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The Students' Conception of the Informational Services Function at the High School Level

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This research is a product of the graduate program in Educational Psychology and Guidance at Eastern Illinois University. Find out more about the program.

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THE STUDENTS' CONCEPTION OF THE INFORMATIONAL

SERVICES FUNCTION AT THE HIGH SCHOOL LEVEL
(TITLE)

BY

CALVIN B. CAMPBELL

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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CHAPTER I

BACKGROUND AND THEORY

A vital problem today in the United States is the harmonizing of personal achievement with the needs of a society many times larger and more intricate than that of early days. Educators have become dramatically aware of new obligations in an era when full utilization of all talents is essential to the nation's future well being. The responsibility of today's educators is to provide school experiences that will inspire, among all students if possible, the unusual rather than the perfunctory effort.

Concern for vocational development, as one aspect of an individual's total development, offers a medium for realization of individual potentialities. Appropriate attention to this development through guidance and counseling programs will serve the student and, ultimately, society. Through an adequate career program the student should develop a more realistic picture of the role he will play in the world of work. A second goal of the career development program should be to promote maximum incentives for achievement, particularly by associating the values of the student's studies with that of his vocational and personal aspirations.

Educating for vocational development cannot be the exclusive job of any one person on the school staff. All must share the responsibility, including counselors and teachers alike. But in the final analysis the success of this endeavor will depend to a great extent on the high school counselor and the part he plays.

The schools of today have a vastly different job to do than they did a generation ago. This difference is not just the result of an increasing recognition of the importance of human worth and dignity. Nor is it due only to the disturbing national welfare appraisals of the moment. Rather, a most important reason for the broadening interest of the school in individual potentialities and their realization is simply the growing complexity found in the past twenty years.

One of the striking features of contemporary life is the explosive rate of technological change and the increasing complexity of our social organization. In America today many youth find that they are not prepared to deal with this complex society after leaving school. Jobs now require more mental capability, fewer physical skills, a higher educational attainment at the entry level, and greater versatility or adaptability in the worker over his productive lifetime.

Perhaps the most far-reaching of new economic developments is the rapid trend toward automation in industrial production. A first major phase of the Industrial Revolution involved a replacement of human and animal energy with energy derived from coal and waterpower, with a subsequent increase in conversion to machine energy. In the mid-1800's men and animals supplied a greater percentage of energy for work than is true today. The conversion to machine energy is approaching one hundred per cent today.

In the future the replacement of a very large proportion of the human operators of the machines by mechanisms which possess faster reaction times is indicated. Industry has now developed machines that are automatically regulated with their own "brains." These developments will

bring about a fundamental change in the whole process of production. Whereas in the past mechanical or electronic devices have been used to control automatically a single operation of a single machine, industry now has the beginning of a process by which a whole assembly line is operated with little or no human intervention. Just exactly what the full impact of automation on human labor will be is a matter for speculation, but it appears that the character of the labor force in our society will change considerably.

Much of the social unrest found in the early 70's has been the result of a steady decrease in the availability of jobs for the unskilled, and a simultaneous increase in the number of young people who are totally unprepared to meet the demands of skilled employment in our technological age.

These all tend to sharpen the line between idleness and employment, dependence and independence, hopelessness and fulfillment. The trouble with the analysis, however, is that it places the blame on the job, the market, society, everywhere but in the schools and colleges.

Marvin J. Feldman, program officer of the Ford Foundation, stated that the reason there are more unskilled workers competing for fewer jobs within their capabilities is that the schools have failed to prepare the beginning worker for today's world of work.[1]

The deficiencies in our present educational programs have been exposed by a number of authors. These deficiencies are all fairly evident to both the lay public and professional educators. There has been very little progress made in bringing outmoded training facilities into line with on-the-job working conditions.

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[1]Marvin J. Feldman, _Making Education Relevant_, Prepared for the Governor's Conference on Education, State of New Jersey, Rutgers University, April 2, 1966 (New York: The Ford Foundation, 1966), p. 2.

It is possible that the educational program today has been allowed to remain many years out of date because of the nostalgic relationship of the program to the adults who look back to their "good old school days." However, youth enrolled in the schools today are inclined to be more mature and somewhat more discriminating concerning their educational services than were students some years ago.

The decline of jobs available for high school graduates and the ever increasing technological demands of industry for trained manpower prompted the U.S. Congress to pass the Vocational Education Act of 1963. A statement of the purpose of the Act, Public Law 88-210 follows:

> . . . authorized federal grants to states to assist them to maintain, extend and approve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the state--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.[2]

This act encouraged significant expansion of vocational guidance programs and was updated in the Vocational Education Amendments of 1968 (PL 90-576) to encourage the use of vocational education funding for vocational guidance and a cooperative working relationship between vocational education and vocational guidance.

Kenneth B. Hoyt stated that with such great support coming from such important people, it would seem that counseling and guidance services must

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[2]James A. Rhodes, Vocational Education and Guidance: A System for the Seventies (Columbus, Ohio: Charles E. Merrill Publishing Company, 1970), p. 26.

be destined to play an important role in career education.[3] If this be so, then it follows that the effectiveness of such services will be subject to careful and continuing evaluation. It is not too early to begin establishing the basis for such evaluation.

The school counselor who wishes to facilitate this cooperative working relationship between vocational education and vocational guidance must possess some understanding of the factors which bear upon these students as they move toward vocational choice. For the counselor to maintain a set of occupational files is inadequate. Instead, programs need to be devised to improve the students' use of the information.

There is an abundance of information written about how counselors can disseminate both educational and occupational information to the students in our schools. In fact, the majority of the articles found in professional literature of the 1970's discuss the preparation and dissemination of occupational information.

Perhaps less effort should be devoted to novel ways of disseminating information and more effort given to helping students learn to use the information. With this thought in mind it was decided that an investigation into the relationship between the career development information and counseling services offered by selected Illinois high schools and the students' perceptions of these services would be beneficial.

I. PROBLEM

Statement of the problem. The purpose of this study was to determine the students' perception of the career development information guidance services as found in their respective high schools.

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[3]Kenneth B. Hoyt, "Career Education and Career Choice," American Vocational Journal, VLII (March, 1972), 84.

II. ASSUMPTIONS

The assumptions to be used for the investigation. It was necessary to assume for this investigation that: (1) the selected students responsible for the completion of their questionnaire would be accurate in their responses; (2) the guidance directors responsible for the completion of their questionnaire would be accurate in their responses.

III. INTRODUCTION

Introduction to the study. During the summer of 1971, students from throughout the state of Illinois registered as freshman for Fall Quarter classes at Eastern Illinois University. A group of these students were asked to complete a questionnaire that had been designed to find out how much they knew about their school's informational services. The students were also asked to evaluate the counseling they received.

A second questionnaire was sent to the guidance directors of the sampled students' respective high schools to find out exactly what informational materials and services were available.

In the final analysis it was hoped that a relationship could be found between actual informational materials and services available and the perceived materials and services available. If it was found that the students had not been aware of career information materials and services this might indicate a need for the concerted efforts of their college advisors both to bring to the attention of their advisees the career information materials available and to offer career counseling.

IV. HYPOTHESES

I. Students and guidance directors have the same general perception of the educational information that is available in their respective high schools.

II. Students and guidance directors have the same general percep-
tion of the occupational information that is available in their respective
high schools.

V. LIMITATIONS OF THE PROBLEM

Educational research studies have an inherent weakness in that sev-
eral extraneous variables may influence the results of the research pro-
ject. Some of the variables in this study are reported as follows:

I. Sampling error. Any research that uses sampling is naturally
subject to sampling error. While it is true that survey information has
been found to be relatively accurate, there is always the one chance in
twenty or a hundred that an error more serious than might be caused by
minor fluctuations of chance may occur.

II. Survey information. Survey information ordinarily does not
penetrate very deeply below the surface. The scope of the information
sought is usually emphasized at the expense of depth. The survey seems
best adapted to extensive rather than intensive research. Other types of
research could better answer "why" the students responded as they did.

III. Student response. The student answered the questionnaire while
registering for Fall quarter classes at Eastern Illinois University. The
student was therefore temporarily lifted out of his or her own social con-
text, which may make the results of the questionnaire invalid. The coun-
selor administering the questionnaire assured each student that the results
would be held in confidence. Nevertheless, the situation the students
found themselves in may have affected the responses to the questionnaire.

CHAPTER II

THE PLACE OF THE INFORMATIONAL SERVICES

FUNCTION IN THE TOTAL GUIDANCE PROGRAM

Many leading educators in the nation think that career guidance has thus far failed to make any appreciable contribution to the decision-making process of today's youth. A substantial proportion of students do not appear to be making a successful transition from high school either to further training or to the world of work.

Although the guidance the youth are receiving in the schools today is not totally responsible for this situation, improvement in the guidance programs could lead to more realistic career choices by the youth leaving high school.

The findings of a national survey conducted in 1968 by R. E. Campbell and others indicated that the root problem appears to be the attempt of high schools to offer more career guidance services than they can effectively provide with their current resources. The survey also indicated that only a very few programs have implemented innovative career guidance methods and techniques.[4]

Traditionally guidance has been introduced to the student when he entered high school. The typical approach used by counselors when involved in "vocational counseling" has been to provide the student with a collection

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[4]R. E. Campbell, et al., Vocational Guidance in Secondary Education: Results of a National Survey (Columbus, Ohio: The Ohio State University, The Center for Vocational and Technical Education, 1968).

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of related services before he enters training, selects an occupation, or begins to work. Guidance programs operating on this principle rely heavily on individual interviews, testing, and occupational information. The focus tends to be on diagnosis and prescription at a point in time.

I. THE USE OF OCCUPATIONAL INFORMATION IN VOCATIONAL DECISION-MAKING

The guidance and counseling program in too many of our public schools has become a one-to-one relationship between counselor and student, limited to those students with personal problems and those selecting colleges. When engaged in vocational counseling there are many counselors who subscribe to the differential aspect of counseling. They assume that the individual guidance counselor must assume the major role, if not the total responsibility, and believe that if they get enough occupational information in written handbooks or on computers they will be able to solve the problems of all students. This concept centers the guidance activities around the counselor at a point in the high school career of the student when he is ready to make a choice and limits the program to essentially occupational information.

A definition which encompasses a broader concept of a vocational guidance program might be to acquaint the individual with various ways in which he may discover the use of his natural endowment in addition to special training available from any source so that he may live and make a living to the best advantages to himself and society. Donald Super, a contemporary leader in the field of guidance, suggested the following as a definition for a guidance program:

> Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against

reality and to convert it into a reality with satisfaction to himself and benefit to society.[5]

It would be possible to organize a total guidance program based upon any of these stated concepts of guidance. But all of these definitions seem to be based on the assumption of the "reason" approach in education, and ignore completely the place of emotion in occupational choice. A review of the guidance literature of the 1970's would indicate that much of the guidance research today is aimed at the development of better occupational information materials and improved delivery systems for impacting these materials upon people.

Perhaps the limitations of the guidance program are centered in the very limited concepts of student services in which the guidance counselor himself, supplemented by paper and pencil; tests; and written occupational information, constitutes the major resource of the guidance program. While written information about occupations is important, this information must be integrated into the total guidance program. The materials, by themselves, are quite ineffective in helping youth to make decisions concerning themselves or occupations. The materials taken as they come from various sources tend to ignore the social and economic backgrounds of the people, the emotions of the individual, the reading capabilities of the person involved, and the lack of personal relationship between the materials and the individual.

Furthermore, there is little research to show how students actually use occupational information or how this knowledge develops. Very little is known about what types of occupational or educational information is used by students in decision-making. A study by Julian L. Biggers in 1971

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[5]Donald Super, The Psychology of Careers (New York: Harper and Brothers, 1957), p. 197.

attempted to answer some of these questions when he explored how occupational information was used by students and whether there was a developmental trend in the use of information in decision-making.[6] In this study vocational decision-making was defined as the student making a choice when more than one alternative was available to him. The individual must evaluate and decide among the alternatives. It was assumed that the student would use information known about an occupation to evaluate alternatives in the decision-making process. This study attempted to determine which types of information actually are used.

The second aspect of the study was devoted to testing the assumption of increased maturity to manipulate and use occupational information with increased age and experience. The developmental approach, while implicit within the concept of vocational life stages, had seldom been tested.

The author, using 294 boys from grades four, six, eight, ten, and twelve, found that a variety of informational categories were used in making vocational decisions at all grade levels. However, the general category "Type of Work" dominated the use of other more specific categories. Secondly, the author found no developmental trend in the use of information in vocational decision-making in the groups sampled. Increased age and experience did not result in any significant change in the magnitude, ordering, or number of informational categories used in decision-making.[7]

If time, effort, and money are to continue to be expended upon the preparation and dissemination of occupational information, then programs must be devised to improve the students' use of the information. Based

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[6]Julian L. Biggers, "The Use of Information in Vocational Decision-Making," The Vocational Guidance Quarterly, IXX (March, 1971), 171-76.

[7]Ibid., p. 176.

on the conclusions reported in Biggers' study, high school seniors are as limited in their ability to use information in vocational decision-making as they were in the fourth grade. Increased age and school experience do not appear to improve materially the students' use of occupational information in decision-making. The ability to use information when deciding between two or more occupations might well be different from the ability to recite information about the occupations separately.

It would seem that less effort might be devoted to novel ways of disseminating information and more effort given to helping students learn to use the information. The guidance program beginning in the elementary grades must recognize this need and plan appropriate experience to increase the students' ability to use information in vocational decision-making, which is the reason for disseminating vocational information in the first place.

It would seem that guidance personnel have been so concerned with the process of guidance that they have failed to take any responsibility or interest in the product. All too often, the housekeeping chores and the attention required by students with acute problems consume all of the counselor's time, making it extremely difficult for the counselor to focus much attention on career information--college bound or non-college related.

Counselors and teachers quite often lack current information about existing and emerging career opportunities in business and industry. This information, unfortunately, cannot be acquired by occasional visits to a business or by participating in a brief workshop or institute relating to career guidance. In fact, even with complete and up-to-date files of occupational information, the student often will not profit from these well stocked files. Although such concepts of the new computer-based vocational

guidance systems may be useful, the acute nature of the career guidance

problem demands that still more radical interventions be made.

The problems relating to career guidance, especially those involving

non-college related programs, are complex and require profound attention.

To meet current and future challenges in the emerging career opportunities

that will be available demands that the traditional focus on a single edu-

cational or occupational choice at a given point in time give way to a

more comprehensive view of the student and his career development. Devel-

opmental guidance programs and activities must be derived from the needs and

goals of the people and institution to be served rather than from a tradition-

based collection of related services.

This means that the roles of school counselors, teachers and others,

as well as the nature and content of guidance programs, will be determined

partly by the population and conditions in the communities the programs

serve.

It means that those who plan and implement the programs must be able

to assess individual and institutional needs, determine goals, state per-

formance objectives, decide on appropriate activities, and devise appro-

priate evaluation procedures.

Norman C. Gysbers and Earl J. Moore have developed a "needs-assessment,

goal-setting" approach to the development and implementation of a guidance

program.[8] They think this is especially relevant for school counselors who

have tended to become process-oriented and reactive in the traditional pat-

tern of services. The new approach will require them to expand their base

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[8]Norman C. Gysbers and Earl J. More, "Career Guidance: Program Con-
tent and Staff Responsibilities," The American Vocational Journal, VLII
(March, 1972), 60-62.

of operation, choice of activities and techniques, and sense of mission. It will get them actively involved in the educational mainstream at all levels.

Gysbers and Moore suggest that the first step in establishing a career guidance program along these lines is to assess individual and institutional needs. It can be accomplished in several ways; by using the current program as a base, by going to authoritative sources outside, or by getting the opinion of persons in the school and community to be served. Generally, need statements are derived from a combination of these three procedures.

According to Gysbers and Moore the next step is to use the collected need statements to establish the goals to be accomplished. At this point goal priorities are determined; those that can be attained with reasonable expectation are rank ordered.

The third step is to make the goals operational by stating program and student performance objectives. These objectives are written to indicate the type of outcome to be expected so that evaluation can be made. Finally, activities to accomplish the performance objectives are carefully matched with those objectives.

One of the bodies of knowledge from which the content of career guidance programs is being derived is career development theory, research and commentary. Statements of student needs, goals, objectives, activities and outcomes are being drawn from this literature, and along with input from other sources, are being brought together in comprehensive career education programs--kindergarten through adult.

Gysbers and Moore suggest that all students at all educational levels are capable of career consciousness and that it develops throughout the

life span as a result of a continual process of internalization of knowledge and skill in four domains: (1) self knowledge, (2) work and leisure knowledge, (3) career planning knowledge and skill, and (4) career preparation knowledge and skill.[9]

These same authors suggest that career guidance content can be developed directly from the knowledge and skill derived from the first three domains and indirectly from the last one. The last, and the largest in terms of content, forms the basis for basic and vocational education programs.[10]

Using this format the counselors are involved with other school personnel and lay personnel from the community in examining the school's guidance practices and responsibilities from a career development perspective.

II. INTEGRATING OCCUPATIONAL INFORMATION WITH COUNSELING

In the early years of the vocational guidance movement it was thought that the counseling task was essentially one of disseminating occupational information. It was assumed that the guidance personnel in possession of the facts about various jobs would be in a position to decide, rationally and without great difficulty, which job would be best suited for the client. This is the old trait-and-factor prediction theory that used to be of prime importance under a "matching men and jobs" approach to vocational guidance. While the guidance profession has now gone far beyond any such oversimplified view of vocational guidance, the question of probable outcomes for various possible decisions remain an important part of the career decision-making process.

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[9]Ibid., p. 62.

[10]Ibid.

An evaluation of programs for the dissemination of occupational information has shown that one serious stumbling-block is the person's lack of any real knowledge of his own assets and limitations. Therefore, to assist the client in understanding his qualifications for various jobs, tests are used. An adequately validated standardized test will provide a client with useful information about his own potentialities. A counselor will probably find that the administering of tests to a client will be well worth the effort and expense involved, unless, of course, there is some simpler way of obtaining comparable information. For some clients, test results broaden their view and suggest promising possibilities they have not been aware of before. For others, test results tend to narrow down the range of possibilities to be seriously considered.

Recently, counselors have become aware of the importance of complicated attitudes and emotional factors possessed by clients when they attempt solutions to the most simple of vocational decisions. Here, diagnostic tests are of limited usefulness, and skill in facilitating self-exploration during counseling has been emphasized.

The aforementioned thumb-nail sketch of how vocational counseling has progressed from the "matching men and jobs" concept, through testing to the counseling phase should serve as an introduction to just when and how various kinds of information may be brought into the counseling process.

Occupational Information in the Counseling Interview.

With individuals as different as they are and possible vocational plans as numerous as they are, counselors should not expect to be able to set up any one standard procedure for counseling all individuals. However,

this section will present certain guiding principles that can be applied in most vocational counseling sessions.

When engaged in vocational counseling sessions with a client the counselor must be considerate of the client's time. As an example, the client should not be expected to acquire detailed information about possible job opportunities that are completely irrelevant for him. This means that usually the facts about jobs should be introduced in the counseling sessions after the client has had an opportunity to take tests designed to get at his particular strengths and weaknesses.

Another reason for not introducing facts about any one particular occupation into the series of counseling interviews too soon is that it is possible that a strong mental set in favor of one kind of career plan may be built by the client. Later, the client may be unable to accept evidence suggesting his own unfitness for this particular occupation, or to consider alternate plans more in line with his abilities. In keeping with this same line of reasoning Leona Tyler does not recommend that students be required to make a thorough study of any one occupation. She states that,

> . . . Courses to acquaint boys and girls with these important facts about our society can be an important part of general education. Much less, however, can be said for the common practice of requiring each person to make a thorough study of one occupation in which he thinks hs is especially interested. It is at this point that the class takes over a function that it cannot discharge satisfactorily. In selecting an occupation for special research, the student is too likely to do casually and lightly something which should be done by only after intensive thinking based on a thorough knowledge of his own psychological assets and liabilities. If good career plans could be made as simply as this, the whole vocational counseling movement would be superfluous. Furthermore, by choosing an occupation and learning more about it than he knows of any other, a person may set his thinking in a rigid mold that does not really fit him. Thus the assignment may turn out to have been not just useless but positively harmful. Classes in occupations should not attempt to carry the whole burden of vocational choice. Facts needed by individuals about their own particular vocational

plans should be brought into some sort of relationship with individual counseling.[11]

Furthermore, besides wasting the time of both the counselor and the client in introducing occupational information prematurely, this counseling time can be more valuable in the long-run by bringing out subtle attitudes that the client may have with requirements to work in general.

It is important for the counselor to so structure the counseling interview that it will be the client who will reach the point of making a rational use of occupational information. If the counseling sessions are successful the client will develop self-clarification, self-understanding and self-management when considering life goals. Therefore, for the counselor's blunder into the client's thoughts with some oftentimes unrelated factual information could cause a breakdown in the essential structure of the counseling relationship. This should be a hint to the counselor to let the client have plenty of opportunity for the expression of feelings and attitudes.

A number of counselors allow the client to explore occupational opportunities of his own and then schedule a counseling session to clear up any uncertainties, conflicts, or other client misconceptions. During these counseling sessions it is especially important that the counselor maintain his understanding and non-judgmental attitude. The counselor must not take it upon himself either to justify existing occupational requirements or to sympathize with the client's protests. For the counselor to bring in his own view at this point is to deflect the interview from its purpose, which is not the sharing of views on controversial issues but the accurate

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[11]Leona E. Tyler, The Work of the Counselor (New York: Appleton-Century Crofts, 1969), p. 130.

mapping of realistic situational possibilities for this particular client.

It is at this point that many counselors will question whether the individual client can accurately assess the information he finds out about himself. These same counselors think that perhaps the student can be involved in self-deception.

However, Boy and Pine would counter these viewpoints by stating:

> To the empathic counselor, the issue is not what external source provides the most accurate information about the client. The sensitive counselor is interested in the perceptions of the student even though these perceptions would be considered inaccurate by others. For the student, his perceptions are truth and reality, they are "facts." His behavior is a function of his perception. His (the student's) behavior will change when his perceptual field changes--when the map of his psychic territory changes.[12]

It is in using this counseling technique that the counselor involves himself in an empathic relationship with the client. The counselor trained in this counseling technique can actually experience the students' perceptions and subsequently this will enable the clients to see themselves in a new light. Information external to the perceptions of the client is not utilized by the counselor. These external perceptions are of no concern to the counselor until the client has effectively dealt with the emotional components of his concerns and is ready to function on a cognitive level. It is at this point in the series of counseling sessions that the counselor introduces the client to several sources for the information that is specifically requested. At this point in the client-centered counseling process, where the student is becoming more independent and capable of handling his problems and his life, the counseling relationship tends to move toward an informational relationship.

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[12]Angelo V. Boy and Gerald J. Pine, The Counselor in the Schools: A Reconceptualization (Boston: Houghton Mifflin Company, 1968), p. 210.

Patterson indicates how occupational information may be given in vocational counseling without violating the basic philosophy and attitudes of client-centeredness. He suggests the following views as being consistent with client-centered principles:

1. Occupational information is introduced into the counseling process when there is a recognized need for it on the part of the client. This need may be directly expressed, or it may be inferred by the counselor. In the latter case, the counselor makes known the existence and availability of information which the client may then decide to obtain and use.

2. Occupational information is not used to influence or manipulate the client. Some of the uses of occupational information which have been proposed either overtly or implicitly condone putting pressure on the client to abandon an apparently unrealistic goal. The counselor does not protect the client from reality but accepts the assistance of reality. There is a line, however, between objectively providing the client with information and opportunity for reality experiences, on the one hand, and, on the other, manipulating him toward a predetermined outcome of the "counselor knows best" variety.

3. The most objective way to provide occupational information, and a way which maximizes client initiative and responsibility, is to encourage the client to obtain the information from original sources, that is, publications, employers, and persons engaged in the occupations. This approach is rather widely recommended and practiced. In principle it seems to be highly desirable. It not only capitalizes on the responsibility of the client but avoids the subjectivity, selection, bias, and error which may be introduced by the counselor.

4. The client's attitudes and feelings about occupations and jobs must be allowed expression and be dealt with therapeutically. . . . we can see that the vocational counselor must be prepared to work therapeutically with emotional reactions and attitudes to (apparently) objectively presented information. Information which is inconsistent with the self-concept may be rejected, ignored, forgotten, and sometimes not even heard (perceptual defense). In such instances, intellectual reasoning or argument is not likely to be effective. A therapeutic counseling approach will be more effective.[13]

The value of integrating occupational information into the counseling

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[13]Cecil H. Patterson, "Counseling: Self-Clarification and the Helping Relationship," in Man in a World at Work, ed. by Henry Borow (Boston: Houghton Mifflin, 1964), pp. 453-455.

interview cannot be denied. However, it is important that the counselor

utilize suggested techniques of just when and how the various kinds of

information may be brought into the counseling process. If the counselor

ignores the existential principles of client-centeredness with the intro-

duction of such information then not only will the client fail to develop

but actual damage may result.

Providing Occupational Information in Groups.

An experienced counselor in a school setting soon becomes aware of

the recurrence of similar problems in different individuals. He may also

become aware not only of the variety of causal factors in human problems

but of the common causal factors that reappear so frequently in different

individuals with similar difficulties. These causal factors invariably

appear in unique combinations in the lives of different persons. The ac-

tive cooperation of the individual is usually essential in seeking causes

and in resolving the problems. This means mutual study and learning by

both counselor and counselee--a highly time-consuming process in individual

interviews.

A large part of any counselor's time is engaged in parallel experi-

ences with individual counselees. Some of this repetition is essential,

but some is also quite needless and even undesirable. Experience in group

study in which the various clients examine some of their common problems,

though not necessarily in relation to their own particular difficulties,

has proven quite effective.

In fact, the occupational information aspect of vocational guidance

has placed emphasis upon group procedures from the very start. Here was

specific content for courses and textbooks that lent itself readily to the

traditional type of classroom instruction. The phases of vocational guid-
ance that relate to appraisal of interests and abilities, to techniques of
vocational and educational planning, to job orientation and advancement,
and to continuous occupational adjustment have been introduced more slowly
into group procedures, but are increasingly accepted in special courses or
in units in various curriculum areas.

Before initiating group procedures in the school the counselor should
have some formulated objectives for the program. Donald P. Hoyt suggests
a list of four objectives that could be considered when initiating a group
vocational guidance program. These objectives are:

(1) . . . (to increase) satisfaction with vocational choice,

(2) (to increase) certainty of vocational choice,

(3) (to increase) realism of vocational choice, and

(4) (to increase) the appropriateness of certainty in terms of
realism.[14]

When working with a group it becomes of paramount importance that the
counselor become involved in the process of this type of counseling. It is
not enough for the counselor to have an academic knowledge of how work with
groups is carried on. The counselor should also have had actual experience
in working with groups. This experience should ideally come while under
the supervision of an experienced counselor educator.

The successful work with groups will probably not much resemble tra-
ditional educational processes. Traditional teaching methods--at the high
school level at least--are primarily technique-oriented. Successful group
work more closely resembles the kind of educational methods that are used

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[14]Donald P. Hoyt, "An Evaluation of Group and Individual Programs in
Vocational Guidance," in Vocational Guidance and Career Development: Selected
Readings, ed. by Herman J. Peters and James C. Hansen (London: The Mac-
millan Company, 1966), p. 284.

in the elementary grade levels. There a specific sequence of activities
is practiced to <u>involve</u> youngsters in the things they are learning. As
was stated by Patterson in the previous section, ". . . Information which
is inconsistent with the self-concept may be rejected, ignored, forgotten
and sometimes not even heard (perceptual defense)."[15] Therefore, as leaders
of groups the counselors need to disregard those traditional teaching meth-
ods of "telling" the student about occupations. A frequent abuse of group
counseling sessions is that the counselor tends to monopolize the sessions
by "lecturing" to the students in the group.

Group counseling seems to fall into two basic categories of function-
ing; one of these is represented by the open ended, freewheeling kind of
group. Little planning is done for such a group by the counselor; group
experiences are simply handled as they arise. In the other category, the
counselor takes a decidedly active role. He engages in extensive pre-
planning in an attempt to control group processes as they occur in order
to steer them toward predetermined ends.

The open-ended procedure is an advantageous instrument for the coun-
selor if he is dealing with disturbed people in therapy, or with people
from backgrounds so diverse that there is no common goal to which the group
is oriented. In these situations the open-ended organization is valuable
in producing needed insights or a common orientation. However, when a
counselor is dealing with mature students from a homogeneous background,
some structure applied by the counselor may prove valuable.

Fullmer and Bernard summarize the mechanics of a structured group
by stating:

(1) . . . the counselor and the group agree on a task;

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[15]Patterson, p. 454

(2) as discussion takes place, members of the group react in different ways to the ideas that are presented by others;

(3) from time to time, someone attempts to criticize, clarify, or interpret the content of the discussion;

(4) someone else takes issue with the criticism or interpretation;

(5) further efforts are made to achieve a synthesis of ideas already presented, or to bring out new ideas.[16]

There can be many types of tasks for the structured group to accomplish when exploring future occupational choices. As an example they may attempt to find out how they feel about various occupations or perhaps explore the career advantages and disadvantages of a group or cluster of occupations.

A task gives the group a sense of purpose. It provides a common denominator for individual reactions, and at the same time provides a subject basis for transmitting factual knowledge in a teaching-learning situation. The task also enables each group member to see how other individuals perceive various opportunities in the world of work and abilities required for admission to various occupations.

The counselor should keep in mind that a task is not the same as the means used in accomplishing it. It is important to understand that a group functions to accomplish a task; however, by the nature of its functioning, it may accomplish other tasks as well. For example, the task may be to learn as much as possible about the educational and personal-social requirements for entrance into the medical field, but in the course of finding out about these requirements a group participant can also learn a great deal about his own possible qualifications for this type of work.

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[16]Daniel W. Fullmer and Harold W. Bernard, Counseling: Content and Process (Chicago: Science Research Associates, 1964), p. 185.

The student's interpretation of the particular occupation, the educational requirements for admission, and his justification for looking upon this particular occupation in a favorable way provide him with interpretations of himself.

The process of a structured group is designed to be liberating for the individual by making him more open to experience and less constricted by a rigid internal system for construing meaning and ordering experience. Process is important because it tends to internalize liberating attitudes to replace the rigidity aspects that the individual formerly exhibited.

Providing occupational counseling in groups can be a promising method of meeting the needs of school age youth as they search for factual information and concepts needed for wise career choice. However, counselors should realize that group work requires carefully trained personnel to supervise it.

There are certain prerequisites that should be fulfilled before a group begins operating. The conditions that are required for a counseling group to be productive are similar to those required for success in any other learning situation. Fullmer and Bernard state that these five basic conditions are:

1. The counselee sees a need to achieve something.

2. The counselee is secure enough in the situation to feel able to look at ideas and feelings threatening him.

3. The group setting provides a basis for the person to check the reality of his perception of himself.

4. According to his perceived need for new skills in relating or performing, the counselee receives help in discovering new ways of acting.

5. The counselee has an opportunity to rehearse and practice these new skills or ideas until he feels as competent in using them as he did in using the ones he had before.[17]

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[17]Ibid., p. 191.

CHAPTER III

DESIGN OF STUDY

The data for the research was collected by means of two separate questionnaires. A random sample of the total number of entering freshman at Eastern Illinois University during the Fall Quarter, 1971, was selected to serve as subjects. The size of the sample was originally 115.

A second questionnaire was mailed to the directors of guidance in the high schools represented by the sampled students. One hundred high schools were sent questionnaires. It was found that several students came from the same high school.

By using the results from the guidance director's responses to their questionnaire the researcher determined the extent of the school's sources of both educational and occupational information. The students completing the questionnaire gave their opinion of what was available in the area of educational and occupational information in their respective high schools.

I. DESCRIPTION OF POPULATION

The population used for the study consisted of 1452 freshman students registering at Eastern Illinois University for the Fall Quarter, 1971. The students, all 1971 high school graduates, came from almost every geographical area in the state. These students graduated from schools with an enrollment as small as 150 to schools with student populations of over 3600.

Sample Selection

The sample subjects used for this study represent a portion of the 1452 students registering as first quarter freshman at Eastern Illinois University. The sample was randomly selected by asking every tenth student to register to complete the questionnaire. A total of 115 students completed the questionnaire. This sample size represents a little under 10% of the total population considered. As there were students from the same high school included in the sample it is important to note that 100 high schools were represented.

II. RESEARCH DESIGN

The researcher of this project employed a 2 x 2, or four-fold, contingency table to facilitate the study and analysis of the following: (1) the relationship between the existing educational information in the sampled high schools and the student's perception of this information, and (2) the relationship between the existing occupational information in the sampled high schools and the student's perception of this information. A chi-square test for independence was obtained to test the significance of the research.

The independent variable, the students and guidance directors, already possess a natural dichotomy. The opinions of the guidance directors and the students as to whether the career information is either limited or extensive will be dichotomized along two separate and distinct levels. These opinions from guidance directors and students will represent the dependent variable.

A questionnaire was employed to obtain the responses from both the guidance directors and the students. The data for the research are the respondents' answers to items found on the questionnaire.

It was expected that the students would express the opion that both the educational and occupational information available in their respective high schools was adequate. It was also expected that the guidance directors would express the opinion that both the educational and occupational information in their respective high schools was adequate.

III. DESCRIPTION OF INSTRUMENTS

<u>Questionnaire Design</u>

The major instrument of this investigation was the questionnaire. Both the sampled students and selected guidance directors completed the questionnaire. The primary purpose of the two questionnaires was first to determine the students' perception of their schools' career information services, and secondly to learn of the actual available materials in these schools.

According to Ferber, Blankertz and Hollander the questionnaire is a most satisfactory method of obtaining correct data for a study. However, they caution the researcher that the construction of a questionnaire involves consideration of a number of different aspects, of which the principal ones are the general form of the questionnaire, the personal differences of the research in interpreting responses, the organization of the questionnaire, its physical layout, and, of course, the wording of the questionnaire.[18]

<u>Questionnaire: item selection</u>. Since the primary purpose of the questionnaires was to determine not only what career information actually exists in these sampled high schools, but also to determine the student's perception of the sources, the items used to identify the sources were identical on both questionnaires.

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[18]Robert Ferber, Donald F. Blankertz, and Sidney Hollander, Jr., <u>Marketing Research</u> (New York: The Ronald Press, 1964), p. 272.

The text, Administration of Guidance Services by Raymond N. Hatch and Buford Stefflre and the guidelines established by the National Vocational Guidance Association were consulted when the individual questionnaire items were composed.[19]

A sample of both questionnaires used in the study may be found in Appendix A and B of this paper.

IV. STATISTICAL DESIGN

Data to be used in this study came entirely from the results of the two questionnaires given to both students and guidance directors.

The chi-square test was used to determine whether or not frequencies which will be obtained empirically differ significantly from those which would be expected under a certain set of theoretical assumptions. As some measure of the difference between observed and expected frequencies had to be obtained, the researcher has referred to the chi-square test. The test can be defined as follows:

$$x^2 = \frac{(fo - fe)^2}{fe}$$

fo = observed frequency
fe = expected frequency

The chi-square table was used in an attempt to show a significant difference between the two tested groups at the .01 level.[20]

The hypotheses of this study will be proved in the analysis of results through use of the statistical measurements. This section is concerned with the statistical treatment and results of the study. A non-statistical section to comment about the questionnaire responses from both students and guidance directors has been included in this paper.

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[19]Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, 1964), p. 186.

[20]Hubert M. Blalock, Social Statistics (New York: McGraw-Hill, 1960), p. 452.

CHAPTER IV

PRESENTATION AND ANALYSIS OF FINDINGS

The purpose of this chapter is to summarize the findings concerning how students and guidance directors perceive the availability of educational and occupational information. If there is a difference between the perceptions of students and guidance directors about the availability of both educational and occupational information this may indicate a need for the counselors to better integrate these materials in the total counseling process.

Guidance Services Available

The guidance directors of eighty-four high schools from throughout Illinois participated in the 1971 informational services study. A summary of descriptive information concerning the high schools and the type of student the school serves is found in the appendix. Only three of the eighty-four high schools responding to the original questionnaire were private schools. The enrollments of the schools varied from 150 students to over 3600 students. The primary occupational groups in the schools' communities ranged from mainly agricultural to primarily industrial. Varying percentages of racial groups were evident in the eighty-four communities, however, none of the sampled 115 students was from a minority group. The diversity of communities represented in the sample provided a realistic basis for analyzing the informational services function of

the typical high school in America today.

Information about the services of the guidance department of the surveyed high schools are summarized in Table 1. All the schools surveyed indicated that they had on file a number of college catalogs. It was also noted that all but two schools had a file of occupational books and pamphlets. Forty-eight schools reported that they used some type of vocational test to assist the student in better understanding his qualifications for various careers. The number of schools using vocational testing represents a little over fifty per cent of the schools sampled. Research has shown that unless a student has some understanding of his own assets, limitations, and interests for various career possibilities, the mere dissemination of occupational information has little benefit.

One hundred per cent of the high schools sampled provided some type of counseling or orientation program for their students. However, further analysis found that of the sixty-six schools reported to be providing either a group guidance or orientation session only twenty-three of these group sessions were identified as true counseling sessions. The other group programs provided were either to disseminate information (i.e., test results, college scholarship information) or to provide an orientation to high school.

Many school guidance personnel have found that group counseling is an effective method of involving the student in finding out more about occupations and himself. Group counseling permits the student to dwell on various areas of interest to a much better degree than would the mere reading about occupations. Table 2 gives a further analysis of the data reported.

The survey of schools indicated that only forty-seven of the eighty-

Table 1

GUIDANCE SERVICES AVAILABLE AS REPORTED
BY THE HIGH SCHOOLS' GUIDANCE DIRECTORS

School Size	College Catalogs	A File of Occupational Books and Pamphlets	The Use of Occupational Charts, Films, Exhibits	A Class in Occupations	A Career Day	A College Day	Occupational Units With School Courses	Visits to Business and Industry	Referral to Community Persons	Specific Vocational Testing	Counseling or Orientation	Total Number of Schools in Sample
150 – 599	24	24	20	4	8	7	13	14	14	12	24	24
600 – 1099	24	24	20	5	7	8	14	9	17	12	24	24
1100 – 1599	8	8	8	2	5	6	5	4	7	7	8	8
1600 – 2099	13	12	13	3	2	6	6	6	11	7	13	13
2100 – 2599	8	8	8	3	1	4	5	5	7	6	8	8
2600 – 3099	2	1	1	0	1	1	1	1	1	2	2	2
3100 – 3600	5	5	5	2	2	4	3	1	4	2	5	5
Total	84	82	75	19	26	36	47	40	61	48	84	84

Table 2

TYPES OF GROUP GUIDANCE

Type of Service Provided	Number of Schools	Per Cent
None	18	21%
Orientation	29	35%
Information (test results, scholarship information)	14	17%
True Counseling Sessions	23	27%
TOTAL	84	100%

four reporting schools integrate occupational units with their school courses.

Educating for vocational development cannot be the exclusive job of any one person on the school staff. All must share the responsibility, including counselors and teachers alike.

A brief analysis of Table 1 finds that the majority of students attending Eastern Illinois University in the Fall of 1971, and included in the sample, came from high schools with less than 1100 total enrollment.

Student Sample

The research design was set up in an attempt to select a sample of the total number of entering freshman that would be representative of the total freshman class. The total freshman class at Eastern Illinois University, for the academic year 1971-72, totaled 1452. The sample answering the questionnaire for this study was randomly selected from the total

freshman class. The 115 students completing the questionnaire represent a little less than ten per cent of the total population considered.

Of the 115 students answering the questionnaire less than half reported that they had sought individual counseling or had been involved in any type of group guidance session. The results of this survey would then seem to concur with what many leading educators have been saying about guidance in our schools. It is the opinion of these educators that career guidance has thus far failed to make any appreciable contribution to the decision-making process of today's youth.

Information concerning the sampled students' responses to the questionnaire is shown in Table 3. The results of this survey indicate that students are neither well-informed of the school's available resources, nor have they availed themselves of the schools' guidance services.

The students did report that the educational information in their schools was more up-to-date and extensive than was the occupational information. The disposition of the average high school counselor to emphasize educational materials to a greater extent than occupational materials seems to be verified by the results of this study.

The guidance directors of forty-eight schools reported that they had tests available to assess the vocational interests, aptitudes, and abilities of their students. Yet, only nineteen students from a total of one hundred and fifteen students indicated they had availed themselves of this service. This represents less than one fourth of the students responding to the questionnaire.

Although every guidance counselor responding to this survey indicated that he had college catalogs available for his students there were still twelve students included in the sample who said they were not aware

Table 3

THE STUDENTS' CONCEPTION OF THE GUIDANCE
SERVICES AVAILABLE FROM THEIR HIGH SCHOOLS

School Size	College Catalogs	A File of Occupational Books and Pamphlets	The Use of Occupational Charts, Films, Exhibits	A Class in Occupations	A Career Day	A College Day	Occupational Units With School Courses	Visits to Business and Industry	Referral to Community Persons	Specific Vocational Testing	Counseling or Orientation	Total Number of Students in Sample
150 - 599	24	26	11	1	13	12	2	8	9	5	20	31
600 - 1099	34	23	10	5	11	14	11	2	6	6	12	36
1100 - 1599	10	7	7	4	3	3	4	2	5	0	7	11
1600 - 2099	15	10	5	3	2	5	3	1	2	2	5	16
2100 - 2599	9	8	3	2	5	3	3	3	4	3	4	10
2600 - 3099	5	2	0	0	1	2	1	0	2	0	1	5
3100 - 3600	6	5	3	5	2	5	4	3	2	3	3	6
Total	103	81	39	20	37	44	28	19	30	19	52	115

that their schools had the catalogs. This may indicate that the guidance counselor was not consulted when these students were deciding upon further education.

A further summary of the information found by sampling the students is found in Table 3.

Statistical Analysis of Study

The first hypothesis of the study stated that students and guidance directors have the same general perception of the educational information that is available in their respective high schools.

Using the 2 x 2, or four-fold, contingency table to determine the results of the comparison it was found that a significant difference between the perceptions of the students and guidance directors existed when considering the availability of educational material. In this comparison the computed chi-square of 41.23 exceeded the table value of 6.64. Therefore, a most significant difference was found at the .01 level. The first hypothesis was rejected.

The second hypothesis of the study stated that students and guidance directors have the same general perception of the occupational information that is available in their respective high schools.

Again, using the 2 x 2, or four-fold, contingency table and using the chi-square test to determine the results of the comparison it was found that a significant difference between the perceptions of the students and guidance directors existed when considering the availability of occupational information. In this comparison the computed chi-square of 62.14 exceeded the table value of 6.64. Again, a most significant difference was found at the .01 level. The second hypothesis was rejected.

From the results of this study it would appear that although both educational and occupational information is available, the students are not aware of this information.

If the guidance directors were to attempt to find the causes for the students' apparent ignorance of available educational and occupational information they might find some weaknesses in their schools' guidance programs. First, the materials may not be visible to the student. If all of the materials are located in file cabinets in the counselors' offices, and the student fails to ask for information, then it is only natural that the student will remain unaware of available information.

However, perhaps a more significant reason for the students not being aware of available information is that this information was never introduced into the counseling process by the counselor. The client's attitudes and feelings about occupations and jobs should be allowed expression and be dealt with therapeutically in a counseling relationship.

The counselor should be prepared to work therapeutically with emotional reactions and attitudes to the objectively presented information. Any information found by the student that is inconsistent with the self-concept may be rejected, ignored, forgotten, and sometimes not even heard. In these situations intellectual reasoning or argument is not likely to be effective.

If the students sampled for this study were not involved in a client-centered type of counseling relationship in which the students' attitudes and feelings about occupations and jobs were allowed expression, then it may be that they rejected, ignored or forgot what little educational and occupational information they were exposed to in their schools.

Table 4

THE QUANTITY OF EDUCATIONAL INFORMATION AVAILABLE
AT THE REPRESENTATIVE HIGH SCHOOLS

	Students	Guidance Directors
Limited	44	0
Extensive	71	84

Table 5

THE QUANTITY OF OCCUPATIONAL INFORMATION AVAILABLE
AT THE REPRESENTATIVE HIGH SCHOOLS

	Students	Guidance Directors
Limited	64	2
Extensive	51	82

CHAPTER V

SUMMARY AND CONCLUSIONS

Findings

The purpose of the study was to show that the students and guidance directors sampled had the same general perception of what educational and occupational information was available in their respective high schools. The findings refuted this hypothesis.

In reviewing the literature for the study it was significant to note what counselors supporting the client-centered method of counseling had to say about vocational counseling. They believe that unless the individual student's attitudes and feelings about occupations and jobs are allowed expression in the counseling session, the session may not be effective. Patterson stated that information which is inconsistent with the self-concept may be rejected, ignored, forgotten, and sometimes not even heard. He refers to this reaction on the part of the student as perceptual defense.[21] In such instances, intellectual reasoning, or argument, on the part of the counselor is not likely to be effective.

Conclusions

The findings of this study indicate that either the educational and occupational information was not visible or else this material was not initiated into either individual or group counseling sessions by

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[21]Patterson, p. 454.

using the client-centered method as described in this paper.

A number of educators believe that career guidance has thus far
failed to make any appreciable contribution to the decision-making process
of today's youth. Great numbers of students do not appear to be making a
successful transition from high school to further training or the world of
work. It is a problem that must be solved if America is to conserve her
most valuable resource, namely her wealth of trained manpower. The contin-
ued growth of the United States depends upon the full development of the
nation's manpower.

The results of this study would indicate that those finding fault
with the school's guidance program have some justification. The assurance
that students make a successful transition from high school to further
training or work and at the same time that guidance counselors progress
toward professionalization can be accomplished only through actions aimed
at improving the schools' accountability. The guidance personnel in the
schools must take the necessary steps to innovate, expand their services,
and play a more active role in formulating good guidance policies and
programs.

Recommendations

For any significant conclusions to be obtained from this type of
study, additional research must be conducted to explore in depth the rea-
sons for the students' seeming ignorance of their schools' offerings.

However, there is much we can do in the public schools while we are
waiting on further research to explain some of the students' reactions.
It is recommended that the school counselor initiate or emphasize the
following:

1. Career education must be developmental in nature. School personnel should not wait until the last year of high school to introduce career education materials. The elementary grades is not too early to introduce broad clusters of occupational information in order for students to become "aware" of the world of work and the dignity of work.

2. School counselors should take advantage of the new delivery systems developed in the past ten years to provide the materials to the students.

3. It would seem that the type of information available for dissemination in the schools could be improved. School counselors should be more actively engaged in the collection and utilization of local environment information, the utility of which has only a short time span, and thus must be collected on a continuing basis.

4. School counselors should be working more closely with the classroom teachers and should regard teachers as essential members of the guidance team.

5. School counselors should be spending more time as change agents in the community by working with business, industry, and labor personnel.

6. It would appear that improved counselor performance could be sought through more emphasis on group techniques.

7. The primary responsibility of the guidance counselor should be to the client rather than to organizational goals as defined by the administration.

8. The school counselors should develop a systematic and continuing follow-up study of their students.

9. And finally, counselors must introduce occupational information into the counseling interview without violating the basic philosophy and attitudes of client centeredness.

APPENDICES

QUESTIONNAIRE

1. What was the size of your high school? (number of students) _____

2. Who was instrumental in directing you to Eastern?

   _____ Friend already at E. I. U.

   _____ Friends or fellow students in high school class.

   _____ Parents.

   _____ High School Counselor.

   _____ E. I. U. admissions counselors.

   _____ Other.

3. Circle the grade where you first decided that you would attend college.

   1   2   3   4   5   6   7   8   9   10   11   12

4. Is educational and occupational information provided for students by means of: (check those which apply to your high school)

   _____ a file of occupational books and pamphlets?

   _____ college catalogs?

   _____ the use of occupational posters, charts, films, and exhibits?

   _____ a class in occupations?

   _____ a career day?

   _____ occupations units integrated with school courses?

   _____ a college day?

   _____ visits to business and industry?

   _____ referral to community persons or agencies able and willing to provide help?

5. How extensive is the educational information available to students in your high school? (Check one)

   _____ Very extensive   _____ Somewhat limited
                                                              _____ Very limited
   _____ Quite extensive   _____ Quite limited

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6. How extensive is the <u>occupational</u> information available to students? (Check one)

    _____ Very extensive   _____ Quite limited

    _____ Quite extensive   _____ Very limited

    _____ Somewhat limited

7. How up-to-date is the <u>educational</u> material? (Check one)

    _____ Very up-to-date   _____ Quite outdated

    _____ Quite up-to-date   _____ Very outdated

    _____ Somewhat outdated

8. How up-to-date is the <u>occupational</u> material? (Check one)

    _____ Very up-to-date   _____ Quite outdated

    _____ Quite up-to-date   _____ Very outdated

    _____ Somewhat outdated

9. Is a file of educational and occupational information available to students in the library?_____, the guidance or personnel office? _____, any other place?_____.

10. Have you taken any type of test in high school that has helped you in choosing a major course of study? (Circle one)

    YES   NO   Name of test (if known) _____

11. Did you receive any counseling from either a teacher or guidance counselor that has helped you in deciding upon a course of study? (Circle one)

    YES   NO

    How would you evaluate the counseling that you received?

_____

School _____   Questionnaire completed by _____

QUESTIONNAIRE FOR GUIDANCE DIRECTORS

1. Approximately how many students are enrolled at your school? _____

2. Approximately what percentage of each years graduating class goes on
    to a senior college? _____.

3. How would you describe the socio-economic character of the majority
    of the students at your school?

    _____ upper-upper class
    _____ lower-upper class
    _____ upper-middle class
    _____ lower-middle class
    _____ upper-lower class
    _____ lower-lower class

4. Is educational and occupational information provided by means of:
    (check those which apply to your school)

    _____ a file of occupational books and pamphlets?
    _____ college catalogs?
    _____ the use of occupational posters, charts, films, and exhibits?
    _____ a class in occupations?
    _____ a career day?
    _____ occupations units integrated with school courses?
    _____ a college day?
    _____ visits to business and industry?
    _____ referral to community persons or agencies able and willing to
           provide help?

5. Check those materials relating to college that are available for your
    students.

    _____ Lovejoy's College Guide
    _____ Barron's Profiles of American Colleges
    _____ Comparative Guide to American Colleges
    _____ College Charts
    _____ Study Abroad
    _____ College Catalogs (current)
    _____ Others? (Name) _____

6. There are many plans for filing unbound occupational information. Does your school use any of the following commercial plans?

_____ S. R. A. Occupational Filing Plan
_____ New York Department of Education Plan
_____ Michigan Plan for Filing and Indexing Occupational Information
_____ Chronicle Plan for Filing Unbound Occupational Information
_____ Careers
_____ Others? (Name) _____

7. Check those materials relating to immediate (and long term) employment that are available for your students.

_____ Occupational Outlook Handbook
_____ Occupational Outlook Quarterly
_____ Lovejoy's Career and Vocational School Guide
_____ The Dictionary of Occupational Titles
_____ Directory of Vocational Training Sources. (Author: James M. Murphy)
_____ Occupational Information (Authors: Max Baer and Edward C. Roeber)
_____ Summer Employment Directory of the United States
_____ Other (Name) _____

8. Where do you keep educational and occupational literature that are to be used by students?

_____ Guidance or personnel office
_____ Library
_____ Other (Name) _____

9. Which required tests are taken by all students in all grades? (9-12)

_____

_____

_____

_____

10. Do you administer any tests that are optional to the students? ____ Yes ____ No (If yes, name the tests.)

_____

_____

_____

_____

11. Have you initiated either an orientation program for new students or any counseling sessions? _____ Yes _____ No (If yes, what is the general nature of the sessions?)

12. Do you invite outside community agencies such as the State Employment Service, Military or Representatives from business and industry to visit your school and talk with your students?
_____ Yes _____ No (If yes, check those outside agencies.)

_____ State Employment Service
_____ Military
_____ Business and Industry Representatives
_____ Other (Name) _____

13. As far as you know do any of the classroom teachers present units of instruction on various occupations?

_____ Yes _____ No

14. Do you use the National Vocational Guidance Association's publication entitled, Guidelines for Preparing and Evaluating Occupational Materials (1964), or any other published list of guidelines when selecting suitable occupational materials to include in your files?

_____ Yes _____ No

15. How would you say the majority of your time was spent? (You may use the back of this sheet if necessary.)

DESCRIPTIVE INFORMATION FOR THE HIGH SCHOOLS PARTICIPATING
IN THE 1971 INFORMATIONAL SERVICES STUDY

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
1	150	509 K-12	1,442	Upper-Middle Class	50%	Economy mainly agricultural. Small community located in West-central Illinois.
2	150	150 9-12	487	Lower-Middle Class	1%	Economy primarily agricultural. There exists some strip mining. Very small community in South-central Illinois.
3	160	488 1-12	689	Lower-Middle Class	15 to 20%	Primarily agricultural. Small community in South-central Illinois.
4	165	644	719	Middle Class	Not answered	The economy is based primarily on agriculture. Located in South-central Illinois.
5	171	513 K-12	418	Lower-Middle Class	30%	Economy mainly agricultural. Small town in East-central Illinois.
6	200	521 1-12	729	Upper-Middle Class	40%	Located in a rich agricultural area in Central Illinois.

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
7	230	703 K-12	1,676	Lower-Middle Class	50%	The economy is primarily agricultural. Located in Central Illinois.
8	280	810 K-12	1,244	Upper-Middle Class	20 to 25%	Agriculture with some light industry. Located in North-central Illinois.
9	400	1067 K-12	4,396	Upper-Middle Class	25 to 30%	Located in East-central Illinois. Economy based on agriculture.
10	400	400 9-12	983	Upper-Middle Class	30%	Agricultural area in South-central Illinois
11	400	1346 1-12	1,249	Lower-Middle Class	60%	A predominately Catholic community located in Central Illinois. Economy based on agriculture.
12	420	1847 K-12	1,185	Lower-Middle Class	35%	Combination of suburban and rural areas. Light and heavy industry. Located in Chicago area. Some agriculture.

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
13	420	1503 K-12	4,664	Lower-Middle Class	20%	Primarily industrial with some agriculture. Located in North-central Illinois.
14	425	425 9-12	1,554	Lower-Middle Class	35%	The community is located in rich agricultural area in East-central Illinois.
15	430	1443 K-12	1,068	Lower-Middle Class	40%	A primarily agricultural area in East-central Illinois.
16	440	1070 K-12	2,532	Lower-Middle Class	20%	A community in Central Illinois. Economy based on agriculture.
17	445	1476 K-12	4,112	Lower-Middle Class	35%	Economy based on agriculture. Located in Central Illinois.
18	465	1428 K-12	1,791	Lower-Middle Class	30%	Economy mainly agricultural. Some light industry in area. Located in South-eastern Illinois.
19	482	2042 K-12	7,190	Upper-Middle Class	32 to 36%	A rapidly growing community in West-central Illinois. Economy mainly agricultural.

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
20	489	13,284 K-12	39,700	Upper-Upper Class	80%	A suburban community located within commuting distance of St. Louis.
21	536	2095 K-12	6,326	Lower-Middle Class	15 to 20%	The economy is based primarily on agriculture. Located in Central Illinois.
22	548	1767 K-12	3,917	Lower-Middle Class	50%	Agricultural area in East-central Illinois. Community has one fairly large industry.
23	564	1802 K-12	3,468	Lower-Middle Class	50%	Agricultural with some industry in East-central Illinois.
24	575	575 9-12	2,855	Upper-Middle Class	50%	Combination of suburban and rural areas. Light and heavy industry as well as agriculture. In Northeastern Illinois.
25	586	586 9-12	4,766	Upper-Middle Class	35%	Ecomony mainly agricultural. Some industry and strip mining. In Southern Illinois.
26	635	----	3 million	Lower-Middle Class	54%	A parochial school in Chicago.

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
27	640	2107 K-12	352	Lower-Middle Class	10%	A marginal agricultural area in Western Illinois.
28	642	642 9-12	5,863	Upper-Middle Class	45%	Primarily agricultural in South-eastern Illinois.
29	650	650 9-12	5,283	Lower-Middle Class	45%	Economy mainly agricultural. Located in Central Illinois.
30	650	650 9-12	4,235	Upper-Middle Class	12½%	Combination of light and heavy industrial area in Northern Illinois.
31	675	2237 K-12	5,675	Upper-Middle Class	53%	Primarily agricultural area in East-central Illinois. Local private college located in community.
32	680	680 K-12	5,897	Lower-Middle Class	60%	Economy mainly agricultural. Located in South-eastern Illinois.
33	748	3636 K-12	7,074	Upper-Lower Class	30%	Combination of suburban and rural areas. Light and heavy industry. Located in St. Louis area. Some agriculture.

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
34	750	2832 K-12	8,994	Upper-Middle Class	50%	A suburban area in Chicago area. Light industry.
35	750	2541 K-12	4,631	Lower-Middle Class	40%	Economy mainly agricultural. Located in South-central Illinois.
36	755	2573 K-12	2,343	Upper-Middle Class	34 to 40%	The economy is primarily agricultural. Located in Central Illinois.
37	775	775 9-12	6,959	Upper-Middle Class	65%	Primarily an agricultural area in North-central Illinois.
38	790	3423 K-12	10,644	Lower-Middle Class	45%	Economy based on agriculture. Located in Central Illinois.
39	800	2671 K-12	4,267	Lower-Middle Class	40%	Economy based on agriculture. Located in West-central Illinois.
40	830	3079 K-12	16,421	Lower-Middle Class	60%	Primarily an agricultural area. A moderate size state university located in community. In East-central Illinois.

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
41	850	3919 K-12	14,217	Lower-Middle Class	50%	Located in North-west Illinois. Economy based on light industry and agriculture.
42	900	3918 K-12	1,882	Upper-Middle Class	60%	Combination of light and heavy industry as well as agriculture. Located in South-west Illinois.
43	900	900 9-12	9,031	Lower-Middle Class	40 to 45%	Agriculture with some light industry. Located in North-central Illinois.
44	916	----	3 million	Lower-Middle Class	65%	A parochial school in Chicago.
45	950	950 K-12	289	Upper-Middle Class	75%	Suburban area North-east of Chicago. Light industry.
46	977	2590 K-12	8,172	Lower-Middle Class	20 to 30%	Primarily agricultural with some oil in area. Located in Central Illinois.
47	1000	3316 K-12	3,061	Lower-Middle Class	50%	Marginal farm area in Southern Illinois.

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
48	1050	2562 K-12	9,971	Lower-Middle Class	45%	Located in East-central Illinois. Primarily agricultural with some light industry.
49	1100	7261 1-12	30,944	Upper-Lower Class	40%	Located in North-eastern Illinois. Light and heavy industry.
50	1200	12172 K-12	56,532	Lower-Middle Class	60%	Located in East-central Illinois. Agricultural area with large state university in community.
51	1300	4389 K-12	11,724	Lower-Middle Class	30%	A marginal farm area in Southern Illinois.
52	1300	5436 1-12	19,681	Upper-Middle Class	48%	Agricultural area in East-central Illinois.
53	1325	12172 K-12	56,532	Upper-Middle Class	60%	Located in East-central Illinois. Agricultural area with large state university in community.
54	1350	11338 K-12	42,466	Lower-Middle Class	65%	Suburban community near Chicago. Light industry.

DESCRIPTIVE INFORMATION--Continued

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
55	1367	1367 9-12	6,790	Lower-Middle Class	40%	Located in North-central Illinois. Agricultural with light industry.
56	1454	1454 9-12	16,128	Lower-Middle Class	70%	Suburban community North of Chicago. Light industry.
57	1600	1600 9-12	22,958	Lower-Middle Class	25%	Chicago suburb. Light and heavy industry.
58	1600	1600 9-12	25,562	Upper-Middle Class	50%	Located in East-central Illinois. Large military base in area.
59	1650	5754 9-12	12,382	Lower-Middle Class	38%	Located in North-eastern Illinois. Light industry and commercial.
60	1740	3806 9-12	30,638	Upper-Middle Class	65%	Light industry and commercial. Near Chicago.
61	1800	5348 K-12	11,070	Lower-Middle Class	65%	Located in South-eastern Illinois. Moderate sized state university in area.
62	1840	1840 K-12	2,855	Upper-Middle Class	60%	Located in North-eastern Illinois. Light industry and commercial.

DESCRIPTIVE INFORMATION--Continued

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
63	1850	5989 9-12	80,378	Lower-Middle Class	10 to 15%	Light and heavy industry. Some agriculture in North-eastern Illinois.
64	1930	1930 9-12	9,750	Upper-Middle Class	52%	Located in Chicago area. Light industry & commercial.
65	1960	5532 9-12	8,749	Upper-Middle Class	40%	Located in Chicago area. Light industry & commercial.
66	1975	1975 9-12	4,827	Upper-Middle Class	43%	In North-eastern Illinois. Some agriculture with light industry.
67	2000	2000 9-12	8,314	Lower-Middle Class	70%	North-eastern Illinois. Light industry & commercial.
68	2000	21158 K-12	85,000	Lower-Middle Class	65%	Light industry & commercial. Also, agriculture in area.
69	2078	3840 9-12	27,420	Lower-Middle Class	35 to 40%	Suburban area south of Chicago. Light industry and commercial.
70	2100	10177 K-12	68,500	Lower-Middle Class	40%	North-eastern Illinois. Light industry & commercial.

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
71	2100	26452 K-12	100,000	Upper-Middle Class	65%	Central Illinois. Agricultural area and commercial.
72	2156	6394 9-12	15,189	Upper-Middle Class	40%	North-eastern Illinois. Commercial and light industry.
73	2300	10971 1-12	43,200	Lower-Middle Class	20%	Located in East-central Illinois. Primarily agricultural.
74	2338	4316 9-12	6,142	Upper-Middle Class	72%	Chicago area. Commercial & light industry.
75	2400	15009 9-12	33,424	Lower-Upper Class	75%	Suburban area North-west of Chicago.
76	2500	17613 9-12	27,349	Upper-Middle Class	55%	Chicago suburb. Commercial and some industry.
77	2575	3052 K-12	8,148	Upper-Middle Class	70%	Suburban area near Chicago. Light industry.
78	2950	2950 9-12	49,000	Upper-Middle Class	40%	North-eastern part of Illinois. Commercial and light industry. Some agriculture in area.

High School	Full-Time Enrollment of High School	Size of School District	Size of Local City	Socio-Economic Characteristic of Student Body	Percentage of Graduates Going on to a Senior College	Description of District Served
79	3000	5352 9-12	37,264	Upper-Middle Class	40%	South-east of St. Louis. Some agriculture in area. Commercial and light industry.
80	3264	3264 9-12	29,624	Lower-Middle Class	28%	Central Illinois. Agricultural and commercial. Some industry.
81	3300	5105 9-12	54,224	Lower-Middle Class	30%	Chicago suburb. Commercial and light industry.
82	3400	14885 K-12	40,073	Upper-Middle Class	42%	St. Louis suburb. Light and heavy industry.
83	3450	6608 9-12	25,296	Upper-Middle Class	40%	Suburban community West of Chicago. Light industry and commercial.
84	3600	6286 9-12	13,368	Lower-Upper Class	85%	Suburban area North-east of Chicago. Commercial area.

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