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THE CHANGING ROLE OF THE SECONDARY
COUNSELOR IN CAREER GUIDANCE

by

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A seminar report submitted in partial fulfillment
of the requirements for the degree

of

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in

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INTRODUCTION

Work can be viewed as man's aim in life, or as his instrument to achieve other goals. Whatever the view, it is wrong to allow the vagueness and error that many individuals frequently face when choosing a career.

According to the Office of Manpower Research (1967), the very welfare and future of our country depends upon how well the people are trained, deployed and used in the wide variety of occupations that are available today.

If we are going to meet this demand, it will be necessary to make vocational guidance available to all those who are making or will make a vocational choice.

Hewer (1963) believes that it is just within the last half century that scientists have become concerned with the factors underlying occupational choices. Demos and Grant (1965) states that the emergence of a social consciousness regarding the importance of vocational guidance has come about in this past decade. Daane and others (1965) take a position between Hewer and Demos, stating that it has been since World War II that the American people have been able to devote much emphasis upon long range goals. Hence, the vocational emphasis has been moved from placement to counseling.

What is vocational guidance? According to Super (1951), it is a process that helps a person develop and

accept an adequate picture of himself. The person must be able to test this picture against reality until eventually he satisfies himself that he is of benefit to society. Smith (1968, p. 22) states that "The vocational aspects of guidance comprise a segment devoted to assisting students in their over-all development."

Smith believes that vocational guidance must assist all individuals to better understand themselves and their environment.

Isaacson quotes Super when he refers to a satisfactory occupational choice.

The individual can be helped in the process of moving toward a satisfying vocational choice in two ways. (1) By helping him to develop abilities and interests, and (2) by helping him to acquire an understanding of himself and his strengths and weaknesses so that satisfying choices can be made. (Isaacson, 1966, p. 25)

According to Williamsen (1964, p. 854), "As practices in American schools, vocational guidance was originated by Frank Parsons and described in his 1909 book, Choosing a Vocation."

According to Zytowski:

The development of vocational guidance under Frank Parsons stimulus in the first decade of this century might be regarded not as the invention of an idea, but as the flowing of one. . . . Vocational guidance had a background of the previous century in which to develop.

That background included the recognition that interests as well as abilities determined fitness for occupations, the first attempts at occupational information, and the proposal of a profession of vocational counseling. These

ideas which appeared in the 1800's provides a solid one-century foundation upon which rests the contemporary practice of counseling psychology as it evolved from its institutionalization by Frank Parsons. (Zytowski, 1967, p. 55)

Marsdon states:

The basic approach in vocational counseling as practiced by Parsons, consisted of evaluating the individual's career decision in terms of his aptitudes and convincing him that he should accept the counselor's evaluation if different than his own. (Marsdon, 1966, p. 1)

School role

The school is the agency that is in the best position to help the student make vocational decisions. Campbell (1968) is of the opinion that the guidance segment of our educational system should give adequate consideration to the vocational as well as the academic aspects in the placement of qualified youth. Hilverda and Slocum (1970, p. 65) are also of the opinion that the school must help the vocational student. They state: "If they are left to their own resources, . . . many are unable to cope adequately with problems of educational and occupational choices."

The schools are not now adequately meeting the responsibilities of assisting in vocational guidance. Super (1957, p. 322) points out that for ". . . some fifteen years vocational guidance has been overshadowed by personal guidance, by guidance focusing on personality problems and personal adjustment."

Robert Hoppock describes what vocational guidance in the secondary schools was like about fifty years ago.

There was no counselor. There were no homeroom discussions of educational and vocational planning. Frank Parsons had written his book six years earlier, but I doubt that anyone in my high school had read it or even heard of it.

Our guidance then consisted of a printed list of the subjects offered and required in our three curricula: The classical with four years of Latin; the scientific with four years of Science, and the commercial with four years of Business. The list was handed to us one day. We were told to bring it back the next day with our choice of the curriculum we would follow the next four years. If we expected to go to college we were told to choose either the Classical or the Scientific curriculum. (Hoppock, 1967 b, p. 130.)

Historical dimensions

Williamsen has listed seven major dimensions of the vocational guidance movement covering the last fifty years:

1. The first significant dimension is the objectivity of the analysis of man's capabilities employing the external criterion. . . . Before the 1890 decade, there was little objectivity in the appraisal and estimation of man's capabilities.
2. A second revolution in vocational guidance originated in Germany and France around the turn of the century when psychological tests were applied to the identification of workers in various industries who were unsatisfactory in meeting the requirements of the employer. For the first time, there was an objective external criterion against which to check and to correlate the emerging psychometric tests of aptitudes.
3. A third dimension of the vocational guidance movement has been the employment of experimental methods as a basic technique for determining job requirements and capabilities. These methods replace the ancient methods of observation and estimation.

4. A fourth unique invention is the contribution of industrial psychologists in their description of work or jobs in the same terms that workers are described.

5. A fifth characteristic of vocational guidance is the revolutionary reconstruction of educational guidance as it was earlier called. The army psychologists . . . turned to the occupation of studentship as though it were a vocation, subject to psychometric description by means of experiment. Even though . . . our correlations with the criterion of grades are less than perfect, still they are far better than the estimation and the teachers ratings of a half century ago.

6. A sixth major breakthrough was the objective measurement of that elusive phenomenon called interests. E. R. Strong Jr., and Fredrick Kuder have given technical literature which makes possible much improved vocational guidance over that which is based upon self diagnosis of interests.

7. A seventh significant contribution is the development of rational reasoning about self in communicable terms, so that counselor and student can understand the students capabilities relevant to the prediction of a given criterion as a fundamental preparation for his rational choice of adult career objectives. (Williamsen, 1964, pp. 855-857)

Current status of vocational guidance

Rapid technological change means among other things that young people need vocational guidance more now than in earlier times. Hilverda and Slocum (1970, p. 65) state: "Students who are not college bound have a small and declining opportunity for reality testing of their occupational abilities."

If guidance is going to help each individual be informed about, understand, and appreciate the variety of factors that are relevant to his choices and actions, it must be an intergral part of any meaningful education.

Super states:

By the time boys and girls reach the eighth or ninth grade, they have already formed ideas about the nature and suitability of many kinds of work, and about their own abilities and interests. These ideas are still generally vague and ill-formulated and they are subject to change with new experiences. (Super, 1957, p. 302)

Sifferd (1962, p. 1) believes that many of the ideas young people have about occupations come from ". . . what is heard on the radio, what is seen in the movies and on television, what is read in the magazines, and what is heard from friends, parents, and relatives."

Kemmers and Shimberg reported in their group of 15,000 teenagers that from 40 to 50 percent were concerned about their plans for the future. They found that nearly half of the ninth graders in their sample were worried about how they would earn a living after high school. (Isaacson, 1966, p.9)

Hilverda and Slocum (1970, p. 66) are of the opinion schools and school counselors are not adequately assisting the young people with their ideas and plans for the future. They state: "School counselors . . . are not now coping with the responsibility of assisting youth in making educational and occupational decisions."

According to Hilverda and Slocum:

Evidence from recent studies in the state of Washington and elsewhere indicates that the great majority of high school students do not discuss their occupational plans with their counselors. Fewer still acknowledge that their plans have been influenced to an appreciable extent by their contacts with school personnel. Many students apparently receive little vocational guidance from either teachers or counselors. (Hilverda and Slocum, 1970, p. 66)

Another study reported by Campbell (1968) that shows the lack of vocational counseling in the school was done by Kaufman, Schaefer, Lewis and House. They found that most of the guidance people were college oriented and that they depended on the student to take the initiative in seeking occupational information. They found that very few of the counselors had any education or experience in vocational counseling.

Why have the students in these studies not been given the chance for occupational guidance? Hoyt suggests that the school counselors are ill-equipped at present to provide guidance services:

(1) Guidance personnel in the typical school are not sufficiently numerous to do all that they are called upon to do.

(2) The typical school counselor does not have sufficient background to be an integral part of vocational education. (Hoyt, 1970, p. 63)

Odell agrees with Hoyt, but he goes one step further in describing why the counselors do not have the background to do vocational guidance:

The vocational guidance program has been eclipsed by the preoccupation of counselor trainers and counselors who aspire to be clinical psychologists, lay analysts, and social case workers. Vocational guidance has been downgraded in recent years. Many school administrators think of counselors more as clerks or administrators than as counselors. Most counselors have too large a case load. But even when they are not overloaded with students they are overloaded with administrative details that could be better carried on by clerks. . . . What little counseling is done is seldom concerned with vocational choices. (Odell, 1965, p. 51)

If this is the case, then what is being done to change the present status? According to the Office of

Manpower Research (1967), federal programs will create new stresses and supply new resources to aid the school in vocational guidance. Odell (1965, p. 51) writes: "Recent developments in Washington D.C. have opened up many new opportunities on and off the job in vocational education."

Summary

The schools are not now adequately meeting the demands for vocational guidance. Because of the lack of training by the counselors and the stresses placed upon them by administrators, many students do not receive the necessary help in reaching occupational choices. Occupational guidance has changed from placement to counseling, mainly because of the increased awareness of our society toward satisfying occupational choices, more emphasis upon long range goals, and greater concern about the factors underlying occupational choices.

INNOVATIONS

Need for change

According to Isaacson:

While the basic purpose of counseling (self clarification leading toward self-determination) remains constant, the techniques used by the counselor will obviously vary according to the individual client and his needs. (Isaacson, 1966, p. 399)

There are almost as many different ideas as to what methods are used as there are writers. In 1942, Super suggested that because many of the vocational choices of young people were so out of line with reality, the methods of vocational choice themselves were defective. Now, thirty years later, many new and different ideas are being developed. There is still much disagreement as to which methods are most useful.

Some writers like O'Hara (1968) state that if we are going to assist the individual in making mature vocational choices, we must teach him how to make vocational choices, we must teach him how to make vocational responses through the learning process. Brian (1968) thinks the best methods are those that interest the students in exploration of training opportunities and motivate them to seek information. Hewer (1963) agrees somewhat with Brian. She writes that the counselor must provide accurate information that will encourage the self-

examination process. Hewer declares the counselor should use a multi-media system of career exploration.

Many ideas and systems have been explored. Some are successful while others do not achieve the goals for which they were designed.

Interests

The role that interests play in assisting vocational guidance is not an innovation in the sense that it was just recently developed. Zytowski (1967) makes reference to the fact that the recognition of interests determined fitness for occupations in the 1800"s.

However, as Marsdon points out:

The need for more extensive knowledge of occupational interests is well recognized by educational psychologists and vocational counselors. The empirical evidence is limited largely to the data concerning the Strong Vocational Interest Blank and the Kuder Preference Record which have been applied to only a small number of occupations. (Marsdon, 1966, p. 5)

Borg states:

A number of inventories are available that aim at determining the vocational interest of the individual tested. These are self-reporting devices in which the student indicates activities that he likes or dislikes. The results tell us how the subject perceives himself and what he is willing to reveal about himself. (Borg, 1963, p. 102)

Interest inventories are useful to the vocational counselor in a number of ways. According to Callis, West, and Ricksecker (1964, p. iii): "Interest inventories lend themselves specifically to vocational counsel-

ing and provide a non-threatening departure point for the counselor and student in dealing with other student problems."

Davis (1965) states three reasons why individuals' interests are useful to the counselor:

(1) A thorough study of interests before an interview gives the counselor a better understanding of the individual and raises questions in his mind that can be explored during the interview.

(2) The scores from an interest test or questionnaire provide starting points for profitable discussions about educational and vocational plans.

(3) Many examinees find that scores on interest tests draw their attention to scattered ideas and feelings that they have never organized and thought about in a systematic way; consideration of these ideas and feelings in the light of their interests scores and discussions about them with a skilled counselor often enable examinees to understand themselves better. (Davis, 1965, p. 179)

There is a controversy between expressed vocational choice and measured vocational interest. Rose and Elton (1970) affirm that many clients might be better served by the counselor's willingness to accept the validity of the client's expressed choice. They state:

The findings from our data seem to indicate that greater use of expressed choice may be justified except in those areas where the client has no idea what he might like to be. (Rose and Elton, 1970, p. 31)

Goldman takes the other point of view:

Expressed interests can all too easily be influenced by misinformation as to what a particular occupation consists of. Also, an expression of interest in a particular occupation may be an echo of parental desires or a felt need for the prestige which the name of the occupation connotes to the person. (Goldman, 1961, p. 327)

Whatever the position the counselor has regarding expressed or tested interests, interests play an important role in the occupational decisions that the students will make. It is the responsibility of the counselor to use this information to benefit the counselee.

Simulated tasks

According to Baker:

Studies have shown that simulated occupational tasks employed to give secondary school students realistic work experiences have increased occupational information seeking. (Baker, 1968, p. 1417)

A different simulation approach is reported by Braland and Sweeney (1970). Here students plan the hypothetical life of a peer whose basic situation may or may not be similar to their own. The student must plan for training requirements as well as the non-educational aspects of the persons life.

Man-machine programs

Most of the innovations in career guidance involves the use of some type of machine or other instrument that assists the student seeking information. Hopson and Hayes report:

There seems little if any question whether man-machine systems will emerge in counseling . . . professions. The important questions are rather, how will they emerge, what form will they take, and who will monitor and control their development?

It is of the utmost importance that those of us who have assumed the responsibilities and privilege of helping others with their personal problems and aspirations become well enough informed regard-

ing man-machine systems to participate intelligently and sensitively in their development. (Hopson and Hayes, 1968, p. 420)

There have been many attempts to implement vocational guidance with pictures, graphs, audio tapes, viewers, and other media. The New York State Education Department (1969) reports few attempts organized with planned objectives. A program must have some system that goes along with the machines. Just to have the man-machine without planned objectives and a program that accompanies it will not be of value.

There have been some planned programs involving machines that have been successful.

Tiedeman (1969) reports a proposal in which all secondary education takes place in a Learning Resource Center, with the basic instructional aid being an educational machine. This machine would provide a series of dress rehearsals which a person needs in order to achieve realization in the process of career choice.

Computerization of vocational information

According to Hallworth (1970) in a paper presented at the Canadian Council for Research in Education:

The main objective of computer programs is to promote the decision-making ability of the student by making information available to him and by giving him the opportunity for vicarious experiences in making occupational choices. (Hallworth, 1970, p. 2)

Computers are tools used by the counselor, not replacements for him. Gallagher (1969) reports on a computer system that can help students see the complex range of alternatives available. The computers are programmed to give information, provide for student decision-making experiences, and the chance to study various value systems by playing life career games.

Smith (1968) tells of a high school guidance program that uses the computer as a tool to systematize, retrieve, and apply masses of information to help students make better informed educational and career choices. It is not a decision-making machine, but rather a library of personal, occupational and educational information.

According to Smith:

It seems that one of the outstanding characteristics of computers is the flexibility in permitting students to explore a variety of occupations. It also produces discrepancy statements if there appears to be a lack of agreement between the student's request for occupational information and his interests and abilities; and makes daily print-outs of the names of all students whose interactions with the computer program resulted in either a major or minor discrepancy. (Smith, 1968, p. 21)

One of the most widely reported systems (Gerstein and Hoover, 1969; Smith, 1968; Whitfield and Glaeser, 1969) is the system used in San Diego County California. Entitled "Vital Information for Education and Work" this system was initiated to help secondary students to individually acquire the information needed to lay the groundwork for career planning.

Restructured occupational information is provided (via a microfilm format) that possess the qualities of being readily accessible to the user and amenable to easy updating by the producer.

Gerstein reports:

The use of V.I.E.W. materials in conjunction with a counselor taught unit in career planning is an optimal way to present occupational information. This approach was viewed by the student users as being of greater value than information they had used in the past. (Gerstein, 1969, p. 4281)

Concerning the V.I.E.W. approach, Whitfield (1969, p. 85) reports that "It is evident from the results . . . that the microfilm aperture card . . . is highly favored by both students and staff of secondary schools."

Project M.A.C.E.

A vocational guidance project started in Utah, developed through the cooperation of the Utah State Board of Education, The State University, and the Utah Technical College, was designed to serve the rural students in Utah to make more logical educational and occupational career choices. The M.A.C.E. (Mobile Assisted Career Exploration) program has not limited itself to rural students. Project M.A.C.E. has been utilized in all types of schools.

The program is described in a brochure available from the mobile unit:

The mobile unit for Project M.A.C.E. is composed of a specially constructed trailer 12' wide and 44' long. Attractively panelled, comfortably heated and cooled, and divided into

two rooms, one for small group and individual meetings with the counselor, and the other for student career exploration under the supervision of an occupational information instructor.

MACE was designed . . . to serve ninth grade students. The students will spend 14 hours with the counselor and the occupational information instructor. Basically the program has been envisioned as helping the ninth grade student: (1) acquire a greater knowledge of self and the world of work, and (2) gain practice in pre-vocational decision making.

In addition to student interaction with the counselors various types of career information materials will be available to the student. These materials include printed brochures, pamphlets, job interviews, cassette tapes, and monographs describing important aspects relative to several thousand jobs.

A unique aspect of Project MACE is the attempt to help students become aware of the many excellent career opportunities not requiring a college degree. Thus, publications about apprenticeable trades, on-the-job training opportunities, and information concerning post-secondary technical institutions are available.

One of the most unique aspects of MACE is the attempt to involve the parents of the youth in the vocational development of the students. The last step in the program involves the parents, student and counselor. The results of the student tests, and all other material that the student has acquired during the unit, are discussed with the parents present.

Some of the school districts in Utah are using a program designed after Project MACE. These programs are similar in construction, but they are not mobile. It is felt that this particular method of assisting the students in vocational education and career development will be of great value.

Behavior and group techniques

Not all the new approaches involve the man-machine approach. A study by Krumboltz and Thoresen (1968) illustrates the use of behavioral group counseling for the purpose of encouraging vocational exploration. They found that reinforcement treatments resulted in more information seeking activities.

According to Woody:

Although behavior techniques are relatively new in vocational counseling, such studies as those on verbal reinforcement for information-seeking and decision making with students coming for career counseling lend strong support for their immediate use. (Woody, 1968, p. 102)

Bailey (1969) suggests that effective counseling designed to assist in career-choice must include more relationships with counselors in group settings. The Committee on Specialized Personnel (1967) recommends that counselors work with groups as well as individuals in career guidance. This provides the benefits of peer participation and knowledge sharing.

Guidance technician and teacher

An innovative technique proposed by Hoyt (1970) involves a new type of teacher, a guidance teacher. Hoyt (1970, p. 63) states: "I see this teacher as employed primarily at the junior high level where he would be responsible mainly for teaching group guidance to prospective vocational students."

Hoyt also proposes a guidance technician, a position that would require two years of training.

He suggests four types of technicians:

(1) Trained in the area of outreach and recruitment of the disadvantaged for vocational education,

(2) Data gatherer - trained in local information gathering.

(3) Test operator - a person that would give tests to determine if students can handle specific vocations.

(4) Follow-up technician - trained to do follow up studies of students who have left vocational education.

According to Hoyt, the technician program would have several advantages:

(1) It would provide a viable way of carrying out basically simple yet essential guidance procedures at a far lower cost than would be necessary if professionals were assigned to the task.

(2) It would give some assurance that these tasks would in fact be carried out.

(3) It would provide possibilities for many new positions that could be filled by disadvantaged youth.

(4) It would be the beginning of a career ladder concept in guidance that would move up from a technician to guidance teacher, and finally to a specialists position as vocational educator or guidance counselor. (Hoyt, 1970, pp. 63-64)

Summary

Stimulated by legislation and the needs of our technological society, we have seen during the last few years, an expansion of the number and types of vocational programs being offered. It seems that the most successful of the new techniques are those that involve some form of machine for the motivation and dissemination of occupational information, and a program organized and

carried out by a guidance specialist. With the increased availability of vocational education and guidance opportunities, realistic vocational choice has become more of a reality than in the past.

COUNSELOR'S ROLE

Importance of occupational counseling

The importance of occupational counseling in our schools is an issue that has caused a great deal of debate.

According to Demos and Grant (1965) it is becoming more of a certainty with each passing year that vocational guidance professionals must meet the severe problem of too many untrained individuals and too few people trained to meet the specialized needs of industry. Bailey (1969) points out that all choice making in life is based upon preassumptions that must be identified and assimilated by counselors. Dugan (1965, p. 36) reports an urgent need for school counselors ". . . to become fully mindful of the magnitude of waste of human talent and to support more meaningful educational and vocational guidance appropriate to the needs of the individual."

Goldberg states:

There is a need for emphasis on occupational counseling in our schools. We must recognize that the average school counselor is now primarily concerned with college bound youth. Yet other boys and girls have equal or greater need for guidance. Educational counseling of even the college bound students can gain greatly in reality and effectiveness if it is linked with occupational counseling. (Goldberg, 1965, p. 277)

Role

Many times the role of the counselor is not clearly understood by the school community. Teachers and administrators do not always understand and accept the role of the counselor as an educational specialty.

Rosen (1970) suggests that counselors take a more active role in helping young people. Especially in the area of vocational guidance. According to Rosen, counselors must change their position from "neutral" sources of information to "active" developers of information. Perhaps this active role will help the school and public understand what the role of the counselor is.

Patterson (1969) supports this concept somewhat. He affirms that counselor functions should help the student find a vocation. This does not mean that the counselor guides him along paths determined by someone else.

Dugan states:

The counselor's role in vocational guidance is best described by his changing, broader attitude toward the full range of youth in school; fuller awareness of the changing world of work and a greater knowledge of occupational information, vocational training and job opportunities which will attract vocational education students as well as college bound youth. (Dugan, 1965, p. 56)

Responsibility

The next question to consider deals with the responsibility of the counselor regarding occupational guidance. Arbuckle (1968) writes that the disagreement in the area of responsibility presents an impediment to

the effective functioning of the counselor.

Campbell (1968) indicates that although both teachers and counselors assisted in helping students enter vocational programs, in most schools no one assumed the prime responsibility for this task.

Goldberg (1965) contends it is the responsibility for the counselor to see that boys and girls consider educational and career planning. This idea is supported by Memmott (1965, p. 46), ". . . the guidance counselor must recognize his responsibility in the school as the person directing vocational activities in all avenues of the school program." This refers to vocational education as well as vocational guidance.

It is apparent that the responsibility of assisting students is the counselor's role, but he also has certain responsibilities to the school system itself.

According to Demos:

More than any other faculty member, the counselor is the one whose job it is to pay attention to the world of work. It is his task to help the school determine the relative emphasis on each type of vocationally oriented education; and content of training for each occupation; and the tone and general emphasis of the whole school program in terms of its implications for vocational adjustment. (Demos, 1965, p. 17)

There is much agreement among writers in the field about who is responsible for vocational guidance. Hewer (1953) feels that the school counselors are not adequately accepting this responsibility. The school counselor, because of his position in the educational community,

is the one that must instigate and direct the occupational guidance program.

If counselors are going to keep the students interested in career exploration throughout school, they are going to have to develop new and creative techniques. Ryan (1969) writes that the American school system is designed so that both the "winners" and "losers" can be reached as they struggle to acquire meaningful identity in the technical world in which they must compete.

Barlow (1962) indicates that the schools are failing to give adequate information in all areas of occupational information. He declares, "The school must aid in distributing its intellectual elite to all occupations which require such characteristics." This is referring more to the college or professionally oriented student. He also states, "Similarly, the school must aid in distributing its students to occupations requiring intelligence such as mechanical, social, clerical and others." (Barlow, 1962, p. 14)

Barlow reports that we are failing to meet the latter because of the social hierarchy placed on occupations by school personnel.

Considering what is the apparent responsibility of counselors and school personnel, the challenge of public school vocational guidance and education seems clear.

According to Hoyt (1965, p. 135): "Our major concern should be one of improving public education sufficiently so that we will not fail youth now as we have failed those who recently left."

Knowledge of world of work

Since it is apparent that the major responsibility for vocational guidance rests with the counselor, the counselor has the responsibility to prepare himself for this position.

Many counselors will out of necessity have to change their present roles and practices. Hoppock (1967a) advises the counselor who hopes to be effective and wants to do his job right will ". . . put his hat on his head and go out and talk with the employers and employees of his community." Wolfbein (1965) reinforces this idea. He says that guidance and counseling personnel must familiarize themselves with the workers. Hilverda and Slocum (1970, p. 640) supports the notion that counselors must become familiar with the workers: ". . . counselors must intervene in the habitual perception of the vocational world." Only by doing this can the counselor meet the best interests of each student.

One of the first recommendations of the Michigan State Department of Public Instruction (1969) was that counselors at all levels have more local and regional information relating to the world of work. Also for

contacts with training opportunities, community and state employment agencies, and other service-type agencies. How is a counselor going to know about these various agencies and opportunities unless he does as Hoppock and others have suggested, that is, they go out and become familiar with the materials available.

Graff and Maclean state:

A counselor cannot make appropriate decisions or be open to a full range of possible alternatives when he either lacks needed information or possesses inaccurate information. Having at hand an adequate inventory of career information which client and counselor can consider together is essential. The information must be current, comprehensive, and accessible. (Graff and Maclean, 1970, p. 571)

According to Dugan, if counselors are going to be successful, they should have the latest information about:

1. The social and economic trends of the job market and its opportunities and changes.
2. Occupations in which there is the greatest demand at the current time.
3. Opportunities for advancement.
4. Employment security.
5. Fields in which there are shortages of available workers.
6. Fields in which there are shortages of competent workers. (Dugan, 1966, p. 15)

Campbell (1968), Hoppock (1967a) and Hoyt (1965) support Dugan when they indicate that counselors must have an effective inventory of information, one that will meet the needs of all the students.

Knowledge of other factors influencing occupational choice

It is important that the counselor understand all he can about occupational information, but it is also necessary that he be concerned with other factors involved in selecting an occupation. Harrod (1965, p. 203) states: "The counselor must be able to present to the counselee as much factual information as is available concerning the interests, aptitudes, and values of the counselee." Dugan (1966, p. 14) believes that ". . . the counselor must have a thorough familiarity with each youth's abilities, special aptitudes, and interests, and an understanding of such personal factors as may affect his attitudes, plans, and adjustments."

Other writers have placed a great deal of emphasis upon the importance of social factors in career development.

According to Lipsett:

If the thesis is accepted that social factors are of great importance in the vocational development and career planning of an individual, it follows that a counselor needs to understand these factors and their influence upon an individual. . . . The counselor who has a thorough understanding of these factors, as well as the counselee's measured interests, intelligence, special aptitudes and leisure time activities will be more likely to view his contribution in its proper perspective. (Lipsett, 1965, p. 79)

Summary

Counselors must realize the importance of vocational guidance in the career development of students. The

counselor has the primary responsibility in the school to see that these students receive career information and assistance in making occupational choices. If the counselor is going to assist these students, then he must have an understanding of the world of work, occupational information available, and a knowledge of the various factors influencing occupational choice.

TEACHER'S ROLE

Responsibility

What are the responsibilities of the classroom teacher in vocational guidance?

According to Isaacson:

The classroom teacher has both an opportunity and a responsibility to assist the students in reaching vocational commitments. The more the teacher understands the process of vocational choice and the world of work in general, the more he can assist students in his classes, or others who come to him, to develop healthy attitudes toward work, to see the broad perspectives of work, to understand the vocational areas related to one's subject field, and to acquire the understanding that will lead to wise career choices. (Isaacson, 1966, p. 15)

Isaacson feels that in the case of the early dropout there is a greater responsibility to help the student see the specific relationship between academic work and occupation. The dropout will be attempting to enter the labor market with more limited educational background and with fewer skills than most other workers. If they are going to make an adjustment to the world of work that will be both satisfying to them and the rest of society, they will need to capitalize upon whatever assets they have. The teacher may be the only person in the educational environment that will have a chance to accomplish this task.

Pruitt (1969, p. 190) suggests the teachers are in a special position in the educational environment;

"The relationship that students develop with their teachers is perhaps more extensive than those developed with any other member of the school staff." Pruitt contends that although the secondary students have several teachers in contrast to a single teacher for elementary grades, the role of the teacher remains the one affording the most extended contact with the child. Dugan (1966, p. 15) points out the classroom teacher is one of the most important elements in the pupil's development. "The teacher's role has significant implications for encouragement of self-discovery self-acceptance, attitude development, motivation, and career development."

Teachers will build strong relationships with some students because of common interest in the subject area. Dugan (1966, p. 15) goes one step further in stating: "All classroom teachers irrespective of the subject they teach, have some influence on the developing vocational attitudes and choices of their students."

Counselors will depend more and more on the assistance given them by the classroom teacher. Starkey (1967, p. 1) reports the position of the counselor in vocational guidance is becoming more difficult. He states: "The counselor must rely upon the assistance he can gain from teachers and teacher educators."

There are many barriers that exist between the counselor and the teacher. The counselor and the teacher must be able to work together to help the students in their

vocational development. Cote (1968, p. 11) is of the following opinion: "There is some reluctance on the part of many teachers to accept guidance as anything other than a frilly appendage of the public school." He contends reluctance is based on the operation of guidance:

There is rather wide-spread feeling that guidance skills are sacrosanct and the private reserve of the professional guidance counselor. This is true only in a relative sense. While some students have serious problems that can be coped with only from a psychological background, many students problems are vocationally oriented and can be dealt with by any well informed educator with the time to listen and the inclination to work with the student." (Cote, 1968, p. 12)

Many teachers accept the role of counselor and teacher at the same time. According to Hopson, Barrie, and Hayes (1968, p. 340), "The good teacher has always been alive to those pupil needs that are best served by individual counseling." Some teachers have the ability to help the students with many of their occupational and personal decisions. Hopson, Barrie, and Hayes agree this counseling ability remains an indispensable skill to the teacher and his need of it will grow rather than diminish in the future.

The teacher and the counselor are both important members of the guidance program in every school.

Isaacson states:

Both the teacher and the counselor make a unique contribution to the career planning process that supplements the work of the other. Neither can effectively replace the other, nor can either do both aspects of the task that needs to be done if students are to be given the maximum assistance in planning for their future. The failure of either to perform his function adequately will result in career planning built on a weaker foundation, and therefore more likely to be inadequate. (Isaacson, 1966, p. 13)

The teacher can assist the counseling program in the school, but the amount of his contribution will be determined by the degree to which he functions as a child-centered teacher rather than as an instructor in the academic sense. Demman (1966, p. 33) states: ". . . guidance for the typical student must be performed largely by a teacher with whom the student has a long term contract." If the teacher must perform some guidance functions, then there should be some agreement between teachers and counselors on the aspects of the teacher's role. Campbell (1968) reports that there is some agreement between teachers and counselors but the teachers felt they could do more than they were doing.

Training

According to the Committee on Specialized Personnel (1967) teachers should have more training experiences that will help them become more effective partners to counselors in the total process of education.

This means that teachers at all levels should have some understanding of the world of work, acquired through their training experiences. This will allow teachers to participate more in the guidance process in the school setting. It might be possible that teachers and counselors spend some time training together in appropriate courses.

School curriculum

There are many ways that teachers can assist the vocational development of their students. Pruitt states:

Given the involuntary nature of teacher student contact, it seems reasonable that teachers should use the vehicle of their contacts--the curriculum and instruction for the purpose of assisting career development in a constructive way. (Pruitt, 1969, p. 190)

Hilverda and Slocum (1970) and Pruitt (1969) agree that one of the major objectives of the guidance program should be to make vocational guidance an integral part of the total school curriculum.

Most classrooms are flexible enough to allow a variety of methods that will enable the teacher to incorporate vocational guidance units into his program.

Dugan states:

Many teachers discover quite early in their teaching experience that occupational information is inseparable from other content of learning and that education of young people does not proceed best in isolated disregard of lifetime occupational goals and activities. Those teachers who do use career information have found that it can be an effective instrument in educational motivation.

But there are few who fully appreciate the value this information offers to the developing vocational orientation of the student. (Dugan, 1966, p. 15)

Career guidance could be a year-around activity, in which everyone participates. Courses in occupational information that are properly taught and prepared for could help the student realize the relevance of his educational activities to his future.

According to Isaacson (1966) vocational guidance units may be developed at any grade level of the secondary school. It is not enough just to have a vocational guidance unit in the classroom. The units should be well planned and organized. Isaacson further states the purpose of the guidance unit is to encourage and stimulate occupational exploration and to help students see the relationship between school and later careers.

Guidance teacher

Many times the teacher in the present educational environment is unable to incorporate guidance units or practices in his classroom. Perhaps the teacher is "traditional" in his techniques, or he is using a curriculum guide that does not allow him to change. If teachers are going to meet the needs of the students, some type of curriculum or personal change may be necessary. Hoyt has proposed a new type of teacher:

I see this teacher as employed primarily at the junior high level where he would be responsible mainly for teaching group guidance to prospective vocational students. His classes would concentrate on the world of work, the world of vocational education, and the world of self.

This new teacher would be able to use both vocational education teachers and guidance counselors as resource consultants and referral sources, even though technically he would be neither. (Hoyt, 1970, p. 64)

Demman has listed the functions that will be required of the personnel-minded and child-centered teacher. The type of teacher that will be most effective in providing guidance services to his students will try:

To provide in the classroom a climate and atmosphere such that learning can take place.

To provide a psychological atmosphere conducive to good mental health.

To help the child adjust to a changing, challenging, and a hostile and threatening environment, so that he will not be overcome by it.

To provide for the child an example of healthy, ethical, and moral behavior.

To provide for the child an accurate, objective and truthful knowledge and understanding of mankind, and to help the child use this knowledge for his own good and the betterment of mankind. (Demman, 1966, p. 33)

Summary

Many of the writers agree that the classroom plays an important role in the development of vocational decisions. Vocational choices are often made under the pressure of the curriculum, under the pressure and influence of the teacher, and remote from the actual

working situation. Because of these and other reasons, the teacher has a responsibility to provide occupational information, assure vocational guidance, or make the proper referral to counselors or vocational specialists when necessary.

SUMMARY

Because of the greater complexities and increasing demands that society places on occupational choice, every student has the right to expect vocational guidance in the public schools. Counselors must re-evaluate their present role in vocational guidance. The goal is not to recruit students to a given occupation but to have them use the scope of the opportunities open to them, to have them explore areas which might otherwise be overlooked and to increase the choices from which the individual can make his own career choices.

The counselor has the primary responsibility to see that the students receive career information and assistance in making his occupational choice. The counselor must understand the world of work and the personal factors which influence the vocational decisions of the students.

It is the teacher's responsibility to assist the counselor in vocational guidance. The teacher is the one person in the educational environment that has a daily long-term involvement with the students. Because of this involvement, the teacher is able to provide valuable assistance to the student as he makes his vocational decisions.

With increased federal assistance, and state, local and school involvement, many new programs are being developed to aid the vocational guidance program. The challenge to counselors is to coordinate their efforts to find new imaginative ways to increase the vocational horizons for students.

The innovative programs that incorporate some form of man-machine materials, with career guidance units that are taught either by a guidance counselor, guidance teacher, or regular classroom teacher seem to be the most effective materials at the present time.

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