

AN EVALUATION OF THE "INTRODUCTION TO CAREERS" COURSE  
AT MISSOULA COUNTY HIGH SCHOOL

by

DUANE E. PEDERSON

A professional paper submitted to the Graduate Faculty in  
partial fulfillment of the requirements for the degree

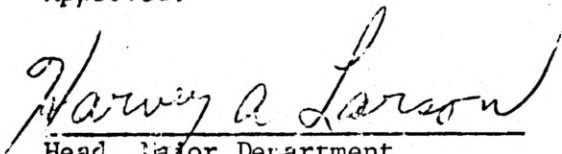
of

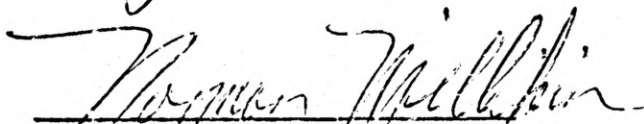
MASTER OF SCIENCE

in

Business Education

Approved:

  
Head, Major Department

  
Chairman, Examining Committee

MONTANA STATE UNIVERSITY  
Bozeman, Montana

July, 1973

ACKNOWLEDGMENT

The author wishes to thank J. J. Dietz for all his assistance in the preparation of this paper.

The writer would like to extend appreciation to Norman Millikin for his guidance and assistance in finalizing this paper.

## TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION. . . . .	1
Statement of the Problem. . . . .	2
Need for the Study. . . . .	2
Limitations . . . . .	3
Definition of Terms . . . . .	3
II. REVIEW OF LITERATURE. . . . .	5
Summary . . . . .	7
III. PROCEDURES. . . . .	8
Administration of the Instrument. . . . .	9
Analysis of Data - Pre-test . . . . .	9
Interpretation of Data - Pre-test . . . . .	13
Analysis of Data - Post-test. . . . .	16
Interpretation of Data - Post-test. . . . .	20
IV. CONCLUSIONS AND RECOMMENDATIONS . . . . .	22
Conclusions . . . . .	22
Recommendations . . . . .	23
APPENDICES. . . . .	24
Appendix A: Pre-test . . . . .	25
Appendix B: Post-test. . . . .	28
BIBLIOGRAPHY. . . . .	31

## CHAPTER I

### INTRODUCTION

In January 1971, U. S. Commissioner of Education, Sidney P. Marland, Jr. first advanced the idea of orienting the educational system toward "career" education. He stated:

Career education, in sum would reflect . . . the need not only to fit a person to function efficiently, but to make him aware of why he is doing what he is doing . . . and to bring relevance to our classrooms for many who, with reason, now find them irrelevant (1:1).

The Deputy Commissioner for Higher Education at the U.S. Office of Education, Joseph P. Cosand envisions career education as a redirection of the educational process, "To the fulfillment of the whole man--in his work, in his community, in his personal life (3:7)." Dr. Cliff E. Helling states, "Career education involves a comparison of content to reality through its activities--a chance for educators to appeal to the interests and needs of their students in a real way in the real world. It is humanizing education for only humans have careers (8:13)." The National Advisory Council on Vocational Education sees career education as forcing schools to become accountable for preparing and placing all existing students either in employment and/or continuing education (4:1).

The writer has attempted to acquaint the reader with the thoughts and ideas of some educational leaders concerning career education. It is evident that the orienting, redirecting, humanizing, relevancy, and accountability of the educational system will enable

the individual to apply his skills--mental and manual--in an ever-changing world.

This study was designed to evaluate certain aspects of the "Introduction to Careers" course at Missoula County High Schools. It is a semester course required of all freshmen, implemented on a pilot basis in the fall of 1972. The research of this study was concerned with the freshmen students participating during the second semester.

#### Statement of the Problem

This study was an attempt to evaluate the "Introduction to Careers" course at Missoula County High Schools regarding:

1. Is there a need for career development information for Missoula County High School freshmen?
2. Were the course objectives accomplished by the students?

#### Need for the Study

"Introduction to Careers" at Missoula County High Schools is a required freshmen level semester course. It was implemented during the school year 1972-73 on a pilot basis. With a new concept like "career education" and any new course offering like "Introduction to Careers," a need exists to objectively evaluate the objectives, the development, the implementation, and the success of the program. The writer felt one of the most important evaluations of a new course is the value of

the activities felt by the students and the measurement of change in behavior of students, as related to the objectives of the course. The students must see the relevancy of the course objectives and activities for career education to succeed.

#### Limitations

This study has been specifically limited to the second semester freshmen students participating in the "Introduction to Careers" course at Sentinel and Hellgate High Schools. It was a required course of all freshmen, first implemented in the fall of 1972. It was taught by four career education instructors. A complete evaluation would include investigation of physical facilities and equipment, other instructional materials, and perhaps, most importantly, the staff (12:34). The depth of this study was designed to determine student need for career information and the success of course objectives.

#### Definition of Terms

To assist the reader with the terminology of this study, the following definitions are presented.

"Introduction to Careers" course. A freshman level semester course designed to encourage exploration of life-career roles.

"Course options" activities. A total of fifteen various experiences the students may participate in or be exposed to.

Cluster system. A reference to families of occupations.

Career education. The fulfillment of the whole man--in his work, in his community, in his personal life (3:7).

Performance objectives. Activities designed for student participation, to accomplish specific goals.

## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this chapter was to review and research the literature considered most relevant to this study. Investigation was most concerned with the need for career education and literature concerned with program evaluations.

In an article, "Models in Career Education," by W. D. Boutwell, he quotes Dr. Marland with reference to the future of an average class of high school sophomores.

Twenty-five percent will drop out before graduation unqualified for anything. Twelve percent will go into vocational education. Fifty percent will enter college (either liberal arts or community college). Of those entering liberal arts colleges, about 50 percent will drop out without education for jobs. Many who graduate will hold down only marginal jobs unless they continue into graduate work for specialization.

Thus, at least one of every two young people pass through our educational system without gaining the skills necessary for embarking on a sustained employable career (2:9).

In a special paper, April 1972, The National Advisory Council on Vocational Education published a list of seven facts illustrating the need for career education.

1. Economic success is affected by but not determined by educational attainment.
2. Jobs in the '70's demand specialized training, not necessarily a college degree.
3. The present secondary school curriculum is typically not realistic in terms of meeting student career needs.
4. Changes in occupations (not just employers) will be accelerated in the future.

5. The type of available jobs will change drastically in the future.
6. In the future, inventions will be more frequent and jobs will change more rapidly.
7. Unemployment is an overwhelming problem--not a 5% to 24% statistic when there are many job vacancies but you are unemployed because you lack the necessary skills (4:1).

The Associate Commissioner, Adult, Vocational and Technical Education, U. S. Office of Education, R. M. Worthington, states the need for career education as follows:

First, there is increasing segregation between students and the world of work because they feel they are unneeded by our technological society. They argue that since fewer and fewer "bodies" are needed to produce more and more consumption goods, they (the students) are shipped off to the educational institutions for temporary internment.

Second, about one-third of the students pass through high school via what is known as the "general education curriculum," a type of education which leaves its graduates neither trained for a salable skill nor qualified to pursue higher education. Many students have little or no formal contact with, or preparation for, the world of work during their elementary and secondary years (11:3).

The writer has attempted to provide a conceptual frame of reference to the ideas of career education and the need for career education expressed by educational leaders. Through investigation the researcher found two model programs in existence that are relevant to this study. At Hudson (Ohio) High School, all eighth graders are required to take a course entitled "World of Work." It lasts one semester and includes units concerning family living, career planning, study about occupations, and requirements for entering occupations.

Follow-up studies of students who have completed this program show their job retention rate to be about double that of students who graduated before the program began. "This is largely because students are more informed about jobs and job possibilities and are more skilled when they begin working (10:215)." This program was implemented during the 1965-66 school year.

In a study done by L. S. Hansen, he found that simulated experiences, such as the LIFE CAREER GAME (Boocock, 1967,68) was very beneficial to decision making in areas of family, education, occupation and leisure activities in promoting career development (7:4).

#### Summary

The literature reviewed in this chapter gave the writer a sense of direction as to the philosophies of career education and the objectives that should be met. It also demonstrated the existence of model programs with similar course structure and curriculum content. There appeared to be a lack of in-depth curriculum evaluation, however.

## CHAPTER III

### PROCEDURES

The problem of this study was to ascertain the need for a career information for Missoula freshmen and to evaluate the success of the course in relation to accomplished course objectives by students, upon completion of the course.

The writer, after researching methods available, decided to facilitate a pre-test and a follow-up post-test technique. J. J. Dietz, the District Supervisor of Career Education at Missoula County High Schools, has planned to undertake a pre-test survey to gain insight into the beliefs and thoughts of the students taking the course for the second semester. To facilitate materials and the classroom instructor's and student's time, permission was obtained to use selected questions for this study. Only questions that were relevant to this study were used. Sources were used to make a determination whether the student's response was favorable or not. The questions used for the pre-test were designed to gain information related to preconceived ideas of the students. There are definite facts and trends concerning occupational and career development (Appendix A).

The post-test was constructed to survey the student's opinion of the "course options" activities and designed to measure the learning outcomes of the students upon completion of the course (Appendix B).

Administration of the Instrument

The questionnaire was given to the four instructors before the first week of the second semester. They were asked to survey all students enrolled, during the first week, before any significant amount of classroom instruction. From a total of 509 freshmen enrolled, 429 responses were received and tabulated.

Analysis of Data - Pre-test

Table I

Question: Most persons remain in the same jobs throughout their adult lives.

True/ %	198/ 46.3
False/ %	230/ 53.7
Total/ %	428/ 100.0

Over fifty percent of the students felt this statement to be false.

Table II

Question: Less than one half of the people who enter four year colleges obtain a degree in four years.

True/ %	289/ 67.5
False/ %	139/ 33.5
Total/ %	428/ 100.0

The majority of students accept the idea that less than one half of entering freshmen do not graduate in four years.

Table III

Question: Less than one-third of all jobs require a college degree.

True/ %	228/ 53.2
False/ %	201/ 46.8
Total/ %	429/ 100.0

Only a slight majority of students believe this statement to be true.

Table IV

Question: Few women ever work outside of the home after marriage.

True/ %	87/ 20.3
False/ %	342/ 79.7
Total/ %	429/ 100.0

The students indicate an awareness to the increasing role of women in the labor force.

Table V

Question: How many full-time jobs will the typical person have during his lifetime?

A. 1-3/ %	216/ 53.2
B. 4-7/ %	161/ 39.7
C. 7-10/ %	29/ 7.1
Total/ %	406/ 100.0

The majority of students feel the typical person will change jobs one to three times during his lifetime.

Table VI

Question: What are the experts predicting that the labor force will be like twenty years from now?

A. Most jobs will require four or more years of college/ %	136/ 33.4
B. There will be fewer jobs for unskilled workers/ %	166/ 40.8
C. There will be more jobs for high school dropouts than are now/ %	76/ 18.7
D. There will be fewer jobs for technical workers/ %	29/ 7.1
Total/ %	407/ 100.0

Approximately forty percent of the students felt there will be fewer jobs for unskilled workers. One-third of the students felt most jobs will require a college education.

Table VII

Question: How sure are you of the steps to take in order to prepare for and enter a career field?

A. Don't know where to begin/ %	56/ 13.8
B. Have some idea of where to begin/ %	260/ 63.9
C. The steps are pretty clear/ %	74/ 18.1
D. Know exactly what steps to take/ %	17/ 4.2
Total/ %	407/ 100.0

Over sixty percent of the students indicate they have only some idea of where to begin toward career preparation. Approximately 13 percent have no idea where to begin.

#### Interpretation of Data - Pre-test

The purpose of this section was to interpret the information obtained from the survey instruments. The researcher annotated the pre-test questions to indicate the desired response.

Question: Most persons remain in the same jobs throughout their adult lives.

Over fifty percent of the students realized this to be a false statement. All indications are of increasing changes in occupations, for employers, as well as employees (4:3). Forty-six percent of Missoula freshmen thought this statement to be true.

Question: Less than one-half of the people who enter four-year colleges obtain a degree in four years.

One-half of entering freshmen do not graduate in four years (3:60). One-third of the Missoula freshmen believed this statement to be false.

Question: Less than one-third of all jobs require a college degree.

It is projected that in the near future, only two out of ten jobs will require a B.A. degree (3:60). Over forty-six percent of the students thought this statement to be false.

Question: Few women ever work outside of the home after marriage.

By 1980, thirty-seven percent of all workers will be women (5:19).

The students (79.7%) indicated an awareness to the increasing role of women in the labor force.

Question: How many full-time jobs will the typical person have during his lifetime?

The current projection is that today's high school graduate will change jobs seven to ten times during his lifetime (4:3). The students realize the trend toward occupational change, but not the degree of change they must anticipate.

Question: What are the experts predicting that the labor force will be like twenty years from now?

Unskilled labor, by 1975, will account for less than five percent of the labor force (6:45). Only forty percent of the students realized this projection to be true.

Question: How sure are you of the steps to take in order to prepare for and enter a career field?

"Schools must become accountable for preparing and placing all existing students either in employment and/or continuing education (4:1)." Over seventy-seven point seven percent of the students have no idea or only some idea of where to begin as far as preparation for a career field.

Table 8

	Total	Low 1	2	3	4	High 5
Guest Speakers/%	409/100.0	13/3.2	44/10.8	118/28.9	124/30.3	110/26.9
Films/%	397/100.0	20/5.0	65/16.4	121/30.5	120/30.2	71/17.9
Field Trips/%	378/100.0	18/4.8	20/5.3	35/9.3	63/16.7	242/64.0
Life Career Game/%	325/100.0	127/39.1	77/23.7	59/18.2	36/11.1	26/8.0
VIEW Program/%	234/100.0	31/13.2	45/18.4	73/31.2	47/20.1	40/17.1
Work Observations/%	285/100.0	11/3.9	21/7.4	37/13.0	68/23.9	148/52.0
Chronicle File/%	325/100.0	51/15.7	68/21.0	95/29.2	67/20.6	44/13.5
Self-Assessment Profile/%	330/100.0	62/18.8	75/22.7	112/33.9	56/17.0	25/7.6
High School Course Plan/%	365/100.0	37/10.1	65/17.8	113/31.0	107/29.3	43/11.8
Scrapbook/%	269/100.0	38/14.1	54/20.1	72/26.8	59/21.9	46/17.1
Resume & Letter of Application/%	271/100.0	40/14.8	47/17.3	78/28.8	52/19.2	54/19.9
Job Interview/%	249/100.0	24/9.6	42/16.9	67/26.9	73/29.3	43/17.3
Job Application Forms/%	315/100.0	23/7.3	47/14.9	80/25.4	90/28.6	75/23.8
Kuder Interest Survey/%	350/100.0	76/21.7	69/19.7	69/19.7	58/16.6	78/22.3
Career World Magazine/%	347/100.0	122/35.2	72/20.7	88/25.4	41/11.8	24/6.9

Most of the activities received an average rating; however, the Career Life Game and the Career World magazine had the poorest rating. The guest speakers, field trips, and work observation activities received the most favorable ratings.

Analysis of Data - Post-test

A pilot course guide was developed during the summer of 1972. This guide incorporated the use of the "course options" activities to accomplish the career elements of self-awareness, educational awareness, occupational awareness, economic awareness, decision making skills, and appreciations and attitudes. Performance objectives were established for each career element to guide the student in his use of the materials, equipment, and resources available (1:2).

Upon completion of the semester, the students were asked to rate the "course options" activities using a scale of one through five (1 being lowest and 5 being highest). There is a variance in total responses because they were to respond only to activities they had participated in (see Appendix B). (See Table VIII, page 15).

The students were also asked a series of questions in an attempt to measure learning outcomes (Appendix B, Part I).

Table IX

Question: As a result of this class, do you think you are better able to make decisions regarding your

Future Career	
Yes/ %	278/ 69.2
No/ %	124/ 30.8
Total/ %	402/ 100.0

Future Education	
Yes/ %	272/ 68.2
No/ %	127/ 31.8
<hr/>	
Total/ %	399/ 100.0
<hr/>	
Leisure Activities	
Yes/ %	161/ 40.1
No/ %	240/ 59.9
<hr/>	
Total/ %	401/ 100.0
<hr/>	

A majority of students responded positively to decisions regarding career and education futures. Almost sixty percent were not able to make better decision regarding leisure activities.

Table X

Question: The cluster system refers to

Families of occupations/ %	247/ 64.0
Groups of workers on a job/ %	126/ 32.6
A work crew/ %	13/ 3.4
<hr/>	
Total/ %	386/ 100.0
<hr/>	

Over sixty percent felt the cluster system referred to families of occupations.

Table XI

Question: Within your working lifetime, how many times may you be expected to change jobs?

A. 1-3 times/ %	129/ 31.8
B. 4-7 times/ %	235/ 58.3
C. 7-10 times/ %	40/ 9.9
Total/ %	405/ 100.0

Almost sixty percent of the students felt they may change jobs four to seven times during their lifetime.

Table XII

Question: Which of the following do you think will have the greatest impact upon your career?

A. Meaningful planning/ %	345/ 86.0
B. Chance/ %	56/ 14.0
Total/ %	401/ 100.0

A large majority indicated the need for meaningful planning.

Table XIII

Question: We are all dependent upon the occupations of others.

True/ %	321/ 79.7
False/ %	82/ 20.3
Total/ %	403/ 100.0

Almost eighty percent agreed with this statement.

Table XIV

Question: Every career requires some special preparation.

True/ %	329/ 82.0
False/ %	72/ 18.0
Total/ %	401/ 100.0

Over eighty percent agreed with this statement.

Table XV

Question: Are most individuals able to perform adequately in a variety of occupations?

Yes/ %	260/ 65.7
No/ %	136/ 34.3
Total/ %	396/ 100.0

Over sixty percent of the students feel that individuals are able to perform adequately in a variety of occupations.

#### Interpretation of Data -- Post-test:

The interpretation of data concerning the "course options" activities was quite difficult. Most activities received a 3-5 rating, indicating good, or acceptable, to very good. The success or failure of these activities are subject to many variables, and the responses among the four classes varied greatly.

The Life Career Game and the Career World magazine received the most poorly ratings overall. The Life Career Game is a simulation designed to develop decision making in areas of family, education, occupation, and leisure time activities.

Whatever their playability and administrative ease, individual games must be evaluated in terms of motivational and instructional value. Even if it may be shown that some games may have educational usefulness, the instructional value of many classroom games is unknown (9:5).

The Career World magazine is a monthly publication during the school year. Each edition highlights certain occupations and provides career information. The presentation and instructor enthusiasm may have affected the student responses.

The guest speakers, field trips, and the work observations received the highest value rating by students. This appeared to indicate instructor preparation for the activities and reinforced the concept of

course content that relates to the real world.

The first question asked to measure learning outcomes indicated that approximately two-thirds of the students were aided in making decisions regarding career and education decisions. One-third still felt they were not able to make better decisions as a result of the course. Almost sixty percent felt they were not able to make better decisions regarding leisure activities.

As a result of the course, sixty-four percent were aware of the term, the cluster system; and perhaps the channels and educational choices to investigate for further career information.

A learning outcome was clearly indicated by over 68 percent of the students responding that more than one to three job changes can be expected during their lifetime. The pre-test response to the same question revealed approximately forty-seven percent expected more than three job changes.

A favorable response was also indicated concerning the importance of meaningful planning upon their career development. They were aware of the dependency upon occupations of others and the preparation required for a career. Over eighty percent realized they are not necessarily locked into an occupation and could adequately perform in a number of occupations.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### CONCLUSIONS

The following conclusions have been made from analysis of the data received from the questionnaire distributed to the survey sample of Missoula County High School freshmen.

1. There is a definite student need for career development information.
2. The students rated most "course options" activities favorably.
3. The activities that involved the student, such as the field trips and work observation activities, were rated highest by the students.
4. The students obtained definite learning outcomes as indicated by favorable responses to increased decision making in occupational and educational awareness.
5. The students developed appreciations and attitudes toward the importance of meaningful planning and concerns toward career development.
6. Approximately one-third of the surveyed students did not respond favorably.

## RECOMMENDATIONS

The findings and conclusions seem to justify the following recommendations.

1. A continuous follow-up study of students who completed the course, perhaps on a one-year, three-year, five-year plan.
2. An on-going evaluation of curriculum, facilities, equipment, and staff.
3. A re-evaluation of the "Course Options" activities by each classroom instructor, in relation to the Career Life Game and the Career World magazine.
4. A self-evaluation by each classroom instructor concerning his attitude and techniques or procedures for the "Course Options" activities.
5. More emphasis should be directed toward the fulfillment of student decision making concerning leisure activities.
6. Continue to incorporate "real world" activities for the students to participate in.

## APPENDICES

## APPENDIX A

INTRODUCTION TO CAREERS  
PRE-TEST

NAME \_\_\_\_\_

DIRECTIONS: Read each question thoroughly and circle what you think is the best answer.

True or False.

1. Most persons remain in the same job throughout their adult lives.  
T F
2. There is only one "right job" for a person in terms of his abilities.  
T F
3. A person's life-style is often determined by what he does for a living.  
T F
4. Most people have the ability to do any job well if they set their minds to it.  
T F
5. Less than one-half of the people who enter 4-year colleges obtain a degree in four years.  
T F
6. Less than one-third of all jobs require a college degree.  
T F
7. Few women ever work outside of the home after marriage.  
T F
8. Good career planning involves exploring several different occupations.  
T F
9. There is little one can do to get ready to choose a job except to see what's available when the time comes to choose.  
T F

10. The type of life a person wants to live is an important consideration for career planning.

T

F

### Multiple Choice

11. How many full-time jobs will the typical person have during his lifetime?
- A. 1 - 3
  - B. 4 - 7
  - C. 7 - 10
12. Which one of the following statements reflects a current trend with respect to women in the labor force?
- A. More women are choosing to remain in the home rather than work.
  - B. A larger percentage of working women are now employed in "women's jobs" such as secretary and bank teller.
  - C. More women are working at jobs which were previously considered "men's jobs."
13. Which one of the following is the best way to begin career planning?
- A. A look at what is available on the job market.
  - B. Have your parents, teachers and counselors choose a career for you.
  - C. Evaluate your aptitudes, values, interest, abilities and goals.
14. What are the experts predicting that the labor force will be like twenty years from now?
- A. Most jobs will require four or more years of college.
  - B. There will be fewer jobs for unskilled workers.
  - C. There will be more jobs for high school dropouts than there are now.
  - D. There will be fewer jobs for technical workers.
15. Ideally, which of the following should have the greatest influence on a person's career decisions?
- A. What a person is capable of doing.
  - B. The decisions he has made before.
  - C. What his parents did.
  - D. What the person wants out of life.



## APPENDIX B

## INTRODUCTION TO CAREERS

## Part I - Opinionnaire

1. Using a scale of 1 through 5 (1 being lowest and 5 being highest) rate the following activities. If you did not experience an activity, skip it and continue down the list.

	Low 1	2	3	4	High 5
Guest Speakers	( )	( )	( )	( )	( )
Films	( )	( )	( )	( )	( )
Field Trips	( )	( )	( )	( )	( )
Life Career Game	( )	( )	( )	( )	( )
VIEW Program	( )	( )	( )	( )	( )
Work Observations	( )	( )	( )	( )	( )
Chronical File	( )	( )	( )	( )	( )
Self-Assessment Profile	( )	( )	( )	( )	( )
High School Course Plan	( )	( )	( )	( )	( )
Scrapbook	( )	( )	( )	( )	( )
Resume & Letter of Application	( )	( )	( )	( )	( )
Job Interview	( )	( )	( )	( )	( )
Job Application Forms	( )	( )	( )	( )	( )
Kuder Interest Survey	( )	( )	( )	( )	( )
Career World Magazine	( )	( )	( )	( )	( )

2. As a result of this class, do you think you are better able to make decisions regarding your

Future Career                    ( ) Yes            ( ) No

Future Education                ( ) Yes            ( ) No

Leisure Activities                ( ) Yes            ( ) No

## Part II - Questionnaire

1. The cluster system refers to
  - ( ) families of occupations
  - ( ) groups of workers on a job
  - ( ) a work crew
2. Within your working lifetime, how many times may you be expected to change jobs?
  - ( ) 1-3 times
  - ( ) 4-7 times
  - ( ) 7-10 times
3. Which of the following do you think will have the greatest impact upon your career?
  - ( ) meaningful planning
  - ( ) chance
4. We are all dependent upon the occupations of others.
  - ( ) true
  - ( ) false
5. Every career requires some special preparation.
  - ( ) true
  - ( ) false
6. Are most individuals able to perform adequately in a variety of occupations?
  - ( ) yes
  - ( ) no
7. List some things you would like to see added to this class.
  - 1.
  - 2.
  - 3.
8. List some things you would like to see deleted from this class.
  - 1.
  - 2.
  - 3.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

1. A Pilot Course Guide for "Introduction to Careers," Missoula, Montana, 1972.
2. Boutwell, William D., "Models in Career Education," The PTA Magazine, September, 1971, pp. 9.
3. Cosand, Joseph P., "OE on Career Education," Change, June, 1972, pp. 7, 60.
4. Forsythe, Lynda A., and York, Edwin G., Why Career Education? The Facts, Bureau of Occupational Research Development, April, 1972, pp. 1-4.
5. Goldstein, Harold, "America's Manpower Needs for the Seventies--," American Vocational Journal, Vol. 46, April, 1971, pp. 18-25.
6. Golhammer, Keith and Taylor, Robert E., Career Education: Perspective and Promise, Columbus, Ohio, Charles E. Merrill Publishing Co., 1972, pp. 45.
7. Hansen, L. S., "A Model for Career Development Through Curriculum," The Personnel and Guidance Journal, Vol. 51, Dec. 1972, pp. 4.
8. Helling, Cliff E., Career Development Concept, Independent School District 281, Minnesota, 1973.
9. Law, Gordon, Jr., Simulations and Career Education, Bureau of Occupational Research Development, Feb., 1972, pp. 1-6.
10. Reddick, Thomas L., "A Model High School Vocational Program," (Source Unknown), 1970, pp. 215.
11. Worthington, Robert M., "The Need for Career Education," Presentation at the Invitational Workshop on Career Education, Washington, D.C., March 1, 1972, ED 066 556, pp. 3.
12. Wylie, Donald E., An Evaluation Plan for Business Education Programs in High School, Chicago, South-Western Publishing Co., 1963, pp. 34.