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Date August 2, 1974

VOCATIONAL GUIDANCE AND COUNSELING:

A CALL FOR CHANGE

by

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

of

MASTER OF EDUCATION

with concentration in

Counseling

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August, 1974

ACKNOWLEDGEMENTS

The author gratefully acknowledges Dr. Richard Horswill for his generosity and professional knowledge and time. Special mention should be made of Dr. Gus Hossack who recommended the topic of this paper, and of my husband, Monty G. Marchus, for his help and patience.

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ABSTRACT

The problem of this study was to investigate the status of vocational counseling in Montana school guidance programs and to research through a study of related literature current trends in elementary and secondary vocational counseling programs.

The purpose of the review of literature 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 general areas: (1) Historical development of the vocational guidance movement; (2) Trends in elementary school counseling; (3) Selected counseling techniques to facilitate the goals of vocational guidance in the elementary school; (4) Summary of differences between high school counseling and elementary school counseling; and (5) Selected theories in vocational development.

The seven areas surveyed are the job descriptions of Montana counselors, the physical environment within which counselors perform their duties and functions, the counselor-pupil ratio that presently exists in the Montana schools and the respondents' desired counselor-pupil ratio, a description of the vocational counseling practices in the Montana schools, the attitudes of Montana counselors toward the importance of vocational counseling at the elementary school level, and a look at the most common problems of Montana school children.

A major conclusion of the study was that vocational guidance in the past and present has been inadequate. Newer and better approaches are being sought, especially that of extending the vocational guidance services to the elementary school.

Recommendations are that Montana upgrade her vocational counseling programs, employ more full-time counselors, and that further research be done in this area to see if any change has occurred in the area of vocational counseling in Montana. The researcher also recommended an approach to vocational guidance counseling at all levels whose first objective and major emphasis would be to "learn about yourself" in hopes that this self-knowledge will foster better career choices.

CHAPTER I

INTRODUCTION

Most youth understand that education is a key ingredient in preparation for employment. We have passed on to youth the false societal myth that a college degree is the best and surest route to occupational success -- and then cautioned them that less than twenty percent of all occupations existing in this decade (1970's) will require a college degree. Youth has been told that many more should enter vocational education, but has never been provided with the hard facts that would give them a reasoned basis for choosing to do so. (16:1-2)

As a result of this "adulterated" view of the future and its prospects, coupled with the true complexity of society, is it any wonder that: (16:2)

1. Over 750,000 youths drop out of high school each year?
2. Over 850,000 drop out of college each year?
3. Fewer than one in each four high school students is enrolled in vocational education?
4. Record numbers of high school graduates are enrolling in college during the very time when unemployment among college graduates is at a 10-year high?
5. The ratio of youth to adult unemployment has risen each year since 1960?
6. Student unrest is a strong and pervasive force among both high school and college students?

The National Advisory Council on Vocational Education says this negative picture is intolerable and that a society with an increasing

rate of change creates problems for its members and must accept responsibility for helping individuals solve their problems. (16:2) These figures support Ehrle's statement (5:1) that 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 (33:109) says 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.

The need for effective elementary and secondary vocational guidance and counseling has been made evident. The schools have been experiencing rapid change and growth. With the increase in the school population there has also been an increase in the number of educational, personal, and social adjustment problems present. Not only is school and life adjustment a difficult problem for each child, especially in our highly industrial, technological and dynamic society, but it is also different for each child. The vocational guidance counselor must have an ability to meet the challenge of each individual child and his problem in a constructive manner.

Vocational guidance and counseling can be especially helpful in the elementary schools because potential school dropouts and delinquents can be identified early in the school lives of pupils who leave school, become delinquent, or who have problems in high school. Thus, the role

of elementary vocational guidance and counseling is one of "prevention", and is the first stage of the process of facilitating adjustive attitudes and a better understanding of oneself and how he relates to the social world he is living in. The vocational guidance and counseling program must help each child understand his interests, abilities, aptitudes, attitudes, and opportunities in order for the process of self-fulfillment to occur.

Therefore, the investigation of vocational guidance and counseling practices for elementary and secondary schools and a survey of the guidance and counseling practices in the Montana schools are very worthwhile. The purpose of the survey is to discover whether or not the Montana schools are providing adequate vocational guidance and counseling services to the elementary and secondary school children within the state. The purpose of the review of literature is to look at the historical development of vocational guidance and counseling; trends in the elementary school counseling programs; selected counseling techniques to facilitate the goals of vocational counseling in the elementary school; summary of the differences between high school counseling and elementary school counseling; selected theories in vocational development.

Statement of the Problem

The problem of this study is to investigate vocational guidance and counseling practices for elementary and secondary schools through

research in current literature, and to survey the status of vocational guidance and counseling in the Montana elementary and secondary school counseling programs.

Purpose of Study

The study is important because of the increasing need for vocational guidance and counseling in the school guidance and counseling programs. Many voids exist in the field of vocational guidance and counseling, and it is hoped that this study will fill some of them. Vocational guidance and counseling is more than studying job descriptions and giving information to people. The challenge lies in understanding people, and helping them to understand themselves.

The purpose of the survey is to find out the attitudes, beliefs, and practices of the elementary and secondary counselors in Montana with regard to recommendations and practices of vocational guidance and counseling found in current literature.

General Questions to be Answered

The questions that will be answered are:

1. What was the role of vocational guidance and counseling during the historical development (1920-1970) of the guidance movement?

2. What is the recommended role of vocational guidance and counseling in the elementary and secondary schools?

3. What is the current state of vocational guidance and counseling in the Montana schools?

4. What are some suggested improvements for vocational guidance and counseling services of the Montana schools?

Procedures

The data for this research study was compiled from a thorough review of any related literature found in the Montana State University Library. Pertinent materials were selected from professional journals, as well as hard bound publications. The review of literature is composed as following: (1) the historical development of the vocational guidance and counseling movement (the researcher believes it is important to examine historical trends to see if they have any implications for the future in vocational guidance and counseling; (2) trends in the elementary school counseling programs; (3) selected counseling techniques to facilitate the goals of vocational guidance in the elementary school; (4) summary of differences between high school counseling and elementary school counseling; (5) selected theories in vocational development.

A list of practicing school counselors was obtained from the Office of the State Superintendent of Public Instruction in Helena, from which a list of practicing school counselors was developed. An instrument was mailed to forty individuals who were selected at random, and from which information was obtained and compiled. The intent of this questionnaire was to survey the attitudes, beliefs, and

practices of Montana elementary and secondary school counselors regarding vocational guidance and counseling. The researcher assessed and evaluated the findings and made recommendations for improvements to enhance the present vocational guidance and counseling programs in the Montana schools.

Limitations of the Study

This study was limited in the following ways:

1. The study was limited to a random selection of material to report on by the researcher from the broad general areas that are covered.

2. A delimitation of this study was the non-availability of funds. This restricted the number of participants in the study as the questionnaires and stamps for mailing was purchased by the researcher. A larger sample including all schools in Montana would have been more representative.

Definition of Terms

This study requires the definition of the following terms:

Guidance - Refers to the process of helping individuals to help themselves through their own efforts to discover and to develop their potential resources for personal fulfillment and social usefulness. Guidance, in school sense, is also a program of services, coordinated in such a way as to provide the most effective help for

students in this direction. (11: 742)

Counseling - Refers to the major guidance service. Counseling is the process in which an experienced and qualified person assists a second person to understand himself and his opportunities, to make appropriate adjustment and decisions in the light of this insight, to accept personal responsibility for his choices, and follow courses of action in harmony with his choices. (15:2)

Vocational Guidance - Refers to the selection of, preparation for and placement in life work. Many times this is done by the use of tests and occupational information in analyzing the individual and the job and trying to match the two. (17:7)

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". (19: 61-65)

The elementary school child - Refers to a child attending school within the grades kindergarten through sixth. The approximate age of the child will range from five years to twelve years.

The secondary school child - Refers to a child attending school within the grades nine through twelve. The approximate age of the child will

range from fourteen to eighteen.

Summary

Our country has grown from a rural to an urban society and from an agrarian to an industrialized society. As a result of these changes, the work values of young people in this postindustrial society are not the same as those of their parents. The introduction to this chapter gave some background information on the problem that exists in the field of vocational guidance and counseling.

There is no doubt that a portion of the responsibility must be placed on counselors. Trained counselors can effectively aid children in adjusting to personal difficulties. Most pupils will enhance and enrich their self-fulfillment and personal development by making intelligent decisions if they have the opportunity of an accepting, non-evaluating relationship in which the pupil is helped to a better understanding of himself, the environment as he perceives it, and the relationship between them. Can vocational guidance and counseling accomplish the magical feat of combining experiences, facts, and skills so the individual has not only a path to the future but also a basis for changing his future?

Progress has been made in generating interest among all segments of the guidance movement to provide more and better career-oriented programs under the rubric of guidance. However, the critical

dimension in the change cycle for educational programming is yet to be faced. That is the implementation of a revitalized or new program of career guidance at all levels in all schools. (21:60-63)

The procedure was to review pertinent literature in several areas related to the problem and to survey the present status of vocational guidance and counseling programs of Montana elementary and secondary schools. The general areas for the review of literature was: (1) the historical development of the vocational guidance and counseling in the guidance movement; (2) the trends in elementary school counseling; (3) selected counseling techniques to facilitate the goals of vocational guidance in the elementary school; (4) a summary of the differences between high school counseling and elementary school counseling; and (5) selected theories in vocational development. A survey was sent to various elementary and secondary school counselors in the state of Montana to question their beliefs, attitudes, and practices of vocational guidance and counseling.

This study was limited in the following ways: (1) the study was limited to a random selection of material to report on by the researcher from the broad general areas that are covered; and (2) a delimitation of this study is the non-availability of funds. This restricted the number of participants in the study as the questionnaires and stamps for mailing were purchased by the researcher.

The following terms were defined in the definition of terms:

(1) counseling, (2) guidance, (3) vocational guidance, (4) vocational counseling, (5) elementary school child, and (6) secondary school child.

The purpose of this study was to explore the present status of vocational guidance and counseling and to present necessary improvements which are needed in the field in order for it to be more beneficial and constructive. The researcher hopes this study will find better ways to help students in the difficult process of career choice.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

The first section of the review of pertinent literature includes the history of the vocational guidance movement. Since the days of Frank Parsons vocational guidance has undergone many changes. The setting in which vocational guidance exists has sociological and educational characteristics, both which have undergone radical shifts since the inception of guidance. The occupational structure of our society, after two world wars is vastly different from that which existed in the first decade of this century. Such trends as urbanization, mobility, job variety, and rapidity of occupational change are only a few elements that make our society a most complex occupational phenomenon.

Important trends in elementary school counseling are discussed. This includes four distinct movements in reviewing the history of elementary guidance, as well as the present trends in counseling at the elementary level.

Selected counseling techniques to facilitate elementary vocational guidance are discussed. They include: "Developmental Counseling", "Group Counseling," and "Group Guidance".

The following theories in vocational development are presented:

Ginzberg, Axelrod, and Herma; Donald Super; Soren Kierkegaard; and Carl R. Rogers.

HISTORY OF THE VOCATIONAL GUIDANCE MOVEMENT

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. They allied themselves with social agencies such as Civic Service House in Boston and the Young Men's Christian Association in some communities, and with the schools in many cities such as Providence and Grand Rapids, to provide occupational information and orientation for boys and girls leaving school or adrift in the chaotic world of work. This movement was soon joined by psychologists working in the field of psychometrics, for at the very time that Frank Parsons began his vocational guidance work in Boston, Alfred Binet published his intelligence scale in Paris, and World War I effected a partial merger of these two important streams in the United States. (27:3)

As practiced in American schools, organized vocational counseling was originated by Frank Parsons and described in his 1909 book, Choosing A Vocation. Parsons makes a casual comment that he had been practicing vocational guidance for more than a dozen years. In the 1890 decade Parsons began counseling underprivileged youth in Boston. His methods, as described in his book, consisted of three categories of techniques:

1. A joint and cooperative analysis of the individual's capabilities, interests, and temperament.
2. The student's study of occupational opportunities, requirements, and employment statistics.
3. A joint and cooperative comparison of these two sets of information. (33: 854)

In 1908, he organized the Vocational Bureau in Boston which was the culmination of his career of concern for the welfare of mankind and which seemed to have given more importance to the development of vocational guidance than any other attempt 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.

A fundamental concept in Parsons' counseling was the belief that the counselee had the power to analyze himself and to make wise decisions on the basis of that analysis. The forms developed by Parsons for use with the Vocational Bureau were aimed at helping the individual make as complete an analysis of himself as was possible. (18:350)

Frank Parsons was the innovator of Psychological testing and methods for diagnosing capabilities and interest before vocational choices are made. The use of psychological tests was an effort to help the adolescent choose that type of work which is congenial to him within his capabilities, and which will bring him satisfaction and self-esteem. (32:13)

He conceived of an objective, psychological appraisal of an individual's capability, to be followed by the most objective appraisal of the capability requirements of different types of work. Then the two sets of data were to be "compared" in a reasoned and rational way, both with groups and with individuals. (32:14) But Parsons did not understand that the psychological tests must be validated against some criterion relevant to the use of the test. In the case of the school this criterion was school grades which were predictable by tests. (32:16)

After Parsons died in the fall of 1908, he was succeeded by Meyer Bloomfield, his associate who had helped him organize the Vocations Bureau in Boston. At once, Bloomfield abandoned psychological tests, an act of sincere judgement which ultimately led to Barry and Wolf characterization of vocational guidance in terms of an "epitaph". Unfortunately, the Bloomfield vocational information method is still practiced in many schools. (32:15)

The vocational counseling movement (characterized by psychological testing) did not terminate with Parsons' death. Rather, it became bifurcated, with the psychologists separately perfecting their techniques and the vocational educators advising and observing, with some occasional interchange for the next two decades. But the great contribution of Munsterberg, European founder of American applied psychology, was not widely understood, especially by Parsons' successors. This

contribution of Musterberg was the use of an external criterion of "satisfactory" work against which to "test" the tests as to their relevancy and validity in identifying "successful" workers. (32:16)

In Parsons' day there was very little understanding among American psychologists of the psychology of motivations. Unfortunately, Parsons and his immediate successors seem to have been uninformed about the development of psychodynamics, and their only understanding of motivation seemed to be a practical understanding that the choice of the wrong career meant frustration of motivation. (33:857)

Parsons' successors abandoned psychometric methods of diagnosis of aptitude and turned to self-analysis of capabilities and interests and to observational methods of collecting occupational information. Kitson later became a most vocal exponent of self-diagnosis. (33:855) Kitson perfected a "how-to-do-it-yourself" school of diagnosis of capabilities. Although this movement has largely come to an end, the importance of the individual's attempt to understand himself continues to be the core of the psychology of counseling. (32:12)

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.

In 1908, a young teacher named Jesse B. Davis, organized a program of vocational and moral guidance in the schools of Grand Rapids,

Michigan. His efforts included counseling with respect to course and extracurricular activities as well as job counseling. (2:19) Davis worked through his uncertainty of career choice by self-analysis, occupational study, and an examination of self in relation to his chosen occupation. His description of counseling suggests that he preached to students about 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. (20:350)

Anna Y. Reed established her service in the schools of Seattle. Reed accepted the prevailing concepts of business and business ethics in a free enterprise system. Anna Reed looked upon life in American society as a competitive struggle. The success which an individual achieved in the struggle depended upon his adjustment to the demands of business which dominated society. (20:351)

Eli W. Weaver worked with the High School Teachers' Association in New York City to establish a vocational guidance service. He reported to the First National Conference on Vocational Guidance in 1910 that every high school in the city of New York had a committee of teachers who were actively attempting to aid boys and girls to discover what they could do best and how to secure a job in which their abilities could be used to the fullest advantage of themselves and their employer. (20:352)

David S. Hill, Director of Educational Research Bureau in

New Orleans, believed that man had the ability to work toward the goal and to make choices of behavior which would help him to achieve the goal. His research revealed the great diversity of aims and objectives of those for whom American education was designed. He concluded that vocational guidance was necessary for the fullest development of the individual student and the transmission to the future of the convictions, aspirations, and faith of the American people in the democratic process. (20:353)

World War I gave a strong boost to the guidance movement, particularly through developments in testing. Also, during this period, Hull's aptitude testing at the University of Wisconsin introduced computer base data processing as it pertains to testing.

E.K. Strong, in 1926, developed the Strong Vocational Interest Blank. This was a major breakthrough in the establishment of vocational guidance. (33:857)

The economic depression of the 1930's added a new current to the stream of history. Large scale unemployment highlighted vocational guidance as a job-placement activity as well as an educational function. Also, during the 1930's, there was interest in psychotherapy. One of the products of this new focus of psychological research and practice was Carl Rogers' book on Counseling and Psychotherapy. This publication has made vocational counselors more aware of the unity of personality, of the fact that one counsels people rather than

problems, of the fact that problems of adjustment in one aspect of life have effects on other aspects of life. It has also provided counselors of all types with a better understanding of counseling processes and techniques.

In 1958, the launching of the Sputnik caused vocational educators to develop human resources more effectively by increasing the availability and relevance of vocational programs and related guidance opportunities. A new goal was stated: To provide every youth in public education with the opportunity to select and prepare for gainful employment. (7:50)

In the late 1950's and early 1960's, vocational education curriculum was determined by industrial or envisioned societal needs. The prospective vocational student found it necessary to fit himself into an available program. (7:50)

In the late 1960's a more humanized trend prevailed which focused on the needs of students or special groups of students. This more personalized approach seeks to provide not only educational experiences which prepare one for job entry and advancement, but also programs personalized guidance. It stresses the importance of values and attitudes, seeks to help the student understand his own potential in relation to career planning, and endeavors to make him aware of work as a way of life and the education and training opportunities open to him. (7:50)

In many cases, efforts to improve the schools have failed to recognize that young people are the reason for schools and education. Too many past efforts have been aimed at subject matter, structure, and methods rather than at people, and so have been unable to bring about basic change in the schools. During the 1960's an overemphasis on remediation and correction foreclosed an attempt to look at the long-range concept of failure prevention and educational change. The school must become the institution that is seen by all youth as the gateway to a personal future rather than as the selecting agency for those who will be allowed to continue their education. (29:5-6)

Career counseling in the 1070's involves not only information giving, but emotional-personal concomitants of career selection, especially in the interests - values - satisfaction area, which are more important than knowing about external job characteristics of various occupations. A counselor needs skills in facilitating emotionally-laden decision-making in order to help students. What the 1970's have found important is whether the counselor can help a student find out all the things he wants and needs to know about himself and his environment before making decisions. (31:5-6)

TRENDS IN ELEMENTARY SCHOOL COUNSELING

Reviewing the history of guidance in the elementary school, four distinct movements can be identified. Even though each experienced

brief popularity, none succeeded in activating lasting programs of counseling for elementary school pupils. The earliest of these movements was the "child guidance movement". (4:24) The 1920's brought a sudden concern for the guidance of young people. The focus was on the prevention of mental illness, which proplsed a disease-like model for mental and behavioral disorders. The theory also held that desirable behavior in adult life had its roots in childhood, and that much misery could be avoided by preventative work with children.

In the 1930's, the "child study movement' emphasized the need for the teacher to gain insight into the individual child's motives, especially as he functioned in the classroom. Its major contribution was to define the teacher's role in guidance activities, with focus on understanding the whole child.

The "child development movement" dominated elementary education from the mid-40's to the mid-50's. During this historical phase, the child's personal adjustment was of greater importance than his academic achievement. During this period, children were thought to learn according to their unique patterns and at their own rates, and permissiveness was a major technique. (4:26)

Sputnik did much to retard this third historical phase, and attention was soon given to identifying talent and teaching the child, preferably science and mathematics. This led to the establishment of "central office programs," in the 1950's, which provided specialists to

move from school to school.

The present trends in counseling at the elementary level focus on doing something with the child and his talents. Elementary counseling is directed toward the development of self-understanding and it assists the child to explore and deal with feelings, attitudes, and purposes.

The elementary counselor works within the education framework and the the child's total environment to enable the child to find his identity and to learn to make choices and decisions which lead to effective functioning as a worthwhile being.

Don Dinkmeyer (4:223) specifies six purposes (or goals that help the child as an individual) of child counseling in the elementary school:

1. To know and understand oneself, one's assets and liabilities, and through this self-understanding development a better understanding of the relationship between one's own abilities, interests, achievements, and opportunities.
2. To develop self-acceptance, a sense of personal worth, a belief in one's competence, and, with this, an accompanying trust and acceptance of others.
3. To develop methods of solving the developmental tasks of life as met in the areas of work and interpersonal relations.
4. To develop increased self-direction, problem-solving, and decision-making abilities.
5. To accept responsibility for one's choices and actions, that is, awareness that behavior is a result of certain consequences.
6. To modify those concepts and convictions that do not "work", to accept wholesome attitudes and concepts, and to perceive reality as defined by others.

As the career education movement continues to grow, there is a need to reaffirm that elementary counselors should become involved in this movement. Career guidance consists much more than teaching students about occupations and careers. Children must be helped to broaden their self-perceptions.

According to Leonard, (13:288) the purpose of career education component of the guidance program in the elementary school is threefold:

1. To promote an understanding and acceptance of self;
2. To expose students to the world of work and its relationship to education;
3. To provide a situation where the student experiences the job placement program.

Dinkmeyer(4:309) tests six objectives of the vocational aspects of guidance in the elementary school. They are as following:

1. To increase the child's understanding of his abilities;
2. To provide the opportunity for the child's exploration of the aptitude, interest, and personality factors necessary on certain jobs.
3. To make the child aware that his self-image will determine his choice of work and way of life.
4. To assist children to develop realistic attitudes and methods in dealing with school achievement as an aspect of vocation.
5. To help pupils understand that rapid changes taking place in the world of work will necessitate advanced specialized training.
6. To help the child understand that all legitimate occupations are worthwhile.

Career guidance must facilitate the development of an individual's self. Attitudes toward self are highly important in the development of the future worker. In order for an individual to understand his

emerging life style he must begin to recognize the need for continuous self-appraisal in his early formative years. In addition to developing a sense of dignity and worth, the children will be motivated to achieve, improve their behavior, and maintain or improve their attitudes toward work. (13:288)

Faust (6:188-189) explains the differences between high school counseling and elementary school counseling in the following summary:

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. At most, may coordinate teachers and high school counselors in working out occupational information and career exploration program.
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, drop-out, personal maladjustment, social maladjustment, violation	5. (a) Emphasis on developmental counseling for all children (b) Engages in some crisis counseling, but usually as a vehicle for influen-

Summary of Differences Between High School and Elementary School Counseling

High School Counseling	Elementary School Counseling
of school rules or policy, etc.	cing the total curriculum.
6. Emphasis on various "orientation programs," such as introducing students to the school, its facilities, and structure.	6. None
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 seldom practices parent consultation.	11. Practices parent consultation but usually on a group basis.
12. Seldom conducts, but is not adverse to, in-service programs for teachers.	12. Usually involved in an inservice 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 system of curriculum development.

Summary of Differences Between High School and Elementary School Counseling

High School Counseling	Elementary School Counseling
14. Emphasis on learning is primary-focus on semester grades, course changes, program changes, teacher changes, dropout prevention.	14. (a) Emphasis on learning as the central concern, primary climate for learning for all children, which frees them for learning. (b) Little interest in semester grades.
15. Plans daily or weekly schedule in terms of student-counselor ratio.	15. Plans daily or seekly schedule in terms of teacher-counselor ratio.

COUNSELING TECHNIQUES

The following counseling techniques can be used to facilitate the goals of vocational guidance in the elementary school. Developmental counseling is an individual counseling approach that centers around the uniqueness and becomingness of each individual. "Group counseling and group guidance" are differentiated in terms of content and process.

Developmental Counseling

The most obvious difference between secondary school and elementary school counseling stems from the nature of the child. The elementary school child is still in the process of becoming--physically, socially, emotionally, and as a total personality. Certain developmental changes will come about as the result of this growth process.

The counselor needs to be aware of "normal developmental problems" as contrasted with serious adjustment difficulties. He should know that the wide range of individual differences in developmental patterns create adjustment problems for the child both in the tasks of school life and social life.

The counselor should have available developmental data that tells him about individual rates of development and enables him to infer something about the child's feelings about himself in the peer group.

Tryon and Lilienthal (28:_) have provided an interesting presentation of the developmental tasks and their importance for the counselor. They indicate that these might be used as guidelines that permit us to assess the rate at which the child is developing in regard to the tasks of life. They suggest that the counselor might be aware of some of the following tasks:

1. Achieving an appropriate dependent-independent pattern;
2. Achieving an appropriate giving-receiving pattern of affection; learning to accept self as worthwhile, learning to belong.
3. Relating to changing groups, establishing a peer group, and and learning to belong and behave according to the shifting peer code.

Developmental counseling provides the child with an opportunity to explore, analyze, and deliberate to solve more effectively certain developmental problems. The counselor starts with the problem that the child perceives and helps him to solve them.

The counselor must provide a relationship that accepts, understands, and does not judge. Thus, in this setting, the counselor provides a nonevaluative relationship and offers his collaboration through clarification and reflection as precisely as possible to restate the meanings he perceives to be implied in the counselee's statements.

This relationship enables the counselee to become increasingly self-directed so that the goal is one of enabling the counselee to deal with both the developmental tasks and the general problems of living. (4:266)

Group Counseling

The use of group counseling in the elementary school has increased considerably. Group counseling involves two or more people working by means of their interpersonal relationships to discover alternative solutions to problems. (4:271) The child's character is expressed through social movement and interaction. Group counseling provides the child an opportunity to reveal personal convictions and develop self-understanding.

Group counseling enhances the corrective process and helps the child develop social interests. The process of group counseling enables members of the group to feel a sense of belonging, to show concern for others and participate in the give and take of life. The counselee experiences feedback from his peers regarding his behavior and is

thus given an opportunity to develop new behavioral approaches to social problems. (4:272)

Through group counseling, social distance between the counselor and child is diminished, defenses are relaxed, and communication is improved. Resistive pupils who tend to fear or distrust school officials can improve such communications in group counseling situations. There is a certain security in viewing the counselor as outnumbered.

Role playing (also called sociodrama techniques) fits into a category of group counseling. It can be effective whenever a child has difficulty describing a situation or conveying to others how he feels about it. It provides the child who requests assistance with an opportunity to relive a specific problem, to express his feelings about it within a safe environment, and allows the other children to understand each other and feel some empathy.

Play therapy is another form of group counseling. Since the child's verbal expression in counseling is limited, play is the natural language of the child. The child simply does not generally have the capacity to verbalize feelings nor to understand why they are even there. The counselor attempts to communicate with him through the use of game orientated activities.

A child acts his feelings. By observing a child as he draws a picture, plays with clay, or simply plays with another child, much can be learned about his inner feelings; much of this could never have been

gotten from him through words.

Group Guidance

Group guidance and group counseling are differentiated in terms of content and process. Group guidance involves more structure and planning by the group leader, it may deal with school-related topics or topics that originate with the student, and it may involve a larger group than in group counseling.

The group guidance approach provides a series of sessions that aid pupils with personal, social, educational, and vocational problems. The general objectives of group guidance are: prevention, insofar as it provides students with assistance for normal everyday problems before they develop into crisis situations; and developmental, insofar as it helps children share and solve many of their common developmental problems. (4:308)

From the counselor's point of view, enriched understanding of his counselees should result from the opportunity of seeing how each of them functions in the group setting.

Group guidance requires special training and it is recommended that classroom teachers not try to fill the guidance role. Too often guidance groups seem to differ from school subjects only in their contents.

THEORIES IN VOCATIONAL DEVELOPMENT:

Ginzberg, Axelrod, and Herma (8:20) believe that occupational choice is a developmental process taking place over a series of approximately ten years. The child's values and goals provide the basis for occupational choice.

Three stages of vocational choice have been generalized from research by Ginzberg (8:35). First, until a child is about eleven years old, his choices are characterized as being in the realm of fantasy; that is, he believes he can become whatever he wants. Second, the junior high and senior high period (ages eleven through seventeen), finds a number of students making tentative choices, using such guides as interests, capacities, and values, in that order of maturity. Finally, after age seventeen, the period of realistic choice is thrust on the adolescent. He must explore alternatives, crystallize a general choice, and then eventually make even more minute specifications in this age of specialization.

Ginzberg and Herma's (9:64) latest report indicates that those men who had early career decisions were the most successful in their jobs at mid-life.

Donald Super has found a similar pattern in vocational development, however his theory is more psychological than that of Ginzberg. For Super (25:23), vocational theory is related to a general development theory of the emerging self. From this point of view the child needs opportunities to explore, assume a variety of roles, and thus clarify

his self-concept. Super has a number of vocational developmental tasks which could serve as a basis for the program.

Super stated (25:23): "We believe that vocational development is the development of self-concept, that the process of vocational adjustment is a process of implementing a self-concept, and the degree of satisfaction attained is proportionate to the degree through which the self-concept has been implemented."

Super (24:158), in his investigation of the earliest "post-fantasy" stage, undertook a study on the vocational maturity of ninth-grade boys. He judged vocational maturity on the basis of the boys' concern about making vocational choices, their acceptance of responsibility for choices and planning, specificity of information about preferred occupations, and use of resources in orientation to vocational choice. Super found that the nineth-grade boys did not rate very high on maturity or even logical consistency. He warned counselors who might be trying to promote vocational choice at this early age and indicated that the best policy was to keep vocational objectives general and a variety of avenues open for exploration.

Soren Kierkegaard's philosophy of life posits some essential issues concerning man's relationship to his vocation. Kierkegaard (22:121) believed vocational choice is crucial to man's movement toward "becoming a self," the striving toward authenticity as a result of a sequence of vocational choices maximally consistent with his view of

himself. Kierkegaard presents a consistent view of vocation wherein man can integrate his concept of self with the development of talent and ability, emerging as a significant being-in-the-world. He saw vocational development as occurring in a sequence of life stages, vocation as a pivotal source of life's meaning.

The existential philosophy of Soren Kerkegaard presents a challenge to man to seek values beyond technology, purposes beyond mere affluence, visions of the "good life" beyond material prosperity. The ideal of full human wholeness, the integration of self with the development of talent and ability through one's work, is a primary goal of human existence. And as David Tiedeman (26:552) states: "The philosophy of existentialism argues the values inherent in the right and the obligation of choosing while living... A concept of such potential power deserves the careful scrutiny both of those who counsel and those who deal with careers."

For a quarter of a century, Rogerian counseling theory has dominated the counseling literature, practices, and beliefs. Rogerian theory emphasizes self-adjustment counseling. Although the impact of Rogers' client-centered approach to counseling gave a new dimension to vocational guidance, it goes beyond in dealing with a person as a person in trying to help him in all areas of life adjustment.

The Rogerian position on testing and career education has been criticized to create anxiety for the counselor. (Rogers and his

followers had little interest in helping a client to find a job or to get into a vocational training program or to improve study habits or to choose an appropriate curriculum .)

Grummon (10:32) states that Rogers' theory was developed without the school guidance and counseling in mind in the following words:

> "Client-centered theory was developed in context falling somewhere between counseling and psychotherapy. It has concerned itself very little with the guidance type of interview --the interview roughly characterized by the imparting of information."

Another spokesman against the use of Rogers' client-centered approach in the schools is Ciavarella. Ciavarella (1:113) believes it is apparent that the school counselor who attempts to use Rogerian counseling theory to the school setting will experience much anxiety.

SUMMARY

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. The emphasis was on information giving and placement activities. Developments in psychological testing paralleled developments in guidance functions.

The work of Carl Rogers during the 1930's and 1940's created an interest in psychotherapy. The impact of Rogers' client-centered approach gave a new dimension to 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.

The 1950's, which is remembered for the National Defense, brought about an increase of counselors and the identification of college-bound and gifted students.

In the early 1960's, there was the national problem of a vast number of out-of-school, out-of-work youth. The legislation acknowledged the fact that non-college bound students had been neglected.

Recent evidence indicates that improvements may be coming in vocational counseling. As cited by Ehrle, these improvements include:

1. the extension of vocational guidance to the elementary school;
2. the existence of a junior college vocational guidance potential;
3. the use of computers in educational-vocationl guidance.

The emphasis in career counseling in the 1970's involves more than information giving and knowledge of various occupations. A counselor needs skills in facilitating emotionally-laden dicision-making in order to help students. What is important is whether the counselor can help a student find out all he wants and needs to know about himself and his environment before making decisions.

Reviewing the history of guidance in the elementary school, four distinct movements can be identified: (1) the "child guidance movement" in the 1920's; (2) the "child study movement" in the 1930's, which emphasized the need for the teacher to gain insight into the individual child's motives; (3) the "child-development movement" from the mid-40's

to the mid-50's, which stressed the importance of the child's personal adjustment; and (4) the establishment of the central office programs in the 1950's, which provided specialists to move from school to school.

The present trends in elementary school counseling focus on doing something with the child and his talents. Elementary counseling is directed toward the development of self-understanding and it assists the child to explore and deal with feelings, attitudes, values, and purposes. The elementary counselor works toward enabling the child to find his identity and to learn choices and decisions which lead to effective functioning as a worthwhile being.

Don Dinkmeyer's six purposes for counseling in the elementary school were presented.

Career guidance must facilitate the development of an individual's self. Attitudes toward self are highly important in the development of the future worker. The following counseling techniques to facilitate the goals of vocational guidance in the elementary school were discussed: (1) "Developmental Counseling focuses on the elementary child as still in the process of becoming -- and certain developmental changes will come about as the result of this process. The counselor is thus aware of the developmental stages of the "normal" child, as is aware of the wide range of individual differences in developmental patterns that create adjustment problems. Developmental counseling provides

child with an opportunity to explore, analyze, and deliberate to solve more effectively certain developmental problems. The counselor starts with the problems that the child perceives and helps him to solve them. (2)"Group Counseling" involves two or more people working by means of their interpersonal relationships to discover alternative solutions to problems. Group counseling provides the child an opportunity to reveal personal convictions and develops self-understanding. Role playing and play therapy fit into the category of group counseling. (3)"Group Guidance" involves more structure and planning than group counseling. It may deal with school-related topics or topics that originate with the student, and it may involve a larger group than in group counseling.

Faust's summary of differences between high school counseling and elementary school counseling is presented.

Ginzberg, Axelrod, and Herma believe that occupational choice is a developmental process taking place over a series of approximately ten years. They present three stages of choice.

Donald Super has found a similar pattern in vocational development, however his theory is more psychological than that of Ginzberg. For Super, vocational theory is related to a general development of the emerging self.

Kierkegaard presents a view of vocation wherein man can integrate his concept of self with the development of talent and ability, emerging as a significant being-in-the-world. He saw vocational development as

occurring in a sequence of life stages, vocation as a pivotal source of life's meaning.

The impact of Rogers' 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 in trying to help him in all areas of life adjustment.

CHAPTER III

PROCEDURES

INTRODUCTION

The purpose of this study was to explore the present status of vocational guidance and counseling in the schools of Montana. First, the researcher investigated vocational guidance and counseling practices and trends of elementary and secondary school programs. This was attained through a study of the available literature published. Second, the researcher surveyed the vocational guidance and counseling practices existing in the elementary and secondary schools of Montana. An instrument was prepared and sent to a random sample of elementary and secondary guidance counselors in Montana.

In this chapter the instrument and the related literature was examined in the following manner:

1. A description of the population and the procedure for sampling will be presented.
2. The categories for investigation will be defined.
3. The method of collecting data will be discussed.
4. The method of organizing data will be presented.
5. The chapter summary will complete this chapter.

POPULATION DESCRIPTION AND SAMPLING PROCEDURE

There are two hundred, twenty-nine high school guidance counselors

and eighty-two elementary school guidance counselors listed for the state of Montana in the "Montana Guidance Personnel, 1973-74." This list of elementary and secondary school counselors was compiled from the 1973-74 Fall Reports by the Guidance Service Supervisors in the Office of the Superintendent of Public Instruction.

A limited number of the elementary and secondary guidance counselors in Montana participated. The researcher used a table of random numbers in selecting a total of forty elementary and secondary counselors . Even though the number of participants is limited,the researcher believes a random selection of participants will give an accurate account of the Montana guidance and counseling programs.

The names of the elementary and secondary school guidance counselors and the schools in which they work is available in the "Montana Guidance Personnel, 1973-74." The researcher used this information in preparing a mailing list.

The sampling procedure was to mail a questionnaire to each of the counselors chosen at random. Each of the thirty-four persons who returned the completed questionnaire were part of the sample. (Six counselors did not complete and return the questionnaire.)

DESCRIPTION OF INVESTIGATION CATEGORIES

This investigation describes the following categories:

(1) the job descriptions of Montana guidance counselors;

(2) the physical environment within which Montana guidance counselors perform their duties and functions;

(3) the counselor-pupil ratio that presently exists inthe Montana schools and the respondents' desired counselor-pupil ratio;

(4) a description of the vocational counseling practices in the Montana schools;

(5) Personal beliefs of the Montana counselors concerning vocational counseling;

(6) the attitudes of Montana counselors toward the importance of vocational counseling at the elementary school level; and

(7) a look at the most common problems of Montana children.

METHOD OF COLLECTING DATA

Data used in this study was taken from two sources: (1) Related literature, and (2) a mailed questionnaire (See Appendix).

The related literature was used to present facts known about vocational guidance and counseling.

Distribution and Return: The researcher mailed a questionnaire to forty Montana counselors chosen at random. Each questionnaire was accompanied by an explanatory cover letter. (See appendix) A second copy of the questionnaire and a follow-up letter was mailed to the non-respondents two weeks after the original letter was sent. (See Appendix)

Thirty-four of the forty counselors who were mailed a questionnaire responded.

METHOD OF ORGANIZING DATA

Tables were prepared showing the following:

(1) Respondents' job description

(2) Description of physical setting

(3) Respondents' actual and desired counselor-pupil ratio

(4) Description of vocational counseling practices in Montana schools

(5) Percentage of time spent in three areas (Educational, Personal-Social, and Vocational)

(6) Attitudes of Montana Counselors as to where the emphasis in vocational counseling should be

(7) Attitudes toward elementary programs in vocational counseling

(8) Most common problems of Montana school children

Following each table is a description of the predominent characteristics of the table. The researcher clarified the information and referred to related literature when necessary.

SUMMARY

Vocational guidance and counseling should be a part of all school guidance and counseling programs. The schools have been experiencing rapid change and growth. Due to this increase in the school population there has also been an increase in the number of educational,

personal, and social problems present. The guidance and counseling program must meet the challenge of each individual child and his problem.

The researcher believes that this investigation of the vocational guidance and counseling practices in the Montana elementary and secondary schools is worthwhile. The researcher wished to discover the adequacy of the Montana guidance and counseling programs in relation to vocational guidance and counseling practices.

The procedures used in this study were primarily investigative. Data was gathered from related literature and responses to a mailed questionnaire.

CHAPTER IV

RESULTS

INTRODUCTION

The results of this investigation are presented in eight sections. The eight sections cover the seven major areas of investigation. These areas include the following: (1) the job descriptions of Montana guidance counselors; (2) the physical environment within which Montana counselors perform their duties; (3) the counselor-pupil ratio that presently exists in the Montana schools and the respondents' desired counselor-pupil ratio; (4) a description of the vocational counseling practices in the Montana schools; (5) personal beliefs of Montana counselors concerning vocational counseling; (6) the attitudes of Montana counselors toward the importance of vocational counseling at the elementary school level; and (7) a look at the most common problems of Montana school children: percentages in the four most common categories of problems.

SECTION ONE

It is important that the school have a full-time counselor. The child must have a counselor who is non-threatening and readily available to him whenever the need arises.

TABLE ONE

Respondents' Job Description
(Total Number of Respondents = 34)

JOB DESCRIPTION	N	%
School Administrator as counselor	3	9%
Fulltime elementary counselor - one school	3	9%
Full- time elementary counselor - two or more schools	1	3%
Full-time secondary counselor - one school	7	20%
Full-time secondary counselor - two or more schools	2	6%
Part-time counselor - elementary level	8	24%
Part-time counselor - secondary level	6	18%
Director of Pupil Personnel Services	0	0
Other	4	11%
Total	34	100%

This table shows out of thirty-four respondents, only 13(38%) respondents are functioning as full-time counselors. This leaves 14 (42%) respondents serving as part-time counselors. Three (9%) respondents are school administrators serving as counselors. The remaining four (11%) respondents are serving as both teacher and counselor.

Of the 13 (38%) respondents who serve as full-time counselors, only

10 (29%) serve one school. The remaining three (9%) full-time counselors serve two or more schools.

SECTION TWO

Cribbin (3:132-133) states that a counselor needs a fixed place which is properly equipped. He claims that normally good, effective counseling cannot be done in halls, classrooms, or the auditorium. McCreary (14:497) says that a guidance counselor needs a private office with a telephone, and there should be an availability of testing materials along with storage for testing materials, supplies, and records.

TABLE TWO

Physical Setting in which Counseling Occurs

(Total number of respondents = 34)

Description of Physical Setting	N	%
Classroom converted to counseling room	3	9%
Private Office	27	79%
Part-time classroom, part-time counseling	3	9%
School library	0	0
Corridor	0	0
Auditorium	0	0
Closet converted to small office	1	3%
Other	0	0
Total	34	100%

Three (9%) of the respondents indicated the classroom converted to a special counseling room as the place where counseling functions are performed. Instrumental evaluation shows that 27 (79%) of the respondents perform their duties in a private office. Three (9%) of the respondents perform their duties in a classroom used part-time for class instruction, and one (3%) performs counseling duties in a closet converted to a small office.

A close examination shows that 7 (21%) of the respondents work in physical settings other than a private office set-up especially for counseling purposes. This would make it difficult for these 7 (21%) guidance counselors to convey to the counselee the realization of the difference of this relationship compared to any other in the school.

SECTION THREE

McCreary (14:497) found that there should be one elementary counselor for every school of 500 -600 pupils. Many counselors divide their time between two or more schools and in such a case, McCreary says there should be one elementary counselor for every two schools of that approximate size, or one elementary counselor to 1200 pupils.

Table Three

Respondents' Actual and Desired
Counselor - Pupil Ratio

(Total number of Respondents= 34)

Counselor-Pupil Ratio (Counselor to __ students)	Actual N	Actual %	Desired N	Desired %
1 to 199	7	21%	11	32%
200 to 299	9	26%	16	47%
300 to 399	9	26%	6	18%
400 to 499	6	18%	1	3%
500 to 599	1	3%	-	-
600 to 699	1	3%	-	-
700 to 799	-	-	-	-
800 to 899	1	3%	-	-
Total	34	100%	34	100%

This table shows that 32 (94%) of the respondents have a counselor-pupil ratio of one counselor to less than 600 pupils. However, two (6%) of the respondents are functioning over this level.

Attention should be drawn to the fact that the greatest percentage of respondents operate with one counselor to 200 to 299 pupils, and 300 to 399 pupils. It is of interest to note that 7 (21%) of the respondents operate with one counselor to 1 to 199 pupils. The researcher sees the reason for this being that these respondents operate in small Montana towns with low elementary and secondary populations.

When questioned as to what the respondents thought their counselor-pupil ratio should be, 27 (79%) indicated that one counselor to less than 300 pupils was desired. Six (18%) respondents desired a counselor-pupil ratio of one counselor to 300 to 399 pupils. Only one (3%) respondent desired a counselor-pupil ratio of one counselor to 400 to 499 pupils.

SECTION FOUR

The "new" vocational counseling emphasizes the developmental or decision-making process taking into account the total person, including his attitudes and feelings. This approach is very different to the trait-factor approach of Parsons which is equated with traditional vocational guidance.

Table Four

Vocational Counseling Practices in Montana Schools
(Percentage based on number of responses = 33)

Description of Vocational Counseling Practices	N	%
Information giving and job placement approach	0	0
Major emphasis on guiding college bound students	2	6%
Solving personal-social problems	0	0
Developmental or decision-making process (taking account the total person includ- his attitudes, and feelings)	22	67%
Other	9	27%
Total	33	100%

The table shows that 22 (67%) of the respondents were using the "new" vocational counseling approach, which is the developmental or decision-making process. However, two (6%) respondents still place major emphasis on guiding college bound students.

Other responses are worth examining. One respondent (3%) indicated a major emphasis on information giving and guiding college bound students. Three (9%) respondents indicated the major emphasis to be be the combined use of guiding college bound students and solving personal-social problems. One respondent (3%) indicated the combined use of solving personal-social problems and the developmental or decision-making process as the major vocational counseling practice. Four (12%) respondents indicated the importance of a major emphasis on all four areas integrated in the work of the school counselor. One counselor did not respond.

SECTION FIVE

Today there are basically three types of counseling in the schools--educational, personal-social, and vocational. 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 should be integrated in the work of the school counselor.

The individual should be considered none other than a whole person. (If a person comes in for what he says is vocational counseling, the counselor cannot forget about the aspects of him as a person that might have a bearing on his eventual career choice.) Hoppock (12:2) said that a client who needs and wants psychotherapy may present a vocational problem as an excuse for an interview, during which he may observe the counselor and decide whether or not to discuss his other problems.

TABLE FIVE

Percentages of Time Spent in the Three Areas
(Percentages based on number of responses = 31)

Percentages of Time Spent	Number of Respondents in each area: Educational		Personal-Social		Vocational	
	N	%	N	%	N	%
0 - 10%	5	17%	4	13%	6	19%
11 -20%	6	19%	8	26%	10	32%
21 -30%	6	19%	5	16%	5	17%
31- 40%	10	33%	7	23%	6	19%
41- 50%	2	6%	4	13%	4	13%
51- 60%	2	6%	2	6%	0	0
61- 70%	--	--	--	--	--	--
71- 80%	--	--	--	--	--	--
81- 90%	--	--	1	3%	--	--
Total	31	100%	31	100%	31	100%

The table indicates that 17 (55%) respondents spend between 0 - 30 percent of their counseling time doing educational counseling. Twelve (39%) respondents spend between 31-50 percent of their time doing educational counseling. Only two (6%) respondents indicated spending 51-60 percent of their time doing educational counseling.

The table indicates that 17 (55%) of the respondents spend between 0-30 percent of their time doing personal-social counseling. Eleven (36%) respondents spend between 31 to 50 percent of their time doing personal-social counseling. Two (6%) respondents indicated 51 to 60 percent of their time doing personal-social counseling; and only one (3%) respondent indicated 81 to 90 percent of counseling time in this area.

The table indicates that 21(68%) respondents spend between 0 to 30 percent of their time doing vocational counseling. Ten (32%) respondents spend between 31 to 50 percent of their time doing vocational counseling. There were no respondents to indicate spending more than 50 percent of their time in vocational counseling.

The table indicates that the least percentage of time is spent in vocational counseling. When compared to the percentage of time spent in both educational and personal-social counseling areas, the time spent in the vocational counseling area is shown to be neglected.

SECTION SIX

Counselors must realize that students in our present schools are

no longer 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 day society are looking for identity first, thinking that security will naturally come. Our attitudes and approaches to vocational counseling will have to adjust accordingly.

TABLE SIX

Attitudes of Montana Counselors as to Where the Emphasis in Vocational Counseling Should Be:
(percentage based on responses = 33)

Areas of Major Emphasis	N	%
To help students become better able to solve future problems . . .	10	30%
To help students solve educational and vocational problems . . .	9	27%
To use Psychotherapeutic procedures in helping students solve Personal-Social problems . . .	1	3%
Centered on helping students "Learn about Yourself" . . .	10	30%
Other . . .	3	10%
Total	33	100%

The table shows that ten (30%) respondents believe that the

major emphasis in vocational counseling should be "to help students become better able to solve future problems." Nine (27%) respondents believe that the major emphasis in vocational counseling should be "to help students solve educational and vocational problems." Only one (3%) respondent believed "psychotherapeutic procedures in helping students solve Personal-Social problems" should be the major emphasis. Ten (30%) respondents believed that the vocational counseling program should be "centered around helping students learn about themselves".

It is of further interest to mention other responses that were given. One(3%) respondent believed "all" of the areas of major emphasis were important. One(3%) respondent believed that it was important to combine helping the student become better able to solve future problems and helping the student solve educational vocational problems (relating to career choice). One (3%) respondent believed the major emphasis of vocational counseling was "to prepare students to make decisions."

Less than a third of the respondents believe in a vocational counseling program that emphasizes major importance on "learning about yourself".

SECTION SEVEN

Currently there is an active search for newer and better approaches to vocational counseling. One such approach is the extension of vocational guidance to the elementary school. Many theories have defended its

beginning to take place in the elementary school. (The review of of literature of this paper discusses such theories.)

TABLE SEVEN

ATTITUDES TOWARD ELEMENTARY PROGRAMS IN VOCATIONAL GUIDANCE

(Percentages based on responses = 32)

RESPONSE	N	%
"There is a need for vocational guidance and counseling at the elementary level...."	27	84%
"There is not a need for vocational guidance and counseling at the elementary level..."	5	16%
Total	32	100%

Twenty-seven (84%) of the thirty-two respondents believe that vocational counseling programs are needed at the elementary level. Five (16%) respondents believe there is not a need for vocational counseling at the elementary level.

SECTION EIGHT

The researcher believed that it was important to question the counselors of Montana about the most common problems among the children in the Montana schools. The responses to this question fit

into three categories as shown on Table Eight.

TABLE EIGHT

MOST COMMON PROBLEMS AMONG MONTANA SCHOOL CHILDREN
(Responses = 32)

Description of Problem	N	%
Personal--Social Problem	18	56%
Career Choice and decision-making	9	28%
Educational Problems	5	16%
Total	32	100%

The table indicates that 18 (56%) respondents believe that personal-social problems are the most common among the children they counsel. Nine (28%) respondents believe that career choice and decision-making problems are the most common. Five (16%) respondents believe that educational problems are the most common with the children they counsel.

SUMMARY

The respondents included thirty-four elementary and secondary counselors in the Montana schools. It has been shown that out of the thirty-four respondents, only 13 (38%) respondents are functioning as full-time counselors. Of the 13 (38%) respondents who serve as full-

time counselors, only 10 (29%) serve one school. The remaining three (9%) full-time counselors serve two or more schools.

Twenty-seven (79%) respondents have a private office in which they fulfill their duties. Cribbin (3:132) states that a counselor needs a fixed place which is properly equipped. He claims that normally good, effective counseling cannot be done in halls, classrooms, or the auditorium. McCreary (14:497) says that a guidance counselor needs a private office and a telephone.

It was shown that 32(94%) of the respondents have a counselor--pupil ratio of one counselor to less than 600 pupils. However, two (6%) of the respondents are functioning over this level. The greatest percentage of respondents operate with one counselor to 200 - 299 pupils and 300 - 399 pupils. McCreary (14:497) found that there should be one counselor for every school of 500-600 pupils.

Sixteen (47%) respondents desire a counselor-pupil ratio of 200 to299. Eleven (32%) respondents desire a counselor-pupil ratio of 1 to 199; six respondents desire a counselor-pupil ratio of 300 -399; and only one (3%) respondent desires a counselor-pupil ratio of 400 -499. The majority of the counselors in the survey are working with more pupils than they feel appropriate.

When the Montana counselors were asked about the vocational counseling practices in their schools, 22 (67%) indicated that they emphasize the "new" vocational counseling approach, "developmental or

decision-making process." However, 2 (6%) respondents still place emphasis on guiding college bound students.

The evaluation of time spent in each of the three areas of counseling (Educational, Personal-Social, and Vocational) showed that vocational counseling received the least percentage of time. Therefore, the Montana child is being cheated of this needed service.

According to the responses, less than a third of the respondents (30%) believed that the vocational counseling program should be centered on helping students "learn about themselves." Ten (30%) respondents believed the major emphasis of vocational counseling should be to help students become better able to solve problems of the future. Nine (27%) believed the major emphasis should be on educational and vocational problems.

It was good to note that a majority of respondents (84%) believe there is a definite need for vocational counseling programs at the elementary level. Howevever, five (16%) respondents believed there was no such need. Two persons did not respond to this question.

According to the responses, the most common problems among Montana school children are in the area of "personal-social problems." (Eighteen (56%) respondents indicated personal-social problems as being the most common.)

Nine(28%) respondents indicated that career choice and decision-making is the most common, and five (16%) respondents indicated that

educational problems are the most common.

Recommendations stemming from the findings of this investigation will be found in Chapter 5.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The main purpose of this paper has been to research vocational guidance and counseling at the elementary and secondary levels and to survey the Montana elementary and secondary vocational counseling practices, attitudes, and beliefs. The investigation was based on an inventory taken of thirty-four Montana elementary and secondary counselors, and a review of related literature.

The purpose of this researcher is to describe the data presented in the tables. It is hoped that these descriptions clarify the practices, attitudes, and beliefs of Montana elementary and secondary counselors in the vocational counseling area. It has also been the aim of this researcher todraw important material related to vocational counseling from related literature.

CONCLUSIONS

Conclusions ascertained from the data analysis in Chapter IV can be drawn in several areas. One, the data shows that more full-time counselors are needed in both the elementary and secondary levels. Only 38% of the respondents to the questionnaire were full-time counselors and of the 38% who serve as full-time counselors, only 29% serve one school. The remaining 9% of the full-time counselors serve two or more

schools.

Twenty-seven (79%) respondents have a private office in which they fulfill their counseling duties. This is extremely desirable. The remaining six (21%) counselors that must work in less desirable physical settings are working under a great handicap.

Generally, the c ounselor-pupil ratio in Montana is good. The researcher feels that this is the result of the small school systems within which many of these respondents work. Still, a majority of the respondents feel their counselor-pupil ratio should be lighter.

It was good to note that the majority (67%) of the respondents practice the "new" vocational counseling approach, "developmental or decision-making process." However, an evaluation of time in each of the three areas of school counseling (Educational, Personal-Social, and Vocational) showed that vocational counseling received the least percentage of time. Therefore, the Montana children are being cheated of this needed service.

Most respondents (84%) believed there is a definite need for vocational counseling programs at the elementary level. However, 16% felt there was no such need. Therefore, it is recommended that Montana further realize the necessity and desirability of elementary counselors and work to attain an adequate number of these professionals for her schools. This is one area which the review of literature shows us we cannot neglect.

According to the responses, less than a third (30%) of the respondents believe that the vocational counseling program should be centered on helping students "learn about themselves." The researcher feels this is where the emphasis should be due to the problem of identity so prevalent in the children of our present society.

Getting the individual to the point where his self-knowledge and occupational knowledge insure adequacy of choice is a central problem. Super's (24:_) statement is appropriate:

> "We believe that vocational development is the development of self-concept, that the process of vocational adjustment is a process of implementing a self-concept, and the degree of satisfaction attained is proportionate to the degree through which the self-concept has been implemented."

Although there has been considerable theorizing and some research in the area of vocational or career counseling, there has been little change in the actual practice. In many cases, vocational counseling involves some combination of interest, aptitude, and personality testing and the presentation of occupational and educational information. Today, however, there is a need for descriptions of counseling practice which reflect more adequately current developmental thinking about vocational counseling.

The high level of response to the questionnaire (34 out of 40) used as a basis for this paper leads to the conclusion that counselors are interested in the betterment of their profession.

RECOMMENDATIONS

The researcher recommends that the state upgrade its vocational counseling programs, and hire more full-time counselors to serve the necessary functions.

The researcher also recommends more emphasis of vocational guidance centered on "learning about yourself". The students in our present society are looking for identity first, and the traditional vocational guidance practices of information-giving and matching talents to jobs is not the approach needed to fulfill this desirable goal.

The researcher recommends that further study be taken in this area of Montana vocational guidance and counseling services to indicate if any progress or change is occurring.

APPENDIX

April 25, 1974

Dear Fellow Counselor,

The counselor Education Department at Montana State University is sponsoring research designed to survey vocational guidance and counseling practices in the guidance and counseling programs of Montana schools. The results of this study will be an important part of the research project.

You, as a practicing school counselor, can greatly enhance this research by sharing your opinions and experiences. Your name and the name of your school will be kept in strictest confidence. The number coding on each instrument is only for the purpose of sending a second copy of the instrument to those who fail to respond the first time it is sent and also to provide follow-up information to all participants who wish to be sent the results of this study. If you would like the results of this study, please mark the appropriate blank on the attached questionnaire.

Completing the questionnaire will require only a small amount of your time, approximately ten minutes. Spaces are provided on the questionnaire for your comments. Please complete and return the questionnaire in the self addressed envelope to the address listed by May 9, 1974.

Sincerely,

May 15, 1974

Dear Fellow Counselor,

A few weeks ago I sent you a questionnaire requesting a few responses concerning your attitudes and opinions regarding your work as a school counselor.

Because I have not received your reply yet, I am sending you a second copy of the questionnaire and original letter in case you misplaced them. Please return the questionnaire by May 25, 1974. Your reply is very important and extremely necessary for the success of the survey.

Thank you for your help and cooperation.

Sincerely,

1207 Antelope ST.
Bozeman, Montana
59715

A RESEARCH QUESTIONNAIRE ON VOCATIONAL COUNSELING PRACTICES & ATTITUDES

1. What age group of children do you work with primarily? _____

2. Check the description that best identifies your job at the present time . . .

   a. School administrator as counselor . . . . . _____
   b. Full-time elementary counselor - one school. . . . . _____
   c. Full -time elementary counselor -two or more schools . . . . . _____
   d. Full-time secondary counselor -one school . . . . . _____
   e. Full time secondary counselor - two or more schools . . . . . _____
   f. Part-time elementary counselor . . . . . _____
   g. Part-time sedondary counselor . . . . . _____
   h. Director of Pupil Personnel Services . . . . . _____
   i. Other (Specify) _____

3. Check the blank that correctly describes the physical setting within which you perform your duties . . .

   a. Classroom converted in to a special counseling room _____
   b. Private Office _____
   c. Classroom which is used part-time for class instruction _____
   d. School Library _____
   e. Corridor _____
   f. Auditorium _____
   g. Closet converted into small office _____
   h. Other (specify) _____

4. What is your present counselor-pupil ratio? _____

5. What do you think your counselor-pupil ratio should be? _____

6. Which description best fits the present vocational counseling practice in your school? (Check one)

   a. Information-giving and job placement approach _____
   b. Major emphasis on guiding college bound students _____
   c. Solving personal-social problems _____
   d. Developmental or decision-making process _____

7. Specify the approximate percentage of time you spend in each of the three areas during one school year.

	Percentage of time
a. Educational counseling	_____
b. Personal-Social Counseling	_____
c. Vocational Counseling	_____

8. Where do you think the major emphasis should be in Vocational Counseling? (Check one)

a. To help students become better able to solve future problems _____

b. To help students solve educational and vocational problems (career choice) _____

c. To use Psychotherapeutic procedures in helping students solve personal-social problems _____

d. Centered on helping students "learn about yourselves" _____

e. Other (specify) _____

9. Do you feel that a properly constructed vocational counseling program is needed at the elementary level?

Yes _____
No _____

Comment: _____

10. What seems to be the most common problem among the children you counsel?

11. Would you like the results of this survey? yes ___
no ____

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