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A PROSPECTIVE OF VOCATIONAL COUNSELING IN SCHOOL GUIDANCE PROGRAMS

by

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ABSTRACT

The problem of this study was to investigate the status of vocational counseling in school guidance programs and to present a prospective. The purpose of the study was to find better ways of helping young people in the difficult process of career choice. The procedure was to review the literature in the following three general areas: (1) History of the Vocational Guidance Movement; (2) State of Elementary School Counseling; and (3) Selected Vocational Development Theories used in vocational counseling.

A major conclusion of the study was that vocational guidance in the past has been inadequate and that currently there is an active search for newer and better approaches to the problem of vocational guidance. One such approach is the extension of vocational guidance to the elementary school.

The researcher recommended an approach to vocational guidance at all levels whose first objective and major emphasis would be to "learn about yourself." The idea of a career would be approached from the identity angle rather than the security angle. The researcher recommended that this approach to vocational counseling be investigated for its validity and that appropriate methods and techniques be devised through further study.

CHAPTER I

INTRODUCTION

As a counselor, the researcher has become increasingly aware of the fact that career development and occupational choice is an essential function of our educational system. According to Ehrle (6:1), there is clear evidence that we have not provided adequate vocational counseling in the school systems during the middle third of this century, despite strong roots in the vocational guidance movement. Wrenn (32:50) says that vocational counseling has been given inadequate attention because it requires increasing knowledge and skill. He also says that no counselor should be allowed to substitute "counseling for college" or any other emphasis in the place of "counseling for life activity." Wrenn (31: 109-110) believes that there is an urgent need to correct the current situation in many schools, where educational and vocational information is out of date and is not only worthless but dangerous to use. He forsees computers to perform this task in the future.

The researcher's purpose in making this study was to gain a prospective of vocational counseling in school guidance programs with the hope of using the information gained

in his own counseling practice. The researcher believes that many social and economic changes have given impetus to a need for vocational counseling at all levels of education. Some of these changes as cited by VanHoose, Peters, and Leonard (28:65) are: (1) automation and specialization in industry; (2) rapidly expanding and increasingly complex world of work; (3) decreasing employment opportunities for those unprepared; and (4) different job requirements so that those prepared have increasing opportunities and those less prepared have decreasing opportunities. Wrenn (32:43) says that from now on there will be more people than jobs and that the gap between those who have and those who have not will be increased.

Statement of the Problem

The problem of this study was to investigate the status of vocational counseling in school guidance programs and to present a prospective.

Purpose of the Study

The purpose of this study was to investigate the state of vocational counseling in school guidance programs and to possibly find better ways of helping young people in the difficult process of choosing a career. This study was

important because it involved one of the major purposes of education which is to prepare young people to take their place in the world of work. Selecting a suitable occupation is invaluable in helping a young person live a happy and meaningful life.

Recent evidence indicates that a job no longer gives meaning to life for many people. Wrenn (32:49-50) cites Havighurst as saying that two-thirds of those now in the American labor force are in "society-maintaining" as opposed to "ego-involving" occupations. Cremin (5:39) believes that we may be moving into a period in which occupation will play a more central role for those who enter the trades. If this is the case, the counselor will have to develop a concept of vocational choice concerned with total life-style rather than with occupation. Young people will need help in planning for leisure-time as well as employed activity in life. Girls will need much more counseling than they did in the past because it is estimated that eight out of ten girls will have jobs outside of the home in their adult lives. According to Wrenn (32:48-51), vocational counseling is and will continue to be one of the most vital and distinctive tasks of the secondary school counselor.

Recent evidence also indicates that vocational

counseling should begin in the elementary grades. According to Van Hoose, Peters, and Leonard (28:65-66), recent theories and research in personality and in child growth and development indicate that a child's interest in a possible career begins as early as the third or fourth grade, and that the interest increases throughout the remaining school years. Hill (11:349-350) went a little further when he concluded that "the process of narrowing the range of occupations considered favorably by children was definitely begun prior to third grade." Van Hoose, Peters, and Leonard (28:65-66) say that the study of occupations during elementary grades is consistent with the now accepted view that occupational interest is an important part of the total growth process.

Procedure

The procedure of this study was to review the literature in several areas related to vocational counseling. In investigating each area, the researcher summarized only material which he felt was pertinent to his study. The general areas reviewed were: (1) History of the Vocational Guidance Movement; (2) State of Elementary School Counseling; and (3) Selected Vocational Development Theories Used in Vocational Counseling.

A majority of the research done in this study was on

the history of the vocational guidance movement. The researcher felt that it was very important to examine historical trends and developments to see if they had any implications for the future in vocational counseling. Developments in vocational guidance and over-all school guidance were intertwined throughout the study because of their close relationship to each other. Since the vocational guidance movement is associated more closely with secondary school counseling, the researcher felt that it was important to look at elementary school counseling separately. In selecting the last area to be investigated, the researcher felt that a look at vocational development theories was important in gaining a proper prospective of vocational counseling.

Limitations of the Study

The study was limited to books and professional journals published since 1960 whenever possible. The study was also limited to the three general areas selected to report on. The findings obtained from investigating these three areas may or may not have given an adequate prospective of vocational counseling in school guidance programs. Another limitation of the study was the random selection of material to report on by the researcher from the broad general areas that were covered.

Definition of Terms

One of the problems facing the school counselor today is semantics, especially in the use of the words "counseling" and "guidance." The researcher used the following definitions in his study:

Counselor - Refers to one who counsels or to one who performs guidance duties (21:V).

Guidance - Refers to the general range of duties and activities of the school counselor (21:V). Guidance is also defined as a continuous process of helping the individual develop to a maximum of his capacity in the direction most beneficial to himself and to society (22:3).

Counseling - Refers to the face-to-face effort by one person to help another (or several others) better to understand himself and his environment and to plan and execute decisions (21:V).

School Counseling - Refers to all the activities of counselors and therefore can be used synonymously with "guidance" (21:V).

Guidance Services - Refers to the formalized efforts and actions taken by the school to make guidance operational and available to students. Guidance services are organized around the appraisal service; and a planning, placement, and

follow-up service (20:32-33).

Vocational Guidance - Refers to the selection of, preparation for, and placement in life work. Many times this is done by use of tests and occupational information in analyzing the individual and the job and trying to match the two.

Vocational Counseling - Refers to the recognition of and dealing with affective factors in vocational development and choice including the self-concept as related to occupational perceptions and preferences; and affective reactions to information which involves the self-concept such as scores on tests of aptitudes and abilities. This recognition of and dealing with emotional factors makes consideration of vocational problems "counseling" rather than "guidance." (17:61-65)

According to the preceding definitions, "counseling" is considered to be a part of the broader concept of "guidance." In his study, the researcher occasionally used the terms "vocational guidance" and "vocational counseling" synonymously. Technically speaking the term "vocational counseling" has the same relationship to "vocational guidance" as the term "counseling" does to "guidance."

Summary

The introduction to this chapter gave some background information on the problem of the study which was to investigate the status of vocational counseling in school guidance programs and to present a prospective. The main point made in the introduction was that the job that has been done in vocational counseling has much to be desired.

The purpose of this study was to find better ways to help students in the difficult process of career choice. Recent evidence indicates that our future concept of vocational choice will have to be concerned with total life-style rather than with just occupation. Recent research has also indicated that a child's concept of career begins early in the elementary grades and that vocational counseling may also be necessary in the elementary grades.

The procedure that was used in solving the problem was to review the literature in several areas related to the problem. The general areas chosen were: (1) History of the Vocational Guidance Movement; (2) State of Elementary School Counseling; and (3) Selected Vocational Development Theories Used in Vocational Counseling.

The study was limited to books and professional journals published since 1960, whenever possible, and to the

three general areas that were selected to report on. Another limitation was the random selection of material to report by the researcher.

The following terms were defined in the definition of terms: (1) counselor, (2) guidance, (3) counseling, (4) school counseling, (5) guidance services, (6) vocational guidance, and (7) vocational counseling.

The researcher pointed out that "counseling" is considered to be a part of the broader concept of "guidance" and that the terms "vocational counseling" and "vocational guidance" were sometimes used synonymously in the following study, although technically speaking they do not have the same meaning.

CHAPTER II

SOME PERTINENT LITERATURE

History of the Vocational Guidance Movement

Frank Parsons is generally given credit for the origination of vocational guidance as practiced in the American schools. In 1908, he organized the Vocational Bureau in Boston which seemed to give a bigger impetus to the development of vocational guidance than any of the other attempts that were being made. Shortly after his vocational bureau was established, Parsons announced a plan for training counselors with the purpose of making them available to manage vocational bureaus in schools, Y.M.C.A's, colleges and businesses.

In his book, Choosing a Vocation, Parsons expressed his concept of vocational guidance as involving three broad factors: (1) clear understanding of yourself, (2) knowledge of the requirements and conditions for success in different lines of work, and (3) true reasoning about the relations between these two groups of facts (16:5). Unfortunately, Parsons died in 1908 just before his book was published. He did not get a chance to see his theory put into practice in the schools.

Parsons actually began his counseling in the 1890's and in 1905 he established Breadwinners College which paved the way for the development of vocational guidance services. Also in 1905, Binet published his intelligence scale in Paris, which was the forerunner to our modern intelligence tests. Other experiments in psychological testing were begun by Galton (1882) in London. The first psychological laboratory was started by Wundt (1879) in Leipzig, Germany, Cattell and other students brought these tests to the United States. According to Munsterberg (30), the founder of applied psychology, Parsons' techniques indicated that somehow he must have stumbled on to the emerging psychological experimental tests and adapted them for diagnosing an individuals capabilities prior to choosing a life career. Parsons also advocated the tryout method of observation through job visitations which is still in use today. After Parsons' death, his successors abandoned psychological tests on the grounds that they had not yet been perfected and that there was not any available occupational ability profiles. Self-analysis of capabilities and interests and observational methods of collecting occupational information were then used in vocational guidance (30).

The period from approximately 1900 to 1916 could be

called the organizational period for vocational guidance. During this time several attempts were made at initiating guidance services in different parts of the country in addition to those of Parsons.

Jesse Davis introduced the study of self and occupations in his classes in Detroit as early as 1898 and later in Grand Rapids. He emphasized the moral value of hard work, ambition, honesty, and the development of good character as assets to any person who planned to enter the business world (18).

Anna Reed established her guidance services in Seattle schools. She believed that the system was more important than persons and advocated stiff competition in the schools just like it was in business. She wanted to help meet the needs of industry by finding the best person for the job (18).

Eli Weaver reported to the First National Conference on Vocational Guidance in Boston in 1910 that every high school in New York city had a committee of teachers who were attempting to aid boys and girls in discovering what they could do best and how they could secure a job which would be to the best advantage of themselves and of their employer (18).

David Hill, Director of the Educational Research Bureau in New Orleans, emphasized the scientific approach to the development of guidance services. He did not believe that concern for guidance should be based on reforming society toward specific social or economic goals. He believed that any decisions affecting education, and thus society, should be based upon sound scientific research (18).

In 1911, Harvard established the first university level training course for counselors. Also in 1911, the "Vocational Guidance Newsletter" was published. It was the forerunner to our present "Personnel and Guidance Journal." The National Vocational Guidance Association was founded in 1913 at Grand Rapids. This was to be the forerunner of many professional organizations to develop in guidance and counseling. In 1915, the Division of Applied Psychology Carnegie Institute of Technology, conducted the first systematic study of personnel selection, management, occupational preference, and vocational guidance. In 1916, the Stanford revision of the Binet intelligence test was published.

World War I gave a strong boost to the guidance movement particularly through developments in testing. The war brought about a partial merger of the testing movement and the guidance movement. The merger was only partial

because educators in the 1920's such as Brewer stressed exploratory experience in guidance and psychologists such as Hull hoped that psychological tests would be the basis for vocational counseling (23).

Some important developments during this period were:

1. The National Vocational Guidance Association issued a statement as to the purpose of vocational guidance in 1921.
2. Kitson's Psychology of Vocational Adjustment saw the field of vocational guidance as highly specialized in 1925.
3. In 1926, the Strong Vocational Interest Blank was published.
4. The Hawthorne Studies of the Western Electric Company were conducted by May and Associates in 1927, and
5. In 1928, Hull's aptitude testing at the University of Wisconsin gave us the first glimpse into computer base data processing as it pertains to testing.

The economic depression of the 1930's caused a great impact on the youth of the nation because of lack of jobs and uncertainty of the future. Vocational guidance was highlighted as a job-placement activity as well as an educational function. The Minnesota Employment Stabilization Research Institute experimented with psychological tests, occupational information, and retraining as methods of getting adult workers back into the active labor force. The research and counseling methods developed in this pioneer project were

taken over by many public and private counseling centers as well as the United States Employment Service. The union of education, of social work, and of psychometrics in the vocational guidance of youth was now more complete, as shown by the strength of the National Vocational Guidance Association and the activities of the National Occupational Conference in 1933. NVGA's membership came from the fields of education, psychology, community service, business, and government (23).

Also during the 1930's the Civilian Conservation Corps was established to give unemployed youth something to do and to provide social opportunity. Counselors were hired to work with youth and received valuable training. The Dictionary of Occupational Titles, now in widespread use and generally accepted as a standard reference, was published in 1939, and a testing service which continues yet was inaugerated by the United States Employment Service. Their main test, the General Aptitude Test Battery is still in use. Psychology as an organized field at this time showed some interest in guidance through a small group of applied psychologists who in 1937, organized the American Association for Applied Psychology (23).

During the 1930's a movement gathered force through clinical psychology with mainly an interest in psychotherapy.

This movement was brought to the attention of counselors and other educators in 1942 by the publication of Carl Rogers' book, Counseling and Psychotherapy. An interest in psychotherapeutic procedures grew that even became greater than that of psychometrics. This movement and its accompanying research and theoretical contributions had a great impact on vocational guidance (23). Super (23) writes that "the merging of these several streams of development means that the movement which started as vocational guidance in the United States, first with an emphasis on vocational orientation activities and then with a parallel and eventually merging emphasis on aptitude testing, both leading to placement, recently also assimilated a psychotherapeutic approach and has emerged as the 'new' field of counseling psychology."

While including vocational guidance, this new field goes beyond in dealing with a person as a person and trying to help him in all areas of life adjustment. Vocational counselors were made aware of the unity of personality and the fact that one counsels "people" and not "problems." Problems of adjustment in one aspect of living have effects on other aspects of life (23).

In Parsons' day there was very little understanding of the psychology of motivations. Parsons and his successors'

only understanding of motivation seemed to be a practical understanding that the choice of a wrong career meant frustration. The 1951 Northwestern Conference of counseling psychologists revealed the beginnings of an integration between the two separate, but related fields of psychometrics and motivations into a comprehensive theory and practice of the whole individual (30).

Williamson points out another deficiency in Parsons' work that is now also being corrected. Originally vocational guidance was a one-step operation in that Parsons specialized in the problem of early adolescents. Their most pressing problem seemed to be placement in the proper job. The idea of vocational guidance at successive life stages does not seem to have occurred to Parsons (30).

World War II gave a tremendous boost to all guidance functions. The armed forces utilized tests on a vast scale to predetermine aptitudes and attitudes. Millions of men and women were opposed to these tests and a great deal of publicity was given to the various aspects of guidance and counseling. There was a swelling of the school population and a maturing of professional fields. Codes of ethics and certification requirements emerged from professional groupings.

Since this war, governmental agencies have put into operation vast programs of guidance and counseling. The best known program is that of the Veterans Administration which was established to aid in the post-war adjustment of veterans and which continues at present. In 1952, the VA sponsored programs for the training of counseling psychologists. Job specifications were rewritten to replace vocational counselors with counseling psychologists.

Also in 1952, the National Vocational Guidance Association merged with several other similar associations to form the American Personnel and Guidance Association. This gave more adequate expression to the interest in general adjustment, while at the same time preserving special interest in occupational problems in its divisional structure.

By the 1950's, a counselor's experience and personal characteristics were recognized as affecting the counseling process more than his theoretical orientation. Counselor education programs stressed a behavioral sciences background, but not necessarily emphasis upon any one theoretical orientation (21:3). There was a push to extend and broaden the training of the school counselor. This push was given great impetus by the launching of the "Sputnik" by the Russians in 1957. In reacting to this National threat, the federal

government enacted the National Defense Education Act of 1958. This act provided funds for counselor training and the number of persons employed as counselors grew rapidly. This act emphasized the identification of the college-bound and the gifted. Most counselors were still being employed in situations that emphasized information giving and placement activities.

Traxler (27:5-8) lists five major influences in the development of guidance. They were: (1) philanthropy and humanitarianism, (2) religion, (3) mental hygiene, (4) social change, and (5) the movement to know pupils as individuals. Each of these will be briefly discussed in the ensuing paragraphs.

Vocational guidance began, in the United States, as a movement by philanthropically-minded citizens to improve the post-school vocational adjustments of boys and girls (3). This movement of the late 1800's and early 1900's was a result of the regard for the welfare of mankind. People believed that society could be improved if misfits, particularly in the vocations, were helped and that this help should start with youth in the schools so that fewer maladjustments would occur (27:5-8).

Religious men interpreted the world as a constant

struggle between the forces of good and evil. They wanted the school to help them work with youth and train them for the good life. They thought the school could help in character building (27:5-8).

The mental hygiene movement originated in 1909 when a National Committee for Mental Hygiene was established. A major impetus in 1908 was Clifford Beers' book, A Mind That Found Itself. The mental hygiene people believed that maladjustment required therapy and that youth needed a correct perspective on their abilities in relation to life goals. They preferred frank, open behavior as opposed to secretive, restrictive behavior. They encouraged preventive programs for nervous and mental disorders (27:5-8). Child guidance clinics helped broaden the concept of educational guidance during the 1920's (5:35).

Traxler lists social change as the fourth major influence in the development of guidance. He says that two world wars, unemployment, world wide depression, technological advances, child labor laws, and compulsory school attendance drove many young people to school who had no desire to be there. Many students were not clear as to why they were there or what they wanted. This led to an expansion of the curriculum and the realization that increased personal

attention was needed (27:5-8).

The last influence on the development of guidance according to Traxler is the movement to know pupils as individuals. This movement is closely associated with the history of tests and measurements. Guidance was facilitated because it was the school's duty to know its students as individuals. Because of the impossibility of knowing every student on a personal basis, the school systematically attempted to collect information on each student and pool its knowledge year after year (27:5-8)

The guidance movement was a part of the broader progressive education movement. Cremin (5:35) called vocational guidance the central thread of the guidance movement which connected with the broader progressive education program. He went on to say that the effort to individualize instruction, which was the essence of progressive education, was at the heart of what came to be known as "educational guidance." This was indicated previously by Traxlers' acknowledgement of the movement to know pupils as individuals.

Cremin also points out that the guidance movement and the broader progressive education movement both have a heritage of diversity and contradiction. Just as various schools of progressives argued amongst themselves in the

1930's and 1940's over whether teachers ought to "build a new social order" or "develop the whole child" or "apply scientific techniques in the classroom," so did various schools of counselors argue over the merits of vocational versus educational guidance, of systematic testing versus non-directive interviewing (5:36).

Stiller lists four stages in the development of school counseling. According to Stiller, the first stage emphasized the Parsonian concept of analysis of the individual and the job and the consequent matching of the two. Vocational selection was based on logic and reason and stress was placed on the procedures to be used. During this period, approximately 1910-1940, guidance workers were teachers who performed guidance functions during part of the day and they may or may not have had special training. Their major function was to provide information in order to guide youth into proper jobs and, maybe, to teach a course in occupations (21:3).

Stiller's second stage in the development of guidance occurred in the 1940's under the impact of Rogers. He says that this stage stressed meeting the needs of youth as perceived by the youths themselves.(21:3).

The emphasis in this second stage dealt with the

philosophical orientation of the counselor from which his working behavior would presumably follow. Counselor education institutions quickly seized upon the Rogerian theory as representing a psychologically more tenable frame of reference for school counseling than the earlier Parsonian concept. By the late 1940's and early 1950's, most counselor trainees were being exposed to Rogerian self-therapy. However, the graduates were then employed in schools that still stressed information-giving and placement functions. Most of these counselors still taught for a part of the day and worked part of the day in the subject field of guidance (21:3).

According to Stiller, the third stage in the development of school counseling occurred in the late fifties and sixties. The attention in the literature centered on the pragmatics of the guidance function. Some authors, according to Stiller, began to express concern over the lack of a philosophical basis for guidance activities. Also during this stage the position of the local guidance counselor evolved to the extent that he could exert some influence on the counselor's functioning (21:3).

Stiller now feels that school counselors are ready to embark upon a fourth stage, one of professionalization. The American School Counselor Association has published its

"Statement of Policy for Secondary School Counselors and Guidelines for Implementation" and is currently working with national organizations of school administrators to follow through on the statment (21:4).

Stiller (21:4) after examining the situation says that the school counselor still does not realy identify with the profession. Tiedeman and Field (21:4) say that the school counselor's primary purpose is that of a technician to help the teacher do a more effective job of teaching. They do propose a framework that would make the school counselor a professional but add that no college or university is prepared to offer the type of course necessary.

Barry and Wolf leveled strong criticism at the traditional vocational guidance practices in our schools. Five conclusions they derived were: (1) there is no sound theory underlying existing practices; (2) there is no justification for the separate practice of vocational guidance, or the more popular modern epithet, vocational counseling; (3) all of vocational guidance rests on an invalid assumption; (4) the most widely used guidance practices defeat rather than implement the aim of helping the student; and (5) today's actualities necessitate new views and new approaches (1:183-192).

Blocher criticized counseling psychology for lack of progress since Supers' article appeared in 1955. He contends that counseling psychology has not broadened the boundaries of vocational guidance very much. Counseling psychology's most important research has been done in the area of vocational development. Counseling psychologists have also emphasized the need for integrating concepts in personality development with the other disciplines involved in counseling theory and practice (2).

Blocher proposes the concept of human effectiveness. This concept focuses on the development of normal or effective behavior as opposed to the psychologists tendency to focus on abnormal behavior. The etiology of human effectiveness would revolve around social roles, coping behaviors, and developmental tasks (2).

Weitz (29) criticized the impact of the National Defense Education Act of 1958 on school counseling. He said that a young person who is channeled into science, language study, or engineering because he is "best suited" to this has been robbed of a chance to learn how this major life decision was made. The student may be successful, he may be well adjusted, he may be happy, but he has not learned the sense of responsibility that comes from making decisions and

accepting the consequences of that choice. Weitz (29) also added that a well-trained professional probably would not be that authoritarian.

Wrenn (31) made the following comments about the counselor's responsibility to a student. He said that the counselor's function was to help students make informed educational and vocational choices. Not in the traditional sense, but start from the student's perception of himself and his needs rather than vocational demands. A student will need to make several choices and any choice is an event in a lifelong process. The superior student should be allowed to develop more broadly. Early choices can hurt him, therefore, we should avoid cut and dried vocationalism. Wrenn (31) also said that helping youth accept the fact that they will continue to live in a world of insecurity and tension is a significant counseling goal.

In 1969, Ehrle discussed several factors related to the current state of vocational guidance. He concluded that more and better vocational guidance on the part of the schools is called for.

According to Ehrle (6:7), the 1930's and 1940's were characterized by a great deal of testing and assessment research in the trait-factor tradition. The 1950's were best

characterized by research on occupational choice and career development theory. Ehrle concluded that these theories, which will be discussed in a later section, were only applicable to a limited number of high school students and that they raised more questions than they answered. The 1950's also were epitomized by a great college expansion. Therefore, most counseling resources were directed toward the college bound (6:7). The passing of the National Defense Education Act of 1958 gave this emphasis a great impetus.

Ehrle (6:8) reports that it was not until the early 1960's that the problem of a vast number of out-of-school, out-of-work youth was identified as a national problem of disaster proportions. The schools had failed to prepare these youngsters to effectively compete in the labor market. As in 1958, the federal government came to the aid of education in making up for a felt deficiency. Congress enacted the Manpower Development and Training Act in 1962 as the first in a series of anti-poverty laws designed to salvage these youths as well as other persons who were deemed to be victims of automation. Other major legislation that followed was the Economic Opportunity Act of 1964, the Civil Rights Act of 1965, and the Social Security Amendments of 1967. This legislation acknowledged the fact that non-college bound students

had been neglected by vocational curricula and guidance and counseling. These laws called for the intervention and rehabilitative action on the part of non-school agencies such as the Neighborhood Youth Corps, Job Corps, VISTA, Youth Opportunity Centers, and a U. S. Employment Service Human Resources Development Program. Their purpose was to meet the need for vocational counseling, job try-out experiences, and for learning the worker role (6:8-9).

Most of the anti-poverty legislation was not oriented toward improving vocational guidance in the school system, although the U. S. Department of Labor and the U. S. Office of Education had joint responsibility for administering the programs. The major exception was the Vocational Education Act of 1963, as amended by legislation passed in 1968. This legislation specifically stated that vocational guidance and counseling is to be provided to both vocational education and prospective vocational education students. The vocational education amendments of 1968 encourage a drastic updating of vocational education curricula and encourage new thinking and leadership in the field (6:9). The impact of this legislation is just starting to be felt.

Other legislation having an effect on vocational guidance are the Elementary and Secondary Education Act of

1965 and the Higher Education Act of 1965.

The support of education by the federal government is nothing new. It dates back to the Northwest Ordinance of 1787 and the Morrill Act of 1862. The last ten years have seen heightened concern of the federal government in the quality of education in every state and city.

According to Ehrle, several interdisciplinary seminars have been held that were jointly sponsored by the American Vocational Association and the American Personnel and Guidance Association while being funded by the Vocational Education Act. The seminar considered most relevant was conducted in January 1966 at Ohio State University. Most participants tended to favor a "more of the same" approach in providing services to students. Other suggestions for making better use of available manpower were proposed--such as the use of semiprofessional aides. Participants believed that training of guidance personnel should require more "world of work" exposure and experience, and that guidance personnel become competent in "work adjustment" counseling (6:10-11).

Government officials, educators, other professionals, and the general public seem willing to deal with the problem of vocational guidance, but there seems to be a lack of the resources or the technology to deal with the problem.

Recent evidence indicates that improvement may be coming in vocational counseling technology. The improvements include (a) the extension of vocational guidance to the elementary school, (b) the use of computers in educational-vocational guidance, and (c) the existence of a junior college vocational guidance potential (6:12).

Ehrle (6:23-24) concludes that two positions regarding vocational counseling have slowly evolved. One is essentially economic and concerned with an "active labor market policy" and the other is the more psychological traditional vocational guidance point of view. These approaches use many of the same words, but it is clear that vocational guidance views the individual as supreme and is oriented toward enhancing his individual vocational maturity. The active labor market policy views the economy as the focus of attention and is oriented toward economic efficiency and production (6:23-24).

Ehrle (6:25) warns that historically if the schools cannot or do not meet their responsibility of counseling students for vocational training and employment as well as enhancement for individual vocational maturity, the federal government will step in and it will probably do so by implementing an active labor market policy.

State of Counseling in the Elementary Schools

Counseling in the elementary schools has drawn increased attention in the last two decades. At first, many of the efforts in elementary guidance was a result of gleaning out experiences in high school guidance that would be helpful at the elementary level. This approach was soon proven to be ineffective by an analysis of the differences between pupils and teachers at these two levels (33:3). There is quite a difference as to the guidance orientation needed for counseling these two groups of students.

Faust (7:188-189) presents the following summary of differences between high school counseling and elementary school counseling:

Summary of Differences Between High School Counseling and Elementary School Counseling

High School Counseling	Elementary School Counseling
1. Emphasis on occupational information and career exploration; includes such features as "career days."	1. (a) At most, may coordinate teachers and high school counselors in working out occupational information and career exploration program. (b) High school counselor assumes initial leadership; only periodic consultation when the design is completed. (c) After initiation of the program in the classroom,

Summary of Differences Between High School Counseling and Elementary School Counseling

High School Counseling	Elementary School Counseling
	the teacher assumes leadership.
2. Emphasis on post-high school educational planning.	2. None
3. Emphasis on "next semester program planning."	3. At most, may coordinate high school counselor and teacher in semester program for entering high school.
4. Emphasis on testing, mostly in areas of aptitude, interests, and achievement.	4. None
5. Emphasis on crisis counseling. Students with problems referred to variously as academic, dropout, personal maladjustment, social maladjustmant, violation of school rules or policy, etc.	5. (a) Emphasis on developmental counseling for all children. (b) Engages in some crisis counseling, but usually as a vehicle for influencing the total curriculum.
6. Emphasis on various "orientation programs," such as introducing students to the school, its facilities, and structure.	6. None

Summary of Differences Between High School Counseling and Elementary School Counseling

High School Counseling	Elementary School Counseling
7. Emphasis on individual counseling (continuously attempting to reduce the counselor-student ratio).	7. Emphasis on moving away from individual counseling (though it is, and will continue to be, an important area of functioning).
8. Growing interest in group counseling, though individual counseling continues to dominate.	8. Emphasis on group counseling.
9. Practices teacher counseling and consultation only with relative frequency.	9. Emphasis on teacher counseling, and consultation.
10. Is not adverse to but "relatively" seldom practices parent counseling.	10. None
11. Is not adverse to but "relatively" seldom practices parent consultation.	11. Practices parent consultation but usually on a group basis. (Prefers not to invest in individual parent for family consultation.)
12. Seldom conducts, but is not adverse to, in-service programs for teachers.	12. Usually involved in an in-service program for teachers.
13. Seldom directly involved, but not adverse to, the central stream of curriculum development.	13. Emphasis on direct involvement in the central stream of curriculum development (translating human behavior principles into instructional methods, course content, and program design).

Summary of Differences Between High School Counseling and Elementary School Counseling

High School Counseling	Elementary School Counseling
14. Emphasis on learning is primarily in regard to a focus on semester grades, course changes, program planning, teacher changes, dropout prevention.	14. (a) Emphasis on learning as the central concern, primarily exercised through developing a learning climate for all children, which frees them for learning. (b)"Relatively" disinterested in semester grades, course changes, program planning, teacher changes, dropout prevention.
15. Plans daily or weekly schedule in terms of student-counselor ratio.	15. Plans daily or weekly schedule in terms of teacher-counselor ratio (tentatively set at one counselor for every twenty-five teachers).

The Michigan Elementary School Counselor's Association Statement on the Role and Function of the Elementary School Counselor lists the following reasons for having elementary school counseling (28:83-84):

1. Of 800,000 school drop-outs per year, many can be identified by the end of the fifth grade.
2. Each high school drop-out is apt to cost society $75,000 in his lifetime.
3. Most potential delinquents begin to show maladaptive behavior by the age of nine or ten.

4. Tremendous changes in the world of work that require workers to gain more and more education and training, make it necessary for career guidance to begin in elementary grades.

5. Thirteen percent of youngsters under the age of 18 are from broken homes.

6. By the age of ten the child gives a "preview" of what he will be like as an adult.

7. Attitudes and values of children are pretty well formed by the age of twelve at the latest.

8. One out of every ten children will spend part of his lifetime in a mental institution.

In conclusion, they state that "Big oaks from little acorns grow....and Big problems from small discontinuities in development grow that can be prevented!"

Wrenn (33:203) traces the beginnings of elementary school counseling to the influence of the school psychologist and school social worker. The history of these specialists can be traced clear back to the "visiting teacher" in Boston, Hartford, and New York in 1906 and 1907 (33:2-3). The modern elementary school counselor made his appearance in the middle and late 1950's. Several writers of the late twenties and early thirties laid the foundations for the elementary school guidance movement of the fifties and sixties. A few localities have claimed that they had elementary school counselors in the 1930's. These specialists were probably school psychologists or social workers who were concerned

with children who were "problems" in school. They probably emphasized diagnosis and remediation rather than developmental problems (28:33).

The growth of guidance for children in grades K-6 has been rapid, especially in the last decade. The majority of elementary school counselors are supported in part by federal funds. Title V of the National Defense Education Act and the Elementary and Secondary Education Act have contributed greatly to the growth of elementary school guidance. (28:34). The Van Hoose and Kurtz study (28:34) found that over 1300 of nearly 6000 counselors now serving the elementary school are totally supported by local efforts which gives increasing recognition of the vital role of elementary school guidance.

Selected Vocational Development Theories Used in Vocational Counseling

The following theories are pioneer attempts to find some rational explanation and some basis for the understanding of what happens when a person chooses an occupation. They are all based on some evidence, but they will all require much more evidence before any of them can be regarded as established. A counselor must rely upon his own experience and his own judgment in comparing conflicting theories.

In formulating his own theory, he will accept ideas which make sense to him and reject those which do not.

Caplow (4), in reviewing the evidence from sociologic research on occupational choice, concluded that error and accident often play a larger part than a person is willing to concede. Almost all farmers are recruited from farmer's sons. Occupational choices are made at a time when the student is still remote from the world of work. They are often made in terms of school requirements, which may require much different abilities and tastes than the eventual job. They are made under the impersonal pressure of the curriculum remote from many of the realities of the working situation. Realistic choices typically involve the abandonment of old aspirations in favor of more limited objectives.

Forer's (8) explanation of occupational choice largely involves the personality and the emotional needs of the individual, often operating unconsciously. He concludes that the choice of a vocation is not primarily rational or logical, but is a somewhat blind, impulsive, emotional, and automatic process and is not always subject to practical and reasonable considerations.

The primary reasons for selecting a particular vocation are unconscious in the sense that the individual is

pressed to elaborate beyond the superficial rationalization of economic advantage and opportunity, he is forced to admit that he does not know why; he simply has to build bridges or can not stand paper work. These activities have immediate appeal or distaste for him. His interests and references have unconscious roots.

Both of the above factors point ultimately to the purposive nature of occupational choice. Obviously it is necessary for most persons to find gainful employment. But the economic motive is secondary. Occupational choice, the specific occupation chosen or the fact of lack of preference, is an expression of basic personality organization and can and should satisfy basic needs.

The selection of a vocation, like the expression of other interests, is a personal process, a culmination of the individual's unique psychological development.

Ginzberg, Ginsburg, Axelrad, and Herma (9) say that the foundation for an effective occupational choice must lie in the values and goals of an individual. The main element in occupational decision-making is the effective link of present action to future objectives. Capacities and interests must be considered, but an individual has to have support from his value scheme to make an effective occupational

choice.

They analyzed the process of occupational decision-making in terms of three periods--fantasy, tentative, and realistic choices. These periods differ in the way that the individual translates his impulses and needs into an occupational choice. In the fantasy period the youngster thinks about an occupation in terms of his wish to be an adult. He cannot assess his capacities or the opportunities and limitations of reality. He believes that he can be whatever he wants to be. His translations are arbitrary.

The tentative period is characterized by the individual's recognition of the problem of deciding on a future occupation. The solution must be sought in terms of probable future satisfactions rather than in terms of current satisfactions. During this period, they recognize that their approach has been too subjective. They, therefore, consider their choices tentative, for they realize that an effective resolution requires the incorporation of reality considerations and this will be possible only on the basis of additional experience.

During the realistic period, the translation is almost too heavily weighted by reality considerations. The individual recognizes that he must work out a compromise

between what he wants and the opportunities which are available to him.

At the age of about seventeen, reality considerations which were on the periphery of consciousness, move into a more central position. This reflects the fact that the values which an individual hopes to realize through work are deeply embedded in the social and economic structure to which he must adjust himself.

The decision concerning an occupational choice is a compromise whereby an individual hopes to gain the maximum degree of satisfaction out of his working life by pursuing a career in which he can make as much use as possible of his interests and capacities, in a situation which will satisfy as many of his values and goals as possible. In seeking an appropriate choice, he must weigh the actual opportunities and limitations and the extent to which they will contribute to or detract from maximum work satisfaction.

Holland's (12) career typology theory of vocational behavior is built around the idea that a person's behavior can be explained by the interaction of his personality pattern and his environment. He believes that most persons in our culture can be categorized as one of six types--realistic, intellectual, social, conventional, enterprising, and artistic.

The environment can also be classed into these same six types. People search for environments and vocations that will permit them to exercise their skills and abilities, to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones. Consequently, realistic types seek realistic environments, intellectual types seek intellectual environments, and so forth. To a smaller degree, environments also search for people through recruiting practices. A person's search for environments is carried on in many ways over a long period of time.

As a child grows up, he learns through his parents, social class, schools, and community what he does well, what he does poorly, and what he likes to do. He also gains some useful but not always accurate vocational images. When he graduates from school and takes his first job, his choice is a resolution of a complex set of forces that include his hierarchy of choices, the range of job opportunities available to him, the influence of parents and friends, and various chance factors.

From his research on Elmtown's Youth, Hollingshead (13) reported that the pattern of vocational choice corresponds roughly with the job patterns associated with each class in the adult world. The adolescents' ideas of desirable

jobs are a reflection of their experiences in the class and family culture structures in which they were raised. He found that lower class youngsters had adjusted their job desires to what they might hope to achieve. Consequently they had limited their horizons to the class horizon and had unconsciously placed themselves in the same position in the class system as their parents.

Roe's (15:16-38) personality theory of career choice sees the job as a source of satisfaction of many needs. A major part of most jobs, in terms of the satisfactions to be derived from them is the social interaction, and the social status which is linked to the job. The intrinsic interest of the task varies pretty constantly with the level of the job. As the relative importance of intrinsic interest declines, the importance of the job setting increases. To understand how a man functions in a job one must know what his needs are and where and how they are satisfied.

Roe accepts Maslow's concept of a hierarchy of needs and lists them in the following order:

1. The physiological needs
2. The safety needs
3. The need for belongingness and love
4. The need for importance, respect, self-esteem, independence

5. The need for information
6. The need for understanding
7. The need for beauty
8. The need for self-actualization.

In the list, the lower-numbered needs are frequently referred to as the basic or "lower order" needs. The higher-numbered are called the "higher order" needs.

Roe suggests that if satisfaction is rarely achieved for a higher order need, the need will in effect disintegrate. If satisfaction is rarely achieved for lower order needs, this will prevent the appearance of higher order needs and the lower order needs will become dominant and restricting motivators. If a child's expressions of natural curiosity are thoroughly blocked, he may cease to be curious. If the satisfaction of a need is delayed but eventually accomplished, this need will become an unconscious motivator depending upon the degree of satisfaction felt. Roe believes that this is the key to the development of interests and that interests are the focus of effortless, active attention which becomes progressively differentiated. The first and greatest differentiation is between person-directed attention and non-person-directed attention. This differentiation is probably fixed by kindergarten age.

A counselor would need to know the major orientation of the child, his patterns of interpersonal relations, and especially the situations which the child finds satisfying and those which he dislikes. From these experiences, the counselor should be able to estimate the need hierarchy and the need strengths of the child. Vocational counseling would have to include some discussion about the satisfactions a job can and cannot be expected to supply.

Schaffer (19) studied job satisfaction as related to need satisfaction. His theory says that over-all satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied; the stronger the need, the more closely will job satisfaction depend on its fulfillment. The most accurate prediction of over-all job satisfaction can be made from the measure of the extent to which each person's strongest two or three needs are satisfied. The twelve needs chosen were: (1) recognition and approbation, (2) affection and interpersonal relationships, (3) mastery and achievement, (4) dominance, (5) social welfare, (6) self-expression, (7) socioeconomic status, (8) moral value scheme, (9) dependence, (10) creativity and challenge, (11) economic security, and (12) independence.

Super (24) is known for his self-concept theory of career development. Super views vocational choice as a process rather than an event. Vocational development is seen as one aspect of individual development and vocational maturity is the degree of development. The choice of an occupation

is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself, to say definitely "I am this or that kind of person."

According to Super (25), vocational development can be identified as the processes of formation, translation, and implementation of the self concept. In infancy the individual begins the process of forming a concept of himself, developing a sense of identity as a person distinct from, but at the same time resembling other persons. Exploration appears to be the first phase. The self is an object of exploration as it develops and changes, as is the environment. Self differentiation is a second phase. The baby notes, "This is I, that is someone else." He goes on to ask, "What am I like?" Identification is a process which goes on more or less simultaneously with differentiation. Role playing is the type of behavior which accompanies or follows identification. Reality testing stems from role playing. Reality testing experiences strengthen or modify self concepts, and confirm or contradict the way in which they have been tentatively translated into an occupational role. Translation of self concepts into occupational terms proceeds in several ways--identification with an adult--experience--awareness of the fact that one has attributes which are said to be important in a certain field of work. The implementation or

actualizing of self concepts is the result of these processes as professional training is entered or as education is completed and the young man or woman moves from school or college into the world of work.

Hoppock (14:111-112) presented the following series of speculations about vocational decision making which draw heavily upon the preceding theories:

1. Occupations are chosen to meet needs.
2. The occupation that we choose is the one that we believe will best meet the needs that most concern us.
3. Needs may be intellectually perceived, or they may be only vaguely felt as attractive which draw us in certain directions. In either case, they may influence choices.
4. Vocational development begins when we first become aware that an occupation can help to meet our needs.
5. Vocational development progresses and occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge of ourselves, our knowledge of occupations, and our ability to think clearly.
6. Information about ourselves affects occupational choice by helping us to recognize what we want and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.
7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.
8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet.

The degree of satisfaction is determined by the ratio between what we have and what we want.

9. Satisfaction can result from a job which meets our needs today or from a job which promises to meet them in the future.

10. Occupational choice is always subject to change when we believe that a change will better meet our needs.

Summary

The development of our modern school guidance programs originated from the vocational guidance movement. Developments in vocational guidance and over-all school guidance were intertwined throughout the study because of their close relationship to each other.

The period from approximately 1900 to 1916 could be called the organizational period for vocational guidance. Frank Parsons, who is considered by many to be the "father of vocational guidance," probably did the most notable work during this period of time. Parsons' concept of vocational guidance involved a clear understanding of yourself and the requirements and conditions of different jobs, and the consequent matching of the two. The emphasis was on information giving and placement activities. Developments in psychological testing paralleled developments in guidance. Developments in testing during World War I gave a strong boost to vocational guidance as the two related fields of

knowledge became partially integrated. During the depression of the 1930's vocational guidance was highlighted as a job-placement activity as well as an educational function. The strength and diversity of membership in the National Vocational Guidance Association showed that the union of education, social work, and psychometrics in the vocational guidance of youth was now more complete. The impact of much research sponsored mostly by federal programs helped bring about this union.

The work of Carl Rogers during the 1930's and 40's created an interest in psychotherapy that became even greater than that of psychometrics. The impact of Roger's client-centered approach to counseling gave a new dimension to vocational guidance from which the field of counseling psychology emerged. While including vocational guidance, this field went beyond in dealing with a person as a person and trying to help him in all areas of life adjustment. Williamson also recognized the above described deficiency in Parsons' work and his views were presented.

World War II gave a tremendous boost to all guidance functions. Millions of men and women were opposed to the testing programs being used and much publicity was given to the various aspects of guidance and counseling. After the

war, Government agencies put into operation vast programs of guidance and counseling. Professional organizations had matured and codes of ethics and certification requirements began to emerge from these groupings.

In the 1950's there was a push to extend and broaden the training of the school counselor. Counselor education programs stressed behavioral science backgrounds even though counselors were still being employed in situations that emphasized information-giving and placement activities.

The launching of "Sputnik" by the Russians in 1957 brought about the National Defense Education Act of 1958 which provided funds for counselor training. The number of persons employed as counselors grew rapidly. Identification of the college-bound and gifted was emphasized in guiding young people into careers necessary for National defense.

Five major influences in the development of guidance as listed by Traxler were: (1) philanthropy and humanitarianism, (2) religion, (3) mental hygiene, (4) social change, and (5) the movement to know pupils as individuals. The guidance movement was a part of the broader progressive education movement both of which, according to Cremin, have a heritage of diversity and contradiction.

Stiller discussed four stages in the development of

school counseling. The first stage, approxomately 1910-1940, emphasized the Parsonian concept of analysis of the individual and the job and the consequent matching of the two. The second stage occurred in the 1940's under the impact of Rogers. The third stage occurred in the late fifties and sixties. The emphasis was on pragmatics of the guidance function and a philosophical basis for guidance activities. The counselor also began to exert some influence on his functioning. Stiller now feels that school counselors are ready to embark upon a fourth stage, one of professionalization. Comments and criticisms by the following authorities in the field were then presented: Stefflre; Tiedeman and Field; Barry and Wolf; Blocher; Weitz; and Wrenn.

In 1969, Ehrle discussed several factors related to the current state of vocational guidance. He highlighted the impact of government intervention through government sponsored programs and other federal funds.

The problem of a vast number of out-of-school, out-of-work youth was identified as a national problem of disaster proportions in the early 1960's. As in 1958, the federal government came to the aid of education in making up for a felt deficiency. The legislation which was enacted acknowledged the fact that non-college bound students had

been neglected. Most of the legislation enacted was anti-poverty and was not oriented toward improving vocational guidance in the schools. Legislation which did have an effect on vocational guidance in the schools was the Vocational Education Act of 1963 as amended in 1968, the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965.

Most participants at an interdisciplinary seminar held at Ohio State University in 1966 tended to favor a "more of the same" approach in providing services to students.

Recent evidence indicates that improvements may be coming in vocational counseling technology. As cited by Ehrle, these improvements include (a) the extension of vocational guidance to the elementary school, (b) the use of computers in educational-vocational guidance, and (c) the existence of a junior college vocational guidance potential.

Two positions regarding vocational counseling have slowly evolved. One is essentially economic and concerned with an "active labor market policy" and the other is the more psychological traditional guidance point of view. Ehrle warnes that historically if the schools do not meet their responsibility of vocational counseling, the federal government will step in and probably do so by implementing an

"active labor market policy."

Elementary school counseling has drawn increased attention in the last two decades. Many of the early efforts in elementary guidance resulted from the use of experiences in high school guidance that would be helpful at the elementary level. An analysis of the difference between pupils and teachers at these two levels proved this approach to be ineffective. A summary of the differences between high school counseling and elementary school counseling was presented. A list of reasons was given for having elementary school counseling. One reason given that pertains directly to vocational counseling was that the tremendous changes in the world of work requiring workers to gain more and more education and training make it necessary for career guidance to begin in the elementary grades. A brief review of the history and development of the elementary school counseling was presented. Federal funds have been mainly responsible for the rapid growth of elementary school counseling in the last decade. More and more elementary school counseling programs are now being supported by local efforts which gives increasing recognition of its vital role in education.

The vocational development theories of the following authorities in the field were presented:

1. Caplow concluded that error and accident played a larger part in occupational choice than a person was generally willing to concede.

2. Forer explained occupational choice largely through the personality and emotional needs of the individual, often operating unconsciously.

3. Ginzberg, Ginsburg, Axelrad, and Herma believe that the foundation for an effective occupational choice must be in the values and goals of an individual. They analyzed the process of occupational decision-making in terms of three periods--fantasy, tentative, and realistic choices.

4. Holland's career typology theory of vocational behavior is built around the idea that a person's behavior can be explained by the interaction of his personality pattern and his environment. He categorizes persons and environments as one of six types--realistic, intellectual, social, conventional, enterprising, and artistic.

5. Hollingshead reported that the pattern of vocational choice corresponds roughly with the job patterns associated with each class in the adult world.

6. Roe's personality theory of career choice sees the job as a source of satisfaction of many needs. To understand how a man functions in a job one must know what his needs are and where and how they are satisfied.

7. Schaffer's theory says that over-all satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied.

8. Super is known for his self-concept theory of career development. He believes vocational development can be identified as the processes of formation, translation, and implementation of the self-concept.

A series of speculations about vocational-decision making by Hoppock was presented to show ideas that these and other theories seem to have in common.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMENDATIONS

Summary

The problem of this study was to investigate the status of vocational counseling in school guidance programs and to present a prospective. The purpose of the study was to find better ways of helping young people in the difficult process of career choice. The procedure used in solving the problem was to review the literature in the following three general areas: (1) history of the vocational guidance movement; (2) state of elementary school counseling; and (3) selected vocational development theories used in vocational counseling. The study was limited to: (1) books and professional journals published since 1960, whenever possible; (2) the three general areas selected to report on; and (3) the researcher's random selection of material to report on.

The development of our modern school guidance program originated from the vocational guidance movement. Developments in vocational guidance and over-all school guidance were intertwined throughout the study because of their close relationship to each other.

Frank Parsons is generally given credit for the origination of vocational guidance around 1900. The emphasis

was on information giving and placement activities. Many developments in vocational guidance were paralleled with developments in psychological testing and eventually psychological testing became a part of vocational guidance. Vocational guidance was also influenced greatly by other developments in psychology and mental hygiene. The 1940's and 50's saw the impact of Roger's client-centered approach to counseling being felt in vocational guidance. Various aspects of the fields of education, social work, psychometrics, and psychotherapy were being integrated into the vocational guidance of youth. In the 1950's counselor training programs stressed behavioral science backgrounds even though counselors were still being employed in situations that emphasized information-giving and placement activities.

References were made to the growth of professional organizations in guidance and to government sponsored programs which had an influence on the development of guidance.

The impact of federal funds in the 1950's and 60's caused the number of persons being employed as counselors to increase rapidly. Most notable was the National Defense Education Act of 1958.

Elementary school counseling and its uniqueness from high school counseling has drawn increased attention in the

last two decades. The last decade has seen rapid growth in the number of elementary school counselors due mainly to the impact of federal funds. There is increasing recognition of the need for vocational guidance to begin in the elementary grades.

In his study, the researcher brought out some of the controversy that exists in vocational counseling. Some of the conflicting views were brought out in the researcher's investigation of selected vocational development theories. A series of speculations about vocational decision making was presented to show some of the ideas these theories seem to have in common.

Conclusions

Vocational counseling, once a relatively straight forward matter of matching aptitudes and job requirements, is now seen as invloving attitudes as well as aptitudes, and as needing consideration of the client's perception of himself fully as much as vocational information. Vocational counseling is viewed as dealing with a client's perception of what he wants to be, in which the vocation is a means to a psychological end as well as an economic end. What the person will do in the vocation becomes a function of what kind of person he wants to be.

Looking at the past, there seems to be shifting trends as to the points of emphasis in vocational guidance. The two major trends seem to be the more directive information-giving and placement approach, and the more non-directive person-oriented approach. The major emphasis until the 1940's was the trait-factor or information-giving and placement approach. The first influence of Rogers was felt in the middle and late forties and early fifties. The emphasis in vocational guidance shifted during this time to a more person-oriented approach although the information-giving and placement approach was widely used. The college expansion of the fifties brought increasing emphasis on educational counseling. The National Defense Education Act of 1958 and its underlying causes propelled vocational counselors momentarily back into the trait-factor mold. The emphasis was on guiding college bound students into careers necessary for National defense. About 1962, traditional vocational guidance, after receiving much criticism, gradually shifted back again to a newer more person-oriented approach to vocational counseling. Vocational guidance was still thought to be inadequate. Currently there seems to be another trend gathering force due to the tremendous amount of aid the government is now giving vocational education. This new trend is partially a result of

the impact of "Sputnik" and the National Defense Education Act of 1958 which caused college enrollments to swell so that today there seems to be an abundance of college graduates but not enough technicians. The non-college bound students and drop-outs were neglected to the point that unemployment grew to National emergency proportions. Several bills have been enacted by Congress to help alleviate this situation, the most recent in 1968. If vocational guidance doesn't improve in our schools, the federal government may have to step in and according to Ehrle, they would probably do so by implementing an "active labor market policy."

Most people would probably agree on a common goal for vocational guidance, but much controversy exists as to the way of reaching that goal. In the study, the researcher brought out a sample of some of the controversy that exists.

In gaining a prospective of vocational counseling in the total counseling picture, the researcher concluded that there are basically four main theories of counseling: (1) client-centered; (2) psychoanalytic; (3) behaviorist; and (4) trait-factor. Personality theory has contributed much to the different counseling approaches. The theories which appear to have had the most influence on developments in vocational counseling and which are mentioned in this study

are Rogers' client-centered approach and the trait-factor approach of Parsons which is often equated with traditional vocational guidance.

The trait-factor approach is the one used most frequently by the employment service's vocational counselors. They try to match a person's interests and aptitudes with those required on a job. This approach is gradually being absorbed into other approaches to vocational counseling so that there are few remaining pure trait-factor adherants (15:10-11). The "new" vocational counseling emphasizes the developmental or decision-making process taking into account the total person, including his attitudes and feelings.

Today there are basically three types of counseling in the schools--educational, personal-social, and vocational. Most counselors perform all three without any clear-cut lines of differentiation. Much controversy exists as to where the major emphasis should be. Many counselors believe the emphasis should be on psychotherapeutic procedures used in solving personal-social problems. Others think the major emphasis should be on solving educational and vocational problems. The researcher concludes that in actuality these two different points of emphasis are and should be integrated in the work of the school counselor. Considering an

individual as any other than a whole person would be hard to conceive. If a person comes in for what he says is vocational counseling, we cannot forget about the aspects of him as a person that might have a bearing on his eventual career choice.

Hoppock and Thompson have written about this same problem. Hoppock (14:102) said that a client who needs and wants psychotherapy may present a vocational problem as an excuse for an initial interview, during which he may observe the counselor and decide whether or not to discuss his other problems. Thompson (26) says that vocational decisions are not purely rational and many times vocational problems lead to and arise from emotional difficulties. Getting help for vocational problems is more "socially acceptable" than getting help for emotional problems. Therefore, many students will come to a counselor about a vocational problem when really there is another problem they would like to get to. A counselor should not rush the client. He should start with the client at the level and on the problem with which he is ready and motivated to work. The goal is to help students become better able to solve future problems.

Although the vocational development theories used in vocational counseling have conflicting views, they are

also in agreement in many areas. There appears to be either explicit or tacit agreement that both occupations and people differ; that the choice of an occupation may help or hinder success and satisfaction; that choices are affected by needs and should be affected also by abilities and by employment opportunities; that some choices are realistic, some fantastic, and some in between; that many persons make several different choices before committing themselves to any one choice; that choices may continue to change throughout the working lifetime of the individual; and that a counselor may sometimes help a person to make better choices than he would make without help.

Different reasons, cited by Thompson (26), why a person needs help for vocational problems are: (1) lack of assurance; (2) lack of information; (3) lack of skills, (4) dependence; (5) self-conflict; and (6) choice anxiety.

Currently there is an active search for newer and better approaches to the problem of vocational guidance. One such approach is the extension of vocational guidance to the elementary school. In the past, vocational counseling and guidance activities have primarily taken place in the secondary schools. The new trend in elementary school counseling indicates that vocational guidance activities should

become a part of the elementary school guidance program. Because of developmental differences between elementary and high school students, actual vocational counseling would not take place at the elementary level, but vocational guidance activities could be implemented which would prepare students for vocational decision making in high school. A properly constructed program at the elementary level may even eliminate the need for vocational counseling for many students in high school.

Recommendations

As was mentioned earlier, most people would probably agree on a common goal for vocational guidance. The controversy that exists in vocational guidance is over the ways in which this goal is reached. Currently, we are going through a period of cultural change and our approaches to vocational counseling will also have to change.

According to Glasser (10), kids can no longer be scared into learning things. This is related to cultural change. An entire generation is changing its basic social attitude toward our institutions and how they operate and toward goals for individuals and for society. Suddenly, institutions that have worked well for hundreds of years are no longer effective.

Glasser (10) gives the following reason why our schools no longer fit our young people. Schools are basically set up to reinforce goals. Glasser believes that students are searching for a role first, and then they are willing to search for a goal. If anything, school is destructive to role reinforcement. Role is the person's identity, the person's feelings of human worth--that he stands for certain things, that he wants to be accepted for himself regardless of what he does.

In the past, young people have concerned themselves with security first and then with personal identity. They have said, "I'll get this knowledge, this degree, this job, then I'll start concerning myself with who I am." In a sense, youngsters in our present society feel secure when they come to school. No matter what their present circumstances are, they feel that things will work out and they'll get what they want and need out of life. If our system hasn't given people security, it has given them a powerful illusion of security (10).

Students used to be motivated by goals of security to explore occupational information and to learn about their interests and abilities in planning for a career. Students in our present society are looking for identity first, thinking

that security will naturally come. Our approaches to vocational counseling will have to adjust accordingly.

Based on the results of this study and in the light of current social changes, this researcher recommends that the first objective and emphasis of any vocational guidance program should be to "learn about yourself." If vocational guidance centered on "learning about yourself," youngsters would then be ready to search for goals in life. The idea of a career would be approached from the identity angle rather than the security angle.

The researcher recommends that this approach to vocational counseling be investigated for its validity and that appropriate methods and techniques be devised through further research.

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