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ABSTRACT

Participants attended a 4-day workshop designed to help change attitudes and provide for informational exchange in dealing successfully with career development. Presentations were: (1) "Career Counseling Today" by K.B. Hoyt, consisting of brief comments concerning counseling needs of youth, counseling goals, strengths and weaknesses of counselors, and needed directions for change, (2) "Vocational and Technical Program Information for Use in Counseling High School Youth" by R.W. Strowig, discussing the scope, purpose, need, and uses of guidance information about postsecondary vocational and technical training programs, (3) "Organized Training Facilities Related Directly to Recent Federal Legislation" by F.A. Gregory, (4) "The Employment Service as a Resource for Career Counseling" by H.J. Reed, reviewing manpower programs and services and presenting the rationale for the counseling programs and services, (5) "Division of Vocational Rehabilitation as a Resource for Counselors" by F.F. Hoge, (6) "The Local Chamber of Commerce as a Resource for Counselors" by R.H. Johnson, and (7) "Counselor Attitudes and Career Counseling" by R.W. Strowig, examining the practice of career counseling, counselor attitude, and requirements for attitude change. (SB)

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Career Development Workshop

CONFERENCE REPORT

*Ramada Inn - Topeka, Kansas
June 1-4, 1969*



Kansas Department of Education

1001 Street, Topeka, Kansas 66612

Division of Instruction and Guidance
Division of Vocational Education

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Career Development Workshop

Ramada Inn—Topeka, Kansas

June 1-4, 1969

Sponsored by

STATE DEPARTMENT OF EDUCATION

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Topeka, Kansas**

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Dedicatory Statement*

Wray Strowig stood as tall and straight as Kansas wheat in the personnel and guidance movement. His contributions to the guidance profession were pervasive throughout this movement and will have a permanent beneficial effect on its future.

His most obvious national contribution came as Chairman of the Professional Preparations and Standards Committee of the American Personnel and Guidance Association. This was a natural committee for Wray to head, for in this movement he exemplified by his actions the meaning of both words—"professional" and "standards." The leadership Wray Strowig gave to this committee over the last four years will be felt for a very long time to come in the areas of accreditation, ethics, and support personnel as part of the guidance movement. In each of these areas, Wray Strowig was a national leader.

Still, his greatest contributions to the guidance movement were exemplified in the Kansas Career Guidance Workshop held in June of 1969. That contribution consisted of his demonstrated commitment to, concern for, and faith in the practicing schools counselors of Kansas—and of the nation. Wray never gave up on the ability of professional school counselors to determine their own destiny, to improve themselves on the job, or to retain their sincere dedication to the needs and problems of youth. Wray Strowig demonstrated, through his actions at the Kansas Conference, all of his qualities. He did not pretend these things. Rather, he lived them thoroughly and completely. His memory will live with those of us who knew him well for as long as we live.—*DR. KENNETH B. HOYT.
(This Dedicatory Statement was written to commemorate this Conference Report in memory of Dr. Wray Strowig.)

Foreword

In November 1968, a Vocational Guidance Advisory Committee was established to work with problems growing out of the complexities and the rapidity of our changing society that has created a serious dilemma for school counselors in meeting the challenge in career development activities.

This Committee was formulated with the idea that assisting students in the development of a vocational life style and the student's capacity to reach occupational goals without damaging personal disruptions was, indeed, a challenging task and one that had been left unattended too long.

As the Committee progressed and identified a working frame of reference they were immediately confronted with a need for attitude changes and informational exchange by school counselors, educators, and the lay public in dealing successfully with career development for boys and girls. This problem was attacked systematically through appropriate in-service training activities. This Career Development Workshop was an outgrowth of one type of activity, planned to deal with this problem on a continuing basis.

We sincerely hope that this conference report will provide the beginning for a continued effort to meet the challenges in career development.

WILLARD FOSTER, *Director,*
Guidance and Pupil Personnel Services

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Career Counseling Today

KENNETH B. HOYT

Professor of Education, University of Iowa

INTRODUCTION

The topic, "Career Counseling Today," is so broad that it defies comprehensive coverage in a single presentation. At the same time, it is so crucial that its complexity cannot be taken as an excuse for ignoring the topic. The purpose of this paper is to highlight some of the crucial considerations which must be kept in mind in moving toward solutions to the problem. The search for solutions to problems raised here will hopefully be seen as a goal for the remainder of this very important Conference.

Three key concerns underlie all that I want to say. One is a concern for the implications of the rapidity of societal and occupational change upon our view of the concept of career counseling. The second is a concern for the increasingly key role education and training must play in the process of career counseling. The third is a concern for a much clearer concept of the multitude of responsibilities associated with what has been called "transition from school to work."

These three concerns will be expressed through consideration of four broad topics. These are: (1) Changing Needs For Career Counseling; (2) Why Counselors Are Seen As Central Figures In Career Counseling; (3) Community Challenges For Career Counseling; and (4) Changes In Counselors Required For Effective Career Counseling. Each of these is hopefully related to more detailed presentations scheduled for later portions of this Conference Program.

Changing Needs for Career Counseling

Career counseling represents a point somewhere between two extremes often heard in our society today. One extreme is represented by those who, after being introduced to a young boy or girl, ask "What are you going to be when you grow up?"—as though many could possibly know or that most will eventually make only one essential career decision. The second is illustrated by a song that,

not many years ago, was extremely popular and made me ill every-time I heard it. The song, "Qué Será Será" from the movie *The Man Who Knew Too Much*, tells about a little boy who asks his mother about his probable occupational future only to be told, in a very sweet but a very unhelpful way, "don't worry about it. Whatever will be will be"—as though one's occupational career is something which ought to be left entirely up to chance.

Having rejected both of these extremes, let us try to look at the changing needs for career counseling in terms of today's youth in today's society. The general picture facing youth in the next decade appears clear. It can be described without great fear of contradiction in spite of my lack of concern for a complete review of the literature.

Youth in the decade of the 1970's will find themselves in a society characterized by very rapid social and occupational change. The certainty of uncertainty for these youth is very clear and very real. Many will enter occupations that will disappear before the end of one decade. Those who enter the most stable occupations must do so recognizing that, if they are to remain, they must be prepared to change their methods of work operations greatly as the impact of new knowledge is felt. A key quality needed by all youth is that of adaptability—a readiness, a willingness, and an ability to change with change.

It is not surprising that recognition of this concept causes considerable consternation among adolescents. After all, adolescence has often been described, psychologically, as an age of absolutism—an age in which youth are trying to find a set of limits within which to operate. A key part of moving from adolescence to adulthood involves being able to answer such questions as "What can I count on *for sure*?" "Who can I count on *for sure*?" "What can I do *for sure*?" and "What can I not do *for sure*?" The conflict between the certain rapidity of societal and occupational change and the normal needs of adolescents for known limits have contributed greatly to what is popularly described today as student unrest.

The contribution that career counseling seeks to make to this conflict is basically one of the timeliness of current assistance coupled with the perspective of the probable presence of need for further assistance. Because things will change does not mean they do not exist in some form today. When one is struggling for something to hold on to, even an anchor which he knows will not be there forever is better than no anchor at all. Career counseling must seek to provide a set of such anchors to each youth—a firm basis for planning

for the years immediately ahead and clear knowledge that changes yet to come will make the need for later planning an inevitable part of adult life.

The second problem youth must face is that of the increasing need for education and occupational training. Recognition of this problem forces consideration of a wide variety of concerns that must be faced squarely if the career counseling needs of youth are to be met.

First, we need to take a long, hard look at the need for general education. Those who contend that all youth today need a general education that will give them a basic foundation required for frequent occupational change are right. Those who contend that an education that prepares people for everything in general tends to prepare them for nothing in particular are equally right. Continuing debate between those holding one, as opposed to the other, of these two views will be of very small comfort or assistance to youth today.

The elementary and secondary schools of this nation must accept major responsibility for providing basic general education. All youth need to know how to read, how to write, how to handle basic number concepts, the basic concepts of the physical sciences, and the basic concepts in the social sciences. These kinds of knowledges and understandings are properly regarded as foundational. It is proper and necessary that the elementary and secondary schools provide this foundation. To say that all youth need such a foundation is not to say each needs the same foundation taught for the same purposes, nor with the same materials, nor to the same level, nor with the same standards for successful completion, nor to the absolute exclusion of other kinds of learning. There has been too much talk about our "alienated" youth and too little about our "alienating" schools. The problem now is not what should be taught, but rather what should be taught *to whom* and how can general education be seen to make sense to each individual student in the school.

The answer lies, in part, in a dedication of massive effort on the part of business and industry to provide teachers with concrete examples of the vocational implications of general education. In part, the answer lies in recognizing that vocational education, as well as general education, is also needed in our secondary schools. This vocational education will be as truly foundational as general education for the very large numbers of youth who should seek

post-high-school occupational education. It will constitute specific occupational preparation for, hopefully, about one of five youth enrolled in our secondary schools. Ideally, it will serve as a most viable means by which youth can discover the variety of educational motivations they have. It can contribute greatly to making school make sense to large numbers of youth for whom school, as it currently exists, does not make sense.

In part, the answer lies in taking a much more realistic look at the occupational education and training that will be needed by youth in the 1970's. This can best be done by looking at predicted occupational patterns, as seen in the 1968-69 edition of the *Occupational Outlook Handbook*, and other related statistics.

Realistically, this nation can continue to send forty to fifty percent of our high-school graduates to four-year colleges and universities. To do so, we must assume that such institutions will continue to prevent roughly half who enter from ever completing a bachelor's degree. This means that about one in five of our high-school graduates will graduate from college. Our occupational economy can profitably absorb about this many.

While unskilled and low level semi-skilled occupations are expected to increase to a far less extent than other kinds of occupations in the 1970's, sizeable numbers of workers will be employed in jobs at these levels. If we assume that our high-school dropout rate will remain at about the same level (roughly 30% between 9th and 12th grade), it seems reasonable to believe that about twenty percent of our high-school graduates who work can expect to be employed in unskilled or low level semi-skilled jobs. This leaves, roughly, forty percent of high-school graduates in the 1970's who will need post-high-school occupational education at less than the bachelor's degree level. This is our greatest challenge in terms of career counseling in the decade ahead.

If we can assume both the presence of an increasing rate of change and an increasing need for occupational education, then those for whom career counseling is provided are left with one other major problem--namely, how do they get from school to work? That most will begin work prior to age 25 is made clear by national labor statistics. The question is one of helping make the transition from school to work efficient, pleasant, and productive for both the employer and the employee. This, too, represents a major problem that I want to comment on later.

Counseling and Guidance: A Central Focus

It is obvious that the complex needs for career counseling will call for a wide variety of assistance from a wide variety of settings at many times in the lives of those to be served. Clear potential for assistance to youth in meeting many of these needs is present in each of the diverse settings represented at this conference. Yet, the entire focus of this conference is oriented around the concept of the professional counselor as the key, central figure in meeting career counseling needs of today's youth. While I think it is proper that this focus be used, I think it is equally essential that a brief part of our discussion be directed at the basic rationale behind adoption of this concept.

The rationale for support of professional counselors as a central core of the help-giving enterprise is based much more upon the goals of the guidance movement than upon its demonstrated ability to attain those goals. If prior research in our field has demonstrated anything, it is that the goals of counselors are not met through the efforts of counselors alone. That, basically, is why conferences such as this are held.

What are these goals that we strive to meet? First, we have a bedrock, basic goal of protecting the freedom of the individual to lead his own life, to control his own destiny, to become that which he chooses to become. We are committed to a belief that the purposes of society will best be served indirectly by serving the purposes of individuals directly. The purposes of manpower are but a small part of the purposes of man. It is the purposes of man directed toward his own worth, dignity, and freedom to be, to grow, to change, and to become to which the guidance movement has dedicated itself. It is welfare of the individual, not welfare for the individual that we seek. It is individual opportunity, not economic opportunity, that we prize most highly. The individual is our primary focus and our primary concern.

Second, to implement this basic goal, we seek to acquaint individuals with the widest possible set of alternatives from which they may choose. Our dedication to this goal causes counselors to help individuals try to see alternatives as differing in kind rather than in a basic, general quality. It causes us to try to help individuals consider various alternatives without the necessity of our endorsing or trying to convince the individual to adopt one point of view over another. For example, as counselors we do not insist that our goal is one of trying to help all individuals acquire the values of a

work oriented society, but we do insist that one of our goals is to let individuals know what these values are and to help them decide whether or not the individual wants to adopt them as his own.

Third, we seek to help individuals make choices, decisions, plans, and adjustments based upon all available knowledge regarding both himself and his environmental alternatives. This help can be only as good as the information is accurate, pertinent, and meaningful. It is in attainment of this crucial goal that counselors have most often failed in the past, and their failure has been due primarily to a lack of appropriate information regarding environmental alternatives. It is to the correction of this weakness that the broader community, if it believes in the goals of the guidance movement, must address itself.

Fourth, we seek to help individuals implement decisions they have reached. How does he find the job he wants? Where is that job located? How can he make application for that job? Where can he find the vocational training he needs? What is the difference between one training opportunity as opposed to another? Which one is best for *this individual*? Again, if the goals of guidance are to be met, counselors need input from a wide variety of external sources. They cannot and have not been able to do the job by themselves.

It is this set of goals which makes counselors central figures in the complex of persons involved in the career counseling process. We turn to counselors, not because of their demonstrated capabilities, but because their professional work is centered around these goals as a primary focus.

Current Status of Career Counseling

At this point, I would like to comment briefly on the current status of career counseling. Time limitations force me to present a capsule summary that is bound to be less than an adequate description. The crucial importance of the topic demands that, in spite of the obvious weaknesses of such a summary, some comments be made. There are both positive and negative aspects which deserve comment.

On the positive side, we can point out that, in the last ten years, we have seen a phenomenal growth in both the number and the quality of professional counselors in a wide variety of settings. The central core of counselors—*i. e.*, the school counselors—has become much larger since passage of the National Defense Education Act of 1958. While still not fully adequate, the number of secondary school counselors is approaching the point where it is sufficient to

serve secondary school youth. In the last few years, we have begun to make substantial progress in initiating elementary guidance programs with a badly needed emphasis on vocational aspects of guidance included in those programs. The school counselors hired as a result of Title V-A of NDEA have played a crucial role in implementing a wide variety of other federal legislation calling for career counseling. As these words are being written, the Congress is currently considering the future fate of the portion of Title V-A of NDEA calling for counseling and guidance services. If this Congress appropriates funds called for under this Act, we will have clear potential for using school counselors as an important element. If, on the other hand, the Congress fails to appropriate funds for Title V-A, the results will be disastrous, and progress toward providing adequate career counseling will be set back for several years.

Similarly, great potential is present for improving vocational aspects of guidance under the 1968 amendments to the Vocational Education Act of 1963. If this Act is fully funded and if the state plans for vocational education reflect the emphasis on vocational aspects of guidance that these amendments make possible, vocational education funds can be used along with NDEA funds to provide sound programs of career counseling in elementary and secondary school settings. Again, the potential is present, but the future will be uncertain until the current Congress completes actions and the final state plans are adopted.

In recent years, substantial progress has been made in improving the quality and increasing the quantity of professional counselors in non-school settings. These, too, hold high potential for contributing to the goals of career counseling for today's youth. These marked improvements have been seen in Employment Service Counselors, in Vocational Rehabilitation counselors, and in both professional counselors and support personnel for counselors employed in such settings as the Youth Opportunity Centers, the Neighborhood Youth Corps, and in Upward Bound projects. Not only have counselors in settings such as these been increasing in both quantity and quality, but, in addition, substantial progress has been made in looking for ways in which professional counselors in all kinds of settings can work together as youth move from setting to setting and as the need for continuing counseling arises at various points in the lives of large numbers of individuals in our society. If the future is to continue to be positive, the emphasis of the last few years in improving these counselors must be continued.

Finally, on the positive side, it can be said that very rapid progress has been made in recent years in providing substantial research data that will make counselors better able to perform career counseling duties. We know better how to do the job. Moreover, the computer age has allowed development of a wide variety of approaches to improving the adequacy, the timeliness, and the appropriateness of information needed for career counseling. All of these things are positive.

On the negative side, we must realize that we still have a very long way to go. The most negative thing that can be said is that counselors are like people—*i. e.*, they tend to reflect the general biases of the culture in which they live. As a result, we still find many school counselors who spend a majority of their time with that minority of students who least need their help—the college bound. The continuing high-school dropout rates make clear that, even here, we are not doing a very good job. For some time we have known things we could do to help high-school students entering the labor market directly from high school to make a better transition from school to work. While the methods and procedures are known, they are not applied in many schools, and these students have been effectively ignored.

Perhaps the biggest lack of accomplishment to date has been in the efforts of school counselors directed toward helping students consider vocational education opportunities at both the secondary school and the post-secondary school level. I recently completed a study, using part of the data accumulated through the Specialty Oriented Student Research Program, that illustrates this very clearly (Hoyt, 1969). Among six samples of students currently enrolled in post-high-school vocational education programs, we found consistent patterns clearly showing two to three times as many students considering post-high-school vocational education while in high school without the assistance of the counselor as the number who found out about it from their counselor. While over eighty percent of these students had a counselor while in high school, we found consistently lower percentages of them who ever talked with a counselor about attending these schools. Moreover, we found counselors who were two to three times as likely to let a high-school student know about a vocational training opportunity in a public community college as in a private vocational school—in spite of our claimed goal of letting students choose from the widest possible set of alternatives.

In terms of high-school curricula, we found consistent patterns among all six samples showing fewer students who would recommend the general curriculum to high-school students than who took that curriculum themselves while they were in high school. We found three to five times as many of the students enrolled in post-high-school trade training who would recommend high-school vocational education to other students as had taken it themselves while they were in high school. Among students in post-high-school secretarial training, we found over twice as many recommending the high-school business curriculum to other students as had taken it themselves while in high school.

Clearly, these students did not feel they had been given adequate guidance either in terms of choosing vocational education courses in high school or in making plans for the post-high-school vocational training they were currently taking. I know of no way we can look at data such as reported in this study and be very satisfied with what school counselors have accomplished to date for this very important and very rapidly increasing portion of the high-school student body.

Still on the negative side, we have far too few concrete examples we can use to illustrate, systematic, conscientious attempts on the part of counselors in various settings to communicate with each other regarding students they seek to serve. While counselors may stay in a single setting, students certainly do not. If we are truly concerned about the welfare of these students, we should seek to find ways of getting better communication among these groups of counselors. While positive starts have been made in the establishment of state branches of the American Personnel and Guidance Association, we have a long way to go before counselors from all kinds of settings work together in the state branch and its local chapters.

When we look at counselor relationships with employers, the current picture is not much more positive. To many counselors, "industry" is still a trait to be rated on a report card. Far too many have not only failed to make systematic contacts with possible employers, but have, in addition, never held a full-time job themselves outside professional education. Even those counselors who would like to visit business and industrial settings on a regular basis often find themselves prevented from doing so by administrators who feel the counselor has no business leaving the school building. Improvement is needed in all these areas if career counseling is to be truly worthwhile for today's youth.

Community Challenges

What means will we use to meet the student needs outlined here, to attain the goals of career counseling we have stated, to take advantage of the positive potentials we have, and to overcome our current weaknesses? In short, how will we get this job done? I would like to devote the remainder of this presentation to trying to provide a rough framework for use in answering this question.

First, it seems to me we must recognize that the complexity and enormity of the task demands that many kinds of people from many kinds of settings become involved in meeting the challenges of career counseling. No one of these groups, be he a counselor in particular setting, a teacher, a school administrator, an employer, an employed worker, or a parent can properly feel he does not have a key role to play. The first thing to do is for each of us to cease finding fault with others and start accepting responsibilities for ourselves. It isn't who receives credit for helping or who is blamed for failures that should be our primary concern. Rather, our primary concern should be directed toward how much help a particular youth can receive and what each of us can do to contribute toward that help.

Second, and to be more specific, professional counselors are going to have to see and accept responsibility for career counseling for all youth as a major reason for their professional existence. We have had enough counselor search for identity as seen through attempts to be pseudo-psychotherapists, college admissions specialists, or, more recently, sensitivity trainers. It is time counselors everywhere recognize career counseling is an important aspect of their work. Some group of professionals is going to do this job because it must be done. If counselors do not quickly accept these challenges, they will be replaced by people who will. I know these words sound harsh, but I do not apologize for saying them because I believe them to be true. Third, major changes are needed in counselor education programs reflecting this needed emphasis on career counseling. It would, in my opinion, be disastrous for the guidance movement and for those we seek to serve if two kinds of counselor education programs were established— one for "vocational counselors" and one for "other" counselors. We simply cannot afford to commit that error. Rather, we must strive to re-orient our counselor education programs so they produce more competent counselors. (Hoyt, 1966-b.)

Fourth, a concentrated effort is needed to improve relationships between counselors and vocational educators. They have criticized

each other long enough. The career counseling needs of students are too great to allow this to continue. I do not mean counselors should seek better working relationships with vocational educators at the expense of other educators in the school, but only that they should seek to make them of the same quality and effectiveness as we have with the so-called "academic" portion of the school faculty. (Hoyt, 1966-a.)

Fifth, relationships between counselors and post-high-school vocational training settings must be improved. Counselors must get to the point where they can see such institutions as the area vocational school, the community college, and the bona fide private vocational school as different in kind but not in *worth for particular individuals* from the four-year college or university setting. This, of course, is not simply a problem for counselors, but a general one for all people in our society. The best thing a majority of today's high-school students could do is never set foot inside a four-year college as a student. That statement, harsh as it sounds, will continue to be true until and unless there are major changes in the nature and goals of the four-year colleges and universities in this country.

Sixth, and of very key importance, the business and industrial world is going to have to accept greatly increased responsibilities for contributing to the process of career counseling. We need business and industrial personnel who are willing to work with junior high school students, their teachers and their counselors, in helping youth acquire an awareness of the world of work and the key importance of education as preparation for employment. We need to have business and industry accept clear responsibility for conducting and participating in programs designed to educate counselors to the world of work. Such programs, in addition to involving such simple things as lectures and materials, must include opportunities for counselors to acquire real work experience in the world of work. We need to have business and industrial leaders serve on vocational education advisory committees at both the secondary school and the post-secondary school levels. We don't need industrial experts to tell us what vocational education is doing wrong, but, rather, how vocational education can improve its offerings so that it does more right.

We need to have business and industrial personnel work actively with educators on problems involving transition from school to work. Far too often, we have acted as if such a transition was complete the day the youth started on the job. The records of high worker turnover, employee grievances, and both worker and

employer dissatisfactions stand as sobering evidence that this simply is not true. Much remains to be done to educate youth in those aspects of getting and holding a job that go beyond the acquisition of specific job skills. At least as much remains to be done in terms of helping youth adjust successfully once they are employed.

Concluding Statement

This presentation has consisted of brief comments concerning the career counseling needs of youth, the goals of career counseling, the strengths and weaknesses of current counselors, and needed directions for change. I have been able to outline, in only the briefest fashion, what I would regard as key elements in each of these areas. My purpose has been to stimulate awareness of areas that would be fruitful points of discussion for this very important conference.

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Vocational and Technical Program Information for Use in Counseling High School Youth¹

**R. WRAY STROWIG, Professor
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The objective of this paper is to present a discussion of the scope, purpose, need, and uses of guidance information about post-secondary school vocational and technical training programs. The foremost consumers of such information will be counselors and the youth with whom they work. What types of training are we considering? Baer and Roeber² have described the major types of post-high-school vocational-technical programs as (1) apprenticeship training, which involves about 300 occupations, but is generally regarded as the best way to learn a skilled trade; (2) armed forces training, including USAFI courses, tuition aid to military men and women, and special branch programs; (3) colleges and universities; (4) home study courses which may involve over 5.5 million people; (5) junior and community colleges with terminal programs of up to two years length; and (6) technical institutes. I have excluded from discussion apprenticeship, armed forces, baccalaureate degree granting institutions, and home study offerings, as well as several organized training programs growing out of relatively recent federal legislation. It is not that these types of programs are insignificant. Rather, time will not permit adequate coverage of all such programs, plus the fact that others in this workshop will deal with certain of these topics. While the focus of attention will be on guidance information about training programs in vocational schools, technical institutes, and junior and community colleges, I am sure much of the discussion could be applied to the other areas of vocational preparation.

1. Presented at the Career Development Workshop, Topeka, Kansas, June 1-4, 1969. The author acknowledges his considerable debt to E. G. Kennedy, who not only has contributed significant ideas and the annotated materials contained herein, but has been friend and mentor to the author in his own career development. See Appendix B.

2. Baer, Max F. and Roeber, Edward C. *Occupational Information*. 3rd edition. Chicago: Science Research Associates, 1964.

The Need

Before proceeding, recognition should be given to vocational education in high school. As is well known, a lot of vocational education is happening in grades 9-12, but not nearly enough.

The Panel of Consultants on Vocational Education, appointed by the President of the United States in 1961, reported on some of the limitations of vocational education programs. They found that—

Vocational Education was not available in enough high schools. In a special study of 3733 public high schools in six representative states made by the panel, only 5 percent offered distributive education courses, only 9 percent offered trade and industrial courses, and less than half offered courses in homemaking or agriculture.

Vocational education programs were not preparing people for enough kinds of jobs. In only nine states could one learn to be an office machine repairman through the federally reimbursed vocational education program. Similarly, only eleven states offered federally reimbursed vocational courses in electric appliance repair.³

No doubt both the quantity and quality of high-school vocational programs has increased tremendously in recent years, due in large measure to the impact of the Vocational Education Act of 1963 and subsequent amendments. The challenges to both high-school and post-secondary vocational and technical education remain considerable, however. Before we consider the utility of information about the latter programs, let us establish the context for our summarizing the situation with respect to labor supply and training needs in the 1960's and 1970's.

According to data compiled from various sources by the University of Wisconsin Center for Studies in Vocational and Technical Education,⁴ in the 1960's about 26,000,000 boys and girls between 16 and 21 were looking for their first jobs. They totaled 40% more than in the 1950's. Approximately 6,500,000 of them were college trained, 12,000,000 were high-school graduates, and 7,500,000 were high-school dropouts. In 1970 the situation will be more serious when there will be 3,700,000 boys and girls reaching the age of 18, a third more than the 2,800,000 who reached 18 in 1962. These figures indicate that time will not ameliorate the problem, but only contribute to it.

The prospect of securing a job should not be a serious problem for the college trained. There are opportunities for the professional, the technically skilled and the well-educated. High-school graduates will find job entry more difficult as evidenced in recent

3. *Ibid.*

4. Center for Studies in Vocational and Technical Education, Industrial Relations Institute, University of Wisconsin, Madison, general files.

figures showing the unemployment among high-school graduates will be almost three times the national average. The high-school dropout has the poorest prospect of obtaining a job as evidenced in Department of Labor figures showing one out of three cannot find work. Those who do secure employment settle for menial, dead end jobs. Unfortunately, there is a high loading youth from ethnic minorities, rural and urban, in this last category.

Job hunting becomes most difficult for those who have no employable skills to offer a prospective employer. Automation and mechanization are reducing the limited opportunities which were available previously to these individuals. The high-school graduate can still obtain clerical-type jobs or semi-skilled employment. However, the most rapidly growing fields nowadays are professional, technical, sales, and management. This picture is reinforced by a recent review of manpower supply and demand by Kaufman and Brown⁵ in terms of vocational, technical, and practical arts education. Surveying the literature on labor force projections, these authors reported research which predicted an increase of 24 million workers in the next 16 years, or a need for 1.5 million jobs each year just to absorb the growing labor force.

The general picture, then, is one of many, many young people moving through the schools and either directly into a rapidly expanding labor market which demands more and better training, or from high-school into some kind of post-secondary preparation for vocations that require genuine skills and knowledge. To qualify for these fields young people will need vocational training and the assistance of counselors. Somehow, the counselor has to know each youngster and the myriad training possibilities that youth may find attractive and be suited for that are consonant with their vocational aspirations. The heavy responsibility and complexity of this task of the counselor is not made easier by the fact that a renewed and laudable emphasis on the individual has crept into vocational-technical education. Former Secretary of Labor Wirtz wondered if the curriculum content (of vo-tech education) has to be dictated mainly by what society needs. Rather, he declared: "We should be assuring every boy and girl the opportunity to develop to his highest potential, whatever his talents and capacities may be."⁶ Of course, the question to be faced in terms of our topic is how can information about training

5. Kaufman, Jacob and Brown, Anne. "Manpower supply and demand," *Review of Educational Research*, 38, October, 1968, 326-345.

6. Ray, Elizabeth M. "Social and philosophical framework." *Review of Educational Research*. 28, October, 1968, 309-325.

opportunities be best used to help the individual's career development as well as contribute to the nation's manpower. These two are not incompatible.

Scope and Purpose of Training Information

With this large-scaled portrayal of need in mind, let us now turn toward our main topic. The scope and purpose of information for counselors about vocational-technical training programs can be viewed from the perspective of either (1) function or (2) topic.

The Topical View. A topical approach to the study of scope and purpose involves the examination of the many catalogs, brochures, audio-visual materials, and the like, which purport to describe various training programs and institutions which provide them; in other words, the sources of training information. These materials may be classified (1) as to occupations covered, (2) as to completeness of related information, (3) as to ease of communication, (4) as to interest appeal to the intended audience, and (5) as to veracity, and (6) timeliness. Topical analyses have been conducted on information about careers. The National Vocational Guidance Association has a set of criteria for use in evaluating occupational information.⁷ Nearly every experienced school counselor knows of such criteria and likely has his own favorite measuring standards, which he usually applies by the method of eyeballing and then verifies through the experiences his counselees have when they use the information—usually a rather subjective process.

As far as this author was able to determine, there is no widely accepted authoritative set of criteria for evaluating vocational-technical training information, although once again experienced counselors use similar pragmatic approaches to assessing the value of such information.

The career information review service which appears in each issue of the Vocational Guidance Quarterly rates, classifies, and briefly describes occupational literature on the basis of the evaluation of a review committee. There is usually a supplemental section in each issue which contains information about educational and training opportunities. However, there is apparently no rating or classification scheme applied to such training information, which means that the counselor must take his chances in ordering vocational-technical information from a listed source.

Two investigators surveyed 190 faculty members in Georgia Area

7. N. V. G. A., The American Personnel and Guidance Association, 1607 New Hampshire Ave., N. W., Washington, D. C. 20009.

Vocational-Technical schools to determine how essential they thought various student personnel services would be in these developing post-secondary schools.

Over 75 percent of the V-T faculty members believe it to be essential for the personnel worker . . . to develop positive and systematic procedures for providing information to surrounding high schools about the Area V-T School program, course offerings, facilities, equipment, admission requirements, entrance tests, tuition and expenses.⁸

They did not think it was as important to so inform parents as it was to inform pupils and feeder high-school staffs. Other than this survey of opinion, little research on the development and use of vocational-technical training information in guidance was available.

Fortunately, a number of governmental and private concerns, including various trade and accrediting associations, have attempted to meet the need for useful data about vocational-technical curricula and institutions. Appended to this paper is an Annotated Bibliography of Directories of Institutions Offering Post-Secondary Vocational Education Curricula, prepared by the staff at Kansas State College, Pittsburg, under the supervision of E. G. Kennedy. The annotations are descriptive rather than evaluative. Again, most experienced counselors have known about and used at least one or two such directories, either as primary sources of training information, or as leads to more specific information. In examining and using such directories, and materials related to them, about the training opportunities of particular institutions, the experienced counselor may raise a number of questions or reach certain conclusions.

(1) The first of these is that there is such a plethora of training opportunities in these United States that it is very difficult to grasp the overall picture of them and really know how to sort them out and find what one wants. Neither counselors nor students can expect to do this without outside help. If the counselor is fortunate enough to live in an area which has abundant-vocational-technical training programs, it is likely that he will simply not worry about such nationally comprehensive lists. On the other hand, the counselor may not live in such an area; moreover, even if he does, his client may request some rather esoteric information, such as, "Where can I learn to be a gunsmith?" Thus, there is at least occasional need for training information that shows both the variety and the quantity of curricula available in vocational and technical fields.

8. Bottoms, Gene and Oelke, Merrit. "Needed student personnel services in area vocational-technical schools." *Vocational Guidance Quarterly*. 15, December, 1966, 101-105.

(2) A second problem raises the question of the reliability or dependability of lists and information.⁹ Some directories are compiled under the name of a federal government agency; others by an accrediting association, or by professional groups, such as the American Vocational Association, and still others by private publishing concerns. It is doubtful that all of these resources have the same purposes in mind in supplying information, nor are they likely to have used the same standards in selecting and presenting information. Moreover, these purposes and standards are not always advertised. Careful examination of the kinds of information supplied clearly indicates that vital information may sometimes be lacking. It is exceedingly difficult to find information provided about some of the subtleties of a training institution, such as the dropout or flunkout rate. It is also hard to determine what criteria a school had to meet, if any, in order to be included in an accredited list.

(3) A third question that the counselor will raise concerns publication date, timeliness of information, and current rate of change in quality and quantity of preparation opportunities. The various directories listed in the aforementioned annotated bibliography show different publication dates, in what is probably one of the most up-to-date lists anyone has. Some dates are in the early 1960's, and when one adds a year of publication lag, more or less, it seems likely that much of the information is not current enough. Add to this the notation that as much as a month may elapse before one can expect to receive some specific information about a particular school that one has located in the directory and requested. The problem of timeliness of training information is exacerbated, of course, by the fact that we are all caught up in an era of accelerated change in the occupational structure, and vocational and technical programs themselves must reflect that rate of change.

(4) A fourth general problem growing out of a topical analysis is the relevancy of available information. This question has three referents: (a) Relevance to the youth, themselves, that is, do they "dig it," comprehend it, get useable facts from it, find it interesting and is their curiosity aroused? (b) Relevance to counselors. The counselor is, first of all, a filtering system through which some information emerges for use while other data are discarded. Usually, this involves the counselor's subjective impressions. Secondly, if the counselor cannot find information which the students "dig," he can either try to get different information or attempt to modify the behavior of the youth so that they will be interested in and under-

9. Hoppock, Robert. *Occupational Information*. 3rd ed. New York: McGraw-Hill, 1967.

stand such data. (c) Finally, both those in the world of work and those who provide the vocational and technical training have a stake in the relevancy of this vocational guidance information. They are interested in getting their message across to persons who have both the interest and potential talent to become partners with them in their educational or business-industrial enterprises. Like *Venus de Milo*, they should be both appealing and concrete.

To summarize, a topical analysis of information about vocational-technical training programs indicates that (1) the scope and complexity of such programs are impossible for one person to grasp and select from; (2) there are some serious questions to be raised about the comparability of such information, if not the reliability; (3) it is quite likely that the information one does obtain may be out-of-date, or at least not available at the most expeditious time for its use; and, (4) most of all, the information must be relevant to the real world of work and education, to the counselors who use it, and to the students themselves. Clearly, steps must be taken to improve the retrieval and dissemination of such information. Later more will be said about how this may be accomplished. Now, let us attend to what I have called a functional approach to the examination of vocational-technical information for use in counseling.

The Functional View. As a definition of the term in this paper, a functional approach to the guidance uses of training information simply means examining the place of such information in the guidance program and the operations of counselors and students in using that information. Too often, counselor educators and others, perhaps, have viewed both occupational and educational information as something one is supposed to have available when needed, and if it is, the counselor sort of shoves it at the youth as though to say, "Here, kid, here is what you need to know. Read it and plan accordingly." That is, we may have taken a rather superficial view of what is really involved in what one does with information after one obtains it. Twenty years ago last February the U. S. Office of Education published a series of bulletins describing counselor competencies. Bulletin number 3314-3 was about occupational information, and stated in part,

Helping a counselee to evaluate and select employment opportunities *and a place for training* (emphasis mine) is one of the most critical duties that falls to a counselor. This problem, from some points of view, is the *crux* of counseling concerned with choosing a job or career.¹⁰

10. *Counselor Competencies in Occupational Information.* (One of a series of reports on "Counselor preparation.") Misc. 3314-3. Federal Security Agency, Office of Education, Division of Vocational Education, Washington, D. C., February, 1949.

The statement went on to define the relevant competency for training information as follows: "To know sources of materials on training opportunities." Such a definition of counselor competency with respect to obtaining, evaluating, organizing, maintaining, and using training and career information was wise and foresightful, but considerably oversimplified, i. e., "to know sources" hardly describes all the behaviors that are involved in the total process of the information service.

An examination of the function of information about vocational-technical training programs may help clarify some of this ambiguity. First, I would like to bring you the results of a nation-wide study of guidance information and its use; second, the results of a state-wide study of the information service in Wisconsin high-school guidance programs; and third, discuss what some like to call the "nitty-gritty" of information use in counseling and guidance, *per se*.

The national survey was done under the direction of Perrone in the mid-1960's as a part of research undertaken through the Center for Studies in Vocational and Technical Education at the University of Wisconsin.¹¹ Principals, counselors, librarians, and vocational teachers from 4,436 schools answered questions in what was described as a relatively representative mail return covering all sections of the nation and all sizes of schools. Among the high-school graduates, 27 percent went directly to work, 10 percent entered the armed forces or apprenticeship training, 10 percent went to vocational-technical schools, 42 percent tried college or junior college, and the rest were unknown. Eighty percent of the counselors purchased an average of \$273 worth of career and educational information each year. Seniors made by far the most use of such data, and freshmen and sophomores the least. Forty-four percent of the boys and 30 percent of the girls never sought any information from school library sources, and from 45 to 80 percent of the boys and girls never sought information about jobs from their Trade and Industry, Distributive Education, or commercial teachers. Considering all sources of printed information, the *Occupational Outlook Handbook*¹² was most frequently used by students, but by less than half of them.

Looking at the training variables, Perrone stated: "One cannot help but see the need for high-school vocational training when over 25 percent of the graduates in all four (geographic) regions ter-

11. Perrone, Philip A. *A National School Counselor Evaluation of Occupational Information*. Center for Studies in Vocational and Technical Education, Industrial Relations Research Institute, University of Wisconsin, Madison, April, 1968, 31 pp.

12. *Occupational Outlook Handbook*, U. S. Department of Labor, Washington, D. C. 1968.

minate their education at the high-school level."¹³ Where to get training was the *second most* frequently mentioned inadequacy (emphasis mine) of occupational information for terminal and vocational-technical oriented occupations, but not for the college-bound. Both full and part-time counselors held this view. The inadequacy most often mentioned was the absence of psychological data about careers and training.

Unfortunately, counselors consistently reported that college-bound youth took more initiative in finding career and educational information than did the terminal or vocational-technical youth. To compound the problem, the analyses of counselor responses by experience, time spent counseling, student-counselor rating, and the like, all indicated that the best available information was about colleges and universities, not vocational-technical programs. The lowest-rated information was for terminal students. Also, the greatest available quantity of literature, nearly half, was aimed at the college-bound. In summary, college-bound students had the best and most data on careers and education and also used these data the most. That seems to be a pretty common sense finding, but it certainly is not encouraging for the bulk of students who are not college-bound. Possibly it does not speak well for the counselors' and librarians' endeavors in behalf of the work-oriented student group, or perhaps it reflects poorly on the quality and quantity of information available for the non-college bound.

In terms of functional analysis, counselors relied heavily on group approaches, bulletin boards, and one-to-one counseling as methods of disseminating information. Printed materials were used for the most part, with audio-visual techniques being less frequently involved, and direct contact with workers very little used. Neither were career days and college nights or lectures much used. Pamphlets were overwhelmingly the favorite format of counselors compared to other formats. The main reason given by counselors for favoring pamphlets was that they are convenient to store and use.

At the conclusion of his report, Perrone made two significant observations. He said,

"The investigator has the impression that altogether thousands of hours are spent by individual counselors to establish and maintain local information systems. A better approach would be to establish state or regional information centers where all schools would have rapid and inexpensive access to current information."¹⁴

13. Perrone, *op. cit.*

14. Perrone, *op. cit.*

The second point of significance was in reference to his conclusion that high-school students usually do not raise relevant questions about their future work. (I do not believe this means that they are not concerned about such question; rather, they just are not talking to us about them enough.)

I would like to draw additional significance from Perrone's survey: First, if those students who do seek information wait until the senior year of high school to do so, they may have waited too long to make optimal use of it. A developmental guidance approach suggests that vocational and educational planning and decision-making ought to be gradually evolving experiences which accompany and contribute to the general maturity of youth.

A second interpretation which I would like to make is that written materials (brochures, books) probably appeal more to, and are understood better by, the college-bound group than by the others, and they likely appeal to and are understood least of all by the terminal high-school graduate, unless one includes the dropouts, which was not a category of students in Perrone's study. Small wonder that so little information is available to work-oriented students, or that counselors provide so little, or that what there is, is not read by many anyhow. Surely, different media must be developed for these kinds, and different approaches devised for the use of these media. Mere convenience is not the most important criterion which the counselor should have for preferring a particular format for career and training information. Therefore, as Perrone suggested, better ways have to be found to interest and involve the students in discussing their futures. We must teach them how to ask the most relevant questions. In brief, let us bring the mountain to Mohammed.

Now, I would like to turn briefly to a survey of youth needs and guidance services in Wisconsin schools, grades 7-12, conducted in 1967-68 by Professor John Stevenson, Stout State University, his students, and Dr. Richard Roth, William Erpenbach, and Harry Drier of the professional guidance staff of the Wisconsin Department of Public Instruction.¹⁵ In some respects this study parallels on the state level Perrone's national survey, but it deserves special attention because students were also queried. The Wisconsin study covered 94 public schools and 2,412 pupils who were selected as follows: 3 boys and 3 girls from each grade level, with each youth

¹⁵ *Guidance Services and Wisconsin Youth*. Department of Public Instruction, Madison, Wisconsin, September 1968, 49 pp.

identified as either, a low, average, or high academic achiever. The typical work of the counselor and the operation of the information service in the guidance program were described in part as follows:

The average school in Wisconsin maintains an information service whether it is considered a separate service or not. It probably has an informational service library. The policies by which the information library is governed were probably set up by a team consisting of the librarian and the counselor. All or part of the materials for the library are located in the main library. Chances are that an index of all existing materials is available and that it is used by both counselors and students. . . . A copy of every college catalogue in the state . . . is most likely available. . . . The school spends about \$289.38 a year on occupational, educational, and personal-social information. The counselor reports spending about 11.5 hours on information service activities per week, the greatest portion of which concerns educational information.

The counselor has the responsibility for distributing information of a guidance nature. The method he uses for carrying out this duty is the individual counseling interview. The school probably does not have a group guidance course. If it did, however, it would be offered at the ninth grade, be taught by the counselor, stress educational opportunities, use pamphlets and the like for most information and would not give a grade for the course.

The typical Wisconsin school evaluates informational materials before pupils use them. This is done by the counselor and is carried out at least once a year. The school and the counselor have not conducted research in order to ascertain the informational needs of their present student body. However, the counselor feels that pupils request educational information more than any other type. The pupils probably receive instruction and personal practice in evaluating occupational and educational information . . . but not regarding personal-social information.¹⁶

The investigators suggested that study of the needs of these Wisconsin youth raises serious question as to whether or not the guidance information service does anything more than merely provide a library of materials which the students may or may not meaningfully use. The authors raised the question: Do counselors effectively assist students in developing information-using skills? Since the survey reported that students probably receive some instruction in evaluating such information, the real question would be as to how effective such learning is. In addition, it is possible that there is more to be learned about the whole process of planning and decision-making than just how to evaluate information.

These national and statewide views of the collective reports from youth and school personnel about training and related information lead to consideration of the behavior of a hypothetical school counselor. Since counselor attitudes and behavior are discussed in

16. *Ibid.*

detail elsewhere within this conference,¹⁷ I will now conclude this functional analysis of vocational-technical training information by identifying briefly some of the major types of counselor behavior that typically are performed. The Wisconsin survey indicated that an average of 11.5 hours per week was spent by counselors working directly with career and educational information, mostly the latter.¹⁸ This time would be exclusive of counseling time in which such information also might be involved. This is nearly 1.5 days a week spent with the guidance information service. How is that time usually spent? Is it worthwhile to spend it in those ways?

First of all, there is a steady stream of both requested and unsolicited training information coming across the counselor's desk. Since he must examine these materials and make judgments about what to keep and what to do with what he keeps, and since he is not likely to have a counselor aide trained in handling and evaluating training information who can do it for him, the counselor spends about 30 percent of his time at what may be labelled information processing, evaluating, and disseminating, exclusive of the counseling interview. Parenthetically, and peripherally, the counselor has to spend blocks of time on occasion, say once or twice a year, organizing or revising the filing system, culling out dead information, and assessing the use that has been made of various pieces of information. Some years, he doesn't get around to these tasks. He may also preview and order films and filmstrips pertaining to vocational-technical curricula, but not often. Infrequently, he may plan for and implement career-college day or night programs, or appear before a school or community group to discuss vocational and technical opportunities and preparation. He also keeps an eye on the school's bulletin boards and finds space for materials thereon, and once a year or less often he may do a follow-up study or guide on occupations class in a community survey.

When the counselor works in the interview with a student, some of the following behaviors may occur. Of course, the styles of counselors differ considerably, although I believe that there are rather frequently occurring commonalities. Since understanding the client is considered to be basic, most counselors focus on rapport building and appraisal tasks at the outset. A counselor will hesitate to discuss training information very much until he feels that he has an adequate grasp of his client's characteristics, needs, and problems. Trained in a counseling *qua* counseling

17. Strowig, R. Wray. "Counselor Attitudes and Career Counseling," Career Development Workshop: Improving Career Counseling for Kansas Youth, Topeka, Kansas, June 1-4, 1969.

18. *Guidance Services and Wisconsin Youth*, loc. cit.

tradition, the counselor does not usually view himself primarily as a repository or medium of information alone. Neither does he behave as a teacher of procedures for studying and applying information, nor does he engage in behavior designed to motivate the vocationally oriented student to explore training alternatives. For the most part, he discusses with the student his abilities, interests, and possible goals, and then mentally identifies this brochure or that catalog which he shows to the youth or tells him where to get it, advises him to study it and afterwards check back with the counselor as to what he found. Sometimes, he will arrange for the youth to observe an interview or write to someone in the occupation under consideration or a staff member of the vocational school or technical institute. After this, there may be one or more follow-up interviews plus some endeavor by the counselor to help the student make application to the training program, and with the youth and, perhaps, his parents, attempt to plan the financing of the post-secondary school training venture.

In general it seems fair to say that (1) the counselor is spread very thin over a wide range of diversified tasks that he neither has the time for nor is always well qualified to perform; (2) he does not spend enough time working directly with vocationally oriented youth or helping them to help themselves with the information process itself, and (3) his approach to the use of such information is fairly superficial in terms of information access, interpretation and application, and in striving to motivate youths to use such data rationally.

Needed Research and Development

With this background of need for and analyses of vocational-technical information in mind, the final section of this treatise is devoted to suggesting some areas of needed research and developmental application of information about vocational-technical curricula and institutions for guidance purposes. After twenty year's experience and considerable training as a counselor and counselor educator, the most impressive realization on my part is that I was unable to discover any significant body of research that focused upon training information. Many studies have been done on manpower supply and demand, human resources potential, vocational aptitudes, work interests, work values, and vocational development of youth and adults, as well as the quality and quantity of information about careers and occupational outlook projections. More such research and development is surely needed. But, there seems

to be a great area of relative neglect in this sequence of related phenomena about the guidance process, namely the void into which information about training opportunities in vocations and technical occupations should fit and which should be carefully integrated between the individual and his career. This conference has already made a major contribution by calling attention to this area of neglect in counseling and guidance.

Need for equal opportunities for women. Now, before we consider some possible directions for research and development, let me call attention to a problem that involves the so-called weaker sex, namely, that far too many occupational doors are still closed to high-school girls. Actually, this is a cultural lag, in which the values and aspirations of adults for the nation's youth have not caught up with the reality that a substantial proportion of adult women in the United States have been working outside the home. The trend of working women has been with us significantly since World War II, or more than a quarter of a century. As Shirley Simpson, Counselor at Girls' High School, Roxbury, Massachusetts, pointed out: Why can't women be considered and employed in many vocational and technical positions that traditionally have been occupied by men? Selection, training, and employment ought to be a function of one's competencies and achievements, not one's sex. Women should be better represented on study committees and boards for vocational guidance and vocational-technical education. Industry and labor should begin to ask more for both male and female applicants for jobs.¹⁹

Need for occupational adaptability. A second observation is equally, if not more, important because it applies to both sexes, namely, the rapidly changing nature of the occupational structure, combined with the increased mobility of our population. One of the pervasive influences on youth and the world of work is the impact of automation. In reviewing recent research on vocational development, Perrone referred to the powerful influence of automation:

The swiftness of change presents an almost insurmountable obstacle to reliable prediction, and the suggestion that 75 percent of the jobs which will exist a decade from now are unknown today underscores the need for helping individuals prepare themselves for rapid changes and a life-time of coping with the unpredictable.²⁰

A needed theory of person-training work. Considering the reality

19. Simpson, Shirley. "Woman power: a time for action." *Vocational Guidance Quarterly*, 16, December, 1967, 134-136.

20. Perrone, Philip A. "Vocational development." *Review of Educational Research*, 26, April, 1966, 298-307.

of change itself, as well as the present complexity and bewildering scope of jobs and training options, it is logical to argue that more vigorous and creative attempts must be made to relate human abilities, interests, and other characteristics of persons to the training situation on the one hand, and to the development of training methods and curricula on the other hand, and to do this in ways that result in functional groupings or families of occupations. If this can be done, we will have developed clusters of training curricula and families of jobs which provide the framework for helping youth to become adaptable occupationally in the future. The theoretical classifications of occupations developed by Anne Roe are a partial step in this direction, although she does not show carefully how training would be integrated with her occupational structure.²¹ In my opinion, the "theory of work performed" that was proposed by Sidney Fine²² and which is the basis for the new organization of the Dictionary of Occupational Titles, is a most promising rationale for relating training to persons and to jobs. The essence of his theory can be summarized as follows, with special attention to the fact that human characteristics, education, specific training, and training time, are an integral part of the theory:

What workers do is done at various levels of complexity in relation to Things, Data, and People. All jobs involve some relation to all three. The ways in which workers function in relation to Things, Data, and People are unique and can be expressed in terms of separate hierarchies. In each hierarchy, the functions proceed from the simple to the complex with each successive function conceived as including the simpler ones and excluding the more complex ones. Thus by selecting the appropriate function from each of the three hierarchies that describes what the worker does in a given job-worker situation, it is possible to show the totality of the worker's relationships to Things, Data, and People. . . . Sorting the data (from the job analyses) in various combinations did indeed yield groupings . . . (and) it was found generally true that jobs having common worker function patterns had, within reasonable ranges, common patterns of Aptitudes, Interests, Temperaments, General Education Development, and to a lesser extent Specific Vocational Preparation. Physical Capacities and Working Conditions were not grouped by this approach. . . . Since both functions and traits, particularly Training Time and Aptitudes, have scaling built into them, systematic changes in one are associated with changes in the other.²³

Need for criteria and procedures to evaluate training information. I suggest that we create a vocational-technical training information group representing school counselors, vocational-technical and institute personnel, counselor educators and representatives from busi-

21. Roe, Anne. *The Psychology of Occupations*. N. Y.: Wiley, 1956, 340 pp.

22. Fine, Sidney A. and Heinz, Carl A. "The functional occupational classification structure," *Personnel and Guidance Journal*, 37, September, 1958, 180-192.

23. Fine, Sidney A. and Heinz, Carl A. *op. cit.*

ness, industry and labor. This group would be charged with the responsibility of developing criteria and procedures for judging the quality of such information, and at the state or regional level establish working committees to begin periodically judging such materials and make recommendations concerning their disposition to all concerned. Areas in which criteria should be developed have been suggested earlier herein. Also, the NVGA criteria for occupational information should be functionally related.²⁴

Need for statistical research tools. Doerr and Ferguson have demonstrated that appropriate statistical procedures might be applied to analyses of student characteristics and related to training alternatives.²⁵ They reported their research on selected characteristics of nearly a thousand high-school juniors and seniors in Trade and Industrial curricula. They demonstrated that the discriminant function statistic could adequately classify these youth as to various curricula, although there was enough overlap to suggest the inadvisability of pegging a student exclusively in any one curriculum. Moreover, the researchers pointed out that many other T and I curricula were not studied, that schools have limited offerings, and that supply and demand factors in the world of work all indicate that this statistical method is but one aid in vocational counseling of high-school youth. Quite possibly Fine's theory of work performed could be researched after the manner in which Doerr and Ferguson have done.

Need for person-training oriented research. Perhaps the most sweeping and significant, if not the sole, endeavor to study and apply comparisons of youth traits and related factors to various vocational-technical training programs has been conducted by Kenneth Hoyt. In reviewing his research and that of others, Sanborn and Wasson²⁶ stated that,

In view of the rapid growth of post-high-school vocational training programs and of the increasing need of young people to get training beyond high school, the need for counselors to have additional knowledge is obvious. There is a need for new research information both about student characteristics and about public and private educational opportunities for them.²⁷

Some of the results of Hoyt's program of research and development of useful information about vocational-technical training op-

24. In the discussion following this presentation it was brought out that ASCA has possibly developed criteria in this area.

25. Doerr, Joseph and Ferguson, John, "The selection of vocational-technical students." *Vocational Guidance Quarterly*, 17, September, 1968, 27-32.

26. Sanborn, Marshall P. and Wasson, Robert M., "Guidance of students with special characteristics." *Review of Educational Research*, 36, April, 1966, 308-326.

27. *Ibid.*

portunities is now available and has been field tested.²⁸ Hoyt and his associates are producing highly readable and attractive materials written to the high-school student audience and answering questions they themselves have asked about training opportunities, and with answers that come largely from the experience of vocational-technical school students and graduates not much older than they. This whole approach is highly promising and merits the strong support of agencies and foundations interested in youth and in vocational and technical education. Moreover, Hoyt has invaded the jungle of private schools and technical institutes, a move that has been long needed.

Need for machine-systems applications to information. Such large scale research and development projects lead logically to consideration of machine-assisted systems and procedures. My next plea, therefore, is that research and development be continued at a much more rapid pace in exploiting the potentials of computers for aiding counseling personnel in working with youth on training opportunities. One such application deals simply with handling large masses of information. Much has been written and said about the development of information retrieval and dissemination systems for large masses of data communicated to large and small populations. For now, we need only recall Perrone's recommendation that regional, and possible even national, systems of training information retrieval and dispersion be developed. The cost should be relatively small on an individual or school system basis, and the more schools that are involved the less expensive it should be. The time-saving and psychological values ought to be tremendous for the counselor and his student, because with such systems in operation, either person would simply dial a telephone number and receive in seconds, either orally or visually, the items of information needed. Thus, wasteful and distracting tracking behavior could be avoided by both the counselor and the student. High schools which are organized around flexible-modular scheduling, provide opportunities for students to "consult" computerized information systems of career and training information at any time during the school day, without going through the counselor.

Need for computerized counselor simulation. Another application of computer-based systems is really a direct supplement to counseling itself. The 1969 Review of Educational Research contains a description of several such designs that are already operative,

28. Hoyt, Kenneth B. "The specialty oriented student research program; a five year report." *Vocational Guidance Quarterly*, 16, March, 1968, 169-176.

if not available for general use. The counselor himself becomes a referral resource to be used when the counselee decides that no further help can be given by the computer until he untangles some of his attitudinally derived "hangups" about decision-making and planning for further training or career. Cooley and Hummel have discussed computer simulations of certain aspects of counseling.²⁹

In part they stated:

All the guidance functions in an educational institution might be coordinated within one system involving students, school personnel and facilities in organized cycles of information-processing, appraisal, decision-making and planning. Such a systematized guidance program might also be interrelated with other subsystems to form an educational system.³⁰

The reviewers described three illustrative major systems approaches to guidance, each involving careers and computers. They are Systems Development Corporation's "Autocoun," the Information System for Vocational Decisions (ISVD) of Tiedeman and Associates, and IBM's Guidance Counseling Support System. Enough similarity exists among these guidance systems, that a brief description of "Autocoun" will suffice.

Computer programming skills are not required for use. The counselor's assessment of information about a student before and during an interview is simulated by Autocoun. Pupil data, current and past, occupational information, and post high-school training data are fed to the computer, as are followup data on students leaving school.

Using a teletype keyboard, the student asks for relevant information from the computer data files. The student is asked to supply information about his difficulties with present courses, future course choices, and post high-school plans.³¹

The computer prepares reports of the interview and probability estimates of success of various plans. The Autocoun system was tested out with 40 ninth graders and two counselors in a California junior high school. Generally, Autocoun did as well on factual rational topics as the live counselors, and the kids preferred to have both Autocoun and human counselors available.

Need for support personnel in guidance information. Before leaving systems approaches to guidance, and as a bridge to my next suggestion, I want to put in a plug for research and development of support personnel to assist the counselor in providing and

29. Cooley, William W. and Hummel, Raymond C., "Systems approaches in guidance." *Review of Educational Research*. 39, April, 1969, 251-262.

30. *Ibid.*

31. *Ibid.*

using vocational-technical training information. The Professional Preparation and Standards Committee of the American Personnel and Guidance Association³² has set forth statements of policy and guidelines for the use of counselor aides, technicians, and assistants. The Task Force on Counseling³³ has gone on record in support of the training and use of such personnel. There is a growing body of experience, both in and out of school guidance programs, that shows how efficaciously support personnel may be used in many guidance functions. The counselor tends to become a planner, director, strategist, and supervisor much more than when he was the sole operative.

The counselor aides who work with our "tuned out" seventh graders in Madison, Wisconsin,³⁴ have been key persons in orienting these disadvantaged youngsters toward the world of work, and showing them how their present schooling is a prerequisite to vocational and technical training for a future occupation. It is truly a delight to see one of the aides helping twenty-five 13-14-year-olds to infiltrate a manufacturing plant or the shops and classes of Madison Technical College. Afterwards, the aide engages the kids in group discussion about what they have discovered and what it means to them, all the time serving as a model for them to emulate.

Need for specific procedures in counseling with training information. My next recommendation is that research and development programs be undertaken to explore the use of behavior learning and decision-making techniques in counseling with respect to information on training opportunities. Hosford and Briskin³⁵ surveyed and summarized the research on changes through counseling over the past three years. While they found that reinforcement and reinforcement-modeling as well as group techniques were experimentally effective in, for example, inducing high-school students to seek more occupational information on their own, there was no report of attempts to do research with techniques that focus on training opportunities. The implications for helping to motivate adolescents along these lines and to teach them some decision-making skills are tremendous. Surely, such behavior modification procedures can help us to be realistic instead of superficial in

32. "Support personnel for the counselor: their technical and non-technical roles and preparation," *Personnel and Guidance Journal*, 45, April, 1967, 858-861.

33. U. S. Department of Labor and other agencies. *Report of the Interagency Task Force on Counseling*, Washington, D. C., September, 1967. 100 pp.

34. "Work Orientation Counseling," *Community Action Commission for Dane County and Madison, Wisconsin, 1968-69*. (brochure) C. A. C., Madison, Wisconsin, 1969.

35. Hosford, Ray and Briskin, Alan, "Changes through counseling," *Review of Educational Research*, 39, April, 1969, 188-207.

counseling with youth. Let us not be discouraged to find that no single research study offers conclusive proof that counseling with the use of training information is effective. The eventual synthesis of many such studies will provide a professional foundation that will be of value to all of us.

Need for better implementation of new methods of using training information. Higher and secondary education must work together to (1) focus attention on work oriented youth and (2) develop better methods of using training information. I suggest that they establish a consortium of counselor education institutions and secondary schools in which vocationally oriented high-school youth could be provided special counseling and guidance services which would supplement the school's regular guidance program. The manpower would be supplied by the faculty and counselors-in-training at the colleges and universities. My department at the University of Wisconsin has started just such a project with eight area high schools during this past year. It appears to be a signal success. We are discovering new techniques and excellent training is being provided our students. Our most outstanding finding thus far is the pervasive and contagious sense of pleasure at all the special attention these high-school juniors are receiving, especially the smiles from these youth and their parents.

Need for better preparation of counselors in information use. I will close with a brief statement about the preparation of counselors in working with vocational-technical training information. This concern grew out of a study by Perrone and me on the adequacy of counselor preparation in vocational aspects of counseling, in which we learned that, as of the mid-1960's, counselor education institutions were doing comparatively little to prepare counselors to utilize vocational and technical training opportunities for youth, especially beyond high school.³⁶ To me, the following statement adequately sets the general model for counselors in the use of vocational-technical training information:

The counselor must be able to obtain, organize, and use information that students need concerning post-high-school training opportunities that may be relevant to his vocational future. The student who is a member of a racial, sex, or cultural minority group needs special attention in this area. The student's awareness of the variety of training opportunities, both in kind and in locale, must be extended to reasonable limits. The counselor must be able to help the student see the present and potential relationship between his present and future needs and characteristics and the variety of training op-

36. Strowig, Wray. "Guidelines for curricula supplementation in vocational aspects of counselor education," *Vocational Aspects of Counselor Education*. (Conference report, Carl McDaniels, ed.), George Washington University, Washington, D. C., 1966, 140-163.

portunities, as well as how to select and obtain from among them. The counselor must be able to assist the student to make the transition from school to occupation.³⁷

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³⁷. *Ibid.*

Strowig, Wray. "Guidelines for curricula supplementation in vocational aspects of counselor education," *Vocational Aspects of Counselor Education*. (Conference report, Carl McDaniels, ed.), George Washington University, Washington, D. C., 1966, 140-163.

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Organized Training Facilities Related Directly to Recent Federal Legislation

**Topeka, Kansas—June 2, 1969
FRANCIS A. GREGORY**

To assure a reasonably equitable distribution of the blessings of the good life among the states and territories of our federation, the United States Government has a continuing residual responsibility to supply those needed services and resources that fail to emerge through the regular operations of the agencies of state and local government. This aid takes the form of both funds and technical assistance and ideally should attenuate as the services or activities prove their usefulness and become "business as usual" in the state and local jurisdictions.

Beginning in about 1961, the first of a series of Federal Acts was passed in an effort to start a program to get at the faults in our total system that had permitted severely depressed rural and urban economic areas to develop, high levels of unemployment and poverty to mount among certain groups and in certain places, and the ranks of the undereducated to swell, fed by hundreds of thousands of school dropouts each year. In addition to the social tragedy of these circumstances, the waste represented by underdeveloped and underutilized manpower posed a threat to the strength and stability of the Nation's economy.

The first piece of legislation in this series was the Area Redevelopment Act, followed by many others, including the Manpower Development and Training Act in 1962, the Vocational Education Amendments of 1963, the Economic Opportunity Act, the Elementary and Secondary Education Act, the Education Professions Development Act, the Demonstration Cities and Metropolitan Development Act, and the Vocational Education Amendments of 1968, most with subsequent amendments. All should be marked as tardy reactions of the establishment to malfunctions in its socio-economic system, that were denying the freedoms of democracy to a significant segment of the people.

The situation was especially confounding in the face of an expanding economy for which technological advance held the promise of higher-level and more satisfying job opportunities for all. The

causes of this paradox resided principally in (1) the gap between the preparation of those unemployed or disemployed by an advancing technology, and the requirements of the new jobs; (2) a similar lack of employability on the part of the oppressed, the embittered, the hopeless; and (3) the failure of public education to pick up the cues of change in the sociological foundations of the curriculum.

For one thing, it should not have been so hard to read that many youth are not enchanted by the academic lockstep and hanker for some early participation as productive workers in the Nation's business; and to get their hands on some of the fascinating things of our technological culture. Yet vocational courses have been available in only a small percentage of the secondary schools of the country, and indeed, preparation for vocation has been looked upon as a high-school program of last resort by too many parents and far too many schoolmen. School administrators and counselors have, in general, gone along with a caste system of occupations, with the professions as the aristocracy. There were other jobs, of course, out there somewhere, but they were probably dirty, noisy and smelly, and it was somebody else's responsibility to worry about them.

So, in the high schools the masses of students have been pumped through a "general curriculum" which is a kind of relaxed version of the college-preparatory program. Many come out as uninspired generalists who never have another opportunity to mount a quest for a life work that matches their aptitude and interest salients, that no one paid much attention to anyway. And thus primary talents may never be developed or exploited, to the loss of the individual and society.

In our schools and colleges, we have not gotten around to applying an evolutionary theory of management that would seek ideas of promising yield in decision making from all personnel involved in the enterprise, including the students, their parents, the business community, and other patrons of the institution. Recent events around our schools and campuses carry a message of urgency.

The vital part the high school can play in helping a young person select an occupational field and prepare for it becomes clear when the range of jobs the high-school graduate, and even the high-school dropout, can fill effectively, is considered. The myth of the necessity of possessing a high-school diploma to perform acceptably even on the technician level has been exploded often and is documented in recent labor force studies of the U. S. Department of Labor.¹ This

1. See *Credentials and Common Sense: Jobs for People Without Diplomas*, Manpower Report No. 13, Manpower Administration, U. S. Dept. of Labor, December 1968, Rose Wiener, Office of Manpower Research.

is not to suggest that there are not other good reasons for a person to complete as high a level of formal education as possible. Illustrative of employment opportunities open to noncollege-trained workers is the finding of a research study at Columbia University² that of all the traffic controllers—a demanding and high-salaried job—working in the towers of commercial airports in this country, 48 percent have gone no further than high school, and further that this group tends to perform more efficiently than those with college training.

This seeming digression from the stated mission of this presentation has been taken with the deliberate intent of illuminating some of the unmet needs of youth and adults for which Federal Manpower Programs have been attempting to supply compensatory services. The argument would run that as the establishment of public education, with appropriate supporting services, adjusts itself to meet the totality of these demands, what seem to be competing Federal programs can be withdrawn. It is not an easy task. In addition to a more unbiased view of the world of work, the middle-class professionals who staff our educational institutions must undergo whatever mutation may be necessary to help them relate genuinely with the children of the city slums and the reservations and the backwoods and the migrant caravans and the mountains and the wornout farmlands. We need to "get with" the varied anthropology, sociology, psychology, and economics of the people left behind. A practicum staged in the places where they dwell could help all of us; and some good sensitivity training also.

It is in order now to review briefly some of the principal services, old and new, that are available, supplementary to or in lieu of those of regular public education, and for which the Manpower Administration of the Department of Labor, often cooperatively with the U. S. Office of Education, has major responsibility. These will be discussed in greater detail by the panelists who will follow.

First, attention should be called to a reorganization of Manpower Administration services in the Department of Labor that places all manpower operational programs except Apprentice Training in the newly established UNITED STATES TRAINING AND EMPLOYMENT SERVICE (USTES). This, in effect, combines the former United States Employment Service and Bureau of Work-Training Programs for improved service and management efficiency. The UNEMPLOYMENT INSURANCE SERVICE of the former Bureau of Employment Security is set aside as a separate office in the Manpower Administration.

². Unpublished study, Manpower Research Program, Human Resources Project, Columbia University, Eli Ginsberg, Director.

This reorganization will be reflected in regional and state office structures and operations. The geographical regions and the location of the regional staffs have been brought into coincidence for (1) Farm Labor and Rural Manpower Service, (2) U. S. Training and Employment Service, (3) Unemployment and Insurance Service and (4) Financial and Management Systems. The State of Kansas, of course, is served by the Department of Labor's Regional Office in Kansas City. The Bureau of Apprenticeship and Training and the Veterans Employment Service field structures remain unchanged.

Under USTES are the nearly 200 YOUTH OPPORTUNITY CENTERS deployed through the states in the major metropolitan areas, with at least one in each of the 50 states. The YOC's are separate facilities where youth, 16 through 21, can go for highly personalized services aimed at making them employable and getting them jobs. They provide both intensive counseling service and job development and placement. Youth may be referred to them from any source, including, of course, the schools.

Where YOC's have not been established, the same services are provided in the regular offices of the State Employment Service, which have for many years operated a COOPERATIVE SCHOOL PROGRAM, making available to high schools regular counseling, placement, referral to training, and follow-up services. These services are being extended where possible to rural areas through scheduled visits of counseling personnel to rural schools or to itinerant service points, and through the establishment of mobile units.

Continued close cooperation between Employment Services Offices and the schools is imperative and is mandated in the Vocational Education Act on the specific of the Employment Service supplying current job market information and counseling and placement services. The dimensions and quality of the information service on occupational requirements and job opportunities should be greatly enhanced by a 4-volume study,¹ just released by the BUREAU OF LABOR STATISTICS entitled *Tomorrow's Manpower Needs*. Through the methodology set forth in Volume I, *Developing Area Manpower Projections*, estimates of current manpower needs by states for the 240 occupations that account for more than half of all the jobs in our economy are made possible. The other three volumes deal with national data, trends and outlooks.

The familiar MDTA PROGRAMS, administered jointly at the state and local levels by the state employment agency and the state

1. *Tomorrow's Manpower Needs: National Manpower Projections and a Guide to Their Use in Developing State and Area Manpower Projections*, Bulletin No. 1606, U. S. Dept. of Labor, BLS, Feb. 1969.

system of vocational education, provide for both institutional and on-the-job training or a combination of the two in a coupled program. There is a wide latitude of eligibility for youth and adults who are unemployed or underemployed; workers whose skills may be getting obsolete; members of minority groups with special handicaps; and others, including those in rural areas, whose poor education or economic situation makes it difficult for them to develop job skills. Youth in the programs are practically all out of school. The training allowance they receive sustains them during their period of training. Many experimental and demonstration projects have been undertaken seeking better ways to help the enrollee accomplish the transition to work. These have included LABOR MOBILITY DEMONSTRATION PROJECTS in which the worker receives help in locating a job in another location, placement, and financial aid to cover the costs of moving. Another is BONDING ASSISTANCE for workers who have police records. The local State Employment Service Office is the starting point for enrollment under MDTA programs.

Also included are special employment services for OLDER WORKERS, including counseling, testing, job development, referral to training or related services and job placement, some under agreements with private organizations such as the National Council on Aging, the National Council of Senior Citizens, and the Green Thumb program.

The NEW CAREERS program is also administered by the Department of Labor's Manpower Administration although it was created by a 1966 amendment to the Economic Opportunity Act. It accepts unemployed or low income persons 22 years of age or over and hires and trains them in preprofessional jobs in public service, usually carved out of professional jobs and representing the operations that do not require professional training. Ideally, the New Careers jobs should allow progression up a ladder of related occupations as the incumbent grows on the job, assisted by whatever periods of job-site or institutional training may be needed. New Careerists have usually passed beyond the sphere of influence of the day high schools but the adult secondary program in a school district may have leads to the identification of many who could be referred to a project. Here again the State Employment Service Office is the best contact.

One of the most validated paths to employment in the skilled occupations is that of APPRENTICE TRAINING. Apprenticeship programs are conducted by the voluntary cooperation of labor, management, schools, and government throughout the country. In

many local areas the principal crafts have joint apprenticeship committees of six members, three from management and three from labor. These committee members are responsible for conducting and supervising their craft's local apprenticeship program. They test, select, and sign up (indenture) the apprentice and register him with the U.S. Department of Labor's Bureau of Apprenticeship and Training, or with the State Apprenticeship agency, if there is one. They supervise and evaluate the variety and the quality of the apprentice's work experience and they certify the apprentice as a journeyman after he has satisfactorily completed the apprenticeship program. In the two-year period between January 1967 and January 1969 the number of registered apprentices rose from 207,500 to 240,000, an increase of 16%.¹

Although in the past and to some extent today, union control of recruiting in certain crafts has served to severely limit apprenticeship opportunities for minority youth, through the cooperation of many of these unions, employers, civil rights organizations, and community-action agencies, 1,050 minority youth have become apprentices in the skilled trades in the first five months of this year. The number of minority apprentices in the two-year period went up from 9,300, or 4.5 percent of the total, to 15,300, or 6.5 percent, an increase of 68 percent. The increase for Negroes during the two years was even greater. The number of Negro apprentices rose from 4,200 to 9,400, an increase of 120 percent to approximately 4 percent of the total.

APPRENTICESHIP OUTREACH programs contracted for by the Department of Labor are helping prepare minority youth to pass the apprenticeship tests. Apprenticeships in the skilled occupations represent an excellent post-high-school opportunity for graduates or even leavers whose interests and aptitudes indicate probable success. In Kansas there are two APPRENTICESHIP INFORMATION CENTERS, one in Topeka and one in Wichita; and the Regional Office of the Bureau of Apprenticeship and Training is in Kansas City. These offices can supply information and guidance to schools or to individuals.

There has been substantial publicity on the absorption of the JOB CORPS by the Labor Department's Manpower Program, with some differences of opinion on the wisdom of closing 57 of the 111 centers, and opening 30 urban-area residential training facilities. Of the 54 centers to be retained, 32 are conservation centers, 4 men's

1. "Reaching Out for Apprentices," *Manpower* (magazine), Manpower Administration, U. S. Dept. of Labor, June 1969, pp. 8-13.

urban centers, 11 women's centers, 6 new experimental centers and one a new inner-city center for men. The plan is to integrate the JOB CORPS into the comprehensive youth program of DOL, with all training opportunities and services open to enrollees. The basic premises are to be retained as to the need to provide:

1. Complete residential service for youths removed from disruptive old environments; and
2. Intensive supportive services, such as remedial education and work orientation.

The opportunity for JOB CORPS enrollment may be a useful experience for many youth.

There is little need to dwell on the program of the NEIGHBORHOOD YOUTH CORPS with a group of school people. Since it was started in 1964, NYC programs have helped more than a million and a quarter young people from low-income families stay in school, return to school, or prepare for permanent employment. These young people, 14 years of age or older, earned wages and received counseling, remedial education, and related services in work experience and training projects operated in every State. In one year alone more than a half million youth worked in 1,500 hometown projects—projects initiated, developed, and sponsored by public and private organizations in local communities. The program, authorized by the Economic Opportunity Act, has three major components: One for in-school youth 14 to 21 years of age; a summer program for the same age group; and an out-of-school program for those over 18.

A recent spin-off for training out-of-school unemployed youth is WORK TRAINING IN INDUSTRY (WTI) under which youth enrolled in the NYC receive job training in private industry. WTI differs from other Neighborhood Youth Corps projects in that the person works as a regular employee for the firm which is giving the training and the employer is reimbursed by the NYC for part of the training costs. The Work Training in Industry Program is more than just training. It enrolls only those persons for whom post-training jobs have been tentatively agreed upon by an employer. Its aim is to provide an intermediate step between NYC out-of-school programs and regular unsubsidized employment. This intermediate step puts the NYC youth in contact with the outside world of work while continuing to provide him with necessary training and supportive services.

Growing out of six years of experience with OJT training under MDTA, the JOB OPPORTUNITIES IN THE BUSINESS SECTOR Program

has emerged as one of the most promising so far. The NATIONAL ALLIANCE OF BUSINESS MEN was formed to enlist the support of the business community in the effort. The JOBS Program calls for a commitment by employers to hire disadvantaged workers first and train them afterwards. The interim goal of 100,000 hires by July 1, 1969, should easily be surpassed. The cooperating companies provide jobs and training for hard-core unemployed workers and bear as much of the cost as would be involved in their normal recruitment and training operations. The extra cost of added training, counseling, remedial education, prevocational training, health services, and other specialized support needed to bring disadvantaged individuals to a satisfactory level of productivity and keep them on the job may be offset by funds provided through a Department of Labor contract. The NAB-JOBS program points out the wide range of program design possible in trying to meet the varying needs of people. It has shown that industry can be counted on to take a share of the task.

A not-yet-operational program extends the JOBS-NABS design into the public sector in what is identified as the PUBLIC SERVICE CAREERS program. The PSC program will seek to secure permanent employment for the disadvantaged in public service agencies and to stimulate upgrading of current employees, thereby helping to meet public sector manpower needs. Federal Funds would be used.

The Department of Labor administers the WORK INCENTIVES PROGRAM under a 1967 amendment to the Social Security Act. It is in reality a kind of delivery system to bring all necessary services to bear to restore economic independence to all employable persons 16 years of age and over in families receiving Aid to Families with Dependent Children. Services may include literacy training, health care, child care, motivation, and referral to training or employment.

Mention should be made of the more comprehensive delivery system for manpower development services known as the CONCENTRATED EMPLOYMENT PROGRAM. The CEP combines funds which would otherwise have been used for separate manpower programs—the Neighborhood Youth Corps, Operation Mainstream, New Careers, or classroom or on-the-job training under the Manpower Development and Training Act (MDTA)—and channels them into one full-range project in a slum or rural area. It is a major effort to bring together all available resources to help the Nation's most severely disadvantaged groups. It is not really a new program as we normally think of the term. Rather, it is a new approach to the problems of the disadvantaged—an attempt to unify and concen-

trate efforts to provide complete, efficient, and result-getting help where and when it counts. Its rural counterpart, in limited operation, is called the **CONCERTED SERVICES APPROACH**.

Finally, a major planning and action system is emerging under the **COOPERATIVE AREA MANPOWER PLANNING SYSTEM**. CAMPS is a system of cooperative planning and action on manpower. It encompasses many of the manpower and related programs of eight Federal agencies:

- Department of Labor.
- Department of Health, Education and Welfare.
- Department of Housing and Urban Development.
- Department of Agriculture.
- Department of Commerce.
- Office of Economic Opportunity.
- Department of the Interior.
- U. S. Civil Service Commission.

CAMPS recognizes that the focal point for joint action is the local area, where manpower services and their clients come together. Hence the basic CAMPS units are **AREA MANPOWER COORDINATING COMMITTEES**. A typical area committee includes local representatives of the participating manpower and related programs.

To help identify and understand its manpower programs the Department of Labor has issued a new series of 12 pamphlets explaining some of the major ones. The titles of the booklets are:

- Cooperative Area Manpower Planning System (CAMPS).
- Concentrated Employment Program.
- Manpower Development and Training.
- Experimental and Demonstration Program.
- New Careers.
- Older Workers.
- Work Incentive Program.
- Work Training in Industry.
- Youth Opportunity Centers.
- Apprentice Training.
- Neighborhood Youth Corps.
- Job Opportunities in the Business Sector (JOBS) Program.

These pamphlets may be obtained from the nearest local office of the State Employment Service or by writing to the Office of Information, Manpower Administration, U. S. Department of Labor, Washington, D. C. 20210. The local office of the State Employment Service is the point of initiation for most of the programs and can supply information on all.

Probably the most useful book on problems, progress and outlook, so far as the development and utilization of the human resources of the Nation are concerned, is the *Manpower Report of the President*,¹ published annually by the Department of Labor since 1963. It is in most libraries and can be purchased from the Superintendent of Documents, U. S. Government Printing Office. A companion report entitled *Education and Training* and covering training activities under MDTA, is filed annually with the Congress by the Secretary of Health, Education and Welfare.

It should be fairly clear that a rather remarkable array of Federally sponsored manpower programs has been assembled in the last few years. There is overlap and some lack of articulation. The next task is to weld the related parts into a more unified and tested whole, which can ultimately become a part of the regular operation of the agencies of State and local jurisdictions.

In the nature of a conclusion I would like to list eleven insights we have gained from almost seven years' experience in the manpower development effort, that have significance for public education:

1. Nearly all persons are trainable.
2. The motivational barrier can be cracked.
3. Rapid literacy training is possible as a part of Job Training.
4. The length of training should be varied according to individual needs.
5. An experience of success is essential.
6. Systematic linking of services is necessary.
7. Repeated Job placement may be needed.
8. Post-placement support is often crucial.
9. Youth training requires special emphasis on supportive services.
10. Correction of health deficiencies is extremely important.
11. The ability to relate on the part of the instructor is of prime importance.

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The Employment Service as a Resource For Career Counseling

**Topeka, Kansas—June 3, 1969
HAROLD J. REED**

The subject calls for a review of manpower programs and services, among other things, and a statement of the rationale for those programs and services that have a counseling component. Without trying to discuss all of them, a selected few may suffice to indicate that the manpower administration of the Department of Labor is indeed committed to support services essential to effective employability development.

Rationale

The guiding principles of manpower programs in the Employment Service are based on what we call the Human Resources Development Concept (HRD) and implemented by the HRD Employability Model. Our mission and objectives today place top priority on serving the disadvantaged and individualizing our services. The Employability Development Model has been functioning since last fall in the Worker Incentive Program (WIN) for those applicants on welfare under the Social Security program, estimated to reach 1½ million during the next five years. The Model combines the functions of counseling, job development, coaching, and work training into an integrated team operation. It is expected that the team operation will be expanded to include all ES operations. We are providing vocational opportunities that enhance the individual's development toward vocational maturity.

To those school counselors I hear saying "that isn't the way I heard it," may I remind them that they have been known to serve the selection needs of colleges and the labor force needs to meet certain critical occupational shortages rather than the needs of youth to achieve vocational maturity and a sense of personal identity. And for the ES counselors who may be saying that they are providing individual and group counseling and guidance opportunities in which individuals learn about multiple career options from which

they may choose the most self-enhancing one, I would remind them that they may be limiting the applicant's horizons to the number of MDTA on-job or institutional slots available tomorrow morning.

We all have much to do before we can reward ourselves or be rewarded by our administrators and managers for a job well done. Our role and function statements, our codes of ethics, our counselor education catalogue programs, professional though they may be, in practice leave enough to be desired to challenge each and every one of us to ask himself daily:

"Am I serving individuals regardless of race, sex and age? Am I trying to serve individuals rather than those who would tell us what to do? Am I demonstrating to my counselees that I have faith in them as individuals and confidence in their ability to evaluate their situation and to develop answers to their problems? Am I really supporting them, am I really defending them against critics who accuse many of them as too lazy, too unmotivated, too incapable to find their way into the mainstream of social, political, and economic life?"

Programs

May I now briefly describe some of the ES administered programs that have included in the legislation, regulations, and guidelines a component for which counselors are responsible.

- MDTA created by public law 87-415 (1962) and subsequent amendments. Congress appropriated \$386,207,000 in 1968 for training 275,000 unemployed and under-employed youths and adults. The program is administered jointly by the Division of Vocational Education, Office of Education and the Department of Labor's Manpower Administration.

- Work Incentive Program (WIN), already mentioned, PL 90-248 (1967). There were 66,000 welfare clients serviced this year by a requested appropriation of \$100,000,000 to provide aid to families with dependent children.

- Neighborhood Youth Corps (NYC) created in 1964 by PL 88-452 to aid this year 320,000 poor youth in school and unemployed youth at a cost of approximately 300 million dollars. Some of you may be counseling some of the 250,000 in-school youth.

- Concentrated Employment Program (CEP) for 105,000 selected cities under PL 90-222 (1967). Funds provided under the Office of Economic Opportunity (OEO) have been used to contract with community action public and private agencies to administer the programs with the ES as the prime deliverer of needed services. Many believe that mobilizing community resources under one community wide service agency may be the best administrative system for providing individual services.

- New Careers under the OEO Act, PL 89-974 (1966) has provided opportunities this year for 4,400 unemployed, poor youths in urban areas to enter career ladders leading to professional status, largely in the health field.

- The private sector of our economy has become involved in meeting the needs of hard-core unemployed in 50 of our largest cities through JOBS

(Job Opportunities in the Business Sector) under an OEO-Labor project, PL 90-222 (1967). Currently 64,000 slots are available. The success of the program has resulted in the creation last week of a task force to design a similar project for enlisting the support of employers in the public sector, JOBS.

- Of particular interest to you is the ES summer employment program for school counselors. Last summer 646 summer counselor positions were authorized for a period not to exceed three months. Actually, 826 school counselors were employed by 49 state agencies for varying periods of 1 to 3 months.

Services

Of more interest to you as counselors is a great range of services and materials provided by the Department of Labor. Without their use and materials and services of non-ES contributions, our profession would be slightly guilty of malpractice. A review of some of them might suggest an evaluation of your own practices.

- *Occupational Outlook Handbook*¹ and its reprint service generally regarded by most counselors as the most useful and most used resource. It is revised every two years.

- *The Dictionary of Occupational Titles*,² especially Volume II including the 114 Worker Trait Groups classified by 22 areas of work based on 55,000 job analyses. The profiles of six major occupational components are indispensable for developing educational and occupational plans.

- The Test Development Branch, developers of the GATB, the Occupational Aptitude Patterns and other assessment instruments, is about ready to release a non-reading version of the GATB and the BOLT, an achievement test for the academically disadvantaged. Work is continuing on an interest inventory for a population not adequately covered by current instruments.

- The Bureau of Labor Statistics and its job market analyses with industrial services are essential for employment and placement purposes. Their value in counseling is dependent on local job market data and the counselor's ingenuity in converting current information generally reported in the *Monthly Labor Review* into projected labor force needs. For the latter purpose, economic projection studies are being sponsored by the Labor Department's research and evaluation unit. An example of what can be done for counselors and educational planners is my study with the National Planning Association reported in the December 1968 issue of the *Vocational Guidance Quarterly*.³

- The Special Worker Division has prepared Manuals and coordinated many project efforts for older workers, younger workers, handicapped workers, and minority groups.

1. Bureau of Labor Statistics. *Occupational Outlook Handbook*. Washington, D. C.: Government Printing Office, 1968.

2. Bureau of Employment Security. *Dictionary of Occupational Titles*. Washington, D. C.: Government Printing Office, 1965.

3. Reed, Harold J. "Educational Change for Manpower Development," *The Vocational Guidance Quarterly*, 17, December, 1968, 82-86.

- Services to 50 percent of the secondary schools have included the administration and interpretation of the GATB to non-college bound students, dissemination of occupational information and materials, and interviewing and registering potential dropouts.

- May I encourage you to take the initiative to communicate with your local ES counselors to discover other helpful services available to you.

Characteristics of ES Counselors

You may be interested in some of the characteristics of our counselors identified in 1964, 1965, and 1968 surveys.

As of March 1968, 5,325 counselors were functioning in over 2,000 local ES offices. Approximately 83 percent were devoting over half-time to counseling. This was a 25 percent increase over the November 1965 experience. Over 91 percent had a baccalaureate degree or better, a substantial increase over the 67 percent in 1964. The Department financed graduate training toward the master's degree for 1,755.

The trend toward selecting counselors from other ES positions was reversed in 1968 when it was learned that most counselors entered the service from other employment or directly from universities.

Toward a Unified Counseling Service

There are events and trends in our times which demand of all counselors a unified and integrated community center for delivering counseling services. Sharing our common goals and skills is the basis of cooperative integrative action according to the latest book, *Social Psychology*, by the Sherifs.⁴ One common goal is to assist all potential and actual workers achieve vocational maturity or satisfying occupational adjustment.

We also share a common professional association, an essential element in any profession. Efforts to involve counselors from both of our job settings in local, state, and national professional associations have not been too successful. The nearest we have come is through APGA where we have set up a third association for common membership, participation in an annual convention, and a common semantic name, but each division maintains the privilege of a separate dues structure, separate journals except one that each of the divisions can criticize as not serving its needs.

Our meeting here is an effort to break down communication

4. Sherif, Muzafer and Carol. *Social Psychology* (third edition). New York: Harper and Row, 1969.

barriers and build coordinated efforts to achieve our common goals.

We can no longer enjoy the luxury, if ever there was, of independence, provincialism, and vested professional rights. If anyone in our work force should be skilled in affecting positive behavior changes, it should be the behavioral scientists, including counselors. If any professional groups are to practice cooperative action, it should be counselor groups. Only through the common goal of serving, defending, and supporting individuals in their quest for emotional, social, political, and economic maturity can counselors in a variety of settings find a basis, a reason, for integrating their forces.

I dare say that as long as we continue to carve out for ourselves areas of professional domain, we shall surely continue to remain competitive and suspicious of the others. As long as we continue to modify counselor or counseling with such adjectives as school, employment, rehabilitation, or counselor of disadvantaged, we shall surely continue to fragment ourselves to the detriment of our counselees.

There will always be quantitative differences among counselors by job setting, by advanced training, and by counselor interest. School counselors will continue to have primary responsibility for educational counseling and secondary responsibility for placement counseling just as employment service counselors will support the school counselor in the dissemination of occupational information for counseling purposes while the school counselor supports the ES in its primary area of disseminating occupational or job information for placement purposes. NVGA arranged for a meeting of ES and OE counselors in 1964, to draw up guidelines for integrating the activities of each. The President's Manpower Committee proposed to the Secretaries of each Executive Department that the guidelines be distributed to local school districts and ES offices. The Secretary of Labor complied.

Developmentally, each area of counseling has something to contribute to the others. Vocational counseling as defined by the Vocation Education Act of 1963⁵ limited funds to counseling services for those whose occupational objectives did not require a bachelor's degree. No ES counselor or vocational counselor, to my knowledge, is actively engaged in assisting Head Start or primary school teachers or parents of elementary students plan programs leading to an appreciation of work. NDEA Title 5B was limited to secondary school personnel for several years.

5. Public Law 88-210, December, 1963.

If I were to expand our inquiry to activities and training of the Veterans or Rehabilitation administrations, or counseling psychologists, examples of differences would be more spectacular.

Counselors by job setting are continually examining their unique roles and functions just as variously titled support workers examine their unique qualities in the same job setting, *e. g.*, job developers, coaches and counselors in the ES, and assistant principals, deans and counselors in the school setting. When we so indulge ourselves, we are playing a different game. The ES is attempting, through the employability development plan now functioning in the WIN program, to integrate the functions of counseling, coaching, job development, and work training. You are aware in group work that individuals do not function cooperatively, or as a whole, until each member perceives himself as a member of the group and not as an individual making his expert input into the group. Our team operation is somewhat ineffective because we are still trying to clarify individual roles and functions rather than reacting as a group to resolve problems.

As members of a profession functioning in a variety of settings, I submit that we will not serve individuals in society in an integrated fashion until we learn how to organize ourselves into a collective administrative unit. We have tried, through referral, to get the individual to the best qualified counselor according to what we perceive the counselee's problem to be. Under such an administrative system, the individual is usually given over to the custody of another counseling unit. School counselors refer potential dropouts, or job-ready students, to the ES or another placement agency for employment. Referral has never been effective if one relinquishes the client instead of involving another to help.

Those who are unable to benefit from an academic environment, as currently structured in most schools, are considered to be academically disadvantaged and therefore better served by an employment agency. Again the ES is privileged to receive them. But if you follow up on such cases, you will find that we are not performing miracles with even a small percent of the few who accept your referral. Nor will the situation improve in the immediate future.

One hope exists, but it will have trouble because it will be more efficient, cheaper, and it will violate our individual professional vanities. I refer to a community-wide counseling agency

to which counselees from all settings who are in need of special help can be referred to an integrated unit of all varieties of professional helpers and support services.

It is not difficult to set priorities for counseling services in a community, but the community is not organized to carry out obviously needed services. Is a 10th grade pre-university student entitled to a 1:250 ratio while 40-year-old unemployed fathers are counseled by counselors with less training and experience at a lesser salary? If that problem can be solved, others will follow easily, such as referring all counselees to a single administrative unit containing experienced counselors by problem, but they will work together as an integrated team receiving referrals from all agencies in the community as we are doing increasingly in the health field and other professional services—law, engineering, community planning, etc.

Such a dream is not an impossible goal. The only obstacles are, first, our commitment to institutions that tell us what to do instead of our commitment to individuals; and, second, our identification with adjective modifiers of counseling and the agencies and disciplines that perpetuate their existence rather than structuring ourselves professionally to reflect the generic characteristics of counseling.

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Division of Vocational Rehabilitation As a Resource for Counselors

Topeka, Kansas—June 3, 1969

FRANK F. HOGE

There have been some changes in the Vocational Rehabilitation Service since this filmstrip, *Beyond the Wall*,¹ which we have just viewed, was prepared. At the time the filmstrip was made, the Service was under the State Board for Vocational Education. Since July, 1968, it has been a division in the Department of Social Welfare.

Organization of the Division of Vocational Rehabilitation. There are nine district offices in Kansas with from one to four counselors in each of these offices. They are located at Kansas City, Topeka, Salina, Wichita, Hutchinson, Dodge City, Hays, Iola, and Parsons. The counselors are responsible for providing services in their assigned counties.

In addition to the nine district offices, there is a Vocational Rehabilitation Unit located on the grounds of Kansas Neurological Institute which works only with the mentally retarded, and the Vocational Rehabilitation Center in Salina on the grounds of the old Schilling Air Force Base. This Center works with the mentally ill and the more severely physically handicapped. In addition to these units there are rehabilitation units operating within the Topeka State Hospital, Larned State Hospital, Osawatomie State Hospital, and the Kansas State Prison at Lansing. In these centers, clients are trained in small appliance and small motor repair.

Plans for Expansion. From all indications, Kansas Vocational Rehabilitation is just beginning to expand. Fiscal year 1970 will see the development of units at the Norton State Hospital, which will also work with non-institutionalized clients. Parsons State Hospital and Training Center will tie in closely with the sheltered workshop located in the city of Parsons.

The Boys' Industrial School and the Hutchinson Boys' Reforma-

1. *Beyond the Wall* by Graphic Research, Inc., of Wichita, Kansas, may be obtained from the State Board of Social Welfare, Vocational Rehabilitation Service. The filmstrip, which is particularly useful for awakening community interest in vocational rehabilitation, presents the goals of the Vocational Rehabilitation Service, procedures for achieving these goals, and a discussion of types of disabilities which may determine one's eligibility to participate in the services offered.

tory will have counselors located within their buildings. Each of the facilities will utilize training areas which already exist in the institution. It is hoped that within the near future there will be similar units in some public schools, Kansas Neurological Institute, and the Winfield State Hospital. The alcoholic programs in the state hospitals will also receive attention.

Referral Process and Determination of Eligibility. The referral process is quite simple. A handicapped person, or anyone having knowledge of a handicapped person, may request services by a personal visit, a phone call, or a referral letter addressed to the nearest office of the Division of Vocational Rehabilitation.² The written request should state the handicapped person's name, address, age, disability, and any other information that might be helpful to the counselor. Eligibility will be determined by the use of this information, and a decision by the counselor that the client meets the following three criteria:

1. He has a mental or physical disability that constitutes an employment handicap.
2. His mental or physical handicap is stable or slowly progressive.
3. There is reasonable assurance that rehabilitation services will result in employment into a suitable job or useful activity.

Rehabilitation Process and Services. Once the client has been referred and eligibility determined, the counselor will obtain, if needed, copies of the client's school transcript, educational records, and psychological tests, if available. In addition, a general medical examination will be obtained as well as specialty examinations, if needed. The composite of this information will be used in formulating vocational plans with the client. Some of the specific services offered in the rehabilitation process are:

- *1. Medical, surgical, psychiatric and hospital services.
- *2. Prosthetic devices such as artificial limbs, braces, hearing aids, etc.
- 3. Vocational guidance and counseling.
- 4. Training for the right job in schools, rehabilitation centers, or workshops, on the job, correspondence, or by special tutor.
- *5. Occupational tools or equipment required by a selected job.
- 6. Assistance in obtaining the right job.
- 7. Follow-up to assure that the job is suitable and the worker and employer are satisfied.

VRU and KVRG. There are two specialized units in the Division of Vocational Rehabilitation. They are VRU and KVRG. VRU, Vocational Rehabilitation Unit, provides services for the mentally

² See Appendix C for the name and office address of the counselors in the nine district offices.

* The individual is required to participate financially in the program if he is able.

retarded. The basic goal of the program is to prepare clients for jobs so that they can be self-supporting citizens. Only those clients who can reasonably be expected to reach this goal can be served. Upon admission, the clients are immediately started in a vocational evaluation. The main part of this evaluation consists of giving the client an opportunity to try several different kinds of work. These specific areas of work are automobile shop, kitchen, janitor crew, laundry, paint crew, and woodworking shop. In this way, staff members can see a client's strong points as well as his weak points. This evaluation is initially set up for eight weeks, but if needed can be extended another eight weeks. If the client needs some training that is not offered at the Unit, arrangements can be made to get this service elsewhere.

After the evaluation and training have been completed the staff at VRU try to find a suitable job for the client and place him in that job. Follow-up is continued after the client has been placed, and help is provided if problems arise.

KVRC, Kansas Vocational Rehabilitation Center, provides a four-week period for vocational evaluation. Thirteen vocational areas are available for work sampling. Certain areas within the facility are also used for vocational evaluation. These include nurses aide, physical therapist aide, food preparation and service, baking, dish-washing, laundry, grounds work, maintenance and repair, janitor and maid, storekeeping, and certain phases of clerical work. In specialized cases work samples may be obtained through private businesses in the Salina community.

At the conclusion of the evaluation period, an appropriate vocational program is selected. Training will be in the community or wherever the client's needs can best be met. Again, placement and follow-up will be provided to make sure the client fits into the community. Although the case is closed after the client has been successfully placed on the job, he still remains eligible for additional services whenever the need arises.

Need for Cooperative Effort. The above mentioned programs of the Division of Vocational Rehabilitation would be quite useless without the cooperation of many other public and private sources. It is through a cooperative effort that programs are transformed into effective services in the rehabilitation process.

The Local Chamber of Commerce As a Resource for Counselors

ROY H. JOHNSON
Career Development Workshop
Ramada Inn, Topeka—June 3, 1969

Those of you who watch television may have seen the "Outsider" show, with Darren McGavin. If so, you will recall that it starts with the central character in some sort of difficulty—being shot at, pursued, or beaten. He introduces himself and says to the viewer: "You may be wondering how I got into this situation."

Any of you who know what little background I have for presuming to talk about career counseling may be wondering how I got into *this* situation.

Last summer I attended a meeting of a group made up of executives of local chambers of commerce in Kansas. Among other subjects, they were discussing programs for employment of the disadvantaged. This led into some comments about guidance and counseling in the schools. Some of these comments were critical. As I was then serving as staff coordinator for the State Chamber's Education Council, it was suggested that the subject be put on the agenda for a meeting of that Council.

This was done and I found that school administrators and counselors who serve on the Chamber's Education Council agreed that deficiencies exist. Following that meeting, the Chairman asked me what I thought the State Chamber might due to contribute something constructive. Having discovered the existence of a fellow named Bill Foster in the State Department of Education, it seemed that the place to start with was him. So, feeling a little like Christopher Columbus, I called and made an appointment to see Bill.

Not long after that, I was invited to serve on an Ad Hoc Vocational Guidance Advisory Committee and as chairman of a subcommittee concerned primarily with Kansas youth as a manpower resource for Kansas business.

That's how I got into this situation—not because of any knowledge but because I asked questions.

When my subcommittee—which included representation from

the State Department of Education and from the State Employment Service, among others—met last January, I still was asking questions:

1. What information on job opportunities and job requirements—local, area, and statewide—is available to counselors in the Kansas Schools?
2. What lines of communication exist between counselors and prospective employers?

With regard to the first question, the Committee reviewed material available to counselors through the State Employment Service, including:

1. *Manpower in Kansas, The Challenging '60's*, May, 1963.
2. *Kansas Job Guides*, Vol. 1, Job Market Information on Selected Occupations in Kansas Requiring A High-School Education or Less, December, 1968.
3. *Job Opportunities Information*, Quarterly.
4. *Unfilled Job Openings* (major employment areas), Monthly.

I also had come across some special surveys such as:

1. *Central Kansas Skill Survey* of the Manufacturing Industries of McPherson, Harvey and Reno Counties, by Central Kansas Manufacturers' Association and Central Kansas Area Vocational Technical School, in cooperation with Wichita State University and Kansas State Employment Service, 1968.
2. *Occupational Survey of Fort Scott, Kansas*, by Mayor's Employment Commission, in cooperation with Dr. Scott, Kansas State College of Pittsburg, March, 1968.

These are only samples of the types of information that exist.

It would appear, to an outsider like me, that quite a bit of job opportunity reference material is available. I'm not qualified to judge its adequacy, nor do I know the extent to which it is being used.

Anyway, the question about lines of communication between counselors and prospective employers is what I'm supposed to talk about here.

I realize full well that communication is a two-way proposition, and that there are many demands on the time of the counselor. I know that often his work tends to become crisis oriented—dealing with a wide variety of problems affecting individual students and perhaps more concerned with keeping the student in school than with the primary objective of counseling.

I know, also, that school district finances are a very real problem in trying to provide adequate counseling and personnel services; that many counselors of necessity probably are spending too much time on clerical work or administrative work, or both; and that parents are not always as helpful as they should be.

I have found that the counselor, in many instances, has not taken the time to establish adequate relationships with com-

munity resources. In the State of Kansas some of these neglected, yet vital resources are:

Kansas State Employment Service.

Mental Health Services.

Social Welfare Agencies.

Juvenile Courts.

Police Departments.

Health Services.

Local Industry and Labor Unions.

Apprenticeship Programs.

Civic Groups.

Through a public relations program, a working relationship between the counselor and these referral sources can be established, thus enhancing the guidance program as well as the total educational program.

If this be true, what constructive suggestions can I offer as a representative of the Chamber of Commerce? First of all, let it be clear that I am thinking here in terms of working with those students who do not plan to go on to college. The choices for those going on to college are relatively simple.

It would seem to me that, in working with students who expect to go directly from high school to a job, a first requisite would be a close working relationship with the nearest Employment Service office. I cannot think of a better or quicker way to know what jobs are available and what the general requirements are. A continuing exchange of information between the counselor and Employment Service personnel would seem to be essential.

Another good contact should be the local Chamber of Commerce. You should recognize that, except in the larger cities, the local Chamber is essentially a one man operation, and the executive may be spread pretty thin. But all, or almost all, local Chambers have an education committee, regular contact with which should be valuable to the counselor. Most important is the fact that probably the majority of the employers in a community are members of the Chamber of Commerce. The local Chamber manager is in a position to help the counselor become acquainted with employers themselves or with the personnel men of larger companies.

Before presuming to speak for them with regard to their views on and their experience with school guidance and counseling, I sent a questionnaire to the 62 full-time local Chamber managers in Kansas and received replies from 31.

The first question asked was: Do you feel that counselors in your schools are familiar with job opportunities and the personnel needs of employers in your community? Nine said "Yes"; 19 said "No"; and three checked neither of the boxes.

The second question was: Does your Chamber have a regular or frequent contact with school personnel concerned with career counseling?

Three said "Yes"; 27 said "No" (one of these said in agri-business only); and one didn't check either, but indicated that he expected to do so through their education committee.

Another question, directed to those answering question No. 2 in the negative, was: Would you be interested in establishing, through your Chamber, a regular working relationship with school counselors to help them do a better job and thus help your members meet their employment needs?

The answers were 27 "Yes"; and one that I interpreted as a qualified "Yes." None said "No."

Another question was: Have you participated with the employment service in local occupational surveys?

Fifteen said "Yes."

The next question was: If so, have the school counselors been involved in planning the surveys or at least apprised of the survey results?

Three said "Yes"; one said "Some"; and 11 said "No."

I also asked for comments or suggestions. Two of the local Chambers responding to the survey reported holding annual "Career Days," and four expressed interest in such a program.

Replies to the survey indicated varying types of contacts between the Chamber and school personnel, generally cooperative but limited. In most cases, these contacts seem to be more with distributive education or other business teachers than with counselors as such. One respondent suggested that scholastic counseling and occupational counseling are very different, and that high-school counselors are scholastically oriented. Another comment was that those in education seem to have a defensive attitude; that they seek no help and do not seem to want advice or assistance.

On the other hand, one Chamber manager reported that the school counselors had requested Chamber assistance in a campaign to encourage businessmen to notify them of part-time employment opportunities. But the degree of response from the businessmen was not reported.

One suggestion was the creation of a committee of high-school seniors and juniors (for continuity) to meet, along with counselors, with the Chamber Education Committee to exchange information and ideas. You undoubtedly can judge better than I how practical and how effective such a plan might be.

Before making this survey, I was told that one of the metropolitan area Chambers of Commerce formerly had a program in which school counselors met weekly for lunch with a group of industry personnel men, but that the prime mover in setting up this program was transferred. Apparently the program did not survive.

I feel quite sure that there is more going on in this area than was disclosed by my survey. I hope that this is the case. Also, the questions I asked may stimulate further action by some local Chambers. One of the replies included this comment: "Perhaps a program can be worked out to remind us to do the job we should be doing already."

One obvious conclusion from the information I've been able to put together is that we have here another unfortunate communications gap. But it also is evident that a desire for better communication between the business community and school counselors exists. There is a latent interest that can be capitalized on if someone will just take the initiative.

I'm not here to preach or to suggest whose responsibility this should be. However, I feel that you would meet with a cordial reception if you contacted the local Chamber of Commerce manager in your community or a neighboring community for help in establishing contacts with employers to determine their personnel requirements.

Appendix D of this paper is a list of the local Chambers of Commerce in Kansas which have full-time managers, the manager's name, address and telephone number. These are not all of the local Chambers of Commerce, but it is a logical starting place.

You might try making an overture. I can't predict the result but it might be similar to what happened to me. When I first went to see Bill Foster I anticipated a brief visit. I was with him most of one morning. I think he was genuinely pleased that someone outside of educational circles was interested enough to ask questions, even stupid ones. I've told you the rest of what happened to me. It could happen to you, if you're young at heart.

Counselor Attitudes and Career Counseling¹

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No one would seriously dispute the fact that the attitudes of an individual are intimately connected to his behavior. There may be disagreement as to the nature of this connection; but when the arguments have been summed up, a consensus would appear around the conception that an attitude is learned or acquired from various sources and that it influences other aspects of human personality and behavior. More formally, an attitude is defined as: "an enduring, learned predisposition to behave in a consistent way toward a given class of objects; a persistent mental and/or neutral state of readiness to react to a certain object or class of objects, not as they are but as they are conceived to be."² Consistency of response to objects is critical to our use of this definition. Also important is the point that an attitude indicates readiness to respond in a directed fashion that affects thought, feeling, and action.

Presently, we are concerned with the attitudes of a particular group of people, school counselors, toward a complex phenomenon, career counseling. The counselors mostly work in senior and junior high schools. Career counseling will be referred to as the broad spectrum of interview-focused endeavors of such counselors for the purpose of assisting youth in their vocational planning and decision-making, and, more generally, with their vocational development. At times, career and vocational counseling will be used interchangeably, as distinct, but not separate from, educational or personal-social counseling.

This examination of counselor attitudes toward career counseling will take the form of discussing two propositions: (1) That career or vocational counseling in schools is not as often or well conducted nowadays as are other types of counseling; and (2) that a number of counselor attitudes are not compatible with effective and sufficiently emphasized career counseling with adolescent youth in

1. Presented at the Career Development Workshop, Topeka, Kansas, June 1-4, 1968.

2. English, Horace and English, Avon. *A Comprehensive Dictionary of Psychological and Psychoanalytical Terms*. New York: Longmans, Green, and Co., 1958. p. 50.

schools. Following this analysis, the discussion will conclude with recommendations for change of attitudes that are inimical to career counseling.

The Practice of Career Counseling

Apparently, school counseling and guidance programs today do not place as much emphasis upon vocational objectives and procedures for achieving them as was true half a century ago. The Parsonian model for counseling and guidance, which was one of the earliest manifestations of professional counseling work in the history of the guidance movement, clearly focused upon matching the individual to the world of work in terms of personal traits or qualities and requirements of the job. The first pronouncements of counselor role, function, and preparation by the professionals themselves also clearly emphasized an educational-vocational conception of counseling and guidance.³

Within the last two decades, however, there has been a definite shift in emphasis away from vocational counseling toward educational and personal-social counseling. The Statement of Policy for Secondary School Counselors of the American School Counselor Association does not mention vocational development or vocational counseling as such anywhere in their list of ten professional responsibilities of the school counselor. Instead reference is made to counseling in broad general terms, such as, assisting each pupil to meet the need to

understand himself in relation to the social and psychological world in which he lives . . . to behave consistent with his aptitudes, interests, attitudes, abilities, and opportunities for self fulfillment . . . to develop personal decision-making competency.⁴

Apparently, the intent of ASCA was to build a broad enough frame of reference for school counseling to encompass all sorts of counseling and guidance, including vocational. What has happened, however, is that vocational emphases have been subordinated to educational and personal-social ones, at least in the minds of the professionals themselves. Whether this is the reality of our situation or merely reflects the attitudes of some of the professional leadership, we shall see.

Counselor attitudes, like anyone else's derive in part from the influence of the cultural milieu; and the shift in emphasis from

3. Federal Security Agency, Office of Education, Division of Vocational Education. *A Series of Reports on Counselor Competencies*. Misc. 3314-1-8. Washington, D. C.: Government Printing Office, 1949.

4. Loughary, John, et al. (eds). *Counseling: A Growing Profession*. Washington, D. C.; American Personnel and Guidance Association, 1965, pp. 95-96.

vocational toward the personal-social or therapeutic, as well as the educational aspects of counseling and guidance, seems to be a reflection of the larger society, or at least of the dominant socioeconomic groups within the society. To a minority of youth, the search for a job is a difficult problem. But, to the majority of youngsters these days it must seem that there is a good paying job for anyone who wants it; the depression of the 1930's is just a story in the history books. Affluence is all around these youth, at least in villages and suburbs. There seems to be no good reason why anyone should suffer from material want. Youth are supposed to get as much education as they can afford, and afterwards the jobs will be waiting. So who needs vocational guidance?

On the other hand, these same youth do have some pretty devastating hangups. They are better educated and more aware of what is happening outside the community or neighborhood. In spite of, or perhaps because of this, there is much more questioning of the meaning of schooling, even the meaning of their lives. They know that they are not getting answers from the society in general, because that society is changing from its traditional orientations toward something different, as yet unknown; and they are not getting many answers from their parents and other significant adults because those people are about as confused as the youth are. The few answers they do get from adults tend to be rejected as invalid for tomorrow's world although they may have served Dad or Mr. Smith, the school counselor. Among these allegedly invalid answers, of course, is the concept that work, or vocation or career, is a worthwhile end in itself. To work hard and to achieve is ennobling to the individual and a valuable contribution to the society. Many modern youth simply cannot understand and accept that idea for themselves.

Small wonder, then, that we have seen a shift in emphasis within the counseling profession away from vocational goals for youth toward educational and personal-social concerns. Just how strong is this apparent shift? Is it reflected in what counselors do on the job? Is it seen in the kinds of help that students and others believe counselors can give them? What are the facts?

Student views of counselors. Shertzer and Stone, as well as other writers have reviewed many studies in which various school populations of students were asked about the amount and kind of help they had received or expected to receive from counselors. One of their primary conclusions from these studies was that, "... students do not view the counselor as being an effective source of help

except in the area of educational-vocational decision-making."⁵ Shertzer and Stone did note, however, that students apparently believe that other students who are in critical situations ought to have the benefit of the counselor's skills despite the students' avowals that they themselves would not seek such help.

More recently, Kennedy and Fredrickson surveyed the opinions of 284 juniors from three small high schools in Massachusetts as to who would be of greatest help in 25 problem situations. When the responses were grouped by type of problem into educational, vocational, and personal-social categories, it was clear that the counselor was by far the most popular choice for educational problems, and almost as popular for vocational problems. Counselors were mentioned only infrequently as sources of help for personal-social problems. The authors have interpreted this to mean that the counselor has not achieved a therapeutically-oriented image; and it does seem likely that this was true in those three schools. However, it is also possible that the students perceive counselors as "head shrinkers" but don't like the image. Certainly, ". . . the greater the degree to which a student's problem relates to the school setting, the greater the probability that the counselor will be perceived as an effective source of assistance."⁶

In general, the evidence from numerous pieces of research leads overwhelmingly to the conclusion that high-school students view their school counselors primarily as sources of educational and vocational counseling, but that most of them would turn to others, notably the family, for help with personal-social problems. The views of youth seem to be at variance with the official policy of the American School Counselor Association.

How much vocational counseling is done? What are the school counselors around the country actually doing? Are they engaged predominantly in personal-social counseling? How much counseling of any kind is going on? Armor's recent sociological investigation of the young profession of school counseling (in what appears to be a classic study) revealed that American school counselors spend an average of about fifty percent of their professional time in counseling *per se*.⁷ The remainder was divided into many other activities, none of which predominated: clerical and paper work (14%),

5. Shertzer, Bruce and Stone, Shelly, "A problem in role definition," *Personnel and Guidance Journal*, 41, 1963, 687-693.

6. Kennedy, John and Fredrickson, Ronald. "Student assessment of counselor assistance in selected problems areas," *Counselor Education and Supervision*, 8, Spring, 1969, 206-212.

7. Armor, David. *The American School Counselor: A Case Study in the Sociology of Professions*. New York: Russell Sage Foundation, 1969, p. 54.

parent conferences (9%), teaching and administration (8%), testing (5%), administrative conferences (4%), group guidance (4%), supervising the guidance program (3%), and job placement (2%).⁸

This counseling time was categorized into educational counseling, college counseling, therapeutic (personal-social) counseling, and vocational counseling. Vocational counseling came in a very weak fourth compared to the other three for senior high schools, and was either third or fourth weakest in junior high school, with competition for last place only from college counseling in the junior high group. In neither junior nor senior high school was more than 20 percent of the counselor's counseling time spent on vocational counseling.⁹ These data were obtained on a sample of Boston area counselors and a national sample of counselors secured by the U. S. Office of Education.

The up-to-date information from the Armor study is given support, as well as evidence of a trend away from career counseling, in the national five percent sampling survey done by Wrenn in connection with his chairmanship of the National Commission on Guidance in American Schools earlier in this decade. Among secondary school counselors across the nation, vocational counseling ranked seventh, or last, among the types of counseling to which counselors devoted time. College counseling was clearly in first place in terms of how counselors spent their time.¹⁰

Wrenn offered several reasons for the relative unpopularity of vocational counseling:

1. Vocational counseling is much more complex and difficult to master (than it used to be).
2. Counselors have come to realize that merely giving out information about jobs and training, or even measuring aptitudes, is not enough for vocational counseling. Client attitudes are also important.
3. Counselors have a great deal of pressure on them to perform many different duties, most of which take them away from vocational counseling.
4. Many counselors assume that "the most worthwhile kids" will go to college and will therefore not need vocational counseling in high school.
5. Many counselors "snobbishly" feel that dealing with kids' personal problems and emotional adjustment is a more prestigious endeavor than is vocational counseling.¹¹

Whatever the reasons may be, it is evident that high-school counselors on the whole have been devoting relatively less time

8. Figures rounded off to the nearest whole percentages.

9. Armor, *op. cit.* p. 56.

10. Wrenn, Gilbert, "What has happened to vocational counseling in our schools?", *The School Counselor*, 10, 1963, 101-107.

11. *Ibid.*

to vocational counseling as compared to other types of counseling. And, when one remembers that only about half of the counselor's total time on the job is spent in counseling activities of all sorts, it is evident that the typical American counselor spends something like thirty minutes a day on career counseling. With the student-counselor ratios that prevail about the nation—300-500:1—it seems quite likely that counselors are having rather minimal, if any, impact upon the vocational development of secondary school youth as a whole.

Since what little vocational counseling is provided tends to be offered to the non-college bound students, it may seem reasonable to suppose that an average of fifty minutes a day might be enough help to give to what Hoyt calls the "specialty oriented" youth. However, this does not seem to be the case. First of all, the most counselors and the most counseling tend to occur in the higher socio-economic communities where seventy percent or more of youth continue on to college. While ample vocational counseling may be provided for the few non-college bound in those communities, there are a great many more cities and small towns that are not nearly so affluent and which do not hire as many counselors, and whose youth, therefore, obtain little vocational counseling from the school guidance personnel. These youngsters, of course, are the most numerous group of all.

Effectiveness of vocational counseling. Now, let us turn to the question of the practical value or effectiveness of what little vocational counseling there is. At once, it is necessary to admit that I was unable to find any large or convincing body of evidence as to the effectiveness of vocational counseling. A few small studies will be mentioned, and one could fall back upon personal experience and observation as a counselor or counselor educator. First, however, let us look at the effectiveness of counseling in general. Again, there are few studies of real worth. One of these is the Rothney classic,¹² in which he compared counseled and uncounseled youth in four Wisconsin high schools, with the finding that counseling helped the students academically and made them feel more satisfied. The differences between counseled and uncounseled youth were slight. Rothney's study was longitudinal, covering the period of the students' years in high school.

In some ways almost as impressive evidence of counseling effectiveness came in a 1969 study of the behavior and characteristics

12. Rothney, J. W. M. *Guidance Practices and Results*, New York: Harper, 1958.

of school counselors across the nation. This was neither a longitudinal nor an experimental study of counseling effectiveness, however. Armor¹³ examined the effectiveness of educational counseling by comparing counseled to uncounseled high-school seniors in two ways: The correlations between their levels of aspiration and their tested abilities; and the correlations between the students' self-concepts and their measured abilities. It was argued that effective counseling was generally regarded within the profession as promoting a closer fit between level of aspiration and actual ability, as well as a closer fit between self-concept and actual ability.

The results indicated that generally speaking, throughout the nation, the counseled students of both sexes showed a better fit than uncounseled ones between aspiration and ability, and between self-concept and ability. However, there was a distinct social class difference also: By far the greatest effectiveness was found between counseled and uncounseled youth from lower socio-economic backgrounds compared to youth from higher socio-economic backgrounds. Of course, as the author pointed out, the students were self-selected. Therefore, we do not know if the differences between counseled and uncounseled senior youth were due to the counseling received or to qualities possessed by the students which may have disposed them toward or away from counseling in the first place.

It is sufficient to say, there is considerable evidence that school counselors have been successful either in helping many students with educational counseling, or else (in the Armor study) they have been successful in counseling those students who need such help the least. Although no comparable evidence is given for the effectiveness of vocational counseling, it is pleasing to know that educational counseling is at least somewhat effective. After all, that is what counselors do mostly. Moreover, since educational and vocational counseling may be related to each other, perhaps some of the success rubs off on the latter.

Only a few bits and pieces can be offered as evidence of the effectiveness of vocational counseling. For example, the investigators who surveyed the guidance needs of 2,412 Wisconsin youths in grades 7-12, classified as either low, average, or high academic achievers, raised serious question as to whether or not the career and educational information services of the schools do anything more than simply provide a library of materials which students may

13. Armor, *op. cit.*, pp. 125-133.

or may not use meaningfully.¹⁴ Also in Wisconsin, Jacobs¹⁵ made yearly measures on students while they progressed from grades seven through twelve. He found that their occupational values, regardless of their ability-achievement or socio-economic background, changed very little over the six-year period. This lack of change was as true for students who had been seen by their counselors more than six times as it was for those seen less often. On the other hand, a two-year follow-up study of another Wisconsin high-school group, conducted by one of my students¹⁶ showed that those students attending college credited the counselor (who was not the author) with being the most helpful to them of all people in educational and vocational planning; and, they expressed the wish that they had had more such help. These same students also recommended that non-college bound students receive more educational-vocational counseling and guidance than they had apparently been getting.

To summarize, then, it is most accurate to conclude that there is very little evidence that vocational counseling has been effective, although you and I could swap anecdotes for hours about the youngsters we *feel* we have helped vocationally. We do have evidence that educational counseling has been effective, and we know that students generally view their school counselors as good helping resources for educational and vocational counseling. Finally, we also know that the professional attitudes of some counselors are more favorable toward providing personal-social and educational counseling than vocational counseling. Or, perhaps, some counselors would like to be viewed by others as therapeutic counselors rather than as vocational-educational counselors.

Counselor Attitudes

Now, we come to direct consideration of counselor attitudes. We know that students perceive counselors as being of greatest help in the educational-vocational sphere, but that this conflicts with the image projected by some of the leaders in the profession. We know that very little of the typical counselor's day is spent in vocational counseling, but we do not know how effective that little bit is. We do know that counselors typically spend most of their counseling time on educational matters and that they are

14. *Guidance Services and Wisconsin Youth*. Madison: Dept. of Public Instruction, September, 1968, 49 pp.

15. Jacobs, James, "Characteristics of students who seek counseling," Unpublished Ph. D. thesis, U. of Wisconsin—Madison, 1969.

16. Mrs. Monica Gregoire, Univ. of Wisconsin, Madison, 1969.

at least somewhat effective. We suspect, however, that counselors tend to work more with educationally oriented youth than with specialty oriented ones. What kinds of attitudes are involved in this complex? Are some attitudes more or less favorable toward the value of vocational counseling?

Favorable attitudes. At the outset, I would like to identify what I believe to be certain important counselor attitudes that are favorable toward career counseling in secondary schools.

First of all, I believe that most counselors have an attitude of *desiring to provide help to youth*. This is not unique to career counseling, but it creates a tendency to try to provide help to students, especially if the student takes the initiative, or if the counselor has become convinced, through his own training or the role defined for him, that he ought to provide some kind of vocational guidance or career counseling services. I believe that the best counselors have the attitude of desiring to help students, and that this attitude predominates among other attitudes they may also have. It is the basic driving force in such counselors that disposes them toward counseling work and sustains them when those moments of frustration and discouragement come along. For example, one counselor talked to me the other day about how he had become so disheartened at his high-school counseling job that he had resigned and was considering switching to administration. He called to say that he had just decided to stay in counseling work, and the main reason was that he just wouldn't be happy unless he were working directly with the students as a counselor.

This leads me to the second favorable attitude, namely, the attitude that *professional development is a good thing to do*. If counselors do not have an attitude that is favorable toward professional growth, it is not likely that they will continue to grow professionally, even though salary schedules and certification requirements demand that they take courses to advanced standing. Of course, it is here that counselor educators have a special responsibility to make counselor preparation relevant to counseling work, and to provide such preparation at both initial and advanced levels. Boards of education also have a responsibility to provide both opportunities and inducements for the counselor to obtain continued knowledge and skills.

A third attitude of successful counselors that is especially conducive to a commitment to career counseling per se is the *possession of a positive thrust toward the ethic of work*. Most

such counselors believe that work is important to themselves, and they have built much of their own lives around this commitment. However, many students today do not seem to share the high value that such counselors place on their own careers, and the special significance it gives their lives. I suspect, however, that some of this work-oriented attitude rubs off on the youngsters in those cases where the counselor and his students get to know each other as human beings, over and about the stereotypes of student role and counselor role. For instance, I have noticed during the past decade that increasing numbers of high-school and college students are asking how one can become a school counselor; and in almost every instance those students have mentioned a high-school counselor who apparently served as a model with whom the students identified. On the other hand, it is so much more difficult to communicate one's ethical commitment to a vocation as an aspect of one's self-concept if adolescents do not view the counselor as a viable model to emulate. Such adolescents are generally not education-oriented although their counselors are.

Now, let us consider some attitudes of counselors that are inimical, or at least not conducive, to effective career counseling. In discussing these attitudes, I want to make clear that I am not talking about all counselors any more than I am talking about any particular counselor. I do think, however, that these attitudes are wide-spread enough to be of great concern to us in the advancement of career counseling in the schools. As the saying goes, "if the shoe fits, wear it." Let us beware of the rationalization that undesirable attitudes apply to other counselors and counselor educators, but not to one's self. I would also like to caution all of us that these attitudes are not separate or discrete from each other. There are interrelationships and interactions among them, as we shall see, although I hesitate to think about them as a syndrome or unified package.

One-shot vocational guidance. The first of these unfavorable attitudes is the perception that career counseling is a one-shot effort at vocational guidance. For one thing, as the evidence concerning how counselors spend their time suggests, many students must believe that vocational planning and decision-making is either not very important to the adults who run the schools, or it is a simple process that can be done practically in one moment of time. In either case, an ambivalence or dissonance is set up in such students, because such interpretations of the nature of

career planning and decision-making are contrary to the way the students feel about themselves. When we pause to think about these youngsters, and possibly even reflect on our own career development patterns during childhood and adolescence, it is clear that most of us have given a great deal of thought and concern over the years to what we will become, what we will do, and what are our purposes.

Indeed, much of student dissent that we see and hear about these days is an articulation by youth of their confusion and concern over the meaning of life for themselves and for the society as a whole. Other students quietly ignore the piddling gestures that the counselors and teachers have made to help students' career development and turn to other resources, mostly their families or their peers. And, if I were not persuaded that the matter is much too complex and important in many cases to leave it to laymen or to chance, I would not be fearful. However, there are too many adults among us today who hate their jobs, and there are too many who have let circumstances totally determine their vocations, for me to have much faith in these casual hit-or-miss approaches to determining the jobs that people will have. Some of Wrenn's reasons for the de-emphasis on vocational counseling are relevant here. (*Supra*, pp. 10-11.)

The dilemma of manpower vs. the individual. The second unfavorable attitude of many counselors is really a feeling of conflict between serving the individual or serving society. So much that counselors are taught stresses the paramount importance of the individual. The interesting facet of this learning is that the confusion and frustration comes about because counselors sense that they must choose between honoring and serving the individual student or serving the manpower needs of the nation. The contradiction is reflected in the society, too, for the nation's leaders espouse both the ideal of the individual's primacy and the necessity of preserving and enhancing the nation and the general welfare. Berdie clearly describes the either-or view of the problem.

In order to maximize the probability of happiness for the individual and production and protection for society, two general approaches are available. The first approach would involve the identification of social objectives and the distribution of individuals, upon the bases of their abilities and potentials, into positions that lead to these social objectives. . . . The second alternative would provide each individual with the greatest possible opportunity to become acquainted with his own potentials and possibilities and then allow each individual, within broad limits, to select the kind of training he wished to pursue.

. . . These two alternatives, obviously, are two extremes and the actual practice in most of our societies falls somewhere between.¹⁷

It was Berdie's belief that,

The manpower role of the counselor is best fulfilled when he provides the counselee with the type of help that will allow the student to understand himself, his abilities, his interests, and his personality, that will lead to the student's acquiring information about the many opportunities that surround him, both educational and occupational, and that will enable the student to arrive at the unique solution that best fits him individually.¹⁸

Moore and Gaier brought out the complexity of this problem by asking if the counselor should serve present manpower needs or future ones, since those needs tend to change from year to year, more or less; or should the counselor place the interest and potential of the individual student above both? Their conclusion was that,

Possibly, he (the counselor) can serve both present demands and future needs by more attention to the choice-making processes of individual students. If they have experiences which provide adequate data and support for sound decisions, they will, in fact, serve national interests well.¹⁹

It is hard to argue with the consensus among these three experts. For one thing, it is much simpler for the high-school counselor to take the position that, like the shoemaker, he should "stick to his last," which is counseling; and let others worry about manpower needs, demands of the local labor market, and available training opportunities. But, if counselors neglect to make their influence felt in shaping the attitudinal and concrete environment of youth, will there be anyone at all who will speak for the individual and his right to determine his own destiny? Put another way, perhaps it is unrealistic to espouse freedom for individual self-determination if the alternatives open to the individual are severely restricted.

I think that many counselors agree that an open society is essential if individual freedom is to have much meaning. I also think that many counselors feel more pressure to conform to the demands and expectations of the larger community than to serve the individual student in cases where the two expectations are in conflict. This happened during the past decade when the emphasis upon the academically talented students, especially in math, science, and foreign language, which was brought on by the manpower demands of the National Defense Education Act, brought more counselors into the profession but resulted in little, if any, greater

17. Berdie, Ralph, "The counselor and his manpower responsibilities," *Personnel and Guidance Journal*, 38, 1960, 458-463.

18. *Ibid.*

19. Moore, Gilbert and Gaier, Eugene, "Social forces and counselor role," *Counselor Education and Supervision*, 3, 1963, 29-36.

attention being paid to the rank and file of students. To me, the either-or dilemma of society vs. the individual is false. The counselor must always stand for the individual because that is his special function, and one aspect of that stance requires the counselor to understand and, at times, influence manpower needs of the community, state, and nation.

The jack-of-all trades attitude. Much has been written and said about a third attitude of many counselors that we must realize will be unfavorable to the career counseling of youth. This is the attitude that the counselor must be all things to all people, a jack-of-all trades. We already know something about how counselors spend their time, and how little of it is spent on vocational counseling. Wrenn (*supra*, p. 11) has pointed out that counselors get involved in too many functions to really do an adequate job of vocational counseling. A kind of isolationism is the other side of the coin. Counselors have not done well at setting up team approaches to career counseling and guidance, and distributing various duties among school and non-school professional and support personnel.

Part of the trouble, I think, is that we counselors are, with certain notable exceptions, people who like to please others, particularly authority figures. We would not be in this profession if we did not like to serve others—an attitude that is basically favorable toward career counseling. Moreover, as a young profession, we have not yet firmed up the definitions of the counselor's role and functions, nor have we communicated and sold such aspects of the definition as we are clear about to those in authority. Along with this, counselors have often taken on additional duties in the hope that the administrator or teacher or student or parent would see us as useful to the school program. We have really gotten ourselves into a mess in many cases. Counselors and counselor educators desperately need to do three things: (1) Determine the abilities and interests of individual counselors and restrict what is expected of them to what can realistically be accomplished; (2) establish priorities among all of the functions that counselors are able to perform; and (3) develop team approaches to the total counseling and guidance program.

Vocational separatism in counseling. A fourth attitude unfavorable to career counseling with youth is what I have called, perhaps unfairly, vocational separatism. Briefly, this is the attitude that career counseling and guidance is something different from other

counseling that one does with youth and that it has little to do with anything else but preparation for the world of work. Patterson²⁰ has noted the tendency in some quarters to differentiate between vocational and therapeutic counseling, a distinction which he does not support. On the other hand, Samler,²¹ while certainly not advocating a return to the Parsonian conception of vocational guidance, has argued for the desirability of identifying vocational counseling as a psychological specialty in which many counselors might engage from time to time. Barry and Wolf²² have identified an "educational-vocational" view of guidance in which

. . . the individual is regarded primarily as a potential worker, no matter what his eventual occupational choice may be. . . . A person's vocational choice is the most important decision he makes in life, and his educational choices are meaningful only insofar as they further this all-important decision.

Such a view is too narrow and parochial, in my judgment.

One might think that such a strong, if not exclusive, emphasis upon vocational aspects of counseling would serve best the career counseling needs of high-school youth. On the record, it is hard to state that it would or would not. We know that those needs are not being met very well now, although that is what the students want from their counselors. But, we also know that many counselors do not favor such a role for themselves. On the unfavorable side, it seems to me that a dichotomy has developed between vocational counseling and therapeutic counseling, perhaps even between vocational and educational counseling. The broad inclusive definition of counselor role and function offered by the American School Counselor Association may be viewed as an attempt to pull together all of these points of view. To date, the attempt has not been successful enough. Moreover, to the extent that it has created another camp of therapeutic counseling or one of college counseling, the effort to take a holistic view of the counselor's role will fail.

Stereotypic and biased views of youth. Lastly, I want to discuss an attitude, or really a complex of attitudes, that is unfavorable to career counseling of youth. There is far too much stereotyping of students into ability-achievement, sex, socio-economic,

20. Patterson, C. H., "Counseling: vocational or therapeutic." *Vocational Guidance Quarterly*, 15, 1966, 6-65.

21. Samler, Joseph, "A new psychological specialty: Vocational counseling," *Vocational Guidance Quarterly*, 15, 1966, 82-89.

22. Barry, Ruth and Wolf, Beverly, *Modern Issues in Guidance-Personnel Work*, N. Y.: Teachers College, Columbia, 1957. p. 40.

and ethnic pigeonholes. Simpson²³ has pointed out the well-known biases about the potential and fitness of women for certain occupations and their alleged undesirability for many other occupations. The rationalization that is usually given for this discriminating treatment is that it wouldn't do any good to encourage girls to prepare for and enter an occupation unless employers would hire them. This view presumes that counselors ought not to, or could not, influence employers to change their minds about hiring females. Perhaps counselors could be of influence on the labor market if they really wanted to, and would cooperate with each other and their allies. Both male and female counselors, however, usually illustrate by their own attitudes and behavior that they believe in American myths about the potential of women for a great many jobs. On the other hand, except for occupations which require gross physical strength (and these are fast disappearing from the scene) the evidence clearly indicates that aptitudes and achievements of men and women are not different according to sex; within-sex differences are far greater.

Two kinds of discrimination are apparent in the ability-achievement sector, and both of them hurt career counseling. One is that, as was noted earlier, so many counselors spent most of their time counseling with students who are among the most able academic achievers in the school. These youngsters are the ones most likely to come to the counselor for help. They are also generally the most verbal of the students, and counseling is a predominantly verbal interchange. They are least likely to be among the trouble-makers in the school, although here and there one may spot a rampant individualist among them. (Open dissent is increasing among our ablest high-school students.) Except for the dissenters, these students are the ones who have the easiest time of it in the school sub-culture, since they have the abilities to cope with it and since the people and procedures in the system easily reinforce their behavior.

The second kind of discrimination, however, is the ironical fact that many of these same fortunate high ability youth receive very little career counseling while obtaining much assistance in educational planning and implementation. That is, there seems to be a widespread belief that the college-bound high-school student does not need vocational counseling because he is going on to college.

²³ Simpson, Shirley, "Woman power: a time for action," *Vocational Guidance Quarterly*, 16, 1967, 134-136.

Sadly enough, these same college students and their college professors and counselors can testify that the need is strong in these young people and it is not being met adequately in enough cases.

Socio-economic, and sometimes ethnic, discrimination is closely related to the ability-achievement problem, because of the significant positive correlation between these characteristics of youth. A Wisconsin graduate student²⁴ gave a segment of a counseling typescript to a sample of graduate-trained counselors. One-third of the counselors read a dialogue between the boy and his counselor that placed the order of sentences as follows: First, discussion of a tentative decision to take a job after high school; then some general material, and last a tentative decision to attend college. Another third of the counselors received the same set of counselor and client responses with the order of the sentences reversed; and the third group received a mixed up order. In all three groups, most of the counselors recommended that the student attend college, regardless of the order of the interview content. Specifically, 44 recommended college, 18 recommended work, and 7 were undecided or non-committal. Apparently, there is a college-prone set or attitude on the part of many counselors.

Armor²⁵ has related this tendency to the social status of counselors themselves in his national sample of high-school counselors. He concluded that there is no doubt that the typical school counselor is upwardly mobile.

Only 12 percent of their fathers were professionals, and over one-third were in the blue-collar occupational category. The same pattern holds for fathers' education. Only 11 percent received a college degree, while 41 percent finished grammar school only.

Apparently, upwardly socially mobile counselors tend to press their students toward upward mobility too; and also apparently, these counselors tend to prefer working with those students most like themselves. One will find the same kinds of discrimination operating to even greater degrees when counselors are supposed to work with ethnic minority students, such as blacks, Indians, and Mexican-Americans. Student-counselor relationships are aggravated in part because such students themselves behave in ways designed to alienate white counselors, either by verbal and physical aggression or by passive withdrawal from attempts to establish communication.

A final point to be made about counselor stereotyping of certain students has to do with the fact that prejudices can be implemented in many ways, one of the most notable of which is through screen-

24. Mrs. Ann Harrison, University of Wisconsin, Madison, 1969.

25. Armor, *op. cit.*, p. 64.

ing, selection and grouping practices in schools, colleges, and jobs. While counselors must be aware of the realities of such practices, to actively support their use seems contrary to the traditional guidance viewpoint, namely, that the individual must have the widest range of alternatives before him and the flexibility in his situation to select freely from among these options.

Some Requirements for Attitude Change

The limitations of time, space, and one man's abilities make it difficult to advise counselors as to how unfavorable attitudes toward career counseling may be changed. However, it may be feasible to suggest some general and specific strategies which might be given a trial or two. If not actually tried out, perhaps these suggestions will stimulate productive thought and eventual action along other lines which may lead to attitude change. First, some general ideas:

An experienced professor of public relations and news media once said that there is a general model for bringing about attitude change through the use of information media. Supposing, for example, one were to use this model to make "specialty oriented" students more favorably disposed to seek career counseling while in high school. Or, suppose one were to attempt to influence employers to hire young women, or American Indians, or Negroes in various occupations. There might be dozens of other practical uses to which one might put this public relations model, which is simply:

First, establish the credibility of the source of information to be used. That is, the information must come from a source that is acceptable, if not respected, by the persons to whom the information is directed. Next, design the content and style of one's messages to suit that which is comfortable and familiar to the intended audience. Once good communications are established with the target group by implementing these principles, new and unfamiliar material may be gradually introduced, being sure that it is never too much nor too alien and sudden.

To this model, one might add a few additional suggestions. For example, it seems to me that attitudes tend to change more readily if the self-interest of the subject person is appealed to. Further, there is real advantage to working with people in groups, rather than individually. One lonesome individual may be persuaded to change his mind temporarily, but it helps immensely if he feels he is not alone. Witness how many people would "rather

fight than switch"; or consider the cheerful togetherness of most beer commercials on TV. Another idea to examine is the use of models for counselors and others in whom one wants to induce attitude change. Possibly, better examples could be made of leaders in the profession in this fashion.

Best of all, however, I like the idea of bringing about attitude change through the recognition and acceptance of feelings along with appeal to reason. It seems to me that if counselors and counselor educators are brought together, along with other adults and youth who are involved in the important function of career counseling, if they will honestly encounter their own and each other's attitudes, and if they get the facts or evidence about the situation, then the process of sifting and winnowing in artful and conscientious deliberation together can produce genuine, even apparently miraculous, changes in counselor attitudes toward career counseling.

Now, I will close with some specific suggestions for attitude change. Wrenn has suggested some remedies for the relative neglect of vocational counseling as follows:

Counselors should:

1. Accept the complexity of the task (of vocational counseling).
2. Study the changing nature of the world of work.
3. See vocational choice as part of a total development process.
4. See vocational counseling as a tie between school and home.
5. Help students to prepare for flexibility in their vocational life.
6. Help students choose a vocation, not merely an occupation.²⁶

Wrenn²⁷ has supported his recommendations elsewhere in a reminder of the danger that the counselor may rely upon his own past experiences in providing counseling for youth. The counselor's schooling, the world of work into which he entered, and, indeed, most of his culture has changed rapidly into something rather different for today's youth. I do not agree with Herr that,

. . . free choice of curriculum or free choice of vocational options can exist only when the social structure, *i. e.*, teachers, parents, the community at large, ascribes equal value to the differential options available to the student (social permissiveness).²⁸

I do agree, however, that counselors must continually press for the view of educational and vocational options as having value according to the talents and interests of individuals, rather than on social class, sexual, economic, or ethnic considerations. In other words,

26. Wrenn, *loc. cit.*

27. Wrenn, Gilbert, "The culturally encapsulated counselor," in Mosher, Ralph, Carle, Richard and Kehas, Chris (eds) *Guidance: An Examination*, N. Y.: Harcourt, Brace, and World, 1965, 214-224.

28. Herr, Edwin, "Guidance and vocational aspects of education: some considerations," *Vocational Guidance Quarterly*, 17, 1969, 178-184.

while it is unreal to ask for complete equality among all educational-vocational options, it is not unreal to ask that they be considered on a more equitable basis.

Another suggestion is that guidance personnel, individually and collectively, work more closely with and attempt to influence leaders in business, labor and government regarding manpower policies of city, state, and nation. The most important principle to apply is that a society that closes alternatives of any person is less than democratic to that extent.

I would also like to suggest that vocational development be understood as an important part, but only part, of child and adolescent development. I want to get rid of vocational separatism by doing a better job of the all around development of youth, avoiding single-track curricula, pigeonholing of students, and starting the whole process no later than junior high school. The connection between educational, vocational, and personal-social counseling is intimate and important. The very self-concepts of these kids are at stake. Armor has stressed that

. . . from the point of view of society, that the counselor potentially has the greatest impact on occupational allocation, as the decision not to enter a college preparatory program is very difficult to reverse. It is typically made in the eighth or ninth grade; thus, the junior high-school counselor may be in a more important position than the senior high-school counselor.²⁹

Career counseling has been lost in the holistic emphasis upon school counseling. This is sad. ASCA and ACES ought to stress all basic categories of counseling—educational, vocational, and personal-social—and show their interactions. So should counselor education programs, both in pre-service and in-service programs of preparation.

In addition to career counseling in the lower grades, I would like to see much more stress in the curriculum on personally relevant behavioral sciences materials, including the study of the psychology and sociology of work and leisure, and practice in the processes of decision-making.

One of the best things we could do to develop favorable attitudes about career counseling of high-school youth is simply to start doing more career counseling. This means that I would place it as high on the priority list as educational and personal-social counseling; one has to be ready to provide one or the other to any youth according to his need at a given time.

29. Armor. *op cit.*, p. 54.

At the University of Wisconsin, we have just started a vocational guidance project aimed at the "specialty oriented" students in surrounding high schools. The students and their parents have been unanimously enthusiastic about the attention these youth are receiving. Moreover, the spillover from our endeavors to the attitudes and behavior of the counselors who are regularly employed in those schools has resulted in more counseling being provided by them to such youth, and these counselors feel very positive about the whole trend. This is also a good way to rid ourselves of the worst of the jack-of-all trades appellation, because if counselors are busy counseling students, they don't have time to do substitute teaching or arrange the next year's schedule of classes. Another suggestion inherent in the Wisconsin project is the advantages to all that ensue from active cooperation between the training institution and the school.

Finally, I wish to suggest a philosophical problem that we must attempt to solve, if our attitudes and behavior are to be beneficial to career counseling of youth. The problem is:

. . . If we cling to the belief that other men are our brothers, . . . all men, including millions of Americans who grind their lives away on an insane treadmill, then we will have to start thinking about how their work and their lives can be made meaningful.³⁰

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- Wrenn, Gilbert, "What has happened to vocational counseling in our schools?" *The School Counselor*, 10, 1963, 101-107.

Appendix A

Workshop Program

Sunday, June 1, 1969

- 3:00- 9:00 p. m. Afternoon and Evening Session.
3:00- 5:00 p. m. Registration—Lower Lobby.
Mr. Richard E. Nelson, Guidance and Pupil Personnel Services, State Department of Education, Topeka, Kansas.
6:30 p. m. Dinner Meeting—South Lower Lounge.
Presiding Chairman: Dr. E. G. Kennedy, Department of Psychology and Counselor Education, Kansas State College of Pittsburg, Pittsburg, Kansas.
Invocation: Dr. George Cleland, Acting Assistant Commissioner of Education, State Department of Education, Topeka, Kansas.
Banquet Meal.
Introduction of Guests: Dr. E. G. Kennedy.
Address—*Career Counseling Today*—Dr. Kenneth B. Hoyt, Professor of Education, State University of Iowa, Iowa City, Iowa.

Monday, June 2, 1969

- 8:30-11:30 a. m. Morning Session.
Exhibit Arena 3 and 4.
Presiding Chairman: Dr. Eugene Kasper, Dean of Students, Kansas State University, Manhattan, Kansas.
8:30 a. m. Address: *Formal Education and Training Programs for Career Counseling*—Dr. R. Wray Strowig, Chairman, Department of Counseling and Guidance, University of Wisconsin, Madison, Wisconsin.
9:30 a. m. Coffee Break.
10:00 a. m. Panel Discussion.
“Contributions of Vocational Education to Kansas Counselors”—Mr. Kenneth M. Hay, State Supervisor, Area Vocational Technical Schools, Topeka, Kansas.
“S. O. S.” and Private School Programs—Dr. Kenneth B. Hoyt, Professor of Education, State University of Iowa, Iowa City, Iowa.
“Contributions of Community College Terminal Programs to Kansas Counselors”—Dr. Gwen Nelson, President, Cowley County Community Junior College, Arkansas City, Kansas.

- 11:30 a. m. Dismissal.
- 1:30- 4:30 p. m. Afternoon Session.
Exhibit Arena 3 and 4.
Presiding Chairman: Mr. Jack Kugler, Counselor, Kaw Area Vocational Technical School, Topeka, Kansas.
- 1:30 p. m. Address: *Organized Training Facilities Related Directly to Recent Federal Legislation—Including Apprenticeships*—Mr. Francis A. Gregory, Special Assistant, Office of the Associate Manpower Administration, U. S. Department of Labor, Washington, D. C.
- 2:30 p. m. Coffee Break.
- 3:00 p. m. Panel Discussion.
“State Apprenticeship Programs as a Resource for School Counselors”—Mr. Tom McGinnis, Director, Bureau of Apprenticeship Training, Labor Department, Topeka, Kansas.
“State MDTA and Related Resources (Job Corps, WIN, etc.) for School Counselors”—Mr. Larry Woelhof, Manager, Human Development Training, Topeka, Kansas.
“Local MDTA as a Counselor Resource”—Mr. A. E. Goertzen, Counselor, MDTA, Topeka, Kansas.
- 4:30 p. m. Dismissal.

Tuesday, June 3, 1969

- 8:30-11:30 a. m. Morning Session.
Exhibit Arena 3 and 4.
Presiding Chairman: Dr. Richard M. Rundquist, Director, Counselor Education, Kansas University, Lawrence, Kansas.
- 8:30 a. m. Address: *USES and KSES Activities as Resources for Career Counseling*—Dr. Harold Reed, Branch of Counseling and Testing Services, U. S. Department of Labor, Washington, D. C.
- 9:30 a. m. Coffee Break.
- 10:00 a. m. Panel Discussion.
“Regional Employment Services as a Resource for Counselors”—Mr. Fred Featherstone and Mr. Arnie Solem, U. S. Department of Labor, Bureau of Employment Security, Kansas City, Missouri.
“State and Local Employment Services as a Resource for Counselors”—Mr. John Archibald, Chief of Employment Service, Topeka, Kansas, and Mrs. Mildred Horton, Supervisor of Counseling, Kansas State Employment Service, Topeka, Kansas.
- 11:30 a. m. Dismissal.
- 1:30- 4:00 p. m. Afternoon Session.
Exhibit Arena 3 and 4.
Presiding Chairman: Dr. Frank Jacobs, Research Coordinating Unit, Topeka, Kansas.

- 1:30 p. m. Address: *Vocational Rehabilitation as a Resource for Counselors*—Mr. Frank F. Hoge, Assistant Director, Vocational Rehabilitation, Topeka, Kansas.
- 2:30 p. m. Coffee Break.
- 3:00 p. m. Address: *Local Chamber of Commerce as a Resource for Counselors*—Mr. Roy Johnson, Kansas Chamber of Commerce, Topeka, Kansas.
- 4:00 p. m. Dismissal.
- 6:30 p. m. Dinner Meeting.
Banquet Room 1 and 2.
Presiding Chairman: Dr. Carl Knox, Superintendent, Unified School District 497, Lawrence, Kansas.
Invocation—Mr. Gerald L. Haney, Consultant, Guidance and Pupil Personnel Services, State Department of Education, Topeka, Kansas.
Address: *Kansas Youth as a Manpower Potential for Industrial Development*—Mr. Jack Lacy, Director, Kansas Department of Economic Development, Topeka, Kansas.

Wednesday, June 4, 1969

- 8:00-11:30 a. m. Morning Session.
Exhibit Arena 3 and 4.
Presiding Chairman: Mr. Richard E. Nelson, Consultant, Guidance and Pupil Personnel Services, State Department of Education, Topeka, Kansas.
- 8:00- 9:00 a. m. Small Group Workshop.
Evaluation Sessions.
- 9:00 a. m. Coffee Break.
- 9:30 a. m. Address: *Counselor Attitudes and Career Counseling*—Dr. R. Wray Strowig, Chairman, Department of Counseling and Guidance, University of Wisconsin, Madison, Wisconsin.
- 10:30 a. m. Open Discussion from Floor.
- 11:00 a. m. Dismissal.
- 11:30 a. m. Luncheon Session.
Exhibit Arena 1 and 2.
Presiding Chairman: Dr. E. G. Kennedy, Department of Psychology and Counselor Education, Kansas State College of Pittsburg, Pittsburg, Kansas.
Conference Wrap-Up—Dr. Kenneth B. Hoyt, Professor of Education, State University of Iowa, Iowa City, Iowa.

Career Development Workshop

STAFF

Workshop Coordinator:

Dr. E. G. Kennedy, Chairman
Department of Psychology and Counselor Education
Kansas State College
Pittsburg, Kansas.

Staff Consultants:

Dr. Kenneth B. Hoyt, Professor of Education and Head,
Division of Counselor Education
The University of Iowa
Iowa City, Iowa.

Dr. R. Wray Strowig
Professor and Chairman
Department of Counseling and Guidance
University of Wisconsin
Madison, Wisconsin.

The purpose of this first Career Development Workshop is to assist the workshop participants to adequately meet the needs of Kansas youth in the area of Career Development Counseling.

The Vocational Amendments Act of 1968 places vocational guidance and counseling as a top priority, and through such in-service workshops the counselors of Kansas will have the opportunity to work with national leaders in the field of career counseling and decision making.

It is hoped that this workshop is the first of an annual workshop devoted to the area of career development counseling, with emphasis on the area of working with non-college bound students.

Appendix B

Annotated Bibliography of Directories of Institutions Offering Post-Secondary Vocational Education Curricula

1. Accrediting Commission for Business Schools. *Directory of Accredited Institutions and Operating Criteria 1967-1968*. Washington, D. C., 1967-1968.
Section Two is a directory of accredited business schools and colleges, listed alphabetically by state. Each school is designated as a one or two year school. The administrative head, his title, and the complete address and telephone number are shown for each school given.
2. American Council on Education. *American Junior Colleges*, Seventh Edition. Washington, D. C., 1967.
 - (a) Each college description contains a section describing the curricula offered. This section is divided into transfer curricula and occupational curricula.
 - (b) Appendix Three, pages 825-906, is a curricula index. Sections are in alphabetical order by subject matter taught. Under state subheadings are listed all the junior colleges offering programs in that particular subject area. Each institution name is followed by a code indicating whether the curriculum is transfer, occupational, or comprehensive.
3. American Vocational Association. *Directory of Post-Secondary Retailing and Marketing Vocational Programs*. Washington, D. C., 1968.
Paperback published by AVA, funded by Sears, Roebuck Foundation, available free from Mr. John Hudson, Director of Post Secondary Development, American Vocational Association, 1510 H Street, N. W., Washington, D. C. 20005. Allow approximately one month for delivery. Contents include:
 - (a) Explanation of retailing and marketing vocational programs, (pp. 1-3)
 - (b) Analysis of data and data code for ensuing directory entries, (pp. 4-5)
 - (c) Directory of vocational-technical schools, technical institutes, and community junior colleges offering above programs, (pp. 7-60). Entries are alphabetical by state, then name of school. Each entry gives name and address of school, programs offered, enrollment by sex in each program. It also indicates if cooperative training is required, if an associate degree is awarded upon completion of the program, the accreditation or approval that the program has, if a placement service provides student resumes to prospective employers, if career clinics are provided for, and the person industry should contact for recruiting and participating in career clinics.
 - (d) Guide to specialized programs which is actually an index to previous entries which have specialized programs in addition to general retailing and marketing programs. (pp. 61-65.)
4. California State Department of Education. *A Directory of Occupation-Centered Curricula in California Junior Colleges and Schools for Adults*. Sacramento, 1962.
Major divisions are determined by geographic regions. A narrative-

paragraph about each school indicates if terminal vocational programs are available. An alphabetical index of schools gives brief tabular information including an indication of the type of school.

5. Cohen, Nathan M. *Vocational Training Directory of the United States*. Arlington, Virginia: Potomac Press, 1958.

This directory lists approximately 7,300 private and public schools offering approximately 700 semi-professional, technical and trade courses. Sections are by subject matter taught. Entries are grouped by state and arranged alphabetically by title under each subject matter category. Information such as courses taught, length of course, entry requirements, enrollment date, tuition and type of diploma or certificate is given in tabular form.

6. Croner, Ulrich. *American Trade Schools Directory*. Queen Village, New York: Croner Publications, 1967.

This loose leaf directory lists 3,000 private and public trade, industrial, and vocational schools in all parts of the United States. Part I is an alphabetical listing by trades taught; Part II, a listing by state and city. An amendment service is available to keep listings up to date.

7. Department of Health, Education, and Welfare, Office of Education. *Accredited Higher Institutions*. Washington, D. C.: Government Printing Office, 1964.

Part II lists professional and Technical Schools or Departments Accredited by Nationally Recognized Agencies for various occupational areas. Name and location of schools having programs in the various occupational or technical fields are given. (pp. 37-127.)

8. Department of Health, Education, and Welfare, Office of Education, Division of Vocational and Technical Education, Bureau of Adult, Vocational, and Library Programs. *Directory of Schools Offering Technical Education Programs Under Title III of the George-Barden Act and the Vocational Education Act of 1963, Fiscal Year 1967*. Washington, D. C.: Government Printing Office, 1968.

This is a directory of schools offering programs conducted in the States under Title III of the George-Barden Act and the Vocational Education Act of 1963. The information was compiled from reports made by the States for fiscal year 1967.

Entries are arranged alphabetically by state, then city. Each entry gives name and location of the school, the program or courses offered, and whether the program is a secondary, post secondary, or supplementary program.

9. Department of Health, Education, and Welfare, Office of Education, National Center for Education Statistics. *Education Directory 1968-1969, Part 3*. Washington, D. C.: Government Printing Office, 1968.

This directory lists 2,499 institutions of higher education, including colleges and technical schools. Information, presented in computer print out form, includes type of programs, such as occupational-craftsman/clerical, 2 year acceptable credit for baccalaureate. One must write to the institution listed for specific information. There is no curriculum index.

10. Department of Health, Education, and Welfare, Office of Education. *Guide to Organized Occupational Curriculums in Higher Education*. Washington, D. C.: Government Printing Office, 1962.

Table 4.—Graduates in 1961-62 and enrollment in fall 1962 in technician level engineering-related organized occupational curriculum of 1, 2, or 3 years in higher educational institutions, by type of award, ECPD accreditation, curriculum and institution: Aggregate United States. Listings are in alphabetical order by curriculum, then by states. (pp. 20-41.)

Table 6.—Graduates in 1961-62 and enrollment in fall 1962 in technician or semiprofessional level non-engineering-related organized occupational curriculums of 1, 2, or 3 years in higher education institutions, by type of award, curriculum and institution: Aggregate United States. (pp. 61-104.)

11. *Directory of Training Facilities for the Hotel and Restaurant Industry.* Washington, D. C.: Council of Hotel, Restaurant and Institutional Education, revised periodically.
Contains approximately 250 listings, including a director of schools offering training in hotel and restaurant occupations. Each entry gives name and address of school, length of program, fees, and degree or diploma awarded.
12. Eskow, Seymour. *Barron's Guide to the Two-Year Colleges.* Woodbury, New York: Barron's Educational Series, Inc., 1967.
Directory of the Two-Year Colleges is a listing by state of two-year colleges within each state. Each narrative description of the college contains a description of the programs offered in which transfer and terminal programs are designed. (pp. 73-338.)
The Vocational Programs Selector is an alphabetical listing of vocational area headings. Under each heading are listed the colleges which offer programs in that particular occupational area. The narrative description in the directory section must then be checked to determine if the program is terminal or transfer. (pp. 339-361.)
13. Fleming, Alice M. *A Complete Guide to the Accredited Correspondence Schools.* Garden City, New York: Doubleday and Company, Inc., 1964.
 - (a) Directory of Accredited Vocational and Technical Study Programs. A paragraph briefly describes materials and number of lessons in each course. One must write to the school for details, including the cost.
 - (b) College and University Correspondence Studies are listed in this section.
 - (c) This section gives addresses of the U. S. Armed Forces Institutes and lists the courses offered on the high school, college, vocational-technical school and university levels. A list is also provided of participating colleges and universities.
14. Harper, William A., editor. *1968 Junior College Directory.* Washington, D. C.: American Association of Junior Colleges, 1968.
Information in tabular form indicates if each junior college offers occupational and/or transfer programs. No specification of subject matter is given.
15. Lovejoy, Clarence E. *Lovejoy's College Guide.* New York: Simon and Schuster, 1967.
 - (a) Part 10—Career Curricula lists professional and special programs alphabetically and tells what schools offer these programs. Referral to Part 11 is necessary to determine if programs are terminal. (pp. 104-173.)
 - (b) Part 11—Rating and Description of 2,878 Institutions gives a short description of each institution. In the case of college and university descriptions it is often difficult to determine the nature of the program given. (pp. 174-396.)
16. Lovejoy, Clarence E. *Lovejoy's Vocational School Guide.* New York: Simon and Schuster, 1963.
This directory is divided into three major parts. Part one, Private Vocational Schools (pp. 16-130), includes business and secretarial

schools, trade and technical schools, schools that train for careers in the decorative arts, the performing arts, the medical field, schools for barbers, beauty operators and cosmetologists, and flight schools.

Part two (pp. 131-156), Public Vocational Schools, includes free or nominal tuition courses for several trades.

Part three (pp. 157-162), Special Courses of Study, includes home study schools, university extension courses for home study, and vocational training for the handicapped.

Entries are alphabetical by state, then city. Each entry gives name and address of school, programs offered, and the length and cost of each program.

17. Murphy, James M. *Directory of Vocational Training Sources*. Chicago: Science Research Associates, 1964.
 - (a) Schools are listed under occupational area heading. All information given is given in tabular form. This includes status, public or private; day or night classes or both; length of course in months; requirements for entering course; approving or accrediting agency.
 - (b) Alphabetical listing by state, giving name and address of institutions in each state.
18. National Association of Trade and Technical Schools. *A List of Accredited Private and Technical Schools, 1969*. Washington, D.C.: The Association, 1969.

This small pamphlet directory, revised annually, lists private trade and technical schools which have applied for and received accreditation from the National Association of Trade and Technical Schools. Each entry gives the address of the school, the administrator to whom one must write for further information, and the programs offered.
19. National Home Study Council. *The Home Study Blue Book*. Washington, D.C.: National Home Study Council, 1961.
 - (a) Part II gives occupational information by subject matter for which home study programs are available. (pp. 7-27.)
 - (b) Part IV is a directory of accredited private home study schools, alphabetical by name of school. Subject matter is given for each school entry. This is followed by an index of courses. (pp. 33-40.)
20. Patterson's American Education. Mount Prospect, Illinois: Educational Directories Incorporated, 1968.

Part II, Schools Classified, lists and classifies more than 7,000 schools by type of program. It gives the name and address of school, and name of administrator. One must write to each institution for further information.
21. Sargent, Porter. *Colleges and Specialized Schools*. Boston: Porter Sargent, 1965.
 - (a) Specialized Program Guide gives 57 career fields and the institutions that offer training in each of them. (pp. 14-38.)
 - (b) Four Year Colleges and Universities Sub-baccalaureate Studies lists academic and career programs. (pp. 133-206.)
 - (c) Technical, Industrial and Vocational Studies Programs lists programs from degree engineering to trade and vocational training. (pp. 481-544.)
 - (d) Colleges and Schools of Business and Commerce includes data processing programs. (pp. 545-644.)
 - (e) Laboratory, Health, and Medical Support Studies lists programs for medical secretaries, x-ray technicians, dental assistants, physician's aides and others. (pp. 645-666.)
 - (f) Schools of the Creative and Performing Arts places emphasis in commercial arts. (pp. 667-698.)

22. Science Research Associates. *Directory of Sources for Higher Education Planning*. Chicago: Science Research Associates, 1965.

Major divisions are determined by geographic regions. A narrative paragraph about each school indicates if terminal vocational programs are available. An alphabetical index of schools gives brief tabular information including an indication of the type of school.

Supplement to Annotated Bibliography of Directories of Institutions Offering Post-Secondary Vocational Education Curricula

1. Reginald H. Sullens, Secretary
Council on Dental Education
American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

Annual Report on Dental Auxiliary Education, 1967/68

This report gives tabular data concerning training programs for dental hygiene, dental assistants, and dental laboratory technology. In the primary table for each training program schools are listed alphabetically by state, then by name of the school. The date the program was established, the location of the school, and the name of the director of the program are given. Supplementary tables give a breakdown of enrollment in each school, based on dates in attendance, and pre-admission training of the students.

2. American Society of Medical Technologists
Executive Director
Suite 1600
Hermann Professional Building
Houston, Texas

Approved Schools of Medical Technology

This directory lists schools of medical technology approved by the Council on Medical Education of the American Medical Association in collaboration with The Board of Schools of Medical Technology of the American Society of Clinical Pathologists and the American Society of Medical Technologists.

In tabular form the name of the school is given in alphabetical order by state, city, then name of institution. Other information given includes location, college affiliation, pathologists in charge, minimum prerequisite of college, length of training in months, student capacity, approximate dates for the beginning of classes, and tuition.

A coding system indicates if only female students are admitted, if college credit is received during training, and other information of this nature.

3. American Society of Radiologic Technologists
537 South Main Street
Fond du Lac, Wisconsin 54935

Approved Schools of X-Ray Technology, 1967-68

This directory lists schools approved by the Council on Medical Education of the American Medical Association in collaboration with The Commission on Technician Affairs of the American College of Radiology.

Schools are listed alphabetically by state, city, then name of school. College affiliation, if any, is given, and the name of the radiologist in charge. The remaining tabular data indicate entrance requirements, length of training in months, student capacity and tuition. Symbol codes indicate if school admits only females, only males, if college credit is received, if degree is given after completion of combined course, if students are paid a stipend, and other information of this nature.

4. Board of Certified Laboratory Assistants
445 North Lake Shore Drive
Chicago, Illinois 60611

Schools for the Training of Certified Laboratory Assistants

Four pages of mimeographed material list alphabetically by state the schools approved by The Board of Certified Laboratory Assistants of the American Society of Clinical Pathologists and The American Society of Medical Technologists. Each listing gives the name and address of the official to be contacted for specific information.

Copies of the above described directories may be obtained within one month by writing to the address given with each entry. The addresses were obtained from the *Occupational Outlook Handbook*. Similar information concerning other occupational groups can be collected in the same manner. Although entry number two, *Approved Schools of Medical Technology*, involves a course of study for which three years of college training are required as a prerequisite, the directory is a good example of printed matter available from professional association.

Addresses for requesting further occupational information in specific occupational fields may be obtained from the following two publications.

Colgate, Craig, Jr. (ed.). *National Trade and Professional Associations of the United States*. Washington: Columbia Books, Publishers, 1969.

Gale Research Company. *Encyclopaedia of Associations*. Volume I: National Organizations of the United States. Detroit: Gale Research Company, 1968.

Appendix C

Vocational Rehabilitation Counselors

Dodge City, Kansas—Mel Peintner, 220 First National Bank Building.

Hays, Kansas—Murl Insley, Richard Isernhagen, 221 East Eighth Street.

Hutchinson, Kansas—C. D. Murphy, Loren Shulda, 217 East First.

Iola, Kansas—Lauren Caillouet, P. J. Isaacson, Portland Hotel Building.

Kansas City, Kansas—David Heap, Thomas McMorris, Carol Feldstein, 238 Brotherhood Building.

Parsons, Kansas—Wayne Shurley, 1724 Broadway.

Salina, Kansas—K. Rensberger, Building 198, Schilling Addition.

Topeka, Kansas—R. W. Loebel, Robert Palmer, R. Kasselmann, 1025 Kansas.

Wichita, Kansas—John Paul, Billie Pocock, Warren Willey, Marjorie Mallisee, Joe Finnerty, 518 East Pine.

Appendix D

Chamber of Commerce Managers

(City, Name, Title, Address, Telephone Number)

Abilene, Kansas—Mr. A. R. Pearce, Manager, Box 446, 913 263-1770.
Arkansas City, Kansas—Mr. David H. Daulton, Executive Vice-president, Box 795, 316 442-0230.
Atchison, Kansas—Mr. Olin W. Brown, Manager, Box 126, 913 367-2427.
Augusta, Kansas—Mr. John E. West, Manager, 406 State Street, 316 775-6339.
Baxter Springs, Kansas—Mr. Roy Williams, Secretary-Manager, Box 190, 316 856-3131.
Belleville, Kansas—Mr. Harold Richardson, Manager, Box 231, 913 527-5519.
Beloit, Kansas—Mr. Don Elwick, Executive Vice-president, Box 76, 913 738-2717.
Chanute, Kansas—Mr. George P. McCune, Manager, Memorial Building, 1st and Lincoln, 316 431-3350.
Clay Center, Kansas—Mr. Loy Engelhardt, Secretary-Manager, 808 Fifth Street, 913 632-3481.
Coffeyville, Kansas—Mr. Lawrence Smith, Manager, Box 457, 316 251-2550.
Colby, Kansas—Mr. Glenn Crabb, Secretary-Manager, Box 915, 913 462-3401.
Columbus, Kansas—Mrs. Corabell Spriggs, Secretary-Manager, City Hall, 316 429-2225.
Concordia, Kansas—Mr. Leon Gennette, Executive Vice-president, Box 315, 913 243-4290.
Council Grove, Kansas—Mr. Warren Gilman, Secretary-Manager, Box 227, 316 767-5413.
Dodge City, Kansas—Mr. Philip A. Berkebile, Manager, Box 939, 316 227-3119.
El Dorado, Kansas—Mr. Harlan Remsberg, Manager, Box 500, 316 321-3150.
Emporia, Kansas—Mr. I. J. DeMarco, Manager, Box 417, 316 342-1600.
Fort Scott, Kansas—Mr. James Batten, Manager, 15 North Main Street, 316 223-3566.
Fredonia, Kansas—Miss Eileen D. Carr, Secretary, Box 449, 316 378-3221.
Garden City, Kansas—Mr. Jerry L. Huggins, Executive Vice-president, Box C, 316 276-3264.
Goodland, Kansas—Executive Vice-president, Box 628, 913 899-7130.
Great Bend, Kansas—Mr. Orville Huss, Executive Vice-president, Box 400, 316 792-2401.
Hays, Kansas—Mr. Roy Davis, Manager, Box 220, 913 628-8201.
Herington, Kansas—Mrs. Irwin C. Ford, Office Manager, Box 326, 913 258-2115.

Hill City, Kansas—Mr. Everett O. Goodenow, Secretary-Manager, Box 155, 913 674-5621.

Hoisington, Kansas—Mr. A. I. Geiman, Secretary-Manager, 172 West 1st Street, 316 653-4311.

Horton, Kansas—Mrs. Connie Schlaegel, Secretary, Room 107, City Hall, 913 486-3321.

Hugoton, Kansas—Mr. John Burns, Manager, Drawer Q, 316 5441-4305.

Hutchinson, Kansas—Mr. Ray M. Faubion, Manager, 15 East Second, 316 662-3391.

Independence, Kansas—Mr. A. S. "Skeet" Jones, Executive Vice-president, Box 386, 316 331-1890.

Iola, Kansas—Mr. Ed Lewman, Secretary-Manager, 110 S. Jefferson, 316 365-1252.

Junction City, Kansas—Mr. Dan B. Loeb, Executive Director, Box 5, 913 238-5185.

Kansas City, Kansas—Mr. Richard G. Hartley, Executive Vice-president, Box 1310, 913 371-3070.

Larned, Kansas—Mrs. Bernice England, Manager, 502½ Broadway, 316 285-6416.

Lawrence, Kansas—Mr. Keith L. Winter, Manager, Box 581, 913 843-4411.

Leavenworth, Kansas—Mr. Vic Shalkoski, Jr., Executive Vice-president, Box 75, 913 682-4112.

Liberal, Kansas—Mr. Glenn E. Gavin, Executive Vice-president, Box 676, 316 624-3855.

Lindsborg, Kansas—Mrs. P. D. Langerman, Secretary-Manager, Box 191, 913 227-3706.

Lyons, Kansas—Mr. Walter C. Pile, Manager, Box 87, 316 257-2842.

Manhattan, Kansas—Mr. Lud C. Fiser, Executive Manager, Box 988, 913 778-3569.

McPherson, Kansas—Mr. Jack Groves, Executive Vice-president, Box 616, 316 241-3303.

Minneapolis, Kansas—Mr. Dale Stinson, Manager, Box 148, 913 392-3068.

Mission, Kansas—Mr. Carl F. Durso, Executive Vice-president, 5801-A Johnson Drive, 913 262-2141.

Neodesha, Kansas—Mrs. Alberta Gentry, Secretary-Manager, Box 266, 316 325-2055.

Newton, Kansas—Mr. John C. Bowers, Manager, 124 East 5th Street, 316 283-2560.

Norton, Kansas—Mr. George P. McCune, Manager, Box 269, 913 927-2501.

Oakley, Kansas—Mr. Dewey Green, Jr., Manager, Box 548, 913 672-8881.

Olathe, Kansas—Mr. Leon Decker, Manager, Box 654, 913 782-0500.

Osawatomie, Kansas—Mr. W. B. Hecke, Secretary-Manager, Box 338, 913 755-4114.

Ottawa, Kansas—Miss Peg Carr, Secretary-Manager, Box Q, 913 242-1000.

Overland Park, Kansas—Mr. Richard J. Molamphy, Executive Vice-president, Box 4276, 913 649-7205.

Paola, Kansas—Mr. M. Desgalier, Jr., Executive Vice-president, City Building,
 913 294-2126.
 Parsons, Kansas—Mr. Wayne D. Moran, Executive Director, Box 737, 316
 421-6500.
 Phillipsburg, Kansas—Mr. Robert M. Schulz, Manager, Box 391, 913 543-2321.
 Pittsburg, Kansas—Mr. Leslie A. Matthews, Executive Vice-president, Box 208,
 316 231-1000.
 Pratt, Kansas—Mr. Earl C. Swinson, Manager, 117 West Third, 316 872-5501.
 Russell, Kansas—Mr. Everett Dumler, Secretary-Manager, Box 613, 913
 483-3401.
 Salina, Kansas—Mr. Robert Whitworth, Executive Vice-president, Box 596,
 913 827-9301.
 Seneca, Kansas—Mr. Charles A. Jermane, Secretary-Treasurer, Box 206, 913
 336-2204.
 Topeka, Kansas—Mr. Richard A. Apland, Executive Vice-president, 722 Kansas
 Avenue, 913 234-2644.
 WaKeeney, Kansas—Mr. Richard S. Courtney, Manager, Box 276, 913
 743-2077.
 Wellington, Kansas—Mrs. Grace Malcolm, Manager, 210 South Washington,
 316 326-7466.
 Wichita, Kansas—Mr. Richard Dale Upton, Executive Vice-president, 121
 North Broadway, 316 363-1247.
 Winfield, Kansas—Mr. Jack J. Higgins, Manager, Box 640, 316 221-2420.
 Girard, Kansas—Mrs. Eunice Glad, Secretary, 203½ South Summit, 316
 724-4715.

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