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A SURVEY OF LITERATURE TO DETERMINE THE ROLE OF A GUIDANCE
COUNSELOR IN A CAREER EDUCATION SYSTEM

by

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

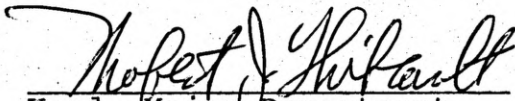
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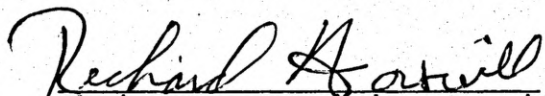
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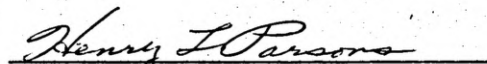
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ABSTRACT

The purpose of this study was to determine how a guidance counselor could be of greatest value in a career education system. This was done through reading current literature, interviewing educators currently involved in the career education concept and studying on-going programs.

Several major conclusions were drawn from the study: (1) From speaking with educators, it was determined that career counseling is allowing the client a broad, open, free mind to make his clear choices. (2) Career educators point out that counselors should be encouraged to change from their traditional approach to one more oriented toward change. (3) It was concluded from the library research that it should no longer be acceptable for a counselor to spend the majority of his time in paper work. Counselors must move into the mainstream of education. The important idea being the active participation of the counselor within the curriculum. (4) From on-going programs, it was found that there should not be a separation of vocational counselor and personal counselors. Career counselors should be able to help students with whatever problems they might have; academic, vocational, or personal.

It was determined by this review of literature and related research that a guidance counselor can reach the most students through classroom contact. Most vocational problems can be handled in the classroom, and personal problems can be dealt with during free counseling periods.

CHAPTER I

INTRODUCTION

In 1970, President Nixon challenged today's educators when he said: "When educators, school boards, and government officials alike admit that they have a great deal to learn about the way we teach, we will climb the upstaircase toward genuine reform." Career education may be the answer. Dr. S. P. Marland (1972) describes career education as "A new order of education, conceived with the usefulness and self-realization of every individual." All educators must be involved if we are to achieve such an educational revolution. A commitment is needed by administrators, teachers, curriculum developers, and guidance counselors.

This writer sees the success of this program resting with the administrators and teachers. The question is, how can the guidance and counseling staff be of greatest value in developing a successful career education program?

STATEMENT OF THE PROBLEM

The problem of this study is to determine how a guidance counselor can be of greatest value in a career education system.

NEED OR PURPOSE OF THIS STUDY

The newness and uniqueness of career education in the United States and the growing concern of educators on how best to prepare the young to live a productive and rewarding life makes this study necessary.

Teachers and guidance counselors will have to make substantial changes in their knowledge banks and accept the career-oriented learner as equal in value to the traditionally more fashionable college-oriented student (Marland, 1972).

It is the change in role of the guidance and counseling people that this writer is investigating.

GENERAL QUESTIONS TO BE ANSWERED

This writer attempted to answer the following questions:

1. How should Vocational Guidance be integrated into guidance and counseling?
2. What can a career counselor do in a traditional setting?
3. Will counselors have to change from their traditional approach to a career education system?
4. How can a guidance counselor be best utilized in a career education system?

GENERAL PROCEDURE

The following study was developed in this manner: First, the writer reviewed literature in the area of guidance and counseling. Second, the area of vocational guidance was studied through reading related literature. Third, the writer presented information on how guidance counselors are being utilized in career education programs. Fourth, the writer interviewed and presented what is being done by counselors in on-going career education programs. Finally, the writer presented what he feels would be the ideal situation for a career counselor. All of the preceding was done through interviewing and surveying current literature in the area of career education.

LIMITATIONS

The writer sees a limitation in the amount of material available pertaining to guidance and counseling in a career education system. The study would have been more conclusive if there were more material available in this area.

Dr. S. P. Marland, speaking before the Council of Chief State School Officers in June 1971 stated,

Career education cannot be defined solely in Washington. Revolution doesn't happen because government suggests it. We can ask many of the questions, we can help with funds, but if career education is to be the revolutionary instrument that the times demand it will be defined in hard and urgent debate across the land by teachers, laymen, students, and administrators in months to come (Marland, 1972).

DEFINITION OF TERMS

The majority of the terms used in this study will be assumed by the writer to be common knowledge of those in the field of counseling. The only term this writer felt that needed to be clarified is career education:

Career education. Is defined by the U. S. Department of Health, Education, and Welfare as a concept that encompasses all educational experiences: curriculum, instruction, and counseling. Career education should be geared toward preparation for economic independence and an appreciation for the dignity of work. Career education's main trust is to prepare all students for a successful life of work. Career education increases options for occupational choice, by eliminating barriers--real and imagined--to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of

education. Career education recognizes critical decision points at which students must be prepared and equipped to decide whether to pursue a job, seek further education, or choose some combination. Career education encompasses educational experiences beginning with early childhood and continuing through the individual's productive life.

SUMMARY

There is a need for further study determining what the role of the counselor will be in a career education system.

The survey of literature in Chapter 2 discusses what counseling is, what guidance is, and how vocational guidance began and is being integrated into guidance and counseling. What is being done presently by counselors in a career education system is also discussed in Chapter 2.

Chapter 3 is a discussion of what is currently being done by counselors in a career education system.

Chapter 4 contains the summary, conclusions, and recommendations of this study.

This writer feels the role of a counselor within a career education system must be defined if counselors are to be most effective.

CHAPTER II

REVIEW OF LITERATURE

The review of related literature in this paper was selected to acquaint the reader with what is presently happening in the career and vocational counseling area. The first section distinguishes between guidance and counseling. Definitions and views of various educators are presented. The second section moves into vocational guidance - how it began and how some authors feel it should be integrated into guidance and counseling. The third section describes how guidance counselors are being utilized today in career education programs. The writer would like to point out that career education is a new approach to education and there is not an abundance of literature in this area.

DEFINITIONS AND DIFFERENCES BETWEEN GUIDANCE AND COUNSELING

Dr. Richard K. Horswill, Professor at Montana State University says:

Counseling, I believe, is the face to face encounter between the counselor and one or more individuals for the purpose of self-exploration, increased awareness, and growth. I feel there is basically a relationship characterized by confidentiality, trust, and with movement toward openness and sharing of feeling.

Dr. Horwill further states that:

Guidance is distinguished from counseling by the tasks in which the person becomes involved. These may be identified as the "administrative duties" of the counselor. Anything which is not initiated by the counselor, or which is required by the institution, becomes guidance functions.

Lee E. Isaacson (1971) in his book, Career Information in Counseling and Teaching, sees counseling as a part of guidance. Counseling is a one-to-one relationship between the student and counselor with the counselor helping the student to develop the necessary understanding and acceptance of himself and of the situation. He sees guidance being broken into three major areas: Education, Vocational, and Personal-Social. This writer can see these three divisions, but does not agree that they should be separated. There are presently schools that are hiring people solely as vocational counselors and others as personal-social counselors. This writer feels the guidance counselor should be equipped to handle all areas.

The following descriptions of counseling and guidance were written by Dr. S. Gordon Simpson, of the Counseling Department of Montana State University. They are not meant to be thoroughly complete but rather to

offer a partial clarification. The basic assumption precluding each description is that the counselor is trained and skilled in the art of communicating at a level thought to be therapeutic and humanistically enhancing.

Guidance is the process of helping individuals realize the available alternatives and directions concerned with their life styles and by descriptively clarifying the potential choices, assisting the individual in the responsible process of choosing in a manner that would offer meaning to their lives. The client makes the choice; the counselor's position in this process is one of clarifying the possibilities in conjunction with the expressed needs, values, and aptitudes. The more skill a counselor possesses, the more unbiased and clear the options will be.

Dr. Simpson defines counseling as:

The process in which human participation at an emotive level is descriptively evident to a degree that appreciates the dismissal of affective loneliness; that organizes hitherto confused emotional states; that creatively, by these verbal descriptions, assists in clarifying a client's predicament, needs, values, aptitudes and decision making processes so that he is free to make appropriate decisions that are congruent with his involved process of enhancing his organism.

Richard Steadman, a counselor from Billings, Montana, working in the placement service at Montana State University, stated that a counselor should deal with kids that are "ready." In other words, be prepared to assist all students in whatever they are ready to deal with, whether it be a personal problem or something involved

with vocational choice. He felt it was impossible to separate the functions of the counselor. Counselors should be prepared to handle any problem that might occur. This writer does not believe that counselors should become specialized with some handling vocational areas and other personal problems. The student should feel free to discuss anything he wishes with his counselor.

Secondary guidance and counseling is largely oriented toward helping students get goals and life styles. School must place heavy emphasis on services for normal students, instead of limiting their services to those required by problem students. At present, guidance and counseling in many public schools is a fire-fighting operation rather than a service which reaches the majority of students who do not have highly deviant behavior patterns (Law, 1971).

This writer agrees that guidance counselors should reach more students than they presently are. Schools have in the past geared their attention to the so-called troublemakers. They are finally waking up and seeing that they must find the best possible way to reach the most students.

Everett W. Stephens, (1970) in his book Career Counseling and Placement, feels that the term, "Guidance," has been abused. Many educators have felt that guidance has become too commercialized, so have switched to the

term "Counseling." However, he feels there is only one kind of counseling, its objective being to assist individuals in making choices, which lead to lives that are individually satisfying and socially effective. Counseling should be to assist and help students in every way possible.

Carl Rogers (1951) distinguishes between counseling and guidance in that guidance must always follow counseling, never precede. Counseling is concerned with the organization and adjustment of the total personality. It is a process of self-evaluation. Guidance begins where counseling leaves off. It motivates the student to acquire information about the world at work and to search out occupations compatible with the self-evaluation that may lead to self-fulfillment. More students should be motivated by their guidance counselor toward searching out information on occupations. Students at times depend solely on their counselor to provide them with information on jobs. Students that become exposed to occupational information have a much broader base when selecting an occupation.

Vincent F. Calia (1969) says that counseling deals with each individual and attempts to help him

with all types of life adjustments. Its underlying principle is that we are dealing with each person and not his problems. In counseling, traditionally, we use aptitude tests, occupational information, exploratory activities, and structure situations. This writer also believes that counseling should be "client centered" and not "problem centered." At times counselors become so hung up on problems that they cannot help the student. They become so intent on changing the value system of a student that they forget that their job is to point out what alternatives are available and allow the student to choose his own direction.

There is a great difference in regard to how Americans view counseling and how the Europeans view it.

First, an American counselor is prepared for and is expected to provide assistance to the student with reference to all aspects of his development including social, personal, and vocational, while his foreign counterpart tends to be solely concerned with the vocational. Second, the client-centered vocational guidance of youth in America, tends to be more abstract and academic than in Europe, where the well-spring is the public employment service, which works much more closely with the schools than is true of our program (Law, 1971).

This writer agrees that a lot has been placed on the shoulders of the counselors in America. Reform is necessary, but whether a counselor should limit himself only to vocational areas is a difficult question. This writer believes that a counselor should be prepared to handle any situation that may arise.

VOCATIONAL GUIDANCE

Guidance has traditionally been regarded as a collection of related services provided to a person as he enters training, selects an occupation, or begins to work. Guidance programs operating on this principle rely heavily on individual interviews, testing, and occupational information. Today's trained guidance worker must be familiar with the world of work. He must know where to find information that may effect the future of an occupation. He must also be able to interpret this information. The world of work is changing so rapidly that a guidance person must have as much occupational information at his finger tips as possible. One failing of today's guidance counselors has been their use of occupational information.

Guidance counselors should strive to help all students concerning any occupation and not just the college-bound students. This has, in part, been due to their academic background. Guidance counselors, at times, work solely with the academic oriented students leaving the vocationally minded student to find out for himself.

Vocational guidance got its start in Germany in 1900, when dedicated feminist groups formed an occupational information service for members of their sex in an effort to broaden vocational opportunities open to women. In Switzerland it was employer groups in 1902 who, dissatisfied with apprentice turnover, formed committees to assist youth in making more informed choices of their life's work (Law, 1971).

When reading in this area, it is found that Europeans have subscribed to vocational guidance services more than Americans.

Vocational guidance began in the United States to improve the post-school vocational adjustments of boys and girls. Vocational guidance was to provide occupational information and orientation for boys and girls leaving school or to help in determining their future occupation. The economic depression of the 1930's added a new dimension--that being large scale unemployment. Another movement came about in the

1930's with Carl Rogers' book on counseling and psychotherapy. The year 1942 saw a growth of interest in psychotherapeutic procedures which soon became greater than the interest in psychometrics. This had a great impact on vocational guidance. It made vocational counselors, whether psychologists or counselors, more aware of the unity of personality and the fact that one counsels people rather than problems. The movement that started in the United States, first with an emphasis on vocational orientation action and then with emphasis on aptitude testing, has picked up a psychotherapeutic approach and has emerged as a "new" field of counseling psychology. It goes beyond just vocational guidance.

Vincent F. Calia (1969) defines vocational guidance as the practice of disseminating occupational information in the school setting. The practice of disseminating occupational information in today's schools is very neglected by guidance counselors. So often guidance counselors are given so many duties that they are not able to do everything and the area they seem to set aside is disseminating occupational information.

Tom Messick, Head of Placement Service at Montana State University, finds that the vocational work of today's guidance people is their biggest shortcoming. We really do not have good current information for graduates. Counselors are not educated to disseminate occupational information. He further states that most guidance counselors are misleading today's graduates. They are not up-to-date on the supply and demand of jobs. This writer does not believe that guidance counselors have deliberately misled students. It is, however, true that more up-to-date literature should be made available on supply and demand of jobs. This writer feels that this is a failing on the part of State Education Departments and should not be put on the shoulders of the guidance counselors.

John L. Holland (1966), whose book Psychology of Vocational Choice is becoming quite accepted, stated that vocational guidance is being neglected. Supplying information about occupational environments helps individuals make more adequate choices. Choosing a job or occupational area is one of the most important choices a person makes in a lifetime. Selecting an

occupation is one of the most important choices a person makes. Students must be given every assistance possible in helping them move toward the career that they are most equipped to succeed in. Counselors must make every effort to help students make the correct choices.

Dr. S. Gordon Simpson of Montana State University, stated that the essence of vocational counseling is allowing the client a broad, open, free mind to make his own clear choices. He feels most vocational counselors are guilty of limiting and narrowing the minds of their clients into making a specific choice. We must allow them to see that there is more than only one choice to life. Counselors must become aware of what they are doing. Once a person chooses a career he is not stuck there the rest of his life. Too many unhappy people remain in the same job when they could be looking for something better. College students are very guilty of this. They begin in one curriculum and find out they don't really like it but stay there because of the extra time involved in changing. It is not a disgrace to change your mind.

GUIDANCE AND COUNSELING IN A CAREER
EDUCATION SYSTEM

How can this guidance counselor be best utilized in a career education program? The Governor of Ohio, James A. Rhodes (1970), feels that the guidance people should be used in developing curriculum. The main reason for a switch from client-centered to curriculum-centered counseling is that there are too few counselors and too many students. Too many have followed the established definition set down by the National Vocational Guidance Association in 1937 which stated: "Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter it, and progress in it."

They have felt the individual counselor must assume the major role. This is totally impossible for in no way can he possibly meet the need of all the students. His next function has been to distribute occupational information but there are no studies that show that such material has ever helped youth to make career decisions.

It is believed in Ohio that the guidance people should become involved with the industries within their communities. They must become acquainted with the vocational, technical, and professional areas.

The cry for relevancy in our curriculum encourages experimentation and change in the total educational program. The present projected growth of vocational education in our high schools proves an excellent opportunity for our guidance people to participate in the total program. Additional research in the field of guidance can provide information to move from counselor-centered activities to a system centered around career activities. Ohio wants their counselors not to see themselves as involved in a guidance program but as specialists helping in the development of the entire program.

Rhodes further states that the ultimate goal of the system should be to encourage the young people to want to "do something" rather than "be someone." The end product of the system of vocational guidance and vocational education should be a worker competent in whatever task he chooses, aware of his social and civic

responsibilities, and confident of his ability to face the future. This is a new and exciting way to utilize guidance counselors. If career education and vocation education are here to stay then educators and counselors in particular will have to change. No one seems to know what the role of the counselor will be in a career education system. This role will be defined by individual school districts according to needs and money available.

This writer spoke with Robert Whittington who has been a counselor at Lewis and Clark High School in Billings, Montana for the past seven years. He is very aware of the career education concepts but has been unsuccessful in changing the minds of the administrators. He is currently using the cluster approach to career education. The U. S. Office of Education has broken all occupations into fifteen clusters and he attempts to present each cluster. He follows three avenues of approach:

1. He contacts and works with the individual teachers, introducing career opportunities that might be incorporated into their individual lesson plans.

2. He asks if it would be possible for him to speak to their classes and with the help of the

teachers, introducing career information in that particular subject area. By having the teachers help, he can also then introduce them to the career education concept.

3. He does his one-to-one individual counseling, working in whatever area the student wants to move.

His actual counseling is fifty percent of his total time. The other fifty percent is spent in guidance work (occupational information), teaching classes, and as an administrative assistant (giving aptitude tests etc. . .). In his spare time, he also tries to arrange for resource people to speak to the classes. This writer feels he is doing a tremendous job under his current situation. In a career education program, he sees the role of the counselor as kind of an overseer, career specialist. He would constantly be on call working with the individual teachers, in whatever way possible to enhance their particular class. He would help to solve any problems that might arise, set up field trips, and arrange for resource people. In addition to this, he would do his regular load of one-to-one counseling.

This writer enjoyed talking to Mr. Whittington. He is far ahead of his system in Billings, Montana.

Thomas W. Gambino of the State Department of Education in New Jersey states that the key role in career education falls to the guidance and counseling people. His position on the staff qualifies him best to coordinate the resources for determining how well the program is meeting its objectives. In his counseling of students, he is in the best position to assess their growth in career awareness and the contribution the curriculum is making to that process. He is expected to participate in research on career development techniques, processes and programs, and to produce data from all of his activities to support needed changes in the curriculum (Gysbers, 1970). This writer does not believe that the success of career education falls on the guidance and counseling people. This writer feels that an all out effort must be made by administrators, teachers, and guidance counselors. Without total cooperation from all educators career education cannot possibly succeed.

The Fort Benton School District sees the role of vocational guidance counselor a little differently.

Their career education program is moving mainly at the elementary level. The counselor is the central theme. He is not used as a counselor but rather as a mini-course teacher. He goes into each class and teaches two day career education mini-courses. The activities are all relevant to the world of work and activity is non-graded. They feel his title--counselor--should be changed as it doesn't describe what he is doing. The kids think of him as Pat, the mini-course man. Fort Benton is taking a giant step forward by utilizing one of their counselors in an entirely new way. Career education is opening new doors for guidance counselors. Hopefully more schools will have the courage to initiate change within their traditional structures.

With the increasing emphasis on career guidance, many counselors find themselves with perplexing problems. Not where to find career information, but how to organize it in a meaningful way, how to disseminate it effectively, and how to use it to best advantage (Johnson and Martin, 1973).

To meet these demands, the counselors at Langley High School in McLean, Virginia organized a career course. This class was set up for juniors and seniors. The writer felt this was an excellent program. It is not

always possible to reach students on a one-to-one basis. The class began by taking the Strong Vocational Interest Blank and the Kuder Vocational Preference Record. Students and counselors also used the Chronicle Guidance Publication Occupational View Deck. The class was then organized for the students according to their interests. Films were sent for, field trips arranged, and guest speakers were contacted. When the class was evaluated by parents, students, and counselors, all were very pleased and wanted the course to continue. This shows the changing role of the counselor within a progressive school system.

Should high schools provide a placement service for their students? In Tiffin, Ohio, at Calvert High School, there is a successful part-time job placement service. This service was originally started, not only to help students earn money, but to meet the needs of employers in the community.

This service provides the following occupational orientation for students:

1. Experience in filling out a comprehensive job application form.
2. Experience in being involved in job interviews.

3. Experience in working in a variety of occupations which can often give a student an idea about what kinds of occupations he does or does not want in the future (Hipp, 1973).

This writer sees the need and feels a job placement service should be part of our high schools and administered by the guidance and counseling staff.

Four California high schools have designed career guidance centers to increase the availability of guidance services to students. These centers are to assist students in preparing for careers. "The centers are all designed to be student-oriented places where occupational, vocational, and financial aid information is readily available for individual student use" (Jacobson, 1972). Students can also meet with representatives of colleges, vocational schools, and other post-high school training schools. The counselor in this situation is given the needed room to work. It was reported that more students were interested in vocational training and were attracted to the centers more than in a traditional setting. College-bound students also used the building for research on college related information. Students stated that at the centers they were able to see their counselor more frequently because he was not tied up in relaying routine

information. Many cities across the nation, Anchorage, Alaska to name another, are developing successful career centers. There are many advantages for guidance counselors in a central location as was pointed out within the paragraph. Career education has initiated many changes within our traditional educational structure.

SUMMARY

The problem of moving from a traditional setting to a career education system is a complex one. Just how educators will utilize their guidance and counseling staff to its fullest advantage is not clear.

In March, 1970, President Nixon challenged today's educators. He said:

By demanding educational reform now, we can gain the understanding we need to help every student reach new levels of achievement; only by challenging conventional wisdom can we, as a nation, gain the wisdom we need to educate our young in the decades of the seventies.

This writer is most interested in the changing role of the guidance and counseling people. A great deal of responsibility will have to be accepted if career education is to succeed. A commitment is

needed by counselors to switch from their traditional role to one more oriented to change.

CHAPTER III

DISCUSSION

INTRODUCTION

The problem of this study was to determine how a guidance counselor can be of greatest value in a career education system. Guidance counselors have faced the dilemma "What is my role?" The newness of career education in the United States and the limited literature in this area makes the problem even more complex. Dr. S. P. Marland (1972), has stated that career education cannot be solely defined in Washington.

This writer will be discussing how educators are utilizing their guidance counselors in career education systems.

DISCUSSION OF CURRENT PROGRAMS

It was found that not all schools are totally accepting career education. This has been the situation for many guidance and counseling people. Mr. Robert Whittington, a counselor at Lewis and Clark Junior High School in Billings, Montana has developed his own role.

Mr. Whittington works with teachers helping them incorporate career information into their lesson plans. He speaks to classes whenever possible introducing career information. About half of his time is still tied up in traditional guidance and counseling functions. Mr. Whittington also arranges for resource people and helps set up field trips.

The Fort Benton school district has utilized one of their counselors as a mini-course teacher. This is at the elementary level. He teaches courses that are relevant to the world of work, on a non-graded basis.

Many school districts are introducing career courses taught by counselors. A good example of this is Langley High School in McLean, Virginia. This is one way counselors can come into contact with more students at one time. It is not possible to reach three hundred or more students on a one-to-one basis.

The Anchorage Area School District is also changing the image of the traditional counselor. At West Anchorage High School, Mr. Garner Buchanon has returned to the classroom. Mr. Buchanon teaches classes on Occupational Awareness and counsels with those students

he has in class. Mr. Buchanon feels this gives him much closer contact with his students. He still handles schedule changes and other administrative paper work. He sights the greatest advantage in having his counselees in class:

I can really get to know the kids this way. Most Vocational questions can be handled in the classroom. Personal problems can be dealt with in private during my free period or in my office during class. I have found that 85 percent of student's problems can be handled in the classroom.

Mr. Buchanon discussed his class further:

My major objective is to have my students become aware of how they feel about themselves, their own self concepts. The students are able to explore the dynamics of decision making. I also use vocational inventories to show where a student's interests are at that particular moment.

Mr. Buchanon's students are assigned to him throughout their high school career. He has also developed a list of local resource people to call on to speak or answer questions about the job market. Beyond that, Mr. Buchanon wishes there was more current information on the supply and demand of jobs. He felt this was the responsibility of State Educational Departments.

At Calvert High School in Tiffin, Ohio, there is a placement service provided for the students. This service helps meet the part-time job needs of that community. The guidance counselors of that high school provide experience for students filling out job applications, experience in job interviewing and experience in working in a variety of jobs. It is believed by the writer that before too long, all high schools will have full-time placement services similar to universities. They will be attempting to find jobs for their graduates.

A very unusual use of guidance counselors was introduced by Governor James A. Rhodes of Ohio. He states that guidance people should be used in developing curriculum. Guidance people must be part of the entire program and in Ohio it was felt that they must assume the major role in career education.

SUMMARY

In the preceding section, some of the new and varied ways guidance counselors are being used was discussed. What role the guidance counselor will have is yet to be decided.

This writer believes the ideal situation for a career counselor is as described in Anchorage, Alaska by Garner Buchanon. Under that system the counselor doubles as a teacher. One downfall of counselors in the past has been their inability to reach all the students assigned to them. A counselor can reach more students in the classroom than on a one-to-one basis. He can also handle most problems in groups and free himself to help more students than was possible in the past.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The problem of this study was to determine how a guidance counselor could be best utilized in a career education system. This was done through reading current literature, interviewing educators, and studying on-going programs. It was concluded that the career counselor must come into contact with more students than in the past. This was best accomplished through classroom contact. A counselor can teach and also work as a counselor. However, he should be a counselor first and the teaching he'd be doing only an extension of his counseling.

Counselors should not be limited to career or vocational problems. They must be prepared to deal with whatever problems a student might have.

The most important idea being the active participation of the counselor within the curriculum.

CONCLUSIONS

The following conclusions were arrived at through study of related literature and interviewing individuals active in the career education concept.

1) Career counseling is allowing the client a broad, open, free mind to make his own clear choices. Counselors must not limit or narrow their client, but allow them to see there is more than one choice to life. Students must become aware of their own likes and dislikes before they enter the job market.

A man cannot be considered a success because he is a bank president or a failure because he is an unskilled worker. Men achieve success only when they have found the work that brings them happiness (Roth, 1970).

2) Counselors must move into the mainstream of education. It should no longer be acceptable for a counselor to spend the majority of his time in paper work.

Actual logs of the way in which school counselors' time is spent would indicate that registration advising, test recording, and various kinds of paperwork occupy far more of the average counselor's time than literature suggests (Wrenn, 1973).

It is concluded that a counselor should not be set aside and isolated from the rest of the staff.

3) This writer concludes that a counselor can teach and also work as a counselor. Counselors must get to their students in groups. It is impossible for a counselor to reach three hundred or more students on a one-to-one basis. Most vocational problems can be handled in the classroom, and personal problems can be dealt with during free counseling periods or in the privacy of the counselor's office during class.

4) It is believed that there should not be separation of vocational counselors and personal counselors. Career counselors should have the background to help students with whatever problems they might have; academic, vocational, or personal.

RECOMMENDATIONS

The results of this study lead the writer to make the following recommendations:

1) It is suggested that a longitudinal study be developed to determine the most effective use of guidance counselors in a career education system.

2) It is suggested that a comparison of studies be made so that general conclusions can be drawn about the role of a guidance counselor in a career education system.

3) It is suggested that all findings in this area be printed due to the lack of information available.

4) It is suggested that a study be designed to determine the effectiveness of career guidance programs in making career decisions.

All studies in the area of counseling in a career educational system will be highly valuable in helping guidance counselors understand what their role will be.

SUMMARY

Many changes must take place in a career education system by administrators, teachers, and guidance counselors. All educators must become active in promoting career education for it to survive. It is hoped that the ideas presented here will stimulate some thinking as to what the role of the guidance counselor will be in a career education system. It is

the responsibility of teachers, administrators, and guidance counselors to determine how career education best meets their needs.

The U. S. Office of Education has received three times as much mail from the general public supporting career education than it ever received in support of the "Right to Read" program. The "star" of career education is definitely rising. Will it continue to do so? To answer this question, we must now look at the kinds of changes necessary if career education is to become a reality in American education (Hoyt, 1973).

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