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**A Study of the Educational and Occupational Information Services
of the Member Schools of the Accrediting Association of Bible
Colleges**

Russel G. Jones

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Accepted for the faculty of the College of Graduate Studies of
the University of Omaha, in partial fulfillment of the requirements for
the degree Master of Arts.

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**A STUDY OF THE EDUCATIONAL AND OCCUPATIONAL INFORMATION SERVICES
OF THE MEMBER SCHOOLS OF THE ACCREDITING
ASSOCIATION OF BIBLE COLLEGES**

A Thesis

Presented to the

Department of Education

and the

Faculty of the College of Graduate Studies

University of Omaha

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Russell G. Jones

July 1965

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

I. INTRODUCTION

The world scene has changed greatly in the last few years. Because of changes in the occupational field, the educational field and others, the need for guidance services has increased. Never before have there been so many occupational choices available and never before have they demanded so much education for entry into the occupation. The member schools of the Accrediting Association of Bible Colleges have also felt these changes and have reacted not only in the courses of study offered but also in increased efforts in the field of guidance and counseling.

Change has not left church related vocations alone nor has specialization. The National Council of Churches, Division of Foreign Missions listed fifty-six different boards with eighteen different classifications of missionary work and forty-two fields.¹ The Independent Foreign Missions Association listed two hundred ninety-three boards and eight broad fields.² Nelson in his book, Vocation and Protestant Religious Occupations listed thirty vocational areas in the home fields

¹The 1963 Report of the Fourteenth Annual Assembly of the Division of Foreign Missions and the Seventieth Annual Meeting of the Foreign Missions Conference of North America, (New York: National Council of Churches of Christ in the U. S. A., 1963), p. 91.

²Missions Annual, (Ridgefield Park, New Jersey: Interdenominational Foreign Missionary Association, 1963), p. 70.

and ten in the area of foreign services.³ When these statistics were multiplied by the number of denominations and the separate geographical areas where the occupation might be engaged in, the need for additional help in determining the choice of church related vocation was apparent.

It would seem that occupational information that met prevailing standards established by the National Vocational Guidance Association should be available in the areas of church related vocations to aid in guiding young people in their choice of vocations. Because of the increase in diversity of the church related vocations, a brief job description or monograph was not enough. The evaluation of such occupational information literature showed that most of the publishers who provided vocational literature offered only three pieces of literature dealing with church vocations, the ministry, rabbinate, and priesthood.

Educational requirements for entry into the church related vocations had also increased. This led logically to the conclusion that information in this area should be provided. Since much of the training for the church related vocations was graduate level work, educational information was needed not only on the high school level but also at the college level. This material should meet all students' needs for such information.

II. THE PROBLEM

Statement of the problem and hypotheses. The purpose of this study was to examine the educational information and occupational

³John Nelson, Vocations and Protestant Religious Occupations (New York: National Council of Churches of Christ in the U. S. A., 1963), p. 160.

information services of the member schools of the AABC.⁴ The study was based upon two hypotheses: (1) that the educational and occupational information services of the member schools of the AABC were inadequate and (2) that the services under study would be needed in spite of the emphasis placed upon a "call" to a place of service in a church related vocation.⁵

The steps taken to prove the hypotheses were as follows: (1) a study of what constituted good educational and occupational information services and the development of criteria for evaluating the services, (2) a study of the educational information and occupational information services from the administrative viewpoint, (3) a study of the educational and occupational information services from the viewpoint of students attending representative member schools; (4) a study to determine if the services were needed or were used in view of the emphasis upon a "call," (5) recommendations for the improvement of the information services and a brief list of criteria to help evaluate the educational and occupational information services.

Justification of the problem. The schools of the AABC while not large from the standpoint of total enrollment played a very strategic part in training of young people who entered church related vocations. One example of this was seen in the fact that of protestant foreign missionaries serving in various areas of the world, over fifty per cent

⁴Accrediting Association of Bible Colleges, Box 543, Wheaton, Illinois.

⁵Cf. post, p. 9 for the definition of a call as used in this study.

of them were trained in Bible colleges or institutes.⁶ This was true of other church related vocations as well, such as pastors, Christian education directors, etc., for a large percentage came from Bible schools. Because individuals trained in the schools of the AABC formed a large percentage of those entering church related vocations, the services designed to help in the choice of training and field of service should be well planned, organized and utilized. The very basic objectives of the type of educational institution found in the AABC demanded this.⁷

Should the study conducted show that the services under consideration were inadequate, this fact would indicate the necessity of the development of criteria that could be used to evaluate the educational and occupational information services being offered to students of the member schools. Development of criteria is not enough; there must also be some effort made to improve the services offered, to provide the best possible information to the counselee so that the decisions made and the training taken will best fit that individual for the church related vocation that is entered.

Another reason for the need for such a study being undertaken was that little or no research work had been done in this area of the programs of the various institutions of the AABC.

A final reason was the awareness of the need for study and improvement of these guidance services by the leaders of the AABC. This study was originally suggested by the Executive Secretary of the AABC. It was thought that a study of this nature could produce criteria or

⁶S. A. Witmer, The Bible College Story: Education with Dimension (Manhasset, N. Y.: Channel Press, Inc., 1962), p. 111.

⁷Accrediting Association of Bible Colleges, Manual, revised, 1960.

objectives that could be incorporated into the Manual of the AABC, for at the time of the study there were no such criteria given.⁸

Limitations of the problem. The guidance services usually include the following: individual inventory services, information services, counseling services, placement services and follow-up services. This research study was limited to the educational and occupational information services of the member schools of the AABC. The study was further limited in that it was concerned primarily with church related vocations. There was no attempt made to study the third phase of the information services, the social information service.

The approach to the problem. The problem was first attacked by a survey of the literature dealing with the educational and occupational information services to determine what should be included in these services. This in turn led to the formulation of criteria for setting up and evaluating the educational and occupational information services.

The next step in the study was the preparation of a questionnaire dealing with what services were being offered by the member schools of the AABC in this field of guidance and counseling services. The questionnaire design was based upon the criteria that were formulated in the first step.

The third step in the study was the investigation of the students' use of the services under question. An attempt was made to arrive at the students' evaluation of the services being offered as well as student use of the services. This aspect of the study was carried out by using a questionnaire administered to two representative member schools of the AABC.

⁸Ibid.

The next step of the study investigated the student use of the educational and occupational information services and the need for such services. This step in the study was necessary because of the emphasis upon a "call" to a particular field of service by the schools and constituency of the member schools of the AABC. If the students believed that a "call" outweighed the need for using objective information in arriving at a decision to enter a church related vocation, then the need for improving the services offered was not as necessary. This portion of the study was also accomplished by using a questionnaire sent to the member schools of the AABC and to the students of two of the member schools.

The formulating of recommendations and a list of criteria for evaluating the educational and occupational information services was the last step. The evaluation criteria were drawn up on the basis of the first step of the study.

III. DEFINITION OF TERMS

Educational information. Educational information as used in this study was defined according to Norris:

Educational information is valid and useable data about all types of present and probable future educational or training opportunities and requirements including curricular and co-curricular offerings, requirements for entrance and conditions and problems of student life.⁹

Present opportunities look at all the resources of the school that the student now attends. Future opportunities include data dealing with vocational and technical schools, apprenticeship and

⁹Willis Norris, Franklin R. Zeran, and Raymond N. Hatch, The Information Service in Guidance (Chicago: Rand McNally & Co., 1950), p. 23.

other training as well as adult education, college and university training, etc.

Occupational information. Occupational information was used in this study as defined by Norris:

Occupational information is valid and useable data about positions, jobs, and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers and sources for further information.¹⁰

Information that met the above definition is accurate, authoritative, timely and balanced on the level of the individual using it.

Bible college. In this study Bible college was defined as "an educational institution whose principle purpose is to prepare students for church vocation or Christian ministries through a program of Biblical and practical education."¹¹ A Bible institute normally refers to an institution that requires three years of work for graduation and grants a diploma upon completion of the required work. The Bible college normally has a four year program and upon completion grants a degree. There are some institutions within the AABC called Bible colleges or institutes who grant both degrees and diplomas. In this study Bible college, institute and school were used interchangeably with no difference in meaning.

Christian liberal arts college. The term Christian liberal arts college was defined and used in this study as an institution that teaches a liberal arts program but has a Christian emphasis or view-

¹⁰Ibid., p. 5.

¹¹Witmer, op. cit., p. 26.

point. The aim of the Christian liberal arts college was the preparation of students for the professions and vocations through a general education program.¹²

The Accrediting Association of Bible Colleges. The Accrediting Association of Bible Colleges refers to that organization founded in 1947 for the purpose of accrediting institutions predicated on principles of Bible college education. The necessity of such an organization became apparent because the then existing organizations for the accrediting of schools and colleges could not meet the need for accrediting Bible colleges. The abbreviation AAEC was used in this study for this agency.

The member schools of the AAEC were divided into two groups. The associate members were those who have applied for membership but do not meet all the standards. They were given the associate membership while working to make changes necessary to meet the requirements for full membership. The other group was composed of those schools which have met all requirements for membership and therefore are members in full. Membership may be withdrawn by the school or by the Association.

It should also be remembered that Bible college education is education of college level. Its distinctive function is to prepare students for Christian ministries. Included in this concept of Christian ministries was such church vocations as pastor, missionary, Christian education director, minister of music and other specialized forms of Christian service by both lay and "professional" workers.

¹²Ibid.

Church related vocation. A church related vocation was considered as a vocation carried on within the framework of the church or under the direction or auspices of the church. Some examples of church related vocations would be the pastorate, foreign missionary work, home missions activities, etc.

Call. Harrison defined call as follows: "the developed biblical idea of God's calling is of God summoning men by his word, and laying hold of them by his power, to play a part in and enjoy the benefits of his gracious redemptive power."¹³ He continues the definition by saying that the word has two subordinate usages in the New Testament:

. . . (1) to God's summons and designation of individuals to particular functions and offices in his redemptive plan (apostleship . . . missionary preaching . . .), (2) to the external circumstances and state of life in which a man's effectual calling took place.¹⁴

Home ministry. A home ministry was defined as any type of church related vocation that was exercised in the United States or in the particular country from which the student comes. Many of the vocations were the same in home and foreign ministries, the only difference being the geographical area in which the vocation was carried on.

Foreign ministry. A foreign ministry was defined as any church related vocation carried on in a country other than the student's own. While many of the vocations were the same as at home, the foreign ministries were usually identified as missionary activity.

¹³Everett G. Harrison, Baker's Dictionary of Theology (Grand Rapids, Michigan, 1960), p. 108.

¹⁴Ibid.

Christian service. One of the distinctives of the Bible school movement was the emphasis upon Christian service. Each student attending the school was given an assignment for each semester in attendance at the school. This assignment was church related. Examples would be Sunday school teaching, choir directing, jail visitation, etc. The student was to put into practical usage the truths learned in the classroom.

CHAPTER II

THE ACCREDITING ASSOCIATION OF BIBLE COLLEGES

Some background information was needed on the AABC and member schools if the problems that were investigated were to be understood. The AABC was composed of schools known as Bible schools, colleges or institutes. The definition of these schools was given earlier.¹ The member schools of the AABC were all found among the more conservative of the protestant people.

I. EARLY HISTORY AND GROWTH

The movement started with the Nyack Missionary College in 1882. The movement grew slowly during the closing years of the nineteenth century. Eleven schools were founded during the opening decade of the twentieth century. The movement continued with steady growth until in 1962 the total number of such schools and colleges stood at 234 in the United States and Canada.² Table I taken from Witmer shows this growth with the percentage of growth in each decade given on the basis of the total number of schools in 1962.

Not only did the number of schools increase and the offerings of those schools but also total enrollment increased. The enrollment

¹Cf. ante, p. 8.

²S. A. Witmer, The Bible College Story: Education with Dimension (Manhasset, New York: Channel Press, Inc., 1962), pp. 41-42.

TABLE I^a

GROWTH OF BIBLE COLLEGES IN THE UNITED STATES AND CANADA

Decade	United States		Canadian		Total	
	Number	Percentage	Number	Percentage	Number	Percentage ^b
1881-90	3	1.3	0	0	3	0.3
1891-1900	7	3.	1	.4	8	3.4
1901-10	9	3.8	0	0	9	3.8
1911-20	13	5.6	2	.9	15	6.5
1921-30	17	7.3	9	3.8	26	11.1
1931-40	26	11.	19	8.2	45	19.2
1941-50	66	28.2	16	6.8	82	35.
1951-60	40	17.1	4	1.7	44	18.8
1961	2	.9	0	0	2	.9
Total	183	78.2	51	21.8	234	100

^aWitmer, op. cit., p. 40.

^bPercentage of growth during each decade based on total number of 234 schools.

figures for the year of 1959-60 with 217 schools reporting stood at 23,584. Ninety-two schools reported evening divisions with a total enrollment of 9,058. The combined enrollment was 32,652 with an estimated 35,000 figure to include those schools not reporting.³

The movement not only grew in numbers but it also crossed denominational lines. Of the total number of 234 such schools in the United States and Canada, 145 were denominationally affiliated. Table II from Witmer shows the number of schools affiliated with each denomination. The other schools were labeled independent or interdenominational.

As the Bible school movement grew, there came an increasing awareness of the need for some central organization that would work with the problem of academic upgrading. As the revolution in public schools was occurring, need for change was also being felt in the Bible institute movement. When Bible institutes first started, there were few if any high school graduates. At the time of this study there were few students who had not completed high school. As these changes occurred, a corresponding change in the curriculum took place. The length of the training period became longer. Schools in the movement began to offer specialized training in various fields.

II. THE FORMATION OF THE ACCREDITING ASSOCIATION OF BIBLE COLLEGES

All of this led to the formation of the Accrediting Association of Bible Colleges in 1947. The need for such an organization was felt for years. The purpose of the organization was to establish standards and policies that would be met by those institutions desiring to become a part of the organization. Not only was the organization to insist

³Ibid., p. 55.

TABLE II^a

DENOMINATIONAL AFFILIATIONS OF BIBLE INSTITUTES-COLLEGES
IN UNITED STATES AND CANADA

Denomination	Number of Schools in U. S.	Number of Schools in Canada	Total
Christian (Church of Christ)	34	3	37
Baptist groups	32	4	36
Pentecostal groups	19	6	25
Wesleyan groups	16	5	21
Mennonite groups	2	11	13
Lutheran groups	6	2	8
Christian and Missionary Alliance	4	1	5

^aWitmer, op. cit., p. 54.

upon certain levels of achievement but also it was to help stimulate schools to continued growth and improvement of the services offered.

With the growth of the schools within the movement and the upgrading of the courses offered together with the diversification in the possible fields of study, the need for guidance and counseling of students became apparent. While the need has not been completely met, the following quotation from the AABC Manual shows the emphasis placed upon guidance and counseling by the Association:

In terms of the student's individual development, a good counseling program is imperative. With the concept of education which is basic in the philosophy of member schools, it is necessary for all phases of the total development of personality to be coordinated and given due emphasis. This is the task of the counselor.⁴

One of the criterion of the counseling program was as follows:

To what extent is there coordination in the counseling of students about their vocational problems? Are heads of specialized training departments, supervisors of practical Christian service, teachers of practical training courses, and counselors effectively coordinating their efforts?⁵

Another criterion was the following: "Is proper responsibility placed upon the student himself in the choice of vocation, in forming worthy habits of conduct, and in the development of his capacities?"⁶

A committee was established by the AABC to consider these needs and to begin the process of developing standardized tests for use in determining student's level of achievement in Biblical studies. The committee also worked to develop criteria for the guidance and counseling services

⁴Accrediting Association of Bible Colleges, Manual, revised, 1960, pp. 42-43.

⁵Ibid.

⁶Ibid., p. 43.

of the member schools. The work of this committee was still being carried forward but a problem arose.

The very nature of the schools of the AABC was such that the emphasis was placed upon the student to maintain such a close personal relationship with the Holy Spirit that they would of themselves know what area of service or field of labor they were to enter. They would receive a "call" from the Holy Spirit and thus they would know what they were to do. This problem needed to be resolved if the AABC was to continue to develop criteria for the guidance services of the member schools and insist that these criteria be met. This study investigated whether or not the students and representatives of member schools felt that there was need of objective educational and occupational information when making a choice of education or occupation or whether the "call" of the Holy Spirit was sufficient. If the answer was in the affirmative, regarding the place and importance of a "call", then further work by the committee on guidance would be unnecessary.

III. SUMMARY

A fact that should be kept in mind was that these schools were brought into being to answer "human need through the gospel of Jesus Christ effectively communicated by men and women who themselves radiate His presence and demonstrate the power of the gospel."⁷ This meant that schools of this nature placed a great emphasis upon the individual's personal relationship with God and the leading of the Holy Spirit.

The Bible school movement had grown in the total number of schools, offering such a variety of courses of study that the need for

⁷Witmer, op. cit., p. 42.

guidance was necessary. The complexity of modern life and the increase in specialized fields of service within the area of the church related vocations also made this need apparent. The first question that the AABC and the member schools of the organization needed to answer was the place of a personal "call" as related to the necessity of the guidance information services as a basis for determining the students' educational and vocational choice.

CHAPTER III

THE EDUCATIONAL AND OCCUPATIONAL INFORMATION SERVICES

The student personnel services formed an important part of the total program of the American educational system. This was true of not only the lower levels of education but also of the college level. As society becomes increasingly more complex and diversified, the problem of educational and occupational choice becomes more difficult. In order that the problem under consideration in this study could be resolved, it was necessary to arrive at some understanding of what would normally be considered adequate by way of services in the area of the educational and occupational information services.

The definitions for these two services have already been given.¹

Forrester says:

the primary objectives of educational and vocational guidance, as stated by the National Vocational Guidance Association, center around the process of assisting the individual to choose an occupation and prepare for it. Vocational guidance is concerned primarily with helping individuals make decisions and choices involved in planning a future, building a career, and in effecting satisfactory vocational adjustment. Educational guidance involves decisions regarding the choice of studies, curricula, schools and colleges: it is an important part of vocational guidance.²

¹Cf. ante, pp. 6-7.

²Gertrude Forrester, Methods of Vocational Guidance (New York: N. W. Wilson Co., 1958), p. 12.

The information services were based upon a number of assumptions: "(1) that formal information is authentic and factual; (2) that specific information about the world of work is valid for and applicable to the future; (3) that such information meets student needs and produces important learnings; (4) that such information furnished the basis for reasoned decisions."³ The information services presented material that was of a formal nature and should have been factual and authentic. This type of information together with all other information the student or counselee may have from whatever source can form the basis for the decisions reached as to education and vocation. Certainly the information services are not all of the picture but they could and should provide a framework for the individual to fill in with other information.

I. THE EDUCATIONAL INFORMATION SERVICE

Educational information defined earlier, included valid and useable data about all types of present and future educational and training opportunities and requirements. The service performed by the schools included in this study would differ considerably from those services found in the secular schools and at a lower level of training. The schools of the AABC were college level schools and thus the information needed would deal primarily with the education needed to enter specialized fields of church related vocations.

The educational information services should also include information on educational requirements for entry into other occupations for not all students attending AABC schools entered the church related

³Ruth Barry and Beverly Wolf, An Epitaph for Vocational Guidance, Myths, Actualities, Implications (New York: Bureau of Publications, Teachers College, Columbia University, 1962), p. 89.

vocations. Thus the level of this information would be high but the type of material would need to be broad. The information service ought to include costs of training, how to enter, etc., as well as educational requirements for entering a vocation.

The educational information provided should meet the normal standards established for such materials. Many of the same items used to evaluate occupational materials can be used here. Norris gave the following list of criteria:

1. What is the date of publication? Who is the publisher? How many pages are there? What is the price?
2. Is the information presented up-to-date, unbiased, and accurate? Is there an obvious intent to serve? Are all data accurately interpreted? Are tabular and graphic data explained and interpreted?
3. Are the statements specific and exact? Is the style clear and concise? Is it interesting writing and is the vocabulary and presentation such that it will appeal to teenagers? Are there illustrations, charts, graphs, tables, and other visual aids? Is there a table of contents, index, bibliography, and a list of other suggested readings?
4. Are the physical features pleasing, attractive and appropriate? Will the publication stand repeated usage?

While other criteria for evaluating the material could be given, this should be sufficient for the purposes of this study.

II. THE OCCUPATIONAL INFORMATION SERVICE

The world of work has become so diversified that the student or young person can no longer learn what is needed about the various occupations through their own personal observations. Direct contacts were shown to be valuable but students cannot sample more than a very few

⁴Willa Norris, Frank R. Zeran, and Raymond N. Hatch, The Information Service in Guidance (Chicago: Rand McNally & Co., 1960), p. 257.

possible occupations. This holds true not only for the secular occupations but to some extent for the church related occupations. Printed, visual and audio materials are needed. As these are collected, they become the basis for the portion of the guidance program that is called the occupational information service.

Here again the needs of the schools in this study varied from the secular schools. The level of information was on the secondary or college level. The types of material were varied with all needed but with an emphasis upon the church related vocations.

The occupational literature needed evaluation the same as the educational material. Hoppock said "In appraising occupational literature, the counselor will do well to memorize and always ask himself at least five questions: When? Where? Who? Why? How?"⁵ The information in the occupational file should be current. This did not mean that the material be the latest published but that the information it contained be current. Certain kinds of material became obsolescent more quickly than other types of material. Working conditions may change overnight whether in secular or church related vocations. The material usually was geographically orientated and this should be considered. The writers and publishers of the material should be known, for not all informational material was of the same value. The reasons back of the writing of the material should be ascertained for this will have an effect upon the value of the material. The "how" concerns itself with how the facts were collected and how they are presented. Certainly some standard of evaluation should be used to determine the

⁵Robert Hoppock, Occupational Information, Where to Get it and How to Use It in Counseling and in Teaching (New York: McGraw-Hill Book Co., Inc., 1963), p. 43.

value of available materials. One standard that was helpful was the one found in the Vocational Guidance Quarterly.⁶

III. ORGANIZATION AND ADMINISTRATION OF THE SERVICES

Organization. The educational and occupational information must be organized or filed according to some system. For the purposes of this study, the kind of system used was not so important as the fact that there was a system in use. The fact that the material was classified and filed made it easier for counselors and students alike to find and use. It also meant that the material probably was found in one location. Certainly if the information was scattered in a number of locations, it should have been collected in a central place and put under the supervision of one office or individual. Either the library or the counseling office can work for the location of the information file. The office or individual who is in charge of the file should also be the one responsible for the evaluation of the material that the file contained. The location of the information file was not the most vital concern but certainly it should be located where it is accessible to the students using the material and to counselors. The location should be publicized and the methods of obtaining the material for personal use made known.

Administration. The administrator of the occupational and educational information services may vary according to the particular school and its administrative system. The important thing is to have

⁶Vocational Guidance Quarterly, (Washington, D. C.: National Vocational Guidance Association).

someone responsible for these services in the administrative line. Unless one individual or office is given this responsibility, the work may well be neglected. This one individual should be responsible for the selection, evaluation and filing of the informational material. This office or individual should also handle the publicity for the services, that is, make the services known to students and to staff members. In this discussion of administration, the office or individual have been used interchangeably to some extent. Probably it would be best to use the concepts set forth by Norris who spoke of the executive leader as the one who provided overall leadership for the entire program. The technical leader is the one who is in charge of a particular portion of the total program and analyzes needs, suggests improvements, carries out the activities determined within the framework of his general responsibilities.⁷

IV. SUMMARY

Anyone conversant with the field of the information services realizes that a study of this nature could not deal adequately with them. It was apparent, however, that the information services should have the following: (1) sound administrative leadership and staff; (2) an adequate budget; (3) central location for the information file; (4) a working, practical, understandable classification system; (5) an evaluation of the material in the information file; (6) practical and workable methods of making the material available to students and staff; (7) evaluation of the entire service. A list of evaluation criteria was made and has been included in Appendix E.⁸

⁷Norris, op. cit., p. 506.

⁸Cf. post, pp. 97-99.

CHAPTER IV

A STUDY OF THE EDUCATIONAL AND OCCUPATIONAL INFORMATION SERVICES OF MEMBER SCHOOLS OF THE AABC

I. THE ADMINISTRATIVE QUESTIONNAIRE

The study of the information services of the member schools of the AABC was done by a questionnaire.¹ The questionnaire was sent to all schools listed as members of the association in 1963. The number was thirty-nine accredited and fourteen associate members for a total of fifty-three. Twenty-seven or 51 per cent returned questionnaires. Four schools did not complete the questionnaire for the following reasons: (1) the Emmaus Bible School -- no longer an associate; (2) Northeastern Collegiate Bible Institute -- questions not applicable, school too small; (3) Nyack Missionary College -- "we do not engage in the area of your concern;" (4) Columbia Bible College -- "the questions do not fit the situation here."

The analysis of the questionnaire design. The questionnaire was designed to cover the following areas: (1) are the services under question offered? (2) the administration of the services; (3) the extent of the services offered; (4) how the information is made available; (5) the organization of the material; (6) what kinds of church related vocations

¹Cf. post, pp. 77-82, Appendix A for a copy of the questionnaire.

are covered by the services? (7) the objectives of the services; (8) the student usage of the services; (9) the financing of the services; (10) the evaluation of the services by the school; (11) the use of the information services and the "call" to a field of service.

Are educational-occupational information services provided? The questionnaire was not returned by twenty-six schools. Four schools returned the questionnaire but did not complete it. Of the schools responding, twenty-two answered that they offered services of the nature under investigation. Only one school answered in the negative to the question of whether or not these services were being offered. These answers said nothing about the kind of services being offered but did at least indicate that the member schools of the accrediting association answering the questionnaire were aware of the need for such services and were attempting to meet that need.

The administration of the services. The answers to the questions designed to survey this aspect of the guidance program produced a variety of answers. A total of at least six different administrative officers were shown to be finally responsible for the administration of the educational and occupational information services. Table III showed the various officials and the number of schools in which each is responsible for the services. The second question dealing with the individuals in direct control of the services also revealed that there was a difference of opinion as to what individual should be directly responsible. The questionnaire showed that at least nine different officials were directly in charge of these services in the various schools as shown in Table III. The third question dealing with individuals directly involved in the services offered was revealing also. Some of these individuals would

TABLE III

ADMINISTRATION OF THE EDUCATIONAL
AND OCCUPATIONAL INFORMATION
SERVICES

Administrative Officer Responsible		Individual in Direct Control		Other Personnel Directly Involved	
Office	No.	Office	No.	Office	No.
Dean of Students	10	No one	7	Dean of Education	3
Dean of Education	8	Dean of Students	6	Librarian	3
President	4	Dean of Education	5	Registrar	2
Dir. of Chr. Ser.	1	President	1	Dir. of Col. Dev.	1
Office of Research	1	Dir. of Chr. Serv.	1	Chr. Service	1
Dept. Chairman	1	Dir. of Stu. Life	1	Teachers	1
		Chr. Guidance Com.	1	Business Manager	1
		Librarian	1	Dean of Women	1
				Dean of Men	1
				Faculty Advisors	1
				Dept. Chairman	1
				Placement Serv.	1
				President	1

have a very direct working connection but others, such as the Director of College Development seemed quite far removed from the services under investigation. It also seemed that the respective deans of men and women if not in direct control of the services offered would at least be involved in the services offered. See Table III for a list of those individuals involved in the services.

On the basis of the information shown in Table III the conclusion reached was that the administration of the educational and occupational information services in the responding schools of the AABC did not follow any particular pattern.

Kinds of educational-occupational information available. The third portion of the questionnaire dealt with the actual information that was available for the students to use. This question was dealt with by giving a list of educational and occupational information that was considered necessary for such information files based upon suggestions by Norris.² The response as shown in Tables IV and V would indicate that here again the services were not adequate. All of the possible educational materials suggested were found to be in the files of some of the schools but only one school had all eleven materials suggested for the educational file while two schools had only one type of material and that was college catalogs.

The mean number of kinds of material available was five. Referring to Table IV, it was easily seen that the most readily available material was college catalogs. Catalogs, of course, are usually sent to the school and thus require no effort to obtain. From the standpoint

²Willa Norris, Frank R. Zwan, and Raymond N. Hatch, The Information Service in Guidance (Chicago: Rand McNally & Co., 1960), p. 117.

of the level at which these services were offered, it was interesting that much of the information available dealt with additional educational opportunities.

The statistics dealing with the occupational information material are found in Table V. Much the same held true for the occupational material suggested. Three schools had no occupational information material at all while one school had sixteen of the seventeen kinds of material suggested for the occupational information file. The type of material that was most frequently found was descriptive literature. While this material would be of help, it would not give the detailed information that would be most valuable when making a vocational choice. As Table V also shows those very materials that could be most helpful, such as occupational briefs, abstracts, guides and monographs, were the materials infrequently found in the occupational file.

The statistics of Table V make it clear that occupational information available was not as complete as it could be. The mean number of kinds of material available was five. It seemed that there could be improvement here by making additional kinds of material available.

The evaluation of the ways the material is made available. The fourth section of the questionnaire dealt with how the material was made available to the students needing the material. As Table VI shows, the most frequently used way was through individual counseling followed by chapel programs and Christian service assignments. Other commonly used methods of making educational and occupational information known to students were not frequently used. On the basis of the information received, it seemed that the ways used to get information to the students could be improved.

TABLE IV

KINDS OF EDUCATIONAL INFORMATION OFFERED

Kind of Information	Number of Schools Offering Kind of Information
College and university catalogs	23
Transfer of credit	20
Correspondence schools	15
Scholarship and loan information	15
College and university directories	10
Information on special schools	10
Military training	10
Vocational and technical school information	9
Costs of further training	6
How to select a training program	5
Vocational and technical school directories	2
Apprenticeship training	2

TABLE V

KINDS OF OCCUPATIONAL INFORMATION OFFERED

Kind of Information	Number of Schools Offering Kind of Information
Descriptive literature	16
Recruitment literature	13
Magazines	12
Posters-charts	10
Biography	10
Career fiction	7
Occupational monographs	6
Occupational guides	6
Specialized occupational studies	6
Technical reports	5
Motion pictures, film strips, slides, etc.	5
Occupational briefs	5
Job series	4
Annotated bibliographies	4
Surveys, job analysis, etc.	3
Tapes, recordings, etc.	3
No materials of any kind reported	3
Occupational abstracts	3

Table VI shows that while a great variety of methods of making information available was being used, yet the mean number used was only 4.7. This indicated that there could be more done in this area of the guidance program. As the previous tables have shown, there was not too much material available in most of the schools considered in this study. It would be imperative that the best possible use be made of the material that was available.

Table VI lists fourteen different ways of disseminating the available information. However, it was seen that only two schools used as many as nine of the suggested ways. It is evident there was room for improvement in this aspect of the information services under study.

The organization and evaluation of the information material.

The fifth section of the questionnaire to the various schools dealt with the organization of the information library and the evaluation of the material that went into the library. Table VII gives this information. The first three questions dealt with the library itself, its location and the one responsible for it. The next two questions dealt with the content of the library while the last two considered the evaluation of the material.

All of the schools returning completed questionnaires indicated that they had some sort of an information library. Ten of the schools had a central location for the library. Of the remaining thirteen schools, four had the material located in two places; two in three places; one in four; one in six; while the other five schools did not indicate how many separate locations they maintained. Only seven of the schools made an attempt to systematically classify the material in the files. Eight schools reported that one person was responsible for the

TABLE VI

HOW THE INFORMATION IS DISSEMINATED

Method Used	Number of Schools Using Method
Individual counseling	21
Christian Service assignments	16
Chapel programs	16
Clubs and organizations	9
Group activities	7
Classroom work	7
Field trips	6
Orientation days	6
Audio-visual aids (radio, T.V., motion pictures)	4
Bulletin boards	1
Library displays	1
Occupations course	1
Student handbooks	1

TABLE VII

ORGANIZATION AND EVALUATION OF THE
INFORMATION LIBRARY

Question Asked	Responses ^a
One central location for the library	10
Systematic classification of material	7
One person responsible for the file	8
Does the file contain all types of informational material	6
Does the file deal only with church related vocations	11
Is the material evaluated	2
Is the material current and up to date	15

^aTotal number of responses was 23.

library. It is obvious that if eight schools had their file of material in different places, that there must also be different individuals in charge of the files. Only two of the schools made any attempt to evaluate the materials in the library. The strongest point was that fifteen of the schools reported that the material was current and up to date. The material contained in six files was all kinds of occupational literature; in eleven the files consisted of only church related occupational material. The remaining six schools did not indicate what their files contained. It was evident from the material provided by the questionnaire, that the information files of the schools were not well organized and that the material was hardly evaluated at all.

The church related vocations covered by the services. The sixth portion of the study dealt with what church related vocations were found in the information file. The field of church related vocations was divided into two major divisions, home and foreign ministries. Table VIII lists church related home ministries and the number of files containing materials dealing with the ministry. Table IX does the same for the foreign ministries. A study of the tables showed that the more common of the church related ministries whether home or foreign were found in most of the information files. However, when this was considered in light of the fact that the material was classified in only seven of the files and was evaluated in two of them and was up to date in only fifteen of them, the question then would be how valuable and useful was the material available.

Objectives. The seventh area of the services covered by the questionnaire was that of objectives. The aim was to discover if the various schools had objectives stated and if they were accomplishing

TABLE VIII

THE INFORMATION FILE AND CHURCH RELATED VOCATIONAL
MATERIAL DEALING WITH HOME MINISTRIES

Home Ministry	No. of Files Containing Voc. Material ^a
Church music ministry	21
Home mission ministries	21
Pastoral ministry	21
Christian education ministry	20
Evangelism	20
Teaching in church related schools	18
Social work	13
Campus ministry	8
Military chaplaincy	8
Institutional chaplaincy	7

^aTotal number of files was 23.

TABLE IX

THE INFORMATION FILE AND CHURCH RELATED VOCATIONAL MATERIAL
DEALING WITH FOREIGN MINISTRIES

Foreign Ministry	No. of Files Containing Materials ^a
Evangelism (general missionary work)	22
Education	20
Churchmanship	14
Rural mission work	13
Nurses	10
Social services	10
Medicine	6
Technical services	5
Laboratory technicians	3

^aTotal number of files was 23.

their objectives. The responses clearly showed that this was an area of weakness for only four schools had specific objectives stated. The four schools having objectives felt that the objectives were being carried out. Of the four schools three answered that the staff members were in sympathy with the objectives as stated. Nineteen schools or 82 per cent of those responding did not have stated objectives. Table X gives the responses.

Student usage of the services. The question as to student usage of the services brought a wide variety of responses. They ranged all the way from "a great extent" to "very little." In analyzing the answers, eight indicated that the use was not good. Four indicated that they felt that the student usage was good while the other answers were of such nature as to indicate that only certain portions of the student body made use of the material. The conclusion drawn based upon the answers given would be that here again the services that were available were not being used to the satisfaction of the school providing the services.

Financing of the services. The question was asked as to the financing of the services: is the financing adequate and is it a budget item with a percentage devoted to the information services. Again answers ranged from adequate to inadequate. Not a single school responded with an affirmative answer as to whether or not the information services were included in the budget. One school said that these services were given 5 per cent of the faculty budget but then stated that this percentage went for salaries of those involved in the services. Not a school had a specific budgeted amount for this aspect of the guidance program. Some did say that money was available and usually spent

TABLE X

OBJECTIVES OF THE EDUCATIONAL AND OCCUPATIONAL
INFORMATION SERVICES

Questions Asked	Responses ^a	per cent of Schools Responding
Are there specific objectives stated? ^b	4	18%
Are the objectives being carried out?	4	18%
Do staff members accept the objectives stated?	3	13%

^aTotal number of responses possible was 23.

^bOne school answered "none written but understood."

by the librarian for the acquisition of additional material for the information file. On the basis of these answers it was clear that this aspect of the service was in need of improvement.

Evaluation of the services. The next two questions were designed to assess the strengths and weaknesses of the educational and occupational information services. To the first question as to the best elements of the program the answer, personal counseling, was given five times or 19 per cent. For a complete list of the answers see Table XI. All of the answers given deal with aspects of the guidance work of a school. Some of the answers were more directly connected with the information services under study. Four schools had no strong points at all to which to refer.

The question dealing with the weaknesses of the services provoked as great a variety of answers. From a study of the responses it was evident that the weaknesses could be corrected without too much difficulty. Lack of organization and system ranked at the top with five saying this was the outstanding weakness of their system. Four indicated that they had need of additional information on the nonchurch related vocations. Three indicated a need for control by one responsible individual. None of these were insurmountable difficulties. A little time, effort and money would take care of these. As Table XII shows, the schools were aware of the areas of greatest weakness and this was perhaps a strong point.

Placement and the services. Lest there be some misunderstanding and thus the study be invalid, the following question was asked: "Are some of the services listed in the questionnaire performed by the

TABLE XI

THE BEST ELEMENTS OF THE EDUCATIONAL AND
OCCUPATIONAL INFORMATION SERVICES

Answers	Number
Personal counseling	5
Up to date information	2
Use of services at department level	2
Availability of informational literature	2
Missions emphasis	2
Church related vocations file	1
Christian service opportunities	1
Orientation	1
Close rapport between student and faculty	1
Personal interviews with people in the field	1
Personalized services	1
No response	4

TABLE XII

AREAS OF WEAKNESS IN THE EDUCATIONAL AND
OCCUPATIONAL INFORMATION SERVICES

Answers	Number
Lack of organization and system	5
Information on nonchurch related vocations	4
Control by one person	3
Adequate facilities	2
More up to date and complete information file	2
General occupational counseling	1
No evaluation and followup	1
Students not assigned to department heads	1
Lack of trained personnel	1
Lack of systematic counseling	1
Everywhere	1
We do not nor intend to inform about secular occupations	1

placement service?" The answers given indicate that the schools answered the questionnaire with the services of the placement office in mind as performing a part of the functions of what might normally be considered a part of the educational and occupational information services. This information is given in Table XIII.

The information services under study and a "call." The final question of the survey was designed to determine, if possible, the value of objective information to students of the schools of the AABC. As stated earlier the member schools of the AABC placed a strong emphasis upon the individual's own personal relationship with God. Because of this relationship, the individual may expect to be led to the Spirit of God into the place of service. This leading was generally identified as a "call." Table XIV gives the responses to the question of how much weight should be given to the "call" and how much to the objective information.

Unfortunately in a table such as Table XIV it was not possible to show how all the answers were given. Most of the answers were qualified in one way or another. From the qualifications placed upon the answers it was clear that the "call" was important but at the same time objective information was needed to help verify the call or determine the area or field of service. A number of answers indicated that all Christians are called to serve where God wants them to be. The information services can be useful in determining the type of service and the area where the service is to be done.

TABLE XIII

THE PLACEMENT OFFICE AND THE EDUCATIONAL AND
OCCUPATIONAL INFORMATION SERVICES

Answers	Number
Yes, services are performed by placement office	9
No, none are performed by the placement office	6
No placement office as such	4
No answer	3
Denomination serves as placement office	1

TABLE XIV

THE "CALL" AND THE EDUCATIONAL AND OCCUPATIONAL
INFORMATION SERVICES

Answers	Number
The call is primary	13
Depends on what a person believes is a call	3
Call and gifts together determine	1
Call and objective information should coincide	1
Depends on the type of a call	1
No answers	4

II. THE STUDENT QUESTIONNAIRES

The choice of colleges for student body study. The services under study were considered from the student standpoint as well as from the administrative view. Only two student bodies were questioned. It was felt that the schools chosen should be as representative as possible. Grace Bible Institute was chosen because it was an interdenominational school as well as independent. The other college was chosen from among the denominational schools. An attempt was made to choose schools with student bodies of similar size. Another factor in choice was the associate member schools but these schools were found to have a smaller enrollment and would perhaps not return enough completed questionnaires for the study. Perhaps the most important factor was that both of these schools were close at hand and both agreed to allow their student bodies to participate in the proposed study.

The vocational information service. The student questionnaires from St. Paul Bible College and Grace Bible Institute will generally be considered together. St. Paul Bible College was a denominational school while Grace Bible Institute was an independent school. Where the difference in statistics warranted it, the two schools were considered individually. Table IV gives the enrollment figures for these two schools and the responses received from each school. The two colleges classified their students by freshman, sophomore, junior, senior and unclassified. Because of the three and four year programs, the questionnaire was designed to group the students by the year of training instead, for otherwise in the three year program there is no sophomore class. Students often do not know their standing under the first classification but do remember the year of training they are in.

Because of these differences, the percentages of Table XV are not always certain for sophomores and juniors. The higher number of returned questionnaires from Grace Bible Institute would be due to the fact that the one conducting the study was a faculty member of Grace Bible Institute.

Vocational choice. The opening portion of the questionnaire dealt with the students' choice of vocation. The answers to these questions would help to determine the need for occupational information services as well as indicating the students' use of existing services. Tables XVI and XVII give the responses to the questions designed to evaluate this area of the information services. As Table XVI shows fifty-six of the students answering the questionnaire from St. Paul Bible College indicated that they had made a vocational choice. Only six had not as yet made a vocational choice. Table XVI shows also that eleven of the students answering the questionnaire had changed their vocational choice since enrolling at St. Paul Bible College. The same table shows that twenty-seven had made their choice of vocation after enrolling at St. Paul Bible College. These figures would indicate a need for occupational information services in view of the number of students who had yet to make a vocational choice or had either made or changed their choice while at St. Paul Bible College.

Much the same is true of the statistics for Grace Bible Institute. Table XVII shows that at the time of filling in the questionnaire, 213 students had made a vocational choice. The number of students changing their vocational choice was seventy-nine. The number not having made a choice would be twenty-three with eighty-three having made their vocational choice at Grace Bible Institute. These statistics would support

TABLE IV

STUDENT BODY ENROLLMENT BY YEAR AND THE NUMBER OF
RESPONSES TO THE QUESTIONNAIRE

	Student Body Enrollment		Questionnaires Returned		Percentage		
	St. Paul	Grace	St. Paul	Grace	St. Paul	Grace	
First yr.	137	133	First yr.	19	82	14%	62% ^a
Second & Third yr. ^b	138	121	Second & Third yr.	32	96	23%	80%
Fourth yr.	17	83	Fourth yr.	9	58	53%	70%
Special	16			-	-	-	-
Total	308	344		60	236	20%	68%

^aAll percentages are rounded to the nearest whole number.

^bBecause of the three and four year programs offered, the students in the second and third years are grouped together.

TABLE XVI

STUDENT ANSWERS DEALING WITH VOCATIONAL CHOICE ACCORDING
TO THE YEAR OF TRAINING AT ST. PAUL
BIBLE COLLEGE

Question ^a	Year of Training				Percentage ^b Answering Yes
	1	2	3	4	
Voc. choice made	18	16	13	7	90%
Choice church related	12	11	12	6	68%
Choice made before en- rolling in school	13	7	10	3	57%
Choice has been confirmed	11	14	9	3	62%
Choice has changed since enrolling	1	6	1	3	18%
Access to information materials	3	13	11	4	52%

^aCf. post, pp. 83-86, Appendix B for the exact wording of the questions.

^bTotal number of responses--60.

TABLE XVII

STUDENT ANSWERS DEALING WITH VOCATIONAL CHOICE ACCORDING
TO THE YEAR OF TRAINING AT GRACE
BIBLE INSTITUTE

Question ^a	Year of Training				Percentage ^b Answering Yes
	1	2	3	4	
Voc. choice made	43	39	33	47	62%
Choice church related	37	26	28	42	48%
Choice made before en- rolling in school	32	21	14	19	35%
Choice has been confirmed	29	39	27	44	56%
Choice has changed since enrolling	16	9	11	18	54%
Access to information materials	56	37	27	43	70%

^aCf. post, pp. 83-86, Appendix B for the exact wording of the questions.

^bTotal number of responses--236.

the contention that the information services are needed at Grace Bible Institute. Referring again to Tables XVI and XVII, 192 students had their vocational choice confirmed while at Grace Bible Institute and thirty-seven at St. Paul Bible College. If the occupational information service had been used for nothing other than this confirmation of vocational choice alone, it would make the service helpful.

Factors influencing vocational choice. The seventh question of the student questionnaire was designed to give an answer to the question of what determines or influences vocational choice. As the question was worded these factors would involve the student not only while enrolled in the schools in the study but also prior to the time of enrolling in the school. Tables XVIII and XIX set forth the responses to this question. As the questionnaire was designed, there was a multiple response. No attempt was made to determine what one factor influenced the choice of vocation the most. For the purposes of this study the tables indicated that the services under consideration were rated quite low by way of influencing vocational choice. Both tables listed the occupational information services as tenth on the list. It is possible that those indicating personal investigation did use the occupational information available. Personal investigation ranked second with St. Paul Bible College students and fourth with Grace Bible Institute students. When the statistics were considered from Tables VII, VIII and IX, it is evident that the occupational information services could not play too great a part in vocational choice for the amount of vocational material was not great nor was it readily available. Tables XVIII and XIX give the factors influencing choice of vocation for each year of training. It did not seem that any conclusions could be drawn based on the changes in rank from year to year.

TABLE XVIII

FACTORS INFLUENCING VOCATIONAL CHOICE AS INDICATED
BY ST. PAUL BIBLE COLLEGE STUDENTS

Factors ^a	Year of Training				Total	Percentage of Responses
	1	2	3	4		
Contact with people in the vocation	17	14	9	5	45	75%
Personal investigation	14	16	8	5	43	72%
A "call" by God	13	13	9	3	38	63%
Home influence	10	11	7	4	32	53%
Student discussions	12	11	6	2	31	51%
Classroom work	8	9	8	5	30	50%
Instructors	9	9	9	3	30	50%
Conferences (Bible, etc.)	6	10	10	3	29	49%
Chapel presentations	9	9	7	4	29	49%
Personal counseling	12	7	5	4	28	48%
Occupational information	10	9	5	3	27	45%
Chr. Service Assignments	8	6	5	4	23	39%
Pastoral counseling	4	5	7	4	20	34%
Reading biographies	8	2	6	2	18	30%
Bible camp experiences	4	4	5	4	17	29%

^aFactors are arranged in numerical order on the basis of total number indicating vocational choice influenced by the factor.

TABLE XIX

FACTORS INFLUENCING VOCATIONAL CHOICE AS INDICATED BY
GRACE HEBLE INSTITUTE STUDENTS

Factors ^a	Year of Training				Total	Percentage of Responses
	1	2	3	4		
Contact with people in the vocation	50	36	32	43	161	68%
Conferences (Bible, etc.)	40	36	36	38	150	64%
A "call" by God	45	33	29	35	142	60%
Personal investigation	38	33	30	36	137	58%
Home influence	42	32	29	30	133	56%
Chapel presentations	35	32	24	33	124	52%
Classroom work	35	28	24	33	120	51%
Chr. service assignments	22	27	21	39	109	46%
Instructors	33	26	19	30	108	46%
Occupational information	31	18	20	22	91	39%
Student discussions	26	24	19	21	90	38%
Bible camp experiences	23	18	18	21	80	35%
Reading biographies	28	18	15	18	79	35%
Personal counseling.	22	17	16	21	76	32%
Counseling with pastor	5	12	4	12	33	14%

^aFactors are arranged in numerical order on the basis of total number indicating vocational choice influenced by the factor.

The educational information services. The second portion of the student questionnaire dealt with the educational information services. The questions were constructed so that the answers would show how many students of each school planned on more education, how many were aware of the educational information services and how many had used these services. Question twelve of the questionnaire dealt with what had influenced them to make their choice as to additional education. Question thirteen dealt with factors involved in determining the choice of school for additional training. Tables XX to XXIII give the statistics based on the responses to these questions.

Evaluation of the educational information service. The answers to the questions dealing with these services at St. Paul Bible College show that 62 per cent of the students answering planned on additional education. Table XX gives the statistics for St. Paul Bible College. Due to the wording of the questionnaire it was possible that this figure could be misleading. Some of the students may have had in mind that they intended to finish their training at St. Paul Bible College and thus answered yes. The purpose of the question was to determine if there were need of additional training for the particular vocation that was chosen, had the decision been made to take the additional training and how that decision was reached. The answers from the nine questionnaires returned by the fourth year students would be applicable. Using these answers for St. Paul Bible College it was seen that 12 per cent of the fourth year students indicated additional education. A total of 24 per cent indicated they were aware of the educational information services and 12 per cent that they had used the services. The 12 per cent that indicated additional education said they were not aware of the information services and had not used them. The statistics for

the entire group responding showed a need for the services under question for the students at St. Paul Bible College must be able to determine whether or not the training program already started will meet the educational entry demands for their vocational choice. The fact that only 47 per cent were aware of the service and only 36 per cent of those responding had used the educational services is indicative of the following: that the services are not publicized, just not being used or need for this kind of service is provided in other ways.

Much of what has been said of the St. Paul Bible College responses holds true for the Grace Bible Institute student body. Of the fourth year students 29 per cent answered that they intended to take additional training. The responses showed 40 per cent were aware of the services and 23 per cent had used the services. Of the Grace Bible Institute fourth year students having made a vocational choice, 50 per cent had changed their choice of vocation, and of these, 10 per cent had used the educational information services. The percentage figure for Grace Bible Institute students aware of the educational information services was 70 per cent but only 22 per cent had used those services. It was possible, of course, that the students having made a vocational choice knew the educational requirements also and so had no need for using the services. The statistics based on the responses from Grace Bible Institute would indicate that the educational information services were not being used as they might. The number of students from each year using them did indicate that the fourth year students made the most of the service. Table XXI gives the figures for Grace Bible Institute students responses to this portion of the questionnaire.

Additional training. The thirteenth question was misunderstood by the students responding so that no statistics were compiled for it

TABLE XX

TABULATION OF RESPONSES FROM STUDENTS OF ST. PAUL BIBLE COLLEGE
FURNISHING THE BASIS FOR THE EVALUATION OF THE
EDUCATIONAL INFORMATION SERVICE

Question ^a	Year of Training				Total	Per Cent of Responses
	1	2	3	4		
9. More education planned	16	15	4	2	37	62%
10. Awareness of services	11	13	10	4	28	47%
11. Use of services	9	9	2	2	22	36%

^aCf. post, pp. 83-86, Appendix B for the exact wording of the questions.

^bTotal number of responses possible--60.

TABLE XXI

TABULATION OF RESPONSES FROM STUDENTS OF GRACE BIBLE INSTITUTE
FURNISHING THE BASIS FOR THE EVALUATION OF THE
EDUCATIONAL INFORMATION SERVICE

Questions ^a	Year of Training				Total	Per Cent of Responses
	1	2	3	4		
9. More education planned	53	24	26	24	127	54%
10. Awareness of services	67	32	26	40	165	70%
11. Use of services	13	14	7	19	53	22%

^aCf. post, pp. 83-86, Appendix B for the exact wording of the questions.

^bTotal number of possible responses--236.

from other than the Grace Bible Institute fourth year students who answered that they intended to take additional training. Even here it was obvious that some of the answers were dealing with the choice of the present school being attended and not future. Four students marked mission board requirements and job entry requirements. Location was a factor in five choices. A friend either attending or having been at the school influenced three. The other responses were so infrequent that no further tabulation was attempted. Of all the rest of the Grace Bible Institute questionnaires returned, only six made a response that could be construed to refer to the educational information services as a factor in the choice of the school attended or to be attended in the future. Since none of the seniors answering the question used these services to help determine the need for additional training, it seemed that the services were not known, or perhaps not needed.

Factors influencing decision as to additional education. Question twelve of the student questionnaires dealt with the student's evaluation of the factors that influenced them to determine that additional education was necessary for entry into their vocational choice. Table XXII gives these figures for St. Paul Bible College students and Table XXIII for Grace Bible Institute students. It was interesting that in both schools contact with people in the vocation was the factor most frequently mentioned. This same factor was most frequently checked as influencing the individual in vocational choice. In both the St. Paul Bible College and Grace Bible Institute responses, the educational information services and occupational information services were ranked next to last and last. While this did not prove that the services were ineffective or in need of improvement, it certainly indicated that they were not used by any large portion of the respective student bodies.

TABLE XXII

FACTORS INFLUENCING DECISION AS TO ADDITIONAL EDUCATION
AS INDICATED BY ST. PAUL BIBLE COLLEGE STUDENTS

Factors	Year of Training				Total	Percentage of Responses
	1	2	3	4		
Contact with people in the vocation	13	14	10	2	39	65%
Instructors	10	13	10	3	32	53%
Student discussions	9	14	5	-	28	47%
Classroom work	7	8	5	3	23	38%
Personal counseling	10	6	6	1	23	38%
Ed. information services	8	10	4	-	22	34%
Occ. information services	7	5	4	-	16	27%

TABLE XXIII

FACTORS INFLUENCING DECISION AS TO ADDITIONAL EDUCATION
INDICATED BY GRACE BIBLE INSTITUTE STUDENTS

Factors	Year of Training				Total	Percentage of Responses
	1	2	3	4		
Contact with people in the vocation	13	30	28	29	100	42%
Student discussions	29	22	22	21	94	40%
Instructors	32	22	13	21	88	37%
Classroom work	34	17	15	16	82	35%
Personal counseling	21	15	11	17	64	27%
Ed. information services	22	14	10	10	56	24%
Occ. information services	19	14	9	12	54	23%

These services needed to be used for while certain types of information may be gained in other ways, detailed, factual, accurate information can most readily be obtained and studied through the information services under consideration.

Suggestions for improving the services. Tables XXIV and XXV show the student's suggestions for improvement of the services under study. Many of the students had no suggestions to make. This could mean that they either thought the services adequate or simply did not know how they could be improved. No attempt was made to determine which of these might be the case. The responses made did not indicate any great lack in these services.

The "call" and the use of objective information. The question now under consideration was one vital to the entire study. This was the same question that was asked in the questionnaire sent to the colleges. As was seen in the responses from the deans, the "call" was primary but objective information was also needed.³ The student questionnaires indicated the need for objective information was greater than did the deans. Tables XXVI and XXVII give the student responses in the descending order of frequency to this question.

Table XXVI shows the responses of students from St. Paul Bible College. Answers 1, 2, 4, 9, 10 all indicated that the "call" and objective information go together. This was almost 60 per cent of the responses. While the amount of emphasis upon the "call" and other information varied from answer to answer, it was seen that the "call" needs to be confirmed by objective information. The answers ranked

³Cf. ante, Table XVI, p. 48.

TABLE XXIV

SUGGESTIONS FOR IMPROVEMENT OF THE EDUCATIONAL AND OCCUPATIONAL
INFORMATION SERVICES BASED UPON THE RESPONSES FROM
THE STUDENTS OF ST. PAUL BIBLE COLLEGE

Answers ^a	No. of Responses ^b
More information given to underclassmen	8
More readily available information	6
More specific and detailed information	4
More informational material of all kinds	3
Better balance upon all areas of ch. related vocations	2
A specific location for the information files	2
Material that is current	1
Counseling in this area	1

^aCf. post, pp. 83-86, Appendix B for the exact questions.

^bTotal number possible--60.

TABLE XXV

SUGGESTIONS FOR IMPROVEMENT OF THE EDUCATIONAL AND OCCUPATIONAL
INFORMATION SERVICES BASED UPON THE RESPONSES FROM
THE STUDENTS OF GRACE BIBLE INSTITUTE

Answers ^a	No. of Responses ^b
Make the services known	27
More complete file including secular vocations	6
Better counseling in this area	4
Central location	3
Trained personnel	3
More instruction on the use of the services	1
Special vocational classes for underclassmen	1
More emphasis upon the services	1
Make the information more available	1
Improved testing program and use	1

^aCf. post, pp. 83-86, Appendix B for the exact questions.

^bTotal number possible--236.

3, 5, 6, 7, 8 all tended to place the most emphasis upon a "call." These answers were about 25 per cent of the total. Approximately 12 per cent did not answer this question.

Table XXVII gives the responses of the students of Grace Bible Institute. The percentages here were not as high in favor of the need for objective information as at St. Paul Bible College but still they were favorable. The responses numbered 2, 3, 5, 6, or 34 per cent indicated that the call should be given top consideration or at least it took precedence over other criteria used to determine vocation. Responses 1, 4, 8, 9, 10, or 42 per cent indicated that the call and objective material were both needed. About 25 per cent did not answer this question.

Students from both schools indicated that both the "call" and objective information were needed. The responses showed that almost all students felt the need for a "call" but over 50 per cent indicated the need for objective information together with the "call." This would support the need for the services under investigation in this study.

TABLE XVI

THE "CALL" AND THE USE OF THE EDUCATIONAL AND OCCUPATIONAL
 INFORMATION SERVICES IN DETERMINING CHOICE OF VOCATION
 BASED ON RESPONSES FROM STUDENTS OF ST. PAUL
 BIBLE COLLEGE

Answers ^a	Number	Per Cent of Responses
1. No call if not able	17	28%
2. Reexamine position and see if call is correct	7	12%
3. If called, God will give needed abilities	7	12%
4. Call is to be considered last	7	12%
5. Call is to be considered first above all else	6	10%
6. Emphasis should be on general call, not specific		7%
7. Use common sense but call is tops	2	3%
8. If called, doors will open	1	.07%
9. Abilities and call should be considered together	1	.07%
10. All are called	1	.07%
11. No answers	7	12%

^aCf. post, pp. 83-86, Appendix B for complete wording of the questions.

TABLE XXVII

THE "CALL" AND THE USE OF THE EDUCATIONAL AND OCCUPATIONAL
 INFORMATION SERVICES IN DETERMINING CHOICE OF VOCATION
 BASED ON RESPONSES FROM STUDENTS OF GRACE
 BIBLE INSTITUTE

Answers ^a	Number	Per Cent of Responses
1. Reexamine the call	74	31%
2. The Lord gives enablement to meet the call	42	18%
3. If God calls, all problems can be overcome	16	7%
4. No call to specific work unless person able.	12	5%
5. There must be a call	11	5%
6. Give all weight to the call	10	4%
7. Circumstances and the call must go together	9	4%
8. Some weight should be given to a call	3	1%
9. Emphasis on general call, not to specific work	3	1%
10. If call blocked, go to another area of services	1	
11. No answers	65	25%

^aCf. post, pp. 83-86, Appendix B for the complete wording of the questions.

CHAPTER V

SUMMARY, CONCLUSION, RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to evaluate the occupational and educational information services of the member schools of the AABC, and to determine the need for such services in view of the emphasis upon a "call" to a field or area of service. Involved in the study was the working out of criteria that might be of use in evaluating such services and the critical examination of existing informational material in the area of church related vocations. The solution to the study involved the use of literature in the field of the occupational and educational information services to establish the criteria for evaluation. This led to the formulation of: (1) a questionnaire for the Deans of Education of the member schools of the AABC; (2) a questionnaire for the students of two selected schools. These questionnaires formed the basis for the evaluation of the services from the schools' viewpoint and the students. They also served as the foundation for determining the need of these services.

The criteria developed will be stated separately and so will not be dealt with in this summary. The evaluation of existing informational material has been included in Appendix D.

The administrative questionnaire. The responses to the questionnaire showed that of the member schools twenty-three of the twenty-seven

schools responding offered the services investigated in this study. The tabulations indicated the services studied were under the administration of six different administrative officers with two schools indicating two officers in charge. There were nine different offices listed as being the technical leader or the one in direct control. A total of thirteen other individuals were also seen to be involved in the services.

As far as the content of the educational file, the responses showed that one school had eleven types of material while two schools had one type, the average being five. The most frequent form of material was the college catalog. The occupational information file shows that one school had seventeen kinds of informational material while one school had none with the mean being five. The material that was available was not made readily accessible. This was not only seen from the administrative questionnaire but also from the student questionnaire. The statistics from the administrative questionnaire showed that of the suggested ways of making the information available, only 4.7 ways were used as an average. Two schools used nine different ways and three schools used only one way.

The organization of the material was seen in Table VII. Thirteen schools had no central location for the file, fifteen had more than one person in charge, eleven had only church related vocational material found in their files, twenty-one did not evaluate the material in the files and eight said it was not current and up to date. The church related vocational material found in the files was seen to be that dealing with the more common of the vocations. The more specialized ministries were not found in many of the files.

The results of the questionnaire revealed that only four schools had specific objectives for the services under investigation in this study. All four schools stated that the objectives were being carried

out and three of the four said that the objectives were accepted by the entire staff.

Student usage of the services was shown to range from "a great extent" to "very little." Eight schools indicate the use was not good; four that it was good. The financing of the services also was shown as a specific budget item in only one school and there the budgeted amount went for the salary of those staff and administrative individuals involved in the services.

The strengths of the services were shown to vary greatly from school to school with personal counseling the most frequent strength. Four schools gave no answer to this question. The weaknesses listed were many with lack of organization and system the most frequent. Lack of information on nonchurch related vocations and administration was the next most frequent weakness listed. Nine schools indicated that the placement office did some work in this field, largely confined to making known the available positions open in church related vocations.

Thirteen schools indicated that a "call" was primary to choosing a church related vocation but all qualified their answers so that it was evident that objective information should also be used.

The student questionnaires. The student questionnaires filled out by St. Paul Bible College and Grace Bible Institute students did not contain differences of information that were of importance to this study. While the percentages did fluctuate some, the responses were generally the same. A majority of the students had made a vocational choice. Of those students making such a choice a majority again had chosen a church related vocation. The responses from both schools in-

indicated that 47 per cent had made their choice of vocation before enrolling in their respective schools. Of those having made the choice before enrolling, 21 per cent indicated that they had changed their occupational choice since enrolling at their present school. A total of 61 per cent indicated that they had had access to informational materials of sufficient value that they could make an occupational choice that was valid.

The study revealed that the most frequently mentioned factor influencing vocational choice in both schools was contact with individuals in the vocation. The second and third factors were direct investigation and a personal "call." The occupational information service was tenth of fifteen factors.

The statistics dealing with the educational services showed that of the two student bodies questioned 58 per cent looked forward to additional education. St. Paul Bible College students indicated 47 per cent were aware of educational information while 70 per cent of Grace Bible Institute indicated an awareness of the educational information services. An average figure of 36 per cent for the two schools were shown to have consulted the services. The factors that influenced the students' decision as to the need for additional education was contact with individuals in the vocation. The educational information service ranked sixth out of a possible seven.

Student responses to the question as to suggestions as to improvement were not especially enlightening. Some students made more than one suggestion but assuming each suggestion was from a different student, this would leave a total of 219 students from the two schools who had no suggestions as to ways of improving the information services under study.

The question as to the relative importance of a "call" and objective information in determining a "call" showed that 51 per cent of the students responding from both schools indicated a need for objective information, 30 per cent indicated the primacy of the "call" with 19 per cent indicating no answer.

II. CONCLUSION

This study began with two hypotheses. The first was that the educational and occupational information services of the member schools of the AABC were inadequate. The conclusion was that as far as the schools involved in the study are concerned, the hypothesis was sustained for the following reasons:

1. The administration of the services in question did not follow any consistent pattern of organization suggested for these services.
2. The information in the occupational and educational information files was not complete, organized, classified or readily available.
3. There were only four schools with specific objectives for the services.
4. Only four schools indicated that the student usage of the services was good.
5. Only one school indicated that these services were a part of the regular budget and this for salaries only.
6. The use of these services did not play a very important part in students' selection of vocation or need of additional education.
7. Only 69 per cent of the students questioned were aware of these services and only 36 per cent had used the services in their respective schools.

The second hypothesis was that educational and occupational information services were needed in schools of the nature found in the AABC in spite of the emphasis on a "call." This also was substantiated as far as the schools involved in the study were concerned for the following reasons:

1. Of the schools completing the questionnaires, twenty-three indicated that they offer such services.
2. The administrative official filling out the questionnaire, the Dean of Education, in the case of thirteen schools indicated the primacy of a "call" but all those responding indicated the need for the services in question.
3. The students responding clearly underscored the need for such services by 51 per cent indicating a need for objective information as to 30 per cent who placed the emphasis upon a "call" as the determining factor in vocational choice. The remaining 19 per cent did not answer the question.

III. RECOMMENDATIONS

The study conducted was limited. The number of schools involved in the study was only twenty-three or 44 per cent of the member schools of the AABC. Only two student bodies participated in the study. It would be possible that all the other schools not involved in this study had excellent guidance services which included those services under consideration in this study, however, such a possibility seems remote. Because the study seems to show the need for improvement in the area of guidance, the following recommendations are suggested:

1. That the AABC encourage member schools to improve their educational and occupational information services.
2. That the need for such services be emphasized as a means of helping to determine and confirm the "call" of God to a field of service.
3. That the AABC include more specific criteria in their manual for guidance and counseling services and in particular the information services.
4. That the AABC encourage member schools to include these services in the budget as a part of the total guidance program.

Certainly in view of the strategic part played by the member schools of the AABC in providing trained personnel for the church related vocations, no student personnel service should be neglected that would help to channel more students into these vocations.

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APPENDIX A

1515 South 10th Street
Omaha, Nebraska 68108
April 15, 1964

Dear Sir:

I am sure that you share the concern common to most individuals in the field of Christian Education as to the effectiveness of the total program provided for students attending Christian Colleges and Bible Institutes.

As you know, the member schools of the Accrediting Association of Bible Colleges perform an important work in the training of students for church related vocations. Over fifty per cent of all Protestant missionaries serving in foreign fields are trained in such schools. In the last few years there has been a great emphasis upon guidance and counseling at all levels of education to help students make wise choices for future training and preparation for life's work. Inasmuch as the school of which you are a part has a key role in the training of young people for church related vocations, I am sure that you are interested in improving the program wherever possible. For that reason I am asking you to take the time to fill out the enclosed questionnaire dealing with the educational and occupational information services of your school's guidance program and return it to me in the enclosed envelope.

I know that you are busy and that you have many demands on your time. I do believe that the study of these guidance services should help in improving these phases of the guidance services. This in turn should help students make more valid and lasting decisions as to training and future church related vocations.

A copy of this study with results will be made available to Dr. John Mostert, Executive Secretary of the AAEC, for it is with his encouragement that I am undertaking this study.

Thank you for your cooperation and assistance in the research study.

In Him,

Russell G. Jones

QUESTIONNAIRE

THE EDUCATIONAL AND OCCUPATIONAL INFORMATION SERVICES OF THE MEMBER
SCHOOLS OF THE ACCREDITING ASSOCIATION OF BIBLE COLLEGES

PURPOSE: To determine the present status of the educational and occupational information services of the member schools of the AABC and to provide a basis for the evaluation of those services.

DIRECTIONS: Answer all questions that are pertinent to your educational and occupational information services. A check mark indicates an affirmative answer, a question left blank a negative answer. There are six open end questions. Answer them as fully as you can. The educational service involves the process of providing material that will furnish information regarding the choice of studies, curricula, schools and colleges so that the training taken will enable the individual to enter and perform in the chosen vocational field. Occupational information is that information needed for intelligently planning a future, building a career, and in effecting satisfactory adjustment in a vocation. Please fill out the questionnaire and return it in the enclosed, self-addressed, stamped envelope.

- I. _____ The school with which I am affiliated offers as a part of the guidance services, educational and occupational information.
- II. Administration of the educational and occupational information services.
- A. The administrative officer finally responsible for the services is
- _____ President
 _____ Dean of Education
 _____ Dean of Student Affairs
 _____ Other (list title)
- B. The individual in direct control of the services is (list title)
-
- C. Other personnel directly involved in the information services are (list, please)
-
-

III. What kinds of information are available?

A. Educational information

- _____ College and university catalogs
- _____ College and university directories
- _____ Vocational and technical school information
- _____ Vocational and technical school directories
- _____ Information on special schools
- _____ Military training
- _____ Apprenticeship training
- _____ Correspondence schools
- _____ How to select a training program
- _____ Costs of further training
- _____ Scholarship and loan information
- _____ Transfer of credit

B. Occupational information

- _____ Career fiction
- _____ Biography
- _____ Occupational monographs
- _____ Occupational briefs
- _____ Occupational abstracts
- _____ Occupational guides
- _____ Job series
- _____ Descriptive literature
- _____ Recruitment literature
- _____ Posters-charts
- _____ Surveys, job analysis, etc.
- _____ Annotated bibliographies
- _____ Magazines
- _____ Specialized occupational studies
- _____ Technical reports
- _____ Motion pictures, film strips, slides, etc.
- _____ Tapes, recordings, etc.

IV. How is the information made available for use?

- _____ Group activities
 - _____ Career days
 - _____ Orientation days
 - _____ Field trips
 - _____ Christian service assignments
 - _____ Clubs and organizations
 - _____ Chapel programs
 - _____ Classroom work
 - _____ Student handbooks
 - _____ Audio-visual aids (radio, T. V., motion pictures, etc.)
 - _____ Individual counseling
 - _____ Others (Please list) _____
-

V. How is the information organized for use?

- Is the information collected in one location? (if not, how many places?)
- Is the material classified according to some system?
- Is there one person responsible for collecting and filing informational material?
- Is an attempt made to evaluate the material using a work-list such as that of the NVGA?
- Is the material current and up to date?
- Does the file or library contain all types of informational material?
- Does the file or library contain material that deals only with the church related vocations?

VI. What kinds of church related vocations are covered by the informational material in the file or library?

A. Home Ministries

- Campus ministry
- Christian education ministry
- Church music ministry
- Evangelism
- Home mission ministries
- Institutional chaplaincy
- Military chaplaincy
- Pastoral ministry
- Social Work
- Teaching (in church related schools)

B. Foreign Ministries

- Churchmanship (working with national workers in the various phases of the work of the church)
- Evangelism (general missionary work)
- Education
- Laboratory technicians
- Medicine
- Nurses
- Rural mission work
- Technical services
- Social services

VII. Objectives

- Are there specific objectives stated for the educational and occupational information services?
- Do staff members accept the objectives of the services as stated?
- Are the objectives being carried out?

VIII. Please answer the following open end questions. If more space is needed, use the back of the questionnaire.

- A. How extensively do the students use the services that are available?

- B. How adequately are the services financed? (If possible please give the percentage of the budget allowed for these services.)
- C. What do you believe are the best elements of the educational and occupational information services offered at your institution?
- D. In what respect are these services least adequate or in need of improvement?
- E. Are some of these services listed in the questionnaire performed by the school placement office?
- F. When counseling with students and using objective educational and occupational information, how much weight or emphasis should be given to a "call" to a particular area or field of service?

Signature

Official title

APPENDIX B

QUESTIONNAIRE

THE EDUCATIONAL AND OCCUPATIONAL INFORMATION SERVICES OF THE MEMBER SCHOOLS OF THE ACCREDITING ASSOCIATION OF BIBLE COLLEGES

PURPOSE: To determine and evaluate the present status of the educational information and occupational information services of representative schools of the AABC, using information gathered by a questionnaire given to the students of the selected schools.

DIRECTIONS: Answer all questions. Check the appropriate answer. Undecided means you don't know, can't be sure of the answer or don't understand the question. There are several open end questions. Consider your answers carefully and answer as fully and accurately as possible. The educational information service involves the providing of material that will furnish information regarding choice of studies, curricula, schools, and colleges so that the training taken will enable the individual to enter and perform in the chosen vocational field. Occupational information provides information on the nature of the work in a vocation, training and qualifications needed, working conditions, geographical areas where vocation is found, needed workers in the vocation, advancement, pay and other forms of satisfaction. Please fill out the questionnaire and return it as instructed.

1. I am at present in the _____ year in my program at the school that I am attending.
2. Have you arrived at a choice of a life vocation?
yes ___ no ___ undecided ___
3. Is this vocation one that would be considered a church related vocation? (eg. pastorate, missions work, christian education, etc.)
4. Had you arrived at this choice before enrolling in your present school?
yes ___ no ___ undecided ___
5. Have the informational services and other experiences at your school confirmed your choice of vocation?
yes ___ no ___ undecided ___
6. Have you changed your vocational choice since enrolling in your school you are now attending?
yes ___ no ___ undecided ___

7. What has influenced you to make your vocational choice?

Home influence	yes	no	undecided
Counseling with pastor	yes	no	undecided
Bible camp experiences	yes	no	undecided
Occupational information	yes	no	undecided
Personal counseling	yes	no	undecided
Conferences (Bible, Missions)	yes	no	undecided
Chapel presentations	yes	no	undecided
Classroom work	yes	no	undecided
Instructors	yes	no	undecided
Christian service assignments	yes	no	undecided
Contacts with people in the vocation	yes	no	undecided
Discussions with students	yes	no	undecided
Reading biographies	yes	no	undecided
Personal investigation	yes	no	undecided
A "call" by God	yes	no	undecided
Other (list please)			

8. Do you think that you have access to enough valid, objective, up to date and accurate informational material so that you can make an intelligent, considered choice of a church related vocation?
yes ___ no ___ undecided ___

9. Are you planning on additional education or training before entering into your life vocation?
yes ___ no ___ undecided ___

10. Are you aware that there is educational information and occupational information available in your school?
yes ___ no ___ undecided ___

11. Have you consulted or used the informational material that is available in arriving at your educational or occupational choice?
yes ___ no ___ undecided ___

12. How did you determine that additional schooling was necessary?

Personal counseling	yes	no	undecided
Educational information services	yes	no	undecided
Occupational information services	yes	no	undecided
Classroom work	yes	no	undecided
Instructors	yes	no	undecided
Discussions with students	yes	no	undecided
Contact with individuals in the vocation	yes	no	undecided
Other (list please)			

13. How did you arrive at that choice of school?
(list the factors that were involved)

14. If you think that the educational information and occupational information services of your school could be improved, what areas of improvement can you suggest?

15. How much weight should be given to a "personal call from God" to a particular vocation when this call may not be supported by information supplied by the information services? Examples of such a situation would be as follows:
 1. You are called to be a Christian education director in your church denomination but the churches are not large enough to use such a full time person.

 2. You are called to a mission field that requires the use of a foreign language. You have failed every language course attempted.

APPENDIX C

COLLEGES WHICH RECEIVED QUESTIONNAIRE

ACCREDITED COLLEGES

Azusa College	Azusa, California
Barrington College	Barrington, Rhode Island
Berkshire Christian College	Lenox, Massachusetts
Bethany Bible College	Santa Cruz, California
Biola College	La Mirada, California
Calvary Bible College	Kansas City, Missouri
Canadian Bible College	Regina, Saskatchewan, Canada
Central Bible Institute	Springfield, Missouri
Central Wesleyan College	Central, South Carolina
Columbia Bible College	Columbia, South Carolina
Detroit Bible College	Detroit, Michigan
Eastern Pilgrim College	Allentown, Pennsylvania
Fort Wayne Bible College	Fort Wayne, Indiana
Free Will Baptist Bible College	Nashville, Tennessee
Grace Bible Institute	Omaha, Nebraska
Kentucky Christian College	Grayson, Kentucky
Lee College	Cleveland, Tennessee
Lincoln Christian College	Lincoln, Illinois
London College of Bible and Missions	London, Ontario, Canada
Manhattan Bible College	Manhattan, Kansas
Mennonite Brethren Bible College	Winnipeg, Manitoba, Canada
Minnesota Bible College	Minneapolis, Minnesota
Moody Bible Institute	Chicago, Illinois
Multnomah School of the Bible	Portland, Oregon
Northeastern Collegiate Bible Institute	Essex Falls, New Jersey
Northwest College of the Assemblies of God	Kirkland, Washington
Nyack Missionary College	Nyack, New York
Pacific Christian College	Long Beach, California
Philadelphia College of Bible	Philadelphia, Pennsylvania
Piedmont Bible College	Winston-Salem, North Carolina
St. Paul Bible College	St. Paul, Minnesota
Simpson Bible College	San Francisco, California
Southeastern Bible College	Birmingham, Alabama
South-Eastern Bible College	Lakeland, Florida
Southwestern Assemblies of God College	Waxahachie, Texas
Toccoa Falls Institute	Toccoa Falls, Georgia
Vennard College	University Park, Iowa
Washington Bible College	Washington, D. C.
Western Baptist Bible College	El Cerrito, California

ASSOCIATE MEMBERS

American Baptist Theological Seminary	Nashville, Tennessee
College of the Bible	East Point, Georgia
Atlanta Christian College	Bradley, West Virginia
Appalachian Bible Institute	Allentown, Pennsylvania
Berean Bible School	

Christian Training Institute
Emmaus Bible School
Friends Bible College
Lancaster School of the Bible
North Central Bible College
Northeast Bible Institute
Open Bible College
Reformed Bible Institute
Rockmont College
Southern Pilgrim College

Edmonton, Alberta, Canada
Oak Park, Illinois
Haviland, Kansas
Lancaster, Pennsylvania
Minneapolis, Minnesota
Green Lane, Pennsylvania
Des Moines, Iowa
Grand Rapids, Michigan
Longmont, Colorado
Kernersville, No. Carolina

APPENDIX D

EVALUATION OF CHURCH RELATED VOCATIONAL LITERATURE

TYPE OF PUBLICATION

A--Career fiction	I--Occupational or industrial de- scriptive literature
B--Biography	J--Recruitment literature
C--Occupational monograph	K--Poster or chart
D--Occupational brief	L--Article or reprint
E--Occupational abstract	M--Community Survey, economic report, job analysis
F--Occupational guide	N--Other
G--Job series	
H--Business and industrial de- scriptive literature	

RECOMMENDATION

*Highly recommended (Maximum adherence to N. V. G. A. standards).

A. HOME MINISTRIES

ALL VOCATIONS

Bibliography, Christian Vocation and Church Vocations for Youth Advisor
College Students, and High School Students, United Presbyterian
Church U.S.A., n.d., 1 p. N*

Doorways to Christian Service, Evangelical Covenant Church of America,
n.d., 14 pp. F*

Careers and Service Opportunities, Board of Christian Service, General
Conference Mennonite Church, n.d., 13 pp. N*

Careers in the Liberal Church Today, Department Education, Unitarian
Universalist Association, 1961, 14 pp. I*

The Christian Ministry, Church Vocations Committee, Christian Church,
n.d., 6 pp. C*

A Church Vocation Monograph, Church Vocations Committee, Christian
Church, n.d., 6 pp. C*

Laborers Into His Harvest, National Council of Churches of Christ in
U.S.A., 1957, 7 pp., 50¢ N

CHRISTIAN EDUCATION

Christian Education, Church Vocations Committee, Christian Church, n.d.

Christian Education as a Church Occupation, United Presbyterian U.S.A., 1964, 4 pp. N*

If You Wanted to Become a Christian Education Director, National Council of Churches of Christ in the U.S.A., 1955, 1 p., 5¢. D

Religious Education Director, Chronicle Guidance Publications, 1963, 4 pp., 35¢. D*

CLERGY

A Guide to the Liberal Ministry, Department of the Ministry, American Unitarian Association, 1960, 12 pp. I

Be a Rural Pastor, National Council of the Churches of Christ in the U.S.A., n.d., 8 pp., 3¢. N

Clergymen, Chronicle Guidance Publications, 1963, 4 pp., 35¢. D*

Clergymen, Science Research Association, 1955, 4 pp.

The Clergy, Protestant Clergy, U.S.D.L., 1964, 4 pp.

Ministerial Leadership in the Unitarian Universalist Association, Division of Publication, Unitarian Universalist Association, 1963, 12 pp., 15¢. I*

Nine Questions about Entering the Ministry, United Presbyterian Church U.S.A., 1960, 8 pp.

Possibly the Ministry, National Council of the Churches of Christ in the U.S.A., n.d., 8 pp., 5¢.

The Ordained Ministry, United Presbyterian, U.S.A., 1959, 4 pp. C*

The Parrish Ministry, United Church of Christ, 1954, 4 pp. C

Pastoral Ministry, Church Vocations Committee, Christian Church, n.d., 6 pp. C*

Should I Consider the Ministry, American Baptist Convention, n.d., 14 pp. J*

Should You Enter the Clergy, New York Life Insurance Co., 1959, 12 pp.

The Life That's Still Being Invented, American Baptist Convention, n.d., 1 p. C*

Lutheran Church Occupations, Youth Department, American Lutheran Church, 1961, 52 pp., 35¢. I*

Methodist Church Related Vocations, The Methodist Church, 1963, 64 pp., 15¢. N*

The Missionary Church Association Fact Finder, Missionary Church Association, n.d., 1 p. N

Opportunities for Vocations in the Work of the United Church for Christ, 1961, 19 pp. I*

Religious Vocation, S.R.A., 1957, 4 pp.

Steps to Full Time Christian Ministry in the Missionary Church Association, Missionary Church Association, n.d., 2 pp. N

To Give a Life, American Baptist Convention, 1964, 1 p. N*

Vocational Guidance in the Local Church, United Presbyterian Church U.S.A., 1960, 15 pp. N*

Vocations and Protestant Religious Occupations. Vocational Guidance Manuals, 1963, 160 pp. C*

Vocations in the Church, Church Vocations Committee, Christian Church, n.d., 6 pp. C*

You and Your Vocational Choice, United Presbyterian Church, U.S.A., 1959, 4 pp. C*

Young Man, You're Wanted, United Church for Christ, 1958, 15¢. N*

CAMPUS

Campus Ministry, Church Vocations Committee, Christian Church, n.d., 6 pp. C*

CHAPLAINCY

The Chaplaincy as a Vocation, United Church of Christ, n.d., 4 pp. C*

Institutional Chaplaincy, Church Vocations Committee, Christian Church, n.d., 6 pp. C*

Military Chaplaincy, Church Vocations Committee, Christian Church, n.d., 6 pp. C*

CHURCH MUSIC

Church Music, Church Vocations Committee, Christian Church, n.d., 6 pp.

MENTAL HEALTH PROFESSIONS

Discipleship in Mental Health Professions, Mennonite Health Services, Inc., n.d., 30 pp. G*

HOME MISSIONS

Home Mission, Church Vocations Committee, Christian Church, n.d., 6 pp. C*

THE NEGRO

The Negro in the Christian Ministry, Church Vocations Committee, Christian Church, n.d., 6 pp. C*

SOCIAL WORK

Social Work, Church Vocations Committee, Christian Church, n.d., 6 pp. C*

THEOLOGICAL SEMINARIES

Theological Seminaries, Department of the Ministry, Congregational Christian Churches, n.d., 46 pp. N*

VOCATIONS FOR WOMEN

Vocations for Women in the Evangelical and Reformed Church, United Church for Christ, 1960, 1 p. G

Women's Church Vocation, National Council of the Churches of Christ in the U.S.A., n.d., 8 pp.

Church Vocations for Women, United Presbyterian Church U.S.A., 1959, 4 pp. C*

B. FOREIGN MINISTRIES¹

Associated Missions of the International Council of Christian Churches, 210 Kennedy Bldg., P.O. Box 188, Johnson City, New York

¹Because of the variety of materials offered by each mission board, no attempt was made to evaluate this material. For the same reason no list of mission boards was made. Name and address of all protestant missions can be obtained by writing to one of the above organizations. The individual board can then be contacted for material dealing with their work.

Division of Foreign Missions, National Council of Churches of Christ
in the U.S.A., 475 Riverside Drive, New York 27, New York.

Evangelical Foreign Missionary Association, 1405 G Street, Washington
5, D. C.

Interdenominational Foreign Missionary Association, 54 Bergen Avenue,
Ridgefield Park, New Jersey.

C. PUBLISHERS INDEX

B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N.W., Wash-
ington, D. C.

Board of Christian Service, General Conference Mennonite Church, 722
Main Street, Newton, Kansas.

Careers, P.O. Box 135, Largo, Florida.

Church Vocations Committee, Christian Church, 222 So. Downey Avenue,
Indianapolis 7, Indiana.

Christian Herald, 27 East 39th Street, New York 16, New York.

Chronicle Guidance Publications, Moravia, New York.

Clerical Conference, Catholic University of America, Washington 17,
D. C.

Department of Theological Education, American Baptist Board of Educa-
tion and Publication, Valley Forge, Pennsylvania 19481.

Director of Field Activities, the Hebrew Union College, Cincinnati 20,
Ohio.

Evangelical Covenant Church of America, 5101 N. Francisco Avenue,
Chicago, Illinois.

Interboard Committee on Christian Vocations, Methodist Church, P.O.
Box 871, Nashville, Tennessee 37202.

Jewish Forum, 305 Broadway, New York 16, New York.

Missionary Church Association, 3901 South Wayne Avenue, Fort Wayne 6,
Indiana.

National Council of Churches of Christ in the U.S.A., 257 4th Avenue,
New York 10, New York.

New York Life Insurance Co., 51 Madison Avenue, New York 10, New York.

Occupation Outlook Service, U. S. Department of Labor Statistics, Wash-
ington 25, D. C.

Science Research Associate, Inc., 259 E. Erie St., Chicago 11, Illinois.

Unitarian Universalist Association, 25 Beacon Street, Boston, Massachusetts.

United Church for Christ, Church Vocation Office, 2969 West 25th Street, Cleveland 13, Ohio.

United Presbyterian Church U.S.A., 808 Witherspoon Building, Philadelphia 7, Pennsylvania.

United States Women's Bureau, Washington 25, D. C.

Universal Publishing and Distributing Corporation, 800 Second Avenue, New York 17, New York.

Vocational Guidance Manuals, Inc., 212-224 Avenue, Bayside 64, New Jersey.

Youth Department, American Lutheran Church, 422 South 5th Street, Minneapolis 15, Minnesota.

APPENDIX B

**SUGGESTED CRITERIA FOR EVALUATING THE EDUCATIONAL INFORMATION
AND OCCUPATIONAL INFORMATION SERVICES**

The criteria suggested by the study were drawn up within the framework of the overall objectives of the AABC and were intended to be of a general nature.¹ These criteria could then in turn be used to evaluate the services of the individual member schools. It should be kept in mind that criteria for these two aspects of the information services must also fit into those set up for the entire guidance program.

Administration.

1. Are the services adapted to the needs and facilities of the school?
2. Is the school administration and staff aware of the need for such services, their value and contribution to the total school program?
3. Is there encouragement and cooperation on the part of the school administration and staff?
4. Is there administrative leadership, both executive and technical? The executive leader could be the Dean of Students or some other staff official who is responsible for providing the atmosphere and setting for the services. The technical leader is selected by the executive leader and is responsible for the actual program and its development.
5. Are the services a part of the budget?
6. Are adequate facilities, personnel, etc. provided so that the services needed can be provided?
7. Is there any attempt made to evaluate the information services?

The information library.

1. Is there an information library?
2. Is the library in a central location, available for staff and student use?

¹For criteria dealing with the student personnel services see the Manual, p. 38.

3. Is the information material selected varied sufficiently to give broad coverage to all areas of vocational and educational choice?
4. Is the information evaluated?²
5. Is the information classified according to some useable system?
6. Is the information made available to staff and students?
7. Is there one person responsible for the information library, its use, solution and to classify the materials, etc.?
8. Is the library and its services publicized?

The presentation of information.

1. Is the information presented to students in ways that will benefit them and cause them to use the services on their own?
2. Do the faculty and staff encourage students to use the services provided as a means of determining and verifying the personal "call" received?
3. Is opportunity given for students to use the materials individually?

²For a detailed evaluation the checklist of the N. V. G. A. is standard.