
Nurses Aide
Operating Room Attendant
Dietician
Inhalation Therapist
Medical Technician
Clinical Aide
Pathologist
Pathologist Technician

Labor

Labor Relations Specialist
Union Executive
Labor Lawyer
Organizer
Shop Steward
Building Representatives
Contract Negotiation Spec.

Law & Justice

Policeman
Detective
Sheriff's Deputy
Lawyer
Legal Investigator
Para-legal Aide
Legal Technician
Legal Secretary
Court Stenographer
Bailiff
Corrections Officer
Guard
Probation Officer

Marketing & Sales

Display Specialist
Advertising Assistant
Advertising Manager
Sales Promotion Spec.
Buyer
Insurance Salesman
Sales Manager
Sales Representative
Salesperson

Military

Radar Specialist
Radio Operator
Motor-pool Operator
Navigator
Yeoman
Maintenance Mechanic
Stores
Transportation

Natural Resources

Tree Surgeon
Landscape Gardener
Environmentalist
Meteorologist

Personal Services

Barber
Beautician
Hair Stylist
Messenger
Hostess
Waiter
Cook
Maitre d'
Counterperson
Dry Cleaners
Mortician
Embalmer

Research & Investigation

Developer
Tester
Evaluator
Implementor
Analyzer
Forecaster
Statistician

Social Services

Social Worker
Social Pathologist
Psychiatric Social Worker
Caseworker
Group Worker
Group Control Worker
Case Aide
Juvenile Aide Worker

Trades

Bricklayer
Carpenter
Electrician
Roofer
Sheet Metal Worker
Machinist
Heavy Duty Eqpt. Operator
Millwright
Pipefitter
Tailor
Shoemaker

Transportation

Scheduler
Driver
Air Traffic Controller
Dispatcher
Mechanic
Route Supervisor
Baggage Handler
Stewardess, Steward
Reservationist



