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Viewpoint

Life-long learning: blessing or curse?

It is not uncommon to see vocational education, career education and adult and community education treated as if they all had something in common. Assuming they share at least one important characteristic, we may well wonder exactly what this characteristic is. I, for one, would be willing to say that it consists in an ineradicable commitment to the idea of "life-long learning." In one respect this idea is as simple as it sounds, i.e., learning should continue until the end of life. But we must remember that those committed to this idea are not talking of learning in general, but learning in a formal sense, a sense which regards informal or random learning as inadequate for contemporary needs.

Thus, to be committed to life-long learning is not only to be committed to learning throughout life, but to be committed to the life-long imposition of planned instruction. This second element explains why supporters of life-long learning inevitably express an interest in those who are outside the traditional school population. They believe that moving beyond considerations of age and social standing is the only way education will become more effective and humane.

Does the commitment to life-long learning really represent a rational and humane posture? Here I would say, without hesitation, "maybe yes and maybe no." My reply is undoubtedly equivocal, but the equivocation is not a consequence of indifference; nor less is it a result of failure to give this matter serious thought. Rather it comes from the recognition that life-long learning can be generated by a number of different, and, perhaps conflicting forces.

From one perspective learning can be seen to have a clear but narrow focus. We learn to get by in the world, to get a job, make a living, to raise a healthy family and, with a bit of luck, to give something back to the society which has provided us a material and cultural homeland. From a second perspective, however, learning includes much more. In addition to having practical and moral benefits, or sometimes we might say, rather than having practical and moral benefits, learning should be pursued for its own sake. We learn because it gives satisfaction, or provides understanding. We learn because we enjoy the experience of increasing emotional and intellectual capacities. Here we need not distinguish between what is useful and what is helpful to the heart or the head. What is trivial and irrelevant is a matter for personal determination. Impositions by second and third order parties develops a character like unjust or repressive political policies.

Life-long learning can operate from either of these two perspectives. So far as I can see, its defensibility as an educational objective is a function of which perspective is given priority. If learning is conceived only in practical terms and excludes as unimportant what is materially and socially useless, then life-long learning is not a very attractive idea. On the other hand, if conceived so as to include the interests of the eccentric, then life-long learning might well represent a worthy aspiration.

In making this judgment I do not mean to suggest that the broadest conception of learning is always most appropriate. It might very well be that more narrow conceptions are most always called for. But when we are talking of life-long learning and not learning of lesser duration, the broadest conception of learning we can possibly employ should be the one we finally select. Why is this so?

The answer seems simple to me. To learn in the narrow sense demands a response to actual pressures from the environment. These pressures are sometimes limited to forces of nature in the raw, but usually they include social demands too. Most of our lives are spent trying to cope with these pressures. We have little time to deal with anything else and thus little opportunity to choose our interests or goals. If at some point in our life we find ourselves free from external dictates, why should we then turn around and voluntarily submit to the will of someone who wants us to re-enter the competitive market place. It strikes me as irrational for anyone to do so, and immoral for anyone to force us into a game we would rather not play.

If learning is conceived more broadly, however, if it is motivated and defined by the learner himself, we might not be able to see it as an obvious and unjust imposition. So long as life-long learning does not force people to face problems that are better ignored, or to deal with problems that are created artificially, or to confront issues that are better settled in other ways, it can do no harm, and might well do some good. But be forewarned. Where there are no problems, or where problems are not our problems, or where others are better suited to the task, there is no reason under the sun why we should be cajoled by others to learn.

Am I clear where I stand? My remarks are not designed to oppose learning, per se, as if taking an anti-intellectual stance. I want to oppose the idea of learning for a lifetime when it is limited to what others claim is important or restricted to what we believe we have a moral obligation to heed. After all, flights of fancy and aimless pursuits can have their value too. At least they provide a respite and a sense of liberation from the normal pressures of life. And I suspect that, in the end, learning under these conditions will prove to have practical advantages too.

P.L. Smith
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Vocational education will remain a top national priority for at least the next two decades

The future of vocational education

by W.R. Miller



W.R. Miller gained his B.S., M.Ed., and EdD. from the University of Missouri at Columbia where he is currently the Chairman of the Department of Practical Arts and Vocational-Technical Education. Previously he was a secondary teacher in Missouri and a teacher educator at Purdue University. He is past president of the Missouri Vocational Association, The National Association of Industrial and Technical Teacher Educators and the American Counsel on Elementary School Industrial Arts. He has co-authored and authored four professional books and more than 30 articles in professional journals.

The educational community has generally accepted the term "vocational education" as a description for organized educational programs which seek to prepare and/or upgrade youth and adults for employment in occupations that require less than baccalaureate level education.

The Past: A Prologue

Vocational education is certainly not a **frill** or **fad** that has suddenly burst upon the educational scene. Rather it is a dynamic, evolving and unique component of American education that has its philosophical roots deep in the culture and system of which it is a part. The introduction of practical subjects in Franklin's Academy in 1750; the Lyceum and Mechanic's Institutes of the mid 1800's, the Morrill Act of 1862 and the Smith-Hughes Act of 1917, are but a few of the foundation stones of the movement.¹ A careful student of American education and the American society can readily document the development of vocational education in response to the needs of individuals as well as society as a whole.

During the past dozen years, vocational education has experienced an unprecedented period of growth. In 1963, approximately four million people were enrolled through federally reimbursed vocational-technical education programs; by 1975 the enrollments exceeded twelve million. The federal government's financial support of vocational education increased from \$50 million to nearly \$500 million during the same 12 years.

It has been estimated by the U.S. Office of Education (USOE) that an additional 30 per cent, or nearly 3,250,000 persons, receive vocational education through private schools and agencies other than those reimbursed through the Federal Vocational Education Acts. According to USOE projections, enrollments in both public and private vocational education preparatory programs will increase from approximately 11,250,000 in 1969 to 18,735,000 in 1975.²

It is obvious to those who have observed the educational scene during the 60's and 70's that there has been a dramatic shift from an "everyone goes to college" syndrome to an emphasis upon a "life centered" educational curriculum that seeks to provide relevance and meaning for a greater portion of our citizens. This shift came about, in part, from a growing disillusionment in our schools by the general public and even educators themselves, as we have too often attempted to fit all students into a narrow mold without adequate regard to their interests, abilities, present needs as well as future needs for their life careers.

The Present Climate

It is equally obvious that the general public has begun to awaken to the potential of vocational education to attract and motivate students with widely varying interests, needs and activities at the secondary, post-secondary and adult levels. As Representative Carl Perkins recently wrote: "... [these individuals at all levels] are demanding a more realistic view of the types of skills which they will need upon graduation, and they are finding those skills often are only available through vocational programs."³

During the past 15 years, vocational educators at all levels have been challenged to meet the growing demand for skilled manpower to fill the needs for personnel classified as "technical" workers in both the production and service fields. Employers have demanded technicians with post-secondary preparation and have sought individuals with increased stability and maturity to fill responsible positions in the health sciences, data processing, equipment maintenance, design and repair fields.⁴ As a result, the number of programs of "occupational education" installed at the post-secondary level through community colleges, area vocational schools or centers as well as within four year colleges and universities increased dramatically.

As this article is being written, the Congress is in the final stages of consideration of legislation to extend the Federal Vocational Education Act and its amendments. During the past two years Congressional sub-committees have conducted in-depth reviews of the status and need for vocational education, both through oversight hearings and on-site reviews within the states. This review process sparked considerable controversy as it questioned the adequacy of programs at the various levels as well as the administrative structures, especially at the state levels. However, it demonstrated again the conviction that the Congress has in the value of vocational education. Few pieces of legislation secure the unqualified support of both political parties that vocational education legislation has enjoyed. This is further evidence of the confidence that Congress has in the field of vocational education.

A Look Ahead

With full realization that "star gazing" can be risky and that a full list of assumptions upon which future predictions must be predicated would be voluminous, the writer will offer a few observations which seem to be reasonably well supported by current developments and recent trends.

Vocational education is not even close to reaching the high point in its developmental trajectory. Vocational education will remain a top national priority for at least the next two decades. The enrollment increases have been at a rate of 8 to 9 per cent a year even during a period of declining secondary school enrollments. However, a shift in the proportion of enrollments from the secondary to the post-secondary and adult levels can be anticipated.

Vocational education will continue its emphasis on a broader range of occupations as well as an emphasis on competencies within occupations that are transferable and less subject to obsolescence. This will necessitate closer involvement with employers who will, by necessity, provide an increasing amount of training that is highly specific to their manpower needs.

Vocational education will increase its supportive efforts to programs of occupational information, exploration and guidance leading to occupational decision making by youth and adults. The complexities involved in bridging the gap between school and work will escalate and increased service in these areas will be required.

Vocational education has been looked upon as a force that can assist in the resolution of some of this nation's social problems. These will continue to be a challenge to the vocational education community as it seeks to provide opportunities for disadvantaged, handicapped and minorities, since it is recognized that occupational life has a major impact upon all other aspects of one's life style and self concept. As many traditionally male dominated occupations become open to women, the training needs of this segment of our work force will increase. Of course, the male role as a homemaker is changing, and the field of home economics will be challenged to respond to new demands by both males and females.

Vocational education will need to increase its credibility in the market place. The products of vocational education must get jobs and be able to perform at a high level. This not only means effective guidance and instructional programs, but it demands placement and follow-up services for every trainee. Advisory councils at the local, state and national levels will be increasingly involved as the public's "watchdogs" and partners in the establishment of developmental patterns which assure relevance and credibility.

Increased numbers of professional personnel to assume both the instructional and non-instructional roles will be needed. Emphasis must continue to be placed upon instructional personnel who have the occupational and instructional skills necessary to assist youth and adults to develop marketable competencies that lead to occupational advancement, satisfaction and personal fulfillment.

Non-instructional personnel must be selected from the pool of qualified professionals who have competencies gained through experience and especially designed educational programs that will permit them to support instructional programs at the local and state levels. Professionals who are to provide leadership through non-instructional roles such as curriculum development, administration, supervision, research, counseling, planning and evaluation, etc. must be prepared in a systematic and purposeful way rather than to merely "siphon off" the best teachers for non-instructional roles.⁵ Major institutions of graduate study in vocational education will continue to meet this challenge through efforts which have been stimulated by the Education Professions Development Act, Part F, Section 552 during the first half of this decade.

Professional personnel development programs in vocational education will continue to emphasize the comprehensive, integrated, and coordinated approach which yields a more discerning professional who views his own specialty within the totality of vocational education rather than as an isolated entity.

The preceding predictions regarding the future of vocational education must be viewed against a backdrop of human development which is bound up in the meaning of life, as well as the worth and dignity of those of us who are privileged to live it. The importance of cognitive and psychomotor competencies is readily acknowledged by those of us who step into the last quarter of the twentieth

century. However, there are those affective qualities that are more frequently "caught" than taught which make the **what** and the **how** of occupational life worth living at all. In the words of Robert Theobald, a British socio-economist and futurist:

Our survival seems to demand that man become the missing link between ape and humanity. Such a transformation will require imagination and courage—two qualities which are presently in short supply. The basic challenge of today is not a lack of information, but a lack of willingness to act upon what we know and thus create a more humane world.⁶

For individuals to realize their full potentials as human beings there must be an appropriate balance of liberal and vocational education. Those who focus on education for "earning a living" must not ignore the role of education in assisting each individual to maximize his or her human capabilities for living a full and rewarding life.

The career education movement in education has great potential for building an institutional context within which individuals can view themselves as total persons with a life career that encompasses all of their "life career components" whether they be economic, aesthetic, political, recreational, moral or religious. Vocational education can play an important role in the life career of an individual, but this role can be maximized only when vocational educators view their responsibilities within the total concept of human development.

As Theodore Roszak said:

... the future grows out of the here and now ... there are questions that must, therefore, be worked deeply into awareness ... What are you, and what do you want to become? ... What are your true needs? ... Are you in charge of your life, and if not, who is? ... Gradually, the whole person must be brought forth to answer.⁷

A purposeful incorporation of the concept of developing the total individual through the vocational education program of the future could maximize its impact on the individual as well as our society as a whole.

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The establishment of vocational programs is too important to be left to a haphazard system.

Criteria for establishing vocational programs

by Robert E. Scott



Robert E. Scott is a professor in the Department of Adult and Occupational Education at Kansas State University. He has served as a consultant to a number of school districts on vocational matters. Currently he is serving as an educational advisor to the Catholic Hospital Association. A former building tradesman, he has seven years teaching experience at the secondary level and 14 years at the college and university level. His master's degree is in industrial education from Kansas State College at Pittsburg. His EdD. is in vocational education from the University of Missouri at Columbia.

The historical bench mark for vocational education programs occurred with the passage of the federal Smith-Hughes Act in 1917. The concept that vocational education should center upon manipulative skill development for specific defined occupations proved to be so successful that it was written into all authorization legislation which followed the Smith-Hughes Act. This act established a precedent and determined an operating philosophy for vocational education that was to remain virtually unchanged until the Vocational Education Act of 1963.

The 1963 act provided a new and more enlightened direction for vocational programs. This piece of legislation broadened the emphasis from occupational skill development to one of meeting both student and community employment needs. The overall effect of this significant shift in emphasis removed artificial barriers which had developed through the use of occupational service categories and hence, increased flexibility in student programming.

Today the local school administrator faces problems associated with the establishment of a vocational offering in the school setting. The need and necessity for wise vocational planning has never been more urgent. The demands for vocational education have been increasing at a rapid rate due to the overall growth in population and the expansion of our nation's economy. However, the public financial support whether at the federal, state or local levels has not increased proportionately in recent years. Planning for vocational programs, thus, has become essential for its very existence.¹

This need for planning is additionally highlighted by several factors such as: (1) The recognition that resources are limited and that priorities of needs must be determined (2) The changing of the occupational structure with some jobs becoming obsolete and other new jobs being created and (3) The fact that the establishment of school programs must involve more and broader community involvement if the systematic development and successful implementation of vocational programs are to become a reality.

Basically there are seven major questions that must be answered if one is to approach the establishment of programs with any degree of logic. The following items are not necessarily presented in any rank order. Satisfactory answers must be found for all items if the vocational program is to offer the quality of instruction currently being demanded by a majority of today's employers.²

1. What are the manpower needs in the labor market?

Few school officials want to operate vocational programs if full employment possibilities are not available for a majority of the program's graduates. A quick review indicates that we are contributing to a surplus of trained employees in many occupational areas. For example, presently vocational education is producing more auto mechanics than the labor market can absorb. On the other hand, we can not even come close to filling the manpower need of society in the areas of health services or office occupations.

Educators must begin to recognize and use the manpower data that is available through the state Division of Employment Security, U.S. Census Report and the **Monthly Labor Review** published by the U.S. Department of Labor. We now have time-proven research tools and devices that predict, with a high level of probability, where manpower shortages are going to appear in the future. The Vocational Education Amendment of 1968 requires that vocational and technical education programs prepare individuals for job vacancies that either presently exist or will exist in the near future.³ Vocational program administrators must pay more attention to employment and job placement than ever in the past. We must begin to reanalyze the out-moded idea of placing the greater concern upon student wants and desires rather than upon the larger manpower needs required to keep our society functioning.

2. How is the course teaching content to be determined?

If the student is going to be exposed to the most recent information and skills concerning his occupational specialty, the answer to this question is clear. Teaching content will be ascertained by means of a job and task analysis of the occupation under study. The analysis will encompass the skill, knowledges and attitudes that are necessary in order to enter, hold and progress on the job. The analysis may be completed by either observation, study, interviews or a combination of these methods.⁴

Although a study of worker attitudes, mobility, job satisfaction, etc., are important parts of the analysis and are of great help to both employers and school counselors, the job content most concerns educational planners. The concern with teaching content decisions primarily centers around the need for task performance data of workers on the job, what preparation is required to perform the tasks, how frequently the tasks are performed, and what importance is attached to the performance of those tasks by the employers.

3. What educational prerequisites are necessary for success?

Most vocational planners recognize that learning progresses most successfully if it is sequential in nature. Our function here is to determine the minimum level of education achievement that will be required for program entry. The level will concern both the quantity and quality of background experiences. Nothing is to be gained by placing students into vocational programs where their chances of success will be minimal. By reviewing past achievements of the learner, possibly a way can be found to enhance the current offering to the student's advantage.

4. What is the program time frame?

Two items need to be identified. How long, in terms of time, should the program last and how should the time frame be constructed? Typically not all vocational programs need to be the same length in order to teach or learn what is required. Attention must be directed to flexible scheduling where the requirements of the course will determine the length of the course rather than artificial standards such as semester or clock hours. As an example, some welding programs are nine months in length, while other welding courses are 12 months and still others are two years in length. All of these courses profess to teach entry level skills and cover approximately the same instructional content. Elementary logic indicates that if the nine month course is correct then surely the two year course can not be.

Course length must be determined by the program objectives, teaching effectiveness and cost-analysis. Nothing short of these criteria are acceptable. New programs must be designed to permit student entry at the first of any teaching week rather than forcing or allowing the student to enter only at the start of a school semester. A learner should be able to exit from the program and re-enter again according to his needs rather than at the convenience of the instructor or school administrator.

5. Are shop and laboratory facilities available?

Because the development of manipulative skills are an integrated part of vocational education, the availability of shops and laboratories are essential. Certainly these facilities are expensive to build, equip and maintain; but no vocational education program can be expected to produce quality students without these learning opportunities. Research has shown that cost efficient physical designs can be constructed into new facilities as well as the modification of existing school plants.⁵

A school administrator who is not well versed in vocational education and school plant design should seek outside consultants to expedite the design process. Most state universities, Kansas State University for example, have extended service capabilities within the College of Education which can be utilized to provide assistance to local school districts upon request.

6. How may school administrators attract and retain a quality instruction staff?

Current business and industry salaries and other educational management problems make it increasingly difficult to keep competent vocational teachers. Vocational instructors need to have recent occupational experience in the area in which they are teaching as well instructional and classroom management skills. The majority of states do not require a baccalaureate degree as a prerequisite for vocational teacher certification. However, the degree is certainly desirable.

It would be foolhardy to set up a program of instruction if a well-qualified instructor could not be placed in charge of the program. Some people argue that a poor instructor is better than no instructor at all. This might be true for a short period of time, but in the final analysis the learner will be seriously handicapped as he seeks employment and finds himself in competition with other job applicants who have been better vocationally educated.

Since the early 1930's research studies have clearly indicated that the instructor is the single most important variable in the delivery system of quality education.⁶

7. Are there sufficient numbers of students available to justify the program?

Only learners who have the interest, desire and ability to succeed should be considered. Vocational education is not a general education program that will appeal to all students. Time-proven techniques have been formulated to help insure wise selection of students for vocational offerings. The following is a sample listing of some of the major items that are currently being used.⁷ This list is not mutual exclusive or all inclusive, but these items do deserve major consideration:

- a. Has the student had some type of exploration or background orientation to the field of study that will enable him/her to make a wise vocational choice?
- b. Has the student the mechanical aptitude and abstract reasoning abilities and native intelligence which will allow him/her to succeed and secure satisfaction in the program?
- c. Does the student have the reading ability and communicative skills that are compatible with the demands of the occupation? In other words, the student must be competent in the general education fundamental processes, or remedial education must become an integral part of the vocational offering.
- d. A student should not complete a course until he is at least of legal age to work at the occupation studied. The age of entrance should be such that he will be graduated at the age he can secure legal employment.

- e. An in-depth interview should be scheduled with a vocational guidance counselor and the instructor of the course to interact with the prospective student so that the true vocational interest of the student can be better identified.

The establishment of vocational programs is too important and too costly to be left to a haphazard, catch-as-catch-can system. Only by following the guidelines that are mentioned here can the school administrator feel confident that he has planned most wisely.

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Career education is no "fly-by-night" passing fad. Teachers are recognizing this and making a serious commitment to the movement.

Career education's weak link: teacher education

By Gary Green



Gary Green, assistant professor, Kansas State University holds a B.S. in education from Southwestern Oklahoma State University, a master's in economics from the University of Missouri, and an Ed.D. in education from Oklahoma State University. Dr. Green has teaching experience at the secondary and junior college level. In addition, he spent one year with the Oklahoma State Department of Vocational and Technical Education conducting research and developing a management information system involving statistical census profiles.

In 1970 career education made its formal debut on the educational scene under the sponsorship of United States Office of Education (USOE) Commissioner Sidney Marland. At that time it was a singular new term for a montage of old educational and societal ideas, thus its properties and objectives were vague and confusing. People were not sure who it was for, and it was an ominous threat to teachers who were charged with the implementation of something they did not understand. Metaphorically speaking, career education was a weak chain made of many weak links.

Now, six years later, there has been much improvement and progressive growth throughout the career education movement. The concept definition has been narrowed and clearly stated. Dr. Kenneth Hoyt, Commissioner of Career Education, has done much to clarify the reasons for career education and put the concept into the mainstream of American education. Hoyt's advocacy of career education as a means to "bring the world of work to the classroom at all levels" and to make work a "more meaningful part of one's life by formulating means to cope with a mass society . . ." has helped make the career education movement more relevant to the general public as well as professional educators. Career education is finding new, strong endorsement at the "grass roots" levels, in state and federal government, in numerous educational organizations and agencies as well as in business and industry. By developing the **Awareness—Exploration—Specialization** model, the USDE has supplied the K-12 classroom teacher with methods and materials to infuse career education into the existing curriculum at all levels. The links in the chain of career education grow stronger each year. Still, as the old adage goes, a chain is only as strong as its weakest link, and career education still has one great and obvious weak link, teacher education.

Evidence points to the fact that, while teachers on the "grass roots" levels have endorsed and are implementing career education in K-12 curriculum, the teacher educators have not been so positive, knowledgeable or active in the realm of career education. Career education must have the teacher education support because a significant educational movement cannot result in long-term change and will eventually flounder unless the call is heard and endorsed by teacher education.² However, it is obvious that teacher education in its existing form cannot be relied upon to present adequate philosophy, program development and methods of implementation.

What is the problem with teacher educators and career education? The problem in general is a lack of centrality, responsibility and direction. There are very few, if any, teacher education programs which contain career education as part of the basic structure. There are rarely any undergraduate courses in career education at all. Each teacher is simply expected to infuse career education concepts into his or her subject matter. This results in the students getting a bit of information here and there and having no basic framework within which to set those bits and pieces. Those bits and pieces also come in varying degrees of understanding and accuracy because the teacher educators in general are not that familiar with the objectives and importance of career education. Career education is working on the K-12 level because teachers, with the help of programs like the USOE K-12 models, are putting career education within the framework of their subjects. Teacher educators have no USOE models, and if they did it is doubtful if models could be developed that would be practical on the university level. Instead of trying to give the education student a smattering of information on career education in each course, why not give that student a good, sound, basic understanding of career education and let him apply it to different areas? It seems to be more practical to give the student the basics and let him apply the theory than to give him the application and expect him to figure out the basics, as we are doing now. Teacher educators are the key to a successful, long-term career education program in the schools. They are in a unique position to involve themselves in a movement that would help facilitate greater worker happiness and satisfaction. However, the present methods used in teacher education institutions are not going to get the job done. The problem is by no means irreversible. There are steps that can be taken to overcome the difficulties.

The first step concerns the administration. Movement toward change does not necessarily have to be initiated by the administration, but administrative commitment is necessary for a successful program. In addition, the administrative personnel must be fully committed to an operational concept of career education. This operational concept must be founded upon a clearly defined philosophical base. Special responsibilities of administration include: (1) designation of an individual to coordinate the career education effort, (2) allocation of resources, and (3) initiation of a career education task force composed of faculty. It has been illustrated by leading institutions with effective career education programs that the career education task force or committee is the basic foundation of a successful program. That task force should be representative of each department or program area and its responsibilities should include:

1. Processing a separate course in career education through the appropriate committee and developing an acceptable course outline. (Course for education majors)
2. Establishing an operational definition of career education which is acceptable to the teacher education faculty.
3. Ascertaining resources within the college which are available for use in implementing career education.

4. Insuring the competence of the instructor in his knowledge of the functions of guidance and counseling, world of work reality program development and methods of implementing career education.
5. Making short and long term plans for a career education inservice program.
6. Developing a program to sensitize the faculty to the merits of career education. (Recent programs have shown that involvement with the concept is the best way to convince education faculty of the values and needs of career education.)

A program cannot get off the ground without administrative support, but the faculty can initiate change and lead in the change once administrative support is obtained. Some steps teacher educators might consider are:

1. To take leadership in facilitating educational experiences (workshops, seminars, modules, etc.) which will qualify future teachers to assume leadership roles in the implementation of career education K-12.
2. To develop a career education resource center in conjunction with various departments throughout the university or college.
3. To initiate inservice educational opportunities for teachers and prepare to give assistance in curriculum revision.
4. To develop a significant thrust in research and services.
5. To provide data about career education projects.

Of course there are many other considerations to be reviewed in developing a good career education core but the above suggestions are an adequate outline of how to begin.

And begin we must because when one examines the activities of an individual in a 24 hour period, it is found that work, paid and non-paid, dominates. Work is important, yet there seems to be an artificial barrier between the working world and the public school classroom. This barrier presents an obstacle to the linking of two elements which are necessary for a person to function positively in our complex industrial-service economy.

Society demands a great deal from our schools. Presently, specific elements of that society are asking for schools to recognize that there is a need to prepare an individual to function in the world of work (both as an individual person and as a worker). It is becoming more evident that career education can assist in meeting the challenge. Career education is spreading rapidly among K-12 teachers. Many teachers are now seeing career education as a tool to provide students with skills, to help students explore careers, to help students establish their identity in the working world, to prepare students for transition from school to jobs. Career education is no "fly-by-night" passing fad. "Grass roots" level teachers have recognized this and made a serious commitment to the movement. The time is long past for teacher-educators to do the same. It is a humiliation that higher education is the link that weakens the entire chain.

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- ¹ U.S. Department of Health, Education and Welfare. An Introduction to Career Education, Washington, D.C.: Office of Career Education, 1974

² Ibid.

The recruitment and retention of vocational teachers is a serious problem which can be alleviated by using a systems approach to vocational teacher education.

Vocational teacher education: a systems approach

by James Albracht



James Albracht is an associate professor of adult and occupational education at Kansas State University where he also serves as coordinator of agricultural education. His bachelor's and master's degrees were from the University of Nebraska, and he earned the Ph.D degree at Michigan State University. He has taught at the secondary and college levels, and has served as national president of Alpha Tau Alpha, honorary fraternity for agricultural education.

The most important ingredient for a successful vocational education program is adequate staffing, especially as it relates to the teaching function. Having been in vocational teacher education for an extended period of time as a teacher, supervising teacher and teacher educator, I have observed that effective teaching is the heart of effective vocational education. Students, instructional materials, administrative and community support complete the ingredients for a successful vocational education program.

Since the key to successful vocational education programs is in the instructional staff, this article will focus on the selection, preparation, placement and retention of vocational teachers.

A 1975 national study¹ found that all but two states had a shortage of vocational agriculture teachers for secondary schools. There are two jobs for each graduate of every vocational teacher education program. Obviously a very competitive situation exists in recruiting an adequate supply of prospective teachers. Having them placed and retained compounds the problem.

Since there is a severe shortage of vocational teachers, what might be done to alleviate this problem? The solution might be illustrated by a Systems Approach to Teacher Education. Figure 1 illustrates a supply and demand situation. The supply side consists of the high school source of students and the college preparation phase. The demand side of the model includes the placement of those qualified to teach and the retention of those teaching.

Efforts should be made to increase both the supply and demand sides of the systems approach model to vocational teacher education. Vocational agriculture teachers have come from the graduates of the four year colleges which have been designated as the sponsoring teacher education institution for certification purposes. Prescribed education courses must be taken and having work experiences verified.

Since in all but two states there is a shortage of vocational agriculture teachers, efforts must be made to bring supply and demand into balance by providing enough teachers to fill the openings which occur each year. The only other avenue open to meet a shortage of vocational teachers is to bring in teachers from one of the surplus states or to lower standards and provisionally certify teachers who are not fully qualified.

The systems approach model gives four points of attack in bringing teacher supply and demand into balance. As illustrated in Figure 1, the High School Source of Supply and the College Preparation are the two most important means of increasing the supply of agricultural education majors. The placement of qualified teachers and the retention of present teachers are points of attack on the demand side of the model.

Similar techniques and activities can be used to increase the supply of high school and college majors in agricultural education. Similar activities can also be used for fortifying the Placement and Retention phases of concern.

What can be done then to increase the numbers of high school age students to enter the agricultural education curriculum? In research by Hung² it was found that high school students needed more career education as well as more and better high school counseling. Hung also suggested stressing the need for advanced study,

varied job opportunities, and the need to have college representatives visit high school students.

Although the vocational teachers are usually skilled in career education and in counseling and guidance as it relates to occupational selection, many students are not enrolled in vocational education curriculae. Not all schools have vocational programs, and not all students who might make good vocational teachers are enrolled in available vocational courses. Although progress is being made, students from the city are in the minority in vocational agriculture education programs. Slightly over half of the agricultural education majors have had vocational agriculture in high school.

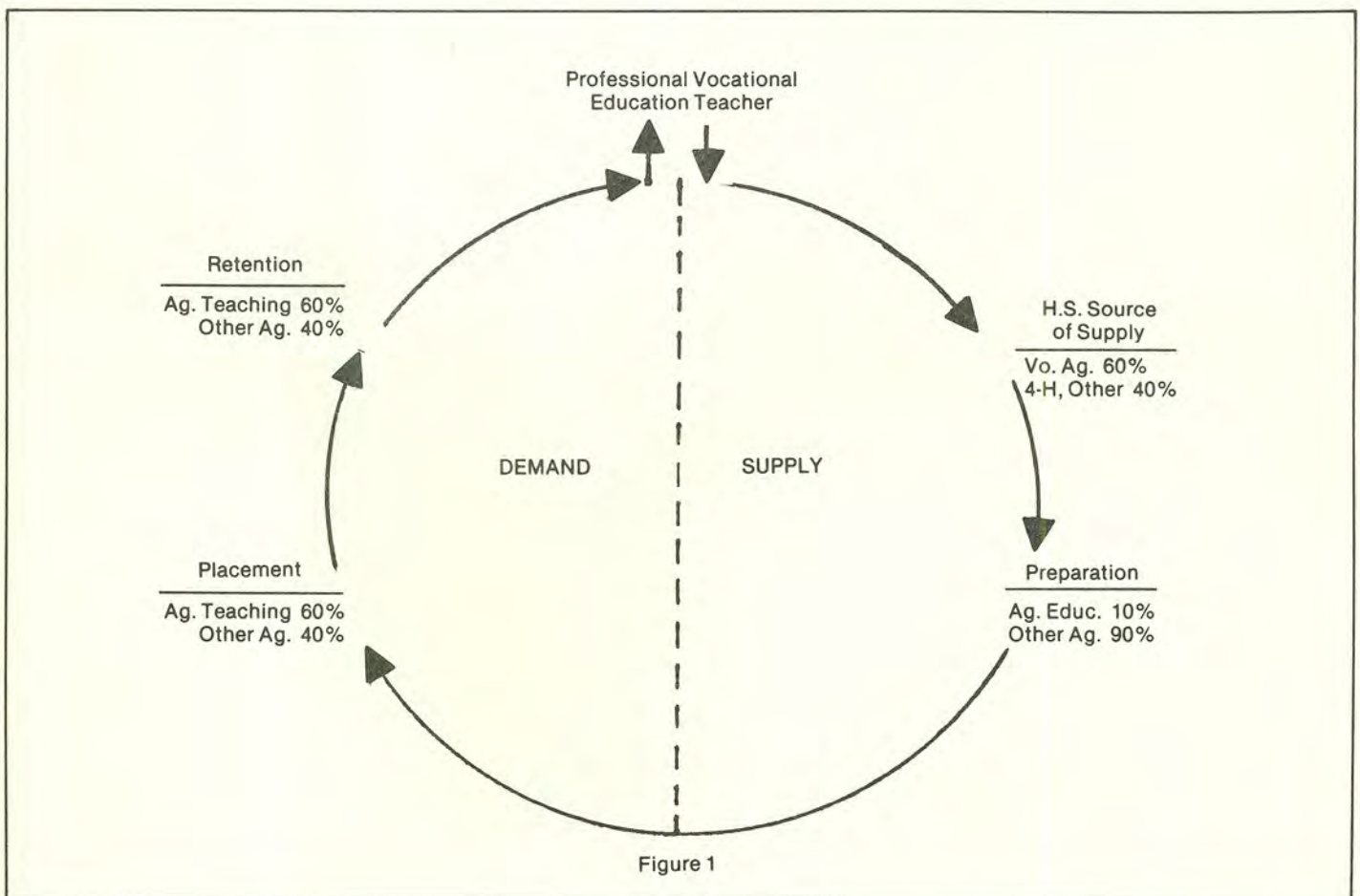
The Professional Personnel Recruitment Committee of the American Vocational Association made these suggestions:

1. Vocational agriculture teachers should recruit their best students each year for teaching vocational agriculture. Each teacher should have as his/her goal that at least one of his/her students graduate in agricultural education every three years.
2. State vocational agriculture teacher associations should exercise leadership in forming and/or maintaining an active recruiting campaign. Emphasis should be placed upon a variety of job opportunities, locations and the advantages of teaching as a profession.

College preparation is a major aspect of teacher education, and is where the certification to teach takes place. Approximately 10 per cent of the total College of Agriculture student body was enrolled in agricultural education curriculae.¹ Although students frequently change their curriculae choices while in college every effort should be made to have all students apprised of the advantages of the agricultural education preparation program. Cassibba² did research to study the characteristics of students and the selection of an agricultural career at Kansas State University. In comparing the responses of male and female students, males ranked the variable "Farm Background" as their first reason for choosing an agriculture major, and females ranked it as their third reason giving a statistical significance at the .05 level using Chi Square scores. Statistical significance at the .05 level was also recorded for the reason "Capitalize on Previous Agriculture Experiences" which was rated second in importance by the males, and fifth in importance by the females.

There was also statistical significance at the .05 level between the reasons for choosing agriculture by seniors as compared to the responses of juniors, sophomores and freshmen, and between the responses of farm and small town residents compared to the responses of town and city students.

A vocational education recruitment program in teacher education is not complete without reaching the total student body. Boys and girls, city, town and farm



students and all students regardless of grade classifications should be informed of the diversity of teaching as an occupation since there are differences in the value systems of the subgroups in the student population.

On an average 60 per cent of graduating seniors in the agricultural education curriculum go into teaching agriculture. This varies some from institution to institution and from state to state. Placement and Retention are on the demand side of the Systems Approach to Vocational Teacher Education, and approximately 60 per cent of those who entered teaching remained in teaching. The reasons why teachers do not enter or leave teaching are very similar, and the demand for agricultural education majors and teachers in other agricultural occupations remains very strong and constant. Demands for specific occupations vary somewhat from year to year as evidenced by the research of Hoobler⁴ and Wallace.⁵

Hoobler found that in 1976, 50 per cent of the teachers who left the field of teaching agriculture went into full-time farming. The years 1973 through 1975 were favorable for farming and many teachers left to "farm," "be your own boss," and "make more money" in that order.

Wallace found that similar percentage of agriculture teachers left the teaching profession from 1960 to 1965, but that approximately 50 per cent went into education related positions, indicating that this was a good time for education expansion. In both studies the remaining 50 per cent of the teachers who left went into agribusiness occupations.

The study by Hoobler further indicated that salary, educational attainment and administrator attitudes were important factors in the retention of teachers. The findings of the study were significant for salary with those who remained receiving \$11,284 per annum compared to \$8,935 for those who left. Fifty-five per cent of those who remained had the M.S. degree compared to 17.6 per cent of those who left. The teachers who remained indicated an average administrative support of 5.13 on a 1 to 7 scale with 7 strong and 1 weak. Those who left responded they had an administrative support average of 4.0.

The Professional Personnel Recruitment Committee

of the AVA¹ made the following suggestion about teacher turnover:

Teacher turnover should be reduced and maintained at a low percentage level. Local administrators, state supervisors in agricultural education and professional organizations should encourage all teachers of quality programs to remain in the profession.

In summary, it is important to conceptualize the need for more vocational teachers by means of a systems approach to vocational teacher education. The end product of a systems approach is a fully functioning professional vocational teacher.

Two important considerations are included on the supply side of the model namely high school source of supply and college preparation. It is essential that coordinated and on-going recruitment activities be provided at the high school and college levels. Teacher placement and teacher retention are the key factors to consider on the demand side of the model. Although strong and continuing agricultural related opportunities will continue to exist every effort should be made to provide a coordinated and on-going program of activities to enhance the position of the vocational teacher by improving teacher salaries, administrative support, and continued educational opportunities.

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Career change can be initiated upon each of us daily.

Moving from industry into vocational teaching: an insight

by James E. Sage



Dr. James E. Sage is an assistant professor of vocational-technical education at The Ohio State University. He specializes in teaching across the board vocational education classes and in the development of in-service curricula materials for their nondegreed trade and industrial in-service teacher education program. Dr. Sage also serves as associate director of Ohio State's Education Professions Development Act 552 project. He is currently investigating the trends and characteristics of the nondegreed in-service trade and industrial teacher that is employed in central and southeast Ohio's vocational education programs. His future goal is to become a department chairman at the college or university level.

Ohio's continuous and progressive movement in all phases of vocational education places it second to none for its secondary vocational education facilities and curricula. As of September 1975, vocational education is available to any eleventh or twelfth grader in Ohio; and through State Department Guidelines it must be accessible to, at least, 40 per cent of those students. The problem that Ohio faces, is that the demand for trade and industrial teachers is far greater than the supply of degreed trade and industrial teachers due to the number of vocational schools and their respective trades and industry and health occupations curricula. Thus, non-degreed teachers must be hired and trained to help develop their student's social skill, vocational flexibility and scientific awareness.

People who leave positions in business and industry to become trade and industrial teachers represent a vast cross section of Ohio's dynamic and diverse labor market, such as health, service and paraprofessional occupations and the construction and manufacturing trades. Hill indicates that effective teachers are frequently characterized by their enthusiasm, interest in students and co-workers, positive attitudes, sense of humor—if not zest.¹ These characteristics are similar to the reasons cited by many of the new nondegreed teachers for entering trade and industrial teaching. Ohio State University's teacher educators indicate that the typical new teacher has had approximately 20 years of occupational experience. Usually through the low supervisory levels, their children have been raised, educated and are out on their own. Also, the majority of them have not had any formal education beyond high school, but they have had extensive training through industry/military based programs and courses, apprenticeship, and/or post high school technical courses. Thus, the new teachers are occupationally qualified.

Career change can be initiated by anyone of several forces that act upon each of us daily. These forces may range from anxiety to zest. But, the most common reason(s) cited by the new teacher for leaving industry are: personal desires; to help youth; to leave the pressure(s) of business, industry, or military behind; or an injury or handicap that would make regular job performance difficult. Also, there are those who are looking for an easier job or just shopping around for a new career. Commissioner T.H. Bell states that "Human talent must be in wide variety and progressively developed in unison ... to translate knowledge into human services through the world of work."²

Each year more than 300 individuals enter trade and industrial teaching through inquiries made at universities which train and certify trade and industrial teachers, the State Division of Vocational Education, or a local joint vocational, comprehensive high, or an adult or juvenile corrections school. After verification of their occupational experience, they are employed as a new nondegreed teacher with the understanding that they will enter a two year in-service teacher education program at one of five universities (Cleveland State University, Kent State University, The Ohio State University, Toledo University and University of Cincinnati). The university's in-service teacher education curriculum is developed around an agreed series of objectives, identified in 1975 by the trade and industrial teacher educators from each university and

members of the state's Trade and Industrial Education Services. The objectives were derived from a research base that identified the competencies needed by a trade and industrial teacher. The objectives for the two year in-service teacher education program center around curriculum development, methods of teaching, shop organization and management, safety education, behavior management, youth group activities and early placement practices. Each university then has the flexibility of using their own methods of presenting this curriculum to their respective new teachers. This degree of state level planning reflects Tanner's intellectual system of educational planning, where several activities are combined together to produce an end result.³

The organization of Ohio's program views in-service education as a product of pre-service education. The first phase of the in-service teacher education program is an intensive 20 day pre-service workshop that is completed before the new teacher enters his/her classroom in the fall. This pre-service program assists the new teacher in learning the basic yet necessary survival skills (in planning a year's program, lesson planning, teaching methods, evaluation processes, organization and management practices, safety education, behavior management and early placement techniques) to cope with their newly gained responsibilities.

During this 20 day period, several difficulties are overcome and successes accomplished. A few of the frustrations encountered, due to entry into a new career field and the reorientation back into the role of a student, are: learning to learn, managing time, reading skills, written and verbal communication skills, understanding of educational jargon, and exhaustion due to approximately 240 clock hours of classroom activities and assigned outside work. Peer group pressures, application of previously learned skills and knowledge, special counseling and tutoring, plus team work assists the majority in succeeding at speaking before a group of peers, gaining higher self confidence and increasing their abilities of planning and organizing instructional materials.

This type of a pre-service needs to be continued, according to Cochran.⁴ But, the definition must be expanded to act as a change agent and have a closed-loop interrelationship between in-service and pre-service programs so that a feedback loop is developed. The second phase of the in-service teacher education program follows the new teacher into his/her classroom. Now, an experienced teacher educator from one of the five mentioned universities visits the new teacher (on site) twice a month during the regular school year. The goal of this phase is to refine and strengthen the new teacher's skills, through tailor made individualized instruction sessions, in curriculum development, methods of presenting information, evaluation of student performance, youth group activities, and classroom, shop or laboratory management.

The 1975-1976 in-service teachers at The Ohio State University identified some problems believed to be nonexistent before the teachers entered the classroom. A short time after being in their classrooms, some of them identified these problem areas: student's lack of interest in learning; facilities not completed for instructional purposes; teaching is a bigger job than first perceived; lack of the necessary tools, equipment, and materials to replicate industrial processes; and the slow reaction of the school boards to their needs.

In addition to the above problems, the new teachers identified areas where they had difficulty adjusting to the new demands of their career. They were: long working hours; extra curricular activities, such as advising a VICA club, occupational area advisory committee meetings, and after school and/or Saturday workshops; availability of money for the purchase of tools and equipment; and the lack of supervisor assistance in controlling discipline problems. Alberta Hill's second assumption of in-service education indicates that for "in-service education, to give . . . insight, it will require face-to-face experiences with a wide variety of persons."¹

The pre-service workshop and the first year in a classroom has exposed the new trade and industrial teacher to a variety of people that work with and in the local school, community and industries, in addition to the professional teacher educator and other state personnel that should visit this new teacher. An essential objective of an in-service program for new teachers is that they develop an acceptance of all persons in all communities and a commitment to serving all persons in vocational education.¹ At the end of the school year the new teachers again return to their universities for the third phase. This phase is an intensive ten day workshop that focuses on human relations and the further refinement of their curriculum development skills. The fourth and final phase of the in-service teacher education program follows the new teacher back into his/her classroom and involves them in special course work and the development of a course of study for their occupational area to meet State Department Guidelines for a four year provisional teaching certificate.

After two years of study and involvement in their classrooms, the vast majority continue on as fully certified and competent trade and industrial teachers. Their four year provisional teaching certificate allows them to teach in any joint vocational, comprehensive, adult vocational, adult correctional or youth commission school program in Ohio that represents their occupational area. Those that return to industry, during the two year in-service program, typically do so because of their inability to cope with students and/or their teaching responsibilities or for higher pay and/or better benefits.

Approximately 300 craftsmen, technicians and paraprofessionals leave Ohio's industry to become non-degreed trade and industrial teachers. Because of their special skills and the outstanding in-service teacher education program, they successfully maintain their teaching positions and become qualified competent professionals.

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Adult education requires support from traditional education and administrators.

Adult education revisited

by Charles Oaklief



Charles Oaklief earned his B.S., M.S., and Ph.D. from the Ohio State University. Dr. Oaklief has extensive experience in university teaching, community administration and program development. He is currently as Associate Professor in Adult Education at Kansas State University. His research interests include appraisal of adult and continuing education in community colleges.

Adult education, both as a field of practice, and as an area of professional study in graduate education has emerged, somewhat apprehensively, into the limelight of higher education. In this respect, adult education is much more than just a delivery system for traditional "youth oriented" approaches to education and the teaching of adult learners. Considering the stand point of the institution, graduate studies in adult education can play a major role in providing the type of learning environment in our colleges of education which can better meet the needs of "new audiences" such as those individuals seeking competencies for returning to the world of work,—women, older Americans and various special interest groups from a variety of cultural, economic, and organizational settings.

In this respect, the professional field of adult education has much to offer toward the organization and development of colleges and departments of life-long learning where emphasis can be placed on development of learning activities and experiences from birth to death. The transition to life-long learning concepts in our educational delivery systems, by the very nature of the concept itself, will require inclusion and building upon current and traditional organizational entities such as elementary, secondary, post-secondary, adult education, community school and vocational-technical education. Such a transition must not preclude those programs and institutions which now provide necessary services and linkages between educational organizations and society in general.

Perhaps the greatest contribution of adult education to the life-long learning movement will be in the following areas:

1. The philosophy and emphasis of adult education which prepares the "learner" to more successfully cope with the larger problems of life.
2. The emphasis on developmental tasks of adult life.
3. The consideration of life experiences in the learning environment of adult students.
4. The projection of the role for teachers of adults as that of a resource person, consultant and advisor rather than the traditional role of information provider. This is not to promote the idea that adult educators are informational "cop-outs", but to develop the premise that effective adult education is at best the product of the students' personal involvement—shared experiences, enlightened self-leadership, and full participation in designing, conducting and evaluating learning experiences.

Even with the current emphasis of educational institutions, industry and government on adult and continuing education, little progress has been made toward resolving the problems associated with or leading to a standardized definition of adult education. Although this represents an academic dilemma for many graduate students, it should not be considered a burden at this point for the practitioner or in the development of professional areas of adult education. Professionals and practitioners in an academic discipline and movement so well established and significant to the over-all development of society as is adult education, should not be "saddled" with narrow perspectives of definition but should consider as a benefit, the synergistic effects of a changing and developing program of graduate studies, a strong academic and service relationship with supporting discipline such as sociology, psychology, anthropology and of course at the same level, a vital and efficient delivery system based on sound principles of productivity and business management. Such a program usually defies simplistic definition.

According to recent surveys, most lay persons associate the term adult education with the remedial function; that of providing high school equivalency through Adult Basic Education (ABE) which is credentialed through General Education Development (GED) testing programs. This segment of the adult education program has also been referred to as fundamental and literacy education for mature and foreign-born adults. This program effort currently boast more than 1.3 million adult students in the United States and represents the larger part of most State Department of Education efforts in the area of adult education. Current national funding for the ABE program is reported to be \$67.5 million.

The larger segment of adult education, however, consists of various learning efforts sponsored by a myriad of organizations and is offered through a variety of programs including liberal adult education, community development, education for aging, adult-occupational education, continuing education and adult recreational education, to name a few. Institutional programs offering a large segment of the organized learning experiences for adults are through the Cooperative Extension Service, military organizations, libraries, museums, art institutes, proprietary schools, religious institutions, labor unions, business organizations, health agencies and government. Perhaps the largest single group of adult learners would be the individual adult as a self-direct learner. Research identifies each U.S. adult citizen as initiating eight different and distinct learning experiences per year.

The considerable lack of homogeneity among the adult student population also contributes to the difficulty of singularly defining adult education. Adult learners differ

considerably in their cultural, economic, and educational backgrounds, chronological age, life experiences, motivation and orientation to learning and time perspective. They also usually have an inclination for immediacy of application of learning incurred through adult learning experiences.

The subject matter and curriculum varies greatly across the many programs of adult education and as offered by various types of organizations to meet a broad variety of individual, small group, or large group needs. Considering the diffusion of subject areas, great diversity of adult education audiences and numerous types and sizes of agencies providing adult education, it is imperative for those in higher adult education to continually identify and synthesize appropriate ways for adult educators to interface with the learning and service needs of adult learner audiences. In this respect, the major concern and emphasis must be on making the interface appropriate, meaningful and productive, rather than upon building traditional educational relationships which in terms of the educational environment tend to be formal and judgmental rather than informal and supportive; in terms of educational program plans tend to be teacher initiated and are content oriented rather than being established through mutual participation and conducted as a readiness oriented learning project.

In brief, the lay or occasional practitioner as well as professional adult leaders, and graduate level educators have a "critical path" to follow which leads over the "cutting edge" of both traditional and innovative educational programing. This path is the process of adult education which can bring new and revitalized learning experiences to millions of adult learners in our nations educational institutions, industries, and public or private organizations.

Adult education programs can be the step toward institutional education or individual learning that really "makes a difference". Regardless of its definition or the fact that it may be supportive of other functions or purposes, adult education must be of the highest quality in both process and product.

The implications for our graduate studies in professional adult education are dynamic and far-reaching. Growing into the life-long learning aura, however, will require a considerable measure of risk on the part of both practitioner and graduate adult-educators. Generally, adult educators have proven their commitment to taking the necessary risks required in building appropriate adult and life-long learning environments. Existing traditional educational structures and especially the administrative and educational delivery systems must provide an equal measure of support and trust to those functioning as leaders, teachers, and administrators of adults.

Lane has searched for substantive criticisms of career education and found them.

Negativism in career education

by William Lane



William Lane, after 34 years of management engineering and financial management, became an educator. He gained his M.S. and Ph.D. at Kansas State University, the latter in June of this year having been supported on an Education Professions Development Act award. He is currently on the Business Administration faculty at the University of Dubuque in Dubuque, Iowa.

Against a background of spiraling educational costs, an increasing student clamor for greater relevance in both courses and subject material and the growing dissatisfaction of both the home and the world of work with what they see as the diminishing productivity of the educational process, it is clearly evident that there is an urgent need for a higher level of performance in educational outcomes. To many educators, parents, businessmen and respected leaders in all phases of American life, the answer to the current ills of the educational process seems to lie in the promise of what the former U.S. Commissioner of Education, Dr. Sidney P. Marland, Jr., introduced in January, 1971, as "Career Education."

As much as many educational leaders and laymen may believe that Career Education holds unusual promise, it is important to be realistic enough to recognize that even this new idiology may not be the complete solution to all of our problems, and that not all of the criticisms of Career Education are unwarranted and without foundation. Not even the staunchest advocate of Career Education should be blind to the fact that some misjudgments in concept, content, context and application can be present in even the best of ideas and their implementation. It is important, therefore, that Career Education exponents objectively review and respond to even the slightest criticism, for only in so doing can they satisfy themselves and the critics that the concept has been soundly conceived and is being effectively implemented.

It is with these cautions in mind that the author recently reviewed the 115-item Education Resources Information Center (ERIC) listing of reports, texts and studies under the subtitle of Career Education. That research produced only three articles substantially critical of Career Education. This collection was augmented by three additional articles secured from personal and professional contacts. The six papers critical of Career Education are items number five, twelve, thirteen, fourteen, fifteen and eighteen in the bibliography.

Each of the six negative papers was reviewed at least twice for purposes of obtaining an overall reaction and to assure at least a basic understanding of each point of criticism. In total, some 41 critical points were identified and listed by individual author. A conscientious effort was then made to detect and eliminate from the listing those points which were obvious duplications. Some tendency toward duplication may still exist, however, by virtue of differences in breadth or depth of inclusiveness of comments of individual authors on a given point. Where possible, any comments that were precisely duplicative appear only once in the listing, but may, of course, be attributable to two or more authors if such was the case.

Next, each article was reviewed a third time for the purpose of attempting to correlate each criticism of the policy and practice statements, or quoted references, with one or more of the six texts, articles or other items favorable to Career Education for comparative or analytical purposes. The six items favorable to Career Education are items number three, six, seven, nine, ten and seventeen in the bibliography.

TABLE 1
Listing of Critical Comments
by Functional Categories

Item No.	Paraphrase of Critical Comment	Weighted Qualitative Value
Political and Social		
2.	Sources of funds and leadership too heavily vocational	6
10.	Minority mistrust of Career Education concepts and practices	2
12.	Vocational education considered inferior and degrading	2
25.	No program to change parental aspirations for children	1½
41.	Administrative mistakes, financial problems and scandals and political intrigue	1½
Implementational		
1.	Some schools not applying concept in early grades	1
13.	Old, ineffective techniques still used	1
19.	Obsolete work concepts taught	1½
32.	Predeterministic materials used	1
Developmental		
3.	Haste in development sacrifices professionalism	3
5.	Curriculum development by levels not coordinated	1
6.	Insufficient knowledge on human development	1
7.	Need more experience with "hands on" techniques	1
8.	Need more work on evaluative process	1
9.	Need more stress on employer-based model	1
14.	Need more work on career selection techniques	1½
16.	Does not stress upgrading of personal goals	1
21.	Sexist and racial discrimination in materials	2
23.	Need more implementation methodology and specifics	2
24.	Need for teacher retraining and motivation staggering	2
26.	No way to combat teacher resistance to new, packaged, canned material	1
27.	Inadequate preparation for change, per se	2
28.	Insufficient funding	1
29.	Inadequate professional, political, legislative and public support	1
34.	Eliminate moralistic pronouncements (inequalities and undemocratic)	1½
35.	Failure to consider, discuss or influence value systems	1
36.	Need greater student participation in decision-making	1½
Conceptual		
4.	Objectives, terms and definitions vague or incomplete	5½
11.	Helps to preserve "status quo"; not agent for social change	4
15.	Preserves old track methods and teacher prejudgment	2½
17.	Fosters anti-intellectualism	3½
18.	Does not treat avocations seriously	1
20.	Over-emphasis on work objectives	6½
22.	Eliminate cluster concept, scientific techniques and tools	2
30.	Advocator differences, no consensus on concepts and methodology	1
31.	Advocator claims too broad, become meaningless	1
33.	Objectives too limited	2
37.	Fosters manipulation and exploitation of students	1
38.	Over-emphasis on cost-benefit, evaluation of outcomes	2
39.	Over-emphasis on success in work; none on culture	1
40.	Student "locked-in" on career choice	1

The next step was to analyze the criticisms in somewhat qualitative terms. Each of the 41 points were identified, insofar as the analyst's skill permitted, into one of four major categories—criticisms related to conceptual matters, criticisms of the developmental process, criticisms relating to the implementational phase, and criticisms that involved political or social considerations. The results of this categorization process appear in Tables 1 and 2. Table 3 also attempts to categorize critical comment in numerical and proportional terms, by source.

Non-Evaluative Discussion

From Table 1 it can be determined that, exclusive of any possible duplication or overlap between items, only items number two and four were mentioned in five of the six articles reviewed. Item number three was noted in three of the six papers and seven other criticisms were found in two of the six articles. Critical item number twenty attained the largest weighted total chiefly because it was a major argument of one particular author. The remaining 31 criticisms appeared only once in any of the papers studied. This lack of substantive duplication by item would tend to imply that the possibility for duplication or overlap was present in the remaining items by variations in context that were permitted to stand separately in order not to distort the author's precise intent.

The statistical weighting process was obviously artificial but, as it develops, a quite logical and generally equitable means to develop the qualitative aspects of total critical comment (except for item twenty, for reasons

previously stated). As Table 2 indicates, close to half of the weighted 41 criticisms dealt with matters relating to program concept. These criticisms seem to lean heavily in the direction of complaints that Career Education objectives are too narrow, that they put too much emphasis on the work ethic and career success, and similar inferences of anti-intellectualism. Next in order of magnitude were criticisms relating to the developmental aspects of Career Education which represented slightly less than one-third of the total negativism. These comments generally related to the lack of appreciation for the mechanics and magnitude of the changes that must be achieved in school and at home if Career Education is to be successful in the opinion of the respective authors. Criticisms of the manner in which Career Education is being implemented were negligible at 6 per cent. This leaves only the critical comments related to socio-political considerations inherent in the concept and program which constituted roughly 17 per cent of the total. These comments came from all six papers and were a relatively small number of comments that tended to be repeated more frequently than others in other categories.

The categories and numbers of times a given criticism tended to be mentioned by more than one author, or more than once by the same author, are as follows:

Category	Extent of Duplication
Political-Social	3 of 5 items mentioned at least twice
Implementational	0 of 4 items mentioned at least twice
Developmental	2 of 18 items mentioned at least twice
Conceptual	6 of 14 items mentioned at least twice

TABLE 2

Analysis of Critical Comments
by Author, by Category

Author	Number ^a / Percent	Political and Social	Implemen- tational	Develop- mental	Conceptual	Totals	
						Number ^a	Percent
Strohmenger	No. Comments Percent	1 11.1%	1 11.1%	6 66.7%	1 11.1%	9 11.8%	100.0%
Harris	No. Comments Percent	2½ 100.0%	— —	— —	— —	2½ 3.3%	100.0%
Sproull	No. Comments Percent	3 16.2%	2½ 13.5%	3½ 18.9%	9½ 51.4%	18½ 24.3%	100.0%
Shimberg	No. Comments Percent	3 21.4%	— —	10 71.5%	1 7.1%	14 18.4%	100.0%
Smith	No. Comments Percent	2 7.0%	1 3.5%	4 14.0%	21½ 75.5%	28½ 37.6%	100.0%
Washington Monitor	No. Comments Percent	1½ 33.3%	— —	2 44.4%	1 22.3%	4½ 4.6%	100.0%
Totals	No. Comments Percent	13 17.1%	4½ 6.0%	25½ 32.2%	34 44.7%	77 100.0%	—

^aStatistically weighted (value of one first mention any author; one-half value each additional mention by same author).

TABLE 3
Post-Analysis Summary of Negativism in Career Education

Item Number	Paraphrase of Critical Comment	Ranking		Discussion Category					C. E. Related		Valid Criticism		Invalid by Reason of -			
		Raw	Wtd.	Political / Social	Developmental	Implementational	Conceptual	Yes	No	Entire	Partial	C.E. Policy	Logical Discuss.	Contradictory statement	No	Proof
1.	Some schools not applying concept in early grades	1	1			X		X		X						
2.	Sources of funds and leadership too heavily vocational	5	6	X				X			X					
3.	Haste in development sacrifices professionalism	3	3		X			X		X						
4.	Objectives, terms and definitions vague or incomplete	5	5½				X	X					X			
5.	Curriculum development by levels not coordinated	1	1		X			X		X						
6.	Insufficient knowledge on human development	1	1		X				X	X						
7.	Need more experience with "hands on" techniques	1	1		X			X		X						
8.	Need more work on evaluative process	1	1		X			X		X						
9.	Need more stress on employer-based model	1	1		X			X		X						
10.	Minority mistrust of Career Education concepts/practices	2	2	X				X					X			
11.	Helps to preserve "status quo"; not agent for social change	2	4				X	X					X			
12.	Vocational education considered inferior and degrading	2	2	X					X	X						
13.	Old, ineffective techniques still used	1	1			X		X		X						
14.	Needs more work on career selection techniques	1	1½		X			X		X						
15.	Preserves old track methods and teacher prejudgment	2	2½				X	X							X	
16.	Does not stress upgrading of personal goals	1	1		X			X					X			
17.	Fosters anti-intellectualism	2	3½				X	X					X			
18.	Does not treat avocations seriously	1	1				X	X				X				
19.	Obsolete work concepts taught	1	1½			X		X					X			
20.	Over-emphasis on work objectives	2	6½				X	X					X			
21.	Sexist and racial discrimination in materials	2	2		X			X		X						
22.	Eliminate cluster concept, scientific techniques and tools	2	2				X		X				X			
23.	Need more implementation methodology and specifics	1	2		X			X		X						
24.	Need for teacher retraining and motivation staggering	1	2		X			X			X					
25.	No program to change parental aspirations for children	1	1½	X					X	X						
26.	No way to combat teacher resistance to new, packaged canned material	1	1		X				X		X					

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Item Number	Paraphrase of Critical Comment	Ranking		Discussion Category				C. E. Related		Valid Criticism		Invalid by Reason of -					
		Raw	Wtd.	Political / Social	Developmental	Implementational	Conceptual	Yes	No	Entoto	Partial	C.E.	Policy	Logical	Discuss. Contradictory statement	No Proof	
27.	Inadequate preparation for change, per se	1	2		X			X			X						
28.	Insufficient funding	1	1		X			X			X						
29.	Inadequate professional, political, legislative and public support	1	1		X			X			X						
30.	Advocator differences, no consensus on concepts and methodology	1	1				X	X				X					
31.	Advocator claims too broad, become meaningless	1	1				X	X						X			
32.	Predeterministic materials used	1	1			X			X	X							
33.	Objectives too limited	1	2				X	X						X			
34.	Eliminate moralistic pronouncements (inequalities and undemocratic)	1	1½		X			X								X	
35.	Failure to consider, discuss or influence value systems	1	1		X			X				X					
36.	Need greater student participation in decision-making	1	1½		X			X						X			
37.	Fosters manipulation and exploitation of students	1	1				X	X					X				
38.	Over-emphasis on cost-benefit, evaluation of outcomes	1	2				X	X					X				
39.	Over-emphasis on success in work; none on culture	1	1				X	X					X				
40.	Student "locked-in" on career choice	1	1				X	X				X					
41.	Administrative mistakes, financial problems and scandals and political intrigue	1	1½	X				X		X							
TOTAL		59	77.0	5	18	4	14	35	6	15	6	4	11	3	2		
% TOTAL				12.2	51.2	9.8	56.2	85.4	14.6	(51.2)	(28.6)	(20.0)	(48.8)	(15.0)	(10.0)		

Post-Analysis Summary of Critical Comment

The rank order of each area, based on the number of criticisms found valid after analysis was:

Number of Items	Category	Per Cent Valid
14	Developmental	66.7
4	Political and Social	19.0
3	Implementational	14.3
0	Conceptual	0.0

These data imply that the most serious deficiencies are in the Developmental, and Political-Social areas, both in terms of number of criticisms and in the percentage validity of the criticisms. Though only half of the valid criticisms in the Political-Social area are not directly relatable to Career Education concept, as such, failure to resolve these problems (largely matters of adult attitude toward vocational or occupational education training and employment) will continue to impede the full and effective implementation of Career Education until effectively overcome.

It is perhaps also significant that the criticisms of haste in developmental products have produced some less than professional results and the general inadequacy for preparation for change has been costly in terms of support. These, together, with other valid criticisms of a lesser nature, undoubtedly form a focal point for remedial action.

Three of the four Implementational area criticisms survived the analytical procedure to remain valid deficiencies. While these appear to be a small number of complaints and may represent only isolated problems, nonetheless their early correction is considered highly important.

The failure of a single conceptual criticism to be judged valid appears to be largely a matter of insufficient logical support, for the respective contentions. Further, there are strong implications that much of the criticism in this area is little more than pure rhetoric.

Slightly over 60 per cent of the negativism was concerned with conceptual and socio-political type disagreements and problems; these are areas in which philosophy and politics abound, and present many non-

specifics that are most difficult to analyze and/or resolve as differences between fact and opinion. This leaves only about 40 per cent of the criticism in the more factual range that can be more objectively dealt with; all of these items are, of course, in the remaining areas of development and implementation. The nature of this balance tends to imply that critics of Career Education, and the issues they raise, could be highly emotionally charged, but are less substantive in factual character.

Summary Comment

Obviously, a substantial portion of the report pertained to the reasons why individual criticisms were either found valid or were rejected. Those are obviously too lengthy to comment on here even in capsule form, however, Table 3 gives a box-score summary of the results. The full report also contained 17 specific recommendations in acknowledgment that there are varying degrees of deficiencies in the Career Education conceptual, developmental and implementational phases.

Since, however, the purpose of this paper has been primarily to demonstrate that there are some substantive criticisms of Career Education and not how they have been judged or may be remedied, that latter point could be covered in a follow-up article or may be obtained by direct contact with the author through this publication.

In summary—yes, there are flaws in some phases of Career Education and some remedial action is necessary. By and large, however, the concept has more going for it than against it, provided we correct the flaws promptly and monitor our critics in a wholly respectful and objective manner. It is up to those of us who believe in Career Education to correct its deficiencies in a manner which turn its few critics into staunch supporters.

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Review

Daedalus deals with adulthood

Adulthood, *Daedalus*, Volume 105, No. 2, Spring 1976.

This issue of *Daedalus* is composed of nine articles dealing with adulthood based on psychoanalytic, medical, literary, cultural and religious data. It is reviewed here for educators of humans of all ages.

Two resolves fell by the wayside as this review was developed. The first was to scan, skim or even skip certain sections, pages or paragraphs, a less than reputable practice admitted to by some reviewers in the more unguarded moments. The second was to review the issue in terms of adult education, the specialty of the reviewer.

The first was destroyed by the high quality of the writing provided by the authors. It was impossible for this reviewer to overlook any part of the journal. The articles are integrally related. To skip any would have been cheating myself.

The second melted before the increasingly apparent futility of compartmentalizing human development, a theme repeated in the articles. The appropriateness of the concept of lifelong learning rather than adult education as a focus for the review became clear. It was clear, also, that the articles on adulthood were as appropriate for those who assist younger persons with their learning tasks as they were for the educator of adults. Therefore, this issue of *Daedalus* about adulthood is recommended for all educators—cradle to grave—that they might gain insights from the psychological, physiological, cultural and religious orientations of the articles included in the issue and be more able to assess their own adulthood as well as help others define the goal toward which they move.

But the journal of which this review is a part is written by and largely for educators and the reviewer is a professor of adult education, so while an effort will be made to provide a presentation not completely age specific (adults), its flavor will be adult oriented.

Youth education is oriented mostly to the future, to the time at which the learner will be adult and assume responsibility for self and others. Also, as the editor of *Daedalus* emphasizes in the preface, little is known about adult life, especially the middle and later years.

The importance of a holistic approach to human development is indicated by the fact that educators and others have only recently begun to recognize that men

and women might learn or continue to develop psychologically and intellectually after achievement of physical maturity. Colleges and universities now recognize and recruit learners who have enjoyed more than 18 to 21 birthdays. Edward L. Thorndike's research published in 1928 let us know that adults can learn. It was shocking news then and it is even now more than a mild surprise to many educators who have assumed education is for the young and only to be paid for by adults.

An example of the negative attitude toward adulthood and adults held by educators is the history of free, public education through secondary school being available for persons 5 through 18 years of age. My state, Ohio, has only recently begun to allocate a state education subsidy for the student over age 18 who is working toward a legitimate high school diploma. Prior to this innovation, those over age 18 who wanted to take courses toward a high school diploma had to pay tuition to reimburse the local school district for the cost of that education which would have been free if only the student had been able or prudent or wise enough to partake of it during the expected chronological developmental period.

This is an example of the results of seeing our society as being oriented to youth. In addition, much psychological research has utilized college age students or patients in a therapeutic situation. Discounting the ready availability of such subjects, it is interesting, if not incredible, that conclusions and recommendations flowing from such research should be readily applied to adults whose development did not necessarily cease at the conclusion of their "formal" education or at a designated chronological age or who have learned to function at healthy and accepted norms for their society. The combination of a declining birth rate and an increasing life span has helped us see new horizons for education, new clientele for educational institutions and new fields for research for scholars. Psychologists are now advancing theories about developmental phases of adulthood. Robert Havighurst, a sociologist, was a pioneer in that effort when he suggested appropriate learning needs of humans which were associated with the roles they assumed during adulthood.

It is necessary to caution educators who become convinced that adulthood education is here to stay that the "new" emphasis on adults may lead some to extremes. Consider the inclination of the American public to solve social problems by using education. Consider the emphasis on education for the physical sciences at the first Sputnik. The elderly, those over age 65, are not only increasing as a percentage of the population, but present a measure of drama and pathos. Films and plays, such as "I Never Sang for My Father" allow the general public a glimpse of what-it-will-be-like for the elderly and their progeny. So, here we go, lined up for yet another possible binge in American education—"Let us provide education for the elderly to—(the reader will please fill in this area, utilizing his biases, knowledge and/or area of educational specialty)."

It would be unpopular to appear in opposition to education for the elderly, but it might be hoped that as we leave an era in which education for the young has been emphasized so strongly, that some balance could be achieved, viewing adulthood as a process and learning as lifelong. That is what this issue of *Daedalus* is about, according to my perceptions, developing a relationship between the study of adulthood and the study of childhood.

It would be presumptuous to try to distill and report the articles in *Daedalus* for Spring 1976 in a review of this nature. A sentence or two will serve the purpose of introducing the reader to the delights to be found in a thorough reading of the publication.

It was Erik H. Erikson's idea to develop this theme for an issue of *Daedalus*. His article is based on the motion picture, "Wild Strawberries" and his own formulation of the human life cycle. An old man, the central character of the picture, reflects on his life in a manner which illustrates movement during life—from infancy to old age, from Hope to Wisdom—in a way which tends not to compartmentalize, but to view life as a whole.

Drawing on information from medical practice, human biology and psychiatry, Herant Katchadourian seems to accept reproductive capacity as a clearer indicator of adulthood than sexuality. His review of the physiological processes associated with development during adolescence is helpful. He relates this development to social and cultural determinants which affect humans throughout life.

Robert Bellah, Ford professor of sociology and comparative studies at the University of California, Berkley, reviews the contrasts seen in continua representing activity and rest, the profane and the sacred. The use of these concepts in defining adult societal roles or adulthood itself is the substance of his article.

Three articles follow which investigate the impact the three religious systems (Christianity, Islam, and Confucianism) on the idea on adulthood. Christianity has man growing toward adulthood, the unachievable goal of being like Christ. In the Sunni tradition of Islam, self-awareness is a chief purpose to be achieved through "living in the world." The Confucian emphasis on the "process of living" involves self cultivation "to become a person."

The effect of culture on attainment of adulthood is treated by Thomas P. Rohlen in his article, "The Promise of Adulthood in Japanese Spiritualism." The promise is "spiritual freedom, ease and universal belonging." How similar is this to Maslow's self-actualized being?

Achieving adulthood within an extended family in India around 1900 was not as beneficial an experience when compared to the nuclear family as the gilding of time and the process of forgetting the bad things might make it appear. The family context impacts on adulthood and the Rudolphs give an excellent view of the not unalloyed effects of the extended family as chronicled by Amar Singh.

Finally, Leo Tolstoi's life and writings and the society in which they occurred are used by Martin E. Malia to demonstrate the cultural context in which adulthood was achieved in Russia. The progression of the concept of being an adult which appears throughout Tolstoi's works and the capacity for adulthood allowed by the forms society adopted in Russia during his lifetime are important to educators in any cultural setting.

What implications then, might educators of youth and adults draw from this volume on adulthood? First, a definition of the state is difficult. Even by physiological criteria, there is no strong agreement as to its onset or completion. Sociologically and psychologically, a definition is even more difficult. Second, adulthood is affected by genetic and environmental inputs which the educator should consider, even though he may not be able to measure them or their effects precisely. Third, there is much to be learned from other cultures about the process of maturation. Fourth, it is not necessarily useful for educators to view human development as occurring in stages. It may be more helpful to observe segments of an ongoing process which has no clearly delineated parts, but is a whole process with a beginning and an end.

The editor promises a future issue of *Daedalus* dealing with adulthood in America. This and a 1977 issue on the family should complement this fine beginning and be of great value to educators of all descriptions and persuasions.

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Review

Lifelong learners: a new clientele

Dyckman W. Vermilye, Ed. *Lifelong Learners—A New Clientele For Higher Education*. San Francisco, California; Josey—Bass, Inc., Publishers, 1974.

Education is a natural resource, one to be made available to all citizens throughout their lifetime. From this basic premise, this book explores the role higher education can play in lifelong learning. This collection of 25 essays, written by specialists in the area, was drawn from the Twenty-Ninth National Conference on Higher Education, sponsored by the American Association for Higher Education.

In the first section, "The Quiet Revolution," the learning market is analyzed in terms of how higher education can reach and serve it. Social revolution has made the demand for education recurrent and lifelong. By looking at how European educational institutions, business corporations and proprietary schools meet this demand, the flexibility higher education must create to share in this growing learning market is underscored.

After providing a rationale and framework for lifelong learning, the second section, "New Ways to Meet New Needs," focuses on specific programs and strategies that attempt to meet the learning market challenges such as learning contracts, performance-based modules, approaches to extending educational resources and services to non-campus people, and the importation of the Open University. For readers engaged in, starting or debating the possibility of learner-centered innovations, this section is a useful resource.

Disembarking from the practical the third section, "On the Horizon," speculates on further approaches to meeting the learning market challenge. Included are such conceptions as nationwide systems of learning "brokers," "educational passports," regional credentialing through examination institutes, a three-dimensional concept of educating a person and expansion of learning networks.

The final section, "Issues in Academe," deals with internal forces now operating in higher education which affect the effort of meeting the needs of an expanded learning market. For examples, unionization, tenure, affirmative action, and their interaction; the effects of collective bargaining on academic governance; the increasing tenuous relationship between faculty and their jobs; effects of outside financing are all poised as critical action areas. The section ends on the up-beat as a university president who deals with all these forces responds to the question modern administrators often ask, "What is left to govern."

Readers in the fields of adult education and higher education would benefit from *Lifelong Learners—A New Clientele For Higher Education*. Presented is a wide range of topics, ideas, and approaches that are in the main clearly and concisely stated, sometimes in just three or four pages. Authors include the practitioners, the theoreticians, the researchers, the future thinkers and the analyzers and interpreters. Approaches may be reported, concepts related and thoughts and concerns conveyed, but most important of all, the reader's thinking is often stimulated. Sometimes opinions conflict, but amazingly there is a feeling of remarkable compatibility among such diverse authors. William Ferris, associate editor, deserves credit for his brief prefaces before each section which pull together the essays into a related whole. One receives quite an overview of life-long learners in just 169 pages.

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