

**AN APPRAISAL OF THE OREGON STATE COLLEGE
COUNSELING AND TESTING BUREAU**

by

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AN APPRAISAL OF THE OREGON STATE COLLEGE

COUNSELING AND TESTING BUREAU

CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study is to make a follow-up investigation of the counselees of the Oregon State College Counseling and Testing Bureau. More specifically, it is to gather and organize information that will: (1) describe the status of the counselees three to thirty months after the time of advisement, (2) indicate what help they have received from the advisement, and (3) reveal ways in which the counseling service might be improved.

The term "advisement" as used in this thesis refers to the service rendered by the Counseling Bureau in assisting veterans of World War II in making determinations regarding their occupational adjustment.

Purpose of the Study

The taking of an inventory is an accepted practice in business. It has been found that "it pays to take stock." Likewise in guidance work, methods and procedures need to be appraised. Periodically there is need for a review, to ask such questions as these: What has been accomplished? What has been neglected? What

has been well done? What remains to be done? The value of an attempt at evaluation, according to Kefauver and Hand (43), lies in the fact that it defines more accurately the problems to be dealt with, shows to what extent the guidance program is adequate, compares the relative effectiveness of various procedures, and promotes a scientific, critical attitude toward the guidance problems.

Has the advisement program at Oregon State College been succeeding in its efforts to help the veterans make satisfactory vocational adjustments? What are the veterans doing about their vocational training? Have they continued with the vocational objectives they selected? How do they feel about the progress they have made? To what extent do they think the counseling service has helped them? What suggestions do they have for the improvement of the Counseling and Testing Bureau? To gather information that will at least partially answer these and other questions is the purpose of this study.

An appraisal of a counseling service is admittedly exceedingly difficult. According to Wrenn and Darley (98, p. 58): "There is probably no existing set of stated criteria for evaluating a personnel program, or counseling function in particular that will fit all evaluation efforts."

Nevertheless, it is desirable that appraisal studies of existing services be undertaken. If mistakes are to be eliminated they must first be discovered. If counselees are finding that certain information is helpful, or if they need more help or desire a different kind of service, this should be known.

According to Strom (71, pp. 168-169): "Sufficient time has now elapsed since the end of the war to permit evaluation of the manner in which the veterans are adapting themselves to their educational training... We need to obtain a carefully prepared factual picture of the conditions which exist today. We need to know, for instance, why so many veterans are changing their vocational objectives. We should find out why many veterans are dropping out of school or else failing to register."

An attempt has been made in this study to acquire facts and opinions that may be useful and of value to counselors and administrators in their efforts to improve counseling services and guidance programs.

The Need For Guidance Services

The need of youth for vocational guidance services is being recognized by guidance specialists and educational leaders throughout the country. Large numbers of veterans and non-veterans are wondering what they should prepare themselves to do. "Finding out for what kind of work they are best suited is the greatest problem young people today are facing" is quoted by Bell (11, p. 37) in Youth Tell Their Story as an example of what a representative sample of young people think concerning their own problems.

Young people often apply for work without knowing the requirements of the jobs or without knowing what kind of work they are qualified to do. Myers (53) points out that many young people enter

wage-earning occupations by chance methods and with very little consideration of their suitability. They also shift a great deal from one occupation to another, often with little thought of the advantages or disadvantages of the change. Bell reports a study of 4,000 applicants between the ages of 16 and 25 who had registered in the St. Louis and Baltimore public employment offices in which it was found that the majority of the applicants (10, p. 29), "... could not be classified occupationally on the basis of either work done or training received... Practically all of the 16-year-old youth (99 per cent) could not be so classified, and according to Project standards, were in need of vocational counseling. Of all the 18-year-old youth almost nine-tenths (87 per cent) clearly needed diagnostic study." Six out of ten of the 20-year-olds could not be classified occupationally on the basis of their training and experience.

Many young people aspire to professions and vocations in which there seems to be little likelihood that they can find successful employment. In a comparison of the actual with the preferred occupations of employed youth, Bell found (11, p. 132): "More than five times as large a proportion of the employed subjects expressed a desire to do professional-technical work as were found to be employed in this field. More than four times as many youth wanted jobs in some kind of skilled labor as were found to be so employed. On the other hand, almost four times as large a number were found to be working in the semi-skilled occupations as preferred to be so employed."

Sparling reported an investigation in 1933, of the vocational aspirations of 1,011 college students of Long Island University.

He wrote (67, pp. 95-96):

1. The majority of the students expect to enter vocations in which they will have an intelligence handicap. Only 34 per cent of them have chosen a vocation in which they have a higher intelligence than that possessed by the average person engaged in the vocation.

2. An astonishingly large proportion of students, 37 per cent, are preparing to enter vocations involving subjects in which their grades are low. In many instances, they are not selecting vocations in line with their best school subjects.

3. Of the students who intend to be physicians, 50 per cent do not have grades high enough to admit them to a medical school in the United States; of those who intend to be teachers 75 per cent have grades below 80 in the subjects which they intend to teach; of the students who have chosen dentistry 50 per cent will not be able with their present grades to gain entrance to dental schools in New York City.

4. Serious discrepancies exist between the types of work the student likes to do and the types required by the chosen vocation.

8. The dearth of information about the professions chosen is striking. Eighty per cent of the students believe they are going to earn more than the average practitioner actually earns. In general the least well qualified person makes the largest estimate of his possible earnings. Want of information is further shown by the fact that only 7 per cent have the knowledge which enables them to make comprehensive plans for entering their vocations.

The problems youth face in selecting the vocations for which they are best suited and of acquiring the training essential for

success in them seem to be getting more difficult. Myers (53) says that the need for vocational guidance becomes greater each year because of rapidly changing economic and social conditions. He points to the enormous increase, during the past quarter-century, in the number of occupations, each with its peculiar requirements and opportunities. Along with the increasing complexity of the occupational world has come a decrease in the informal, unorganized opportunities for youth to become informed about occupations and their requirements.

The need for guidance to help young people solve their problems satisfactorily is becoming increasingly apparent. Hamrin and Erickson find evidence to support this statement in (33, p. 5) "...the present maladjustment of students, the lack of intelligent planning on the part of students, and the prevalence of pseudo-science in this field." Myers (53, p. 80) writes: "With so much evidence of an increasing need on the part of individuals for assistance in making the transfer from school to occupational life the problem of providing vocational guidance in a systematic, organized manner has become a major social obligation."

According to Erickson and Smith (28, p. 1): "Guidance services are clearly emerging as essential parts of every educational activity." They point out that: "As the school curriculum expands, the need for careful selection becomes more important. As the adult society becomes more complex, the need for information about that society becomes more acute. As teachers attempt to individualize instruction, they need more and more information about pupils. As we

encourage youngsters to become more self-directive, their need for information about themselves becomes more evident." In their plan of Education For All American Youth, the Educational Policies Commission provide for guidance as (26, p. 39) "the keystone of the school program."

Despite the difficulties, the obstacles and the cost, Bell (10) believes the job of developing a national network of adequate programs of occupational adjustment is well worth doing and that (10, p. 8) "... it needs and deserves the united support of all the agencies and all the individuals who are properly concerned."

There may be some who object to counseling on the grounds that it may destroy individual initiative or interfere with the individual's right of self-determination. This assumption is based upon a false conception of guidance. The point of view held by guidance leaders is well expressed by Traxler (78, p. 13) who wrote: "The point will bear repeating that guidance as defined by those who approach the problem rationally implies first of all recognition and understanding of the individual and creation of conditions that will enable each individual to develop his fullest capacities and ultimately to achieve the maximum possible self-guidance and security both economically and socially. This concept of guidance epitomizes our democratic philosophy. It is as enduring as democracy itself, for basically it is democracy applied to the life of the school."

For many returning servicemen, the problems of finding vocations for which they were well suited and of obtaining adequate

training to prepare themselves for successful careers have seemed intensified rather than alleviated by the time spent and the experiences undergone while in the armed forces. School years were lost, vocational training was interrupted, plans were changed or postponed. Training acquired to fit a young man for an important assignment in the armed forces did not necessarily qualify him to take an important position in civilian economic life, even though the desire to hold such a position may have been stimulated. Traveling around the country from one army camp to another and often traveling abroad to different countries seemed to add to the restlessness of some young men and make it more difficult for them to settle down in civilian life to the business of making a living or of preparing for a vocation. For many men the years spent in the service added maturity and valuable experience. Upon being discharged from the service, many of them were anxious to assume the responsibility of making their own way in civilian life. For them the problem of selecting and preparing for a vocation became more immediate and demanding. For those who acquired service-connected disabilities radical change of plans was often required. The situation was realized by Rogers (58, p. 10) who wrote: "The need for a counseling program exists not only while the individual is in the military forces, but perhaps even more when the inevitable period of demobilization, with all of its readjustments, arrives. He must face, at that time, the pressing problems of finding a job, of rebuilding family relationships, of becoming self-supporting, of developing new social bonds. The experience of the last war

indicated that in this situation, most of all, the individual needs a type of counseling which can help him to become more independent, can help him to leave the ordered life of the army where responsibility can always be comfortably left to 'the one higher up,' and undertake again the decisions, the choices, the responsibilities of adult life."

The problems facing the veterans were well stated by Scott and Lindley (64, p. 190):

The immediate and primary aim of veterans of this war is security for themselves and their families and a chance to pursue chosen civilian careers. For some of these men and women the course ahead is relatively simple. They have jobs which they want and can return to, or they are anxious to resume particular education or training that satisfies their ambitions. However there are other individuals among the veterans whose vocational plans are not so well defined. Some are dissatisfied with their former jobs. Some of them had never planned a civilian career, and in fact, had no other occupational experience than that gained in the service. Many such persons are uncertain what to do next, and cannot decide whether to take further training or look for a job immediately. A great many are disabled and unable to take up their former occupations or to prepare for the occupations they once considered. For the great majority knowledge of jobs and employment fields has been subordinated to the performance of military duty for three or four years. These veterans have lost contact with the civilian world of work and in readjusting to civilian life must become oriented to vocational trends and the existing employment situation as they relate to their occupational adjustments. Inasmuch as a wartime emergency demanded that the nation mobilize and train millions of men to become successful fighting units, peace time demobilization places upon the nation a heavy obligation to assist these veterans

in a satisfactory conversion to their rightful civilian status with careful regard for their educational and occupational adjustment and their related social and emotional problems.

The Advisement Program

The United States Congress responded to the needs of veterans of World War II by the enactment of legislation to provide for their rehabilitation, education, and training. Public Law 16, passed by the 78th Congress and amended by Public Law 268 by the 79th Congress, provides for the (64, p. 190) "... vocational rehabilitation of any eligible veteran who has a pensionable disability and who is in need of vocational rehabilitation to overcome the handicap of his disability." Under the provisions of this statute a veteran must receive counseling provided by the Veterans' Administration before training can be undertaken.

In 1944, the 78th Congress passed the Servicemen's Readjustment Act, commonly referred to as the "G. I. Bill of Rights." This law, Public Law 346, as amended by Public Laws 268 and 190 by the 79th Congress, provides (64, p. 190) "... for the education or training of any eligible veteran regardless of whether or not he was discharged from the service by reason of a service-incurred disability." Every veteran eligible for education or training under this law is entitled to the guidance services if he requests it. Scott and Lindley (64, p. 190) write: "The Federal legislation providing vocational rehabilitation, education, and training for veterans of

World War II has been placed upon the administrative agencies and educational institutions responsible for carrying out the program an obligation to develop advisement and guidance services on a scale never before contemplated... At no time in the history of the guidance movement has such an ambitious program been conceived or put into operation."

Concerning the counseling of veterans under Public Law 16 and Public Law 346, General Omar N. Bradley said (16, p. 48): "I would like to emphasize the need for good counseling service. It will be very helpful to the veterans if they can have capable assistance in planning their programs of study. In this connection it should be borne in mind that most of the student veterans have little or no work experience... Those responsible for vocational counseling should be well equipped to render this service and they should have ample time for each student... Advice will be sought on many personal problems as well as on educational matters."

To assist in the tremendous task of furnishing professional counseling services to the veterans, guidance centers were established in educational institutions, principally colleges and universities. By June, 1946, 250 centers were in operation and contracts were being negotiated with other educational institutions. It was estimated (64) that the number of guidance centers would eventually increase to over 400.

Under contracts between the Veterans' Administration and the educational institutions (64, p. 192), "... various types of technical

and professional counseling services are provided by the institutions. The types of services rendered by the institutions vary according to the counseling facilities available, some colleges furnishing psychometric services only, while others furnish complete counseling services including interviewing, psychological testing, vocational and educational counseling, and personal adjustment counseling."

The primary objective of the counseling service was to assist the veteran (64, p. 193) "... in selecting an employment objective or educational goal and the training courses best suited to effect his readjustment to civilian life, having special regard to the importance of occupational adjustment as a factor in this process."

The counseling varied in complexity according to the individual case. According to Scott and Lindley (64, p. 193), "counseling of veterans...cannot be done adequately by strict adherence to time limits for the handling of each case or by ignoring in pertinent instances the assistance of the social worker or the psychiatrist or by failure to make follow-up studies in complex cases."

The point of view of the Veterans' Administration regarding counseling and the recommended steps in the counseling procedure are discussed in the Manual of Adviseement and Guidance (63). Their approach to the problem (63, p. 1) "... is predicated upon the principle that the best way of helping an individual in regard to this important matter is to give him the information and advice which will prepare him to be his own guide. The term 'vocational guidance' as used by the Veterans Administration, is qualified so as to imply

that counseling and guidance functions will be performed in such a manner that every decision respecting the choice of an occupational or educational objective under the Veterans Administration's procedure, will be made by the veteran concerned after he has been provided the best information available to help in solving the problems confronting him. Under this procedure, therefore, no guides will step to the front with a predetermined plan for any veteran and say to him arbitrarily 'here is the course, follow as I direct.'

The principal steps that should be followed in the counseling procedure were outlined in the Manual (63, pp. 2-3) as follows:

a. The first step, which continuously parallels all others, is to assemble and organize occupational information covering the nature of the work done, the training requirements, the working conditions, the employment requirements and outlets, with respect to the occupations comprising the fields affording employment for the disabled and the non-disabled. This step includes also systematizing information as to what educational and training facilities may be utilized to prepare persons for meeting the employment or educational requirements essential to attain their occupational or educational objectives.

b. The next step is to make a Survey of the Individual for the purpose of ascertaining through recognized counseling techniques the veteran's interests, aptitudes, attainments and personality traits which have the greatest significance in delimiting the occupational fields and educational pursuits in which the veteran may have the greatest possibility of success, considering particularly the limitations imposed by any physical or mental disability. The counseling techniques, of course, include interviewing, the review of school and training records, the survey of work history and the use of objective tests.

c. Having the information regarding the occupational requirements and training facilities, on one hand, and the information respecting the veteran's potentialities and attainments, on the other hand, the next step is to make a direct application of the one to the other...

d. Another step in the Counseling Procedure is to provide such personal counseling as is necessary to guide the veteran in making intelligent use of clinical and professional services available to him through the Veterans Administration and other agencies for the purpose of assisting him in making and maintaining the mental, emotional and social adjustments essential to the attainment of his objectives.

The Counseling and Testing Bureau

The Counseling and Testing Bureau at Oregon State College was established under contract with the Veterans' Administration and began operation as of January 1, 1946.

The Veterans' Administration offices were located on the ground floor of Education Hall on the college campus. The offices of the College Counseling and Testing Bureau were on the second floor in the same building. Later the offices were moved into quonset huts on the campus near Education Hall. The offices of the Veterans' Administration were in one quonset hut and the offices of the Counseling Bureau were in another one adjacent to it.

A veteran who desired vocational rehabilitation under Public Law 16 or educational or vocational guidance under Public Law 346, applied by letter or telephone or in person to the Veterans' Administration. An appointment was made for him and a

"Rehabilitation and Education File" was prepared for his case. In his file were placed pertinent papers from his service record, abstracts of medical and social data, and a copy of his Veterans Administration Disability Rating Sheet if the veteran was disabled. Transcripts of school records were included when available.

The veteran was referred to the Counseling and Testing Bureau by the Veterans' Administration. When he reported for counseling he was introduced to the advisor who had been assigned to his case and who had usually had opportunity to review the material in the counselee's Rehabilitation and Education File.

The counseling service usually consisted of three parts: (1) the initial interview, (2) the testing program, and (3) the final interview.

During the initial interview the advisor secured factual data concerning the veteran's family status, employment status, preference for employment or training, work history, vocational outlook, and other information and recorded it on "The Individual Survey" form. Toward the close of this interview a battery of tests was selected and the veteran was referred to the psychometrist for testing.

After the tests were administered and scored, the test results were transferred to the advisor. A second interview was held with the veteran during which the test results were interpreted to the veteran and discussed with him. During this interview the veteran was helped to relate the test data and personal history information

to possible vocational opportunities and plans. After discussion of the various factors, including occupational information, the veteran usually selected a vocational objective. The vocational objective and the steps needed to reach an acceptable goal were often discussed at considerable length.

The selection of the vocational objective was made by the counselee. The function of the advisor in this process was to find and organize and interpret facts that would help the veteran make a satisfactory decision as to his vocational future.

This is a very brief and general description of the counseling process as it usually took place. The process varied from one case to another, as each one was handled on an individual basis. There was no "one battery" of tests to be taken by everyone, but the tests were selected to fit the particular individual and situation. Usually the counseling and testing process was spread over a period of several days but sometimes it was accomplished in a little more than one day. In other cases parts of many days over a period of weeks were required.

At the conclusion of the final interview the veteran was referred back to the Veterans' Administration for processing of his papers and, especially in the case of veterans under Public Law 16, for approval of his plans and for help in being placed in suitable employment or training.

The Need for Evaluation Studies

At the time this study was undertaken no follow-up study of the counselees of the Counseling and Testing Bureau at Oregon State College had been made. Very few evaluative studies of the veterans counseling centers in the country had been made and published.

Failure to make evaluation studies and to discover the outcomes of different methods and techniques encourages the multiplication of quack counselors and agencies. Super (74, p. 41) writes that in some cities "... these quacks have recently increased their staffs in order to handle increased business." In a recent paper read to a group of guidance specialists interested in trends in student personnel work, especially at the college level, Strom (71, p. 167) suggested that "... now would be the opportune time to scrutinize carefully our counseling services in order to find the shortcomings and take the necessary steps for improvement."

The lack of any systematic comprehensive follow-up was given by Palmer (55) as a fundamental weakness of the program at the Cornell Guidance Center. He concluded (55, p. 185): "A weakness especially marked to those engaged in the program are the lacks arising from the absence of a large scale and comprehensive research activity... Considerable effort should be expended to determine how effective the present program is and in what ways it might be improved." In a study of veterans who were counseled at the University of Pennsylvania, Brown (17, p. 212) concluded: "This study indicates

that this Center needs more detailed follow-up investigations and that other veteran counseling agencies might consider making similar studies."

Darley and Marquis made a survey of the problems and activities of veterans' guidance centers. After listing the types of problems most frequently mentioned they wrote (23, p. 115): "To make sure that the job is properly done, at least two types of investigations are necessary; a field study, probably by the V. A. itself, of the men and women who have been served at the guidance centers; a continuing and more intensive study of the operation of the clinics by personnel of competence in the techniques of guidance."

The American Council on Education appointed a committee to make a study of disabled veterans in colleges and universities (3). Funds for this study were made available by the Disabled American Veterans, a veteran organization devoted to the welfare of disabled veterans. The study was made by skilled interviewers working with uniform instructions. Their findings were based on the responses of a selected sample of veterans attending all types of colleges located in all sections of the country. One of the major purposes of this study (4) was to stimulate local studies on the various campuses.

Information acquired through an appraisal study may be useful in many ways. A follow-up of counselees is essential if they are to be continuously assisted to make adjustments and progress. Follow-up data may be a means of providing present counselees with occupational and training information and may be used as a basis for

revising counseling methods and procedures. Some values that may be obtained by evaluating guidance procedures by the follow-up method are summarized by Bell (10, p. 82) who writes:

Effectiveness of placement service, training, and guidance may be tested by a considerable variety of "follow-up" studies and services. Farsighted school administrators will conduct these studies to discover the geographical and occupational distribution of their recent withdrawals and graduates, in order more intelligently to plan curriculum changes. Principals of vocational schools will conduct similar studies to determine the extent to which their former pupils are actually employed in the kind of work for which they were trained. And placement offices will follow up the young applicants they have sent out to jobs in order to test the appropriateness of their referrals.

Follow-up studies are the acid test of the effectiveness of an occupational adjustment program. Without such tests, it is difficult to imagine how repetition of mistakes can be avoided or how continued progress can be made.

Limitations of the Study

The present appraisal is based upon the responses of veterans to questions about themselves and about the advisement program. Some of the information, such as the present status of the veterans and their present plans, can be accepted as more reliable facts than can judgments upon conditions as they are remembered from months or years ago. Wrenn (95) suggests that both types of information should be sought but that they should be interpreted with different degrees

of caution. The great majority of veterans were cooperative and willing to supply information, reveal their plans and attitudes, and discuss the Counseling and Testing Bureau freely. Many of them expressed pleasure that a follow-up study was being undertaken and suggested that more such studies should be made.

All of the veterans who had an advisement at the Counseling and Testing Bureau were not contacted. The sample was confined to some of those who were living in Western Oregon and could be located for interviewing during the time the interviewing was being done. Of the total number of veterans who had been to the Counseling Bureau and had an advisement, a greater percentage of those attending school at Oregon State College were interviewed than of those who were not attending Oregon State College. This was because they could be contacted for interviewing more readily and with less expense. However, 160, or 12 per cent of the counselees not attending school at Oregon State College, were followed up and interviewed. Two hundred and fifty-five, or 29 per cent of the counselees attending school at Oregon State College, were followed up and interviewed. It is felt that the total sample of 415 counselees was sufficiently large and representative to be fairly reliable.

The offices of the Veterans' Administration and the Counseling and Testing Bureau were located within close proximity of each other. The veterans entered both offices and talked with employees in both offices. There seemed to be a tendency on the part of some veterans to consider everything that took place in both offices as

part of the advisement. In some cases experiences with the Veterans' Administration employees seemed to influence attitudes toward the Counseling Bureau. The distinction between the two offices was pointed out and counselees were asked to consider only the advisement program carried on by the College Counseling and Testing Bureau. However, because of the close relationship, the attitudes toward the Counseling Bureau may not always have been separated from the attitudes toward the Veterans' Administration.

The files of the Veterans' Administration were not used in this study and information contained in them is not included.

One of the major limitations of a study made by personal interview is the degree to which information based upon opinion represents the true situation, and the accuracy with which opinions are revealed and recorded. Conclusions based upon information obtained in this manner must be drawn with caution. Objective information about the degree of success of the client before and after counseling would be helpful in appraising the value of the counseling. However, many of the veterans had not attended college prior to the time they had an advisement and others had served in the armed forces since their last quarter of college work. Some of the veterans had entered upon on-the-job training programs, in which part of their income was paid by the government. Other veterans were starting out in business for themselves or taking up farming. Because of these complications and the difficulties involved in establishing a suitable criteria for "success" in school and on the job, grades in

school and success on the job before and after counseling were not used as additional criteria for appraising the counseling service.

It cannot be stressed too strongly that this study represents only one aspect of an appraisal of the Counseling Bureau. The criteria is the value placed upon the work of the Bureau by the counselees themselves. It is recognized that this is a composite estimate only. It gives an over-all picture of the opinions of counselees regarding the effectiveness of the counseling program. However, as pointed out by Erickson and Happ (27, p. 38), "... it furnishes one of the most important criteria by which the success of the effectiveness of a guidance program can be evaluated." Additional studies, using other criteria, together with this follow-up of counselees, would furnish additional information that would give a more complete appraisal of the Counseling and Testing Bureau.

There were a large number of veterans attending Oregon State College who had not been to the Counseling and Testing Bureau to have an advisement. The question arose: Why did not more of the veterans who were entitled to the service under the G. I. Bill take advantage of it? A questionnaire card was mailed to a sample of 500 of these veterans (21 per cent of the total) to help answer this question. Replies were received from 352, or 59 per cent of the sample. The extent to which the responses of this group were representative of the total group is not known because any bias that may have been held by those who did not respond to the questionnaire could not be determined.

CHAPTER II

REVIEW OF LITERATURE RELATING TO THE PROBLEM

There has been so much written on the subject of guidance programs and their evaluation that it seemed desirable to make a selection of the materials to be reviewed and to include only those closely related to the problem of this study. This review of literature, therefore, includes a consideration of the problems involved in making evaluation studies of guidance services; the methods of evaluation; and a review of studies that have used the follow-up of counselees technique. Included in the follow-up studies reviewed are some made of students at both the secondary school level and the college level, and also of counselees who were not attending school at the time of their advisement.

The Problem of Evaluation in Guidance

The Need for Evaluation Studies. Vocational and educational counselors know far too little of the results of their labors. Coe and Habbe (18, p. 338) suggest that they are generally "... so preoccupied with the day-to-day routine of counseling and office duty that they neglect matters of research and evaluation." This was true of counselors in V. A. Counseling Centers. The influx of veterans into colleges and universities and the rapid increase in the number of counseling centers caused a shortage of well qualified counselors to handle the greatly increased work-load. Counselors

often worked under pressure because of the number of cases handled and the number of veterans waiting for an advisement. There seemed to be little time for evaluation studies.

In addition to the lack of time for evaluation, there is a tendency for guidance workers to install a new method or regulation and then, as Wrenn (97, p. 409) aptly says, "trust in God that it will prove to be all that we expect of it." Wischner and McKinney (93, p. 180) suggest in a recent review of the status of counseling that "... since there has been an introduction of new methods without adequate evaluation of the old, it would seem desirable to take stock ..." In a critique of the guidance movement, Wrenn (97, p. 409) says: "... a constant check must be made upon what has been done so that procedures can be changed in the light of what is learned... no large claims as to the value of these new procedures should be made unless there is at least some objective proof."

Progress in counseling and in guidance is dependent upon research. This is pointed out by Rogers (57) and by Williamson and Bordin (86). At a conference of the National Vocational Guidance Association (54, p. 776) it was concluded: "Even if finished research is not possible, the accumulation of accurate data is an obligation that every educational and vocational guidance worker owes to the ultimate success of the work."

The relative importance of various types or lines of investigation was studied by Kefauver and Davis (41). After reviewing the

investigations in guidance published in five selected magazines they listed ten lines of investigation in which research seemed most active. The ten lines of investigation were listed on an inquiry form and submitted to professors of guidance and directors of guidance services with a request that they indicate on a five-point scale their judgment concerning the importance or need of different lines of investigation in guidance. Returns were received from fifty-one professors and ten directors of guidance. The judgments by these specialists in guidance as summarized by Kefauver and Davis (41, pp. 17-18) are quoted below. They give strong support to the need for evaluation studies of guidance services.

1. Professors and directors of guidance thoroughly support the contention that there is need for measures of effect of guidance service, next in importance being the investigation of occupational conditions and opportunities.

2. Directors of guidance attached largest importance to the proposition, "Measure results obtained by existing programs of guidance." Professors of courses in guidance attached largest importance to the suggestion: "Set up well-planned programs of guidance, follow a group of students through this program, make complete records at each step or grade level, and make a careful measure of the results obtained by this well-planned guidance service."

3. Professors of guidance widely vary among themselves as to types of investigation needed in guidance—a variance partly to be explained by the type of activity other than guidance in which they are engaged.

A review of research literature dealing with guidance through group activities was made by Adams, Bennett, Berg and Johnson. They found (1, p. 184): "... evidence of growing recognition that adequate

guidance of individuals requires the provision of suitable environmental conditions and of planned opportunities for learning with respect to personal development and adjustment closely interrelated with counseling." They suggested that continued investigation is needed in the following areas (1, p. 190):

1. Evaluation directed toward analysis of what guidance activities can best be conducted thru individual counseling, thru General Education, and thru group instruction by specially trained guidance workers.
2. Investigations of the requisites as to training, experience, and personal qualities for teachers and personnel workers who participate and lead in instructional and other group aspects of guidance.
3. Study of the contributions from other disciplines, such as group psychotherapy, to the development of more functional group guidance programs for all students.

Tyler (79), says that a completely adequate program for appraising student personnel services has not been developed. He discusses three major reasons why they need to be evaluated (79, pp. 291-292):

In the first place, a comprehensive and periodic appraisal provides information essential to intelligent guidance of the personnel activities. This periodic appraisal will reveal certain points where the services are not effective. The intelligent direction of the program requires such information periodically obtained so that the services may be continually modified to make them increasingly effective.

... A comprehensive and careful plan of evaluation should provide a check on the validity of the basic foundation of the personnel program.

A third purpose for evaluation is to give confidence to the personnel staff... An adequate plan of evaluation can provide data regarding the effectiveness of the personnel work and this in turn can give the staff confidence based on evidence of results. This type of morale is essential to the finest fruition of the personnel program.

The Value of Evaluation Studies. Some values of attempts of evaluation studies are discussed by Kefauver and Hand (43). They point out: (a) that extensive claims for guidance programs are often made on a flimsy basis; (b) that defining problems which still exist makes the guidance service more definite; (c) that evaluation studies drive home, in most situations, that only a beginning has been made toward serving guidance needs; (d) that to find that the program is not adequate should support the demand for a more adequate service.

According to Schneider (61, p. 123): "There are great differences among the Veterans Administration guidance centers in the services being rendered to veterans and most of these differences can be attributed to differences in quality of leadership and of assigned personnel." A follow-up of counselees and other types of evaluative studies in which counselors participated could serve a useful purpose as part of the in-service-training program for center personnel and might furnish significant information for revisions and improvement in the advisement program. According to Hawkins, Jager, and Ruch (34), such methods have not been put to work to a sufficiently large extent.

The place of follow-up activities in guidance service was discussed by Zeran (99). His suggestions were oriented toward the

secondary school program but apply equally well to other situations.

To quote from Zeran (99, p. 294):

One of the essential phases of a guidance program is the follow-up study. A study of the problems and experiences of former pupils will provide pertinent data relative to:

1. The number of pupils entering and pursuing higher education.
2. The occupational distribution of those who have entered employment.
3. The number employed, by whom employed, and entry ages.
4. The approximate beginning salaries of workers.
5. The types of training pursued.
6. The training needed to secure a job.
7. The type and amount of supplementary training needed to hold or progress in the present position.

Such a follow-up may well be utilized as the focal point in the development of a guidance program. The information thus secured is both objective and factual, --as such, its implications for guidance activities and the curriculum are practical and effective.

Erickson and Happ (27, p. 38) believe that the value of the guidance program "... can be discovered only through a study of the vocational and life histories of those guided. If a guidance program has any value at all, it should facilitate the vocational progress of the individual and his readiness to assume the wider responsibilities of living."

Difficulties of Evaluating Guidance Services. Guidance is concerned with the adjustments of individuals to life situations, which makes its evaluation very difficult. Human nature is complex and many factors enter into life situations which

cannot be experimentally controlled. Thus the problem of evaluating the contributions of guidance to human adjustments becomes a very complex one.

According to Kitson and Stover (45, p. 150):

Guidance evades exact evaluation. One reason for this is that it deals with problems of great complexity; the vocational adjustment of an individual involves such diverse factors—physical, psychological, social, and economic—that it is difficult to secure quantitative evidence relating to all.

Another circumstance that impedes the desired measurements is that vocational guidance demands, for its fruition, the passing of years. Directed as it is toward an adjustment sometime in the future, its effects can not be seen until a long period of time has elapsed and the individual has passed from under the observation of the individual or agency that gave the guidance.

Still more perplexing is the question, What shall one use as a criterion (unit of measurement) in determining the adequacy of the adjustment of an individual? The criteria commonly used are earnings, quantity or quality of output, rate of promotion, length of time on the job, estimates of employers, and the like—all obviously imperfect.

Viteles says the chief difficulty with the techniques employed in guidance evaluation is that the problem is oriented as one of static relationships. He suggests that investigators must change their orientation and (81, p. 966) "... supplement the statistical analysis of isolated variables by methods that permit an examination of the dynamic interrelationships among the very many diverse factors making for success or failure..." He believes that investigators in the field of guidance tend to (81, p. 963) "... overlook or under-

estimate the truly complex problems involved in the definition of success or failure in setting up criteria for the evaluation of guidance programs... Vocational success or adjustment is an integrated whole composed of subordinate parts combined in a dynamic functional pattern."

Kitson and Crane (44), reviewed the attempts to measure the results of vocational guidance between 1932-37. They found that guidance workers continued to maintain an interest in evaluating the success of their efforts but that the evidence brought to justify them was insignificant when compared with the momentous aims of vocational guidance. Part of the inability to evaluate the effectiveness of guidance was attributed to three main difficulties: (a) the difficulty of maintaining contact with cases until they are settled occupationally; (b) the lack of a satisfactory criterion of occupational adjustment; (c) the ultimate values of vocational guidance lie in the spiritual realm and so cannot be reduced to quantitative expression.

Williamson and Bordin (88) say that evaluation of vocational and educational counseling is in its infancy. They point out that the tremendous growth of counseling activities has far outstripped the efforts of research workers to measure the outcomes. Concerning the problem of evaluation they write (88, p. 434):

A major source of difficulty in evaluation is the uniqueness of the counseling problems of each student. Every student presents a unique combination of adjustment problems. Moreover, the outcomes of counseling differ radically in terms of these different adjustment problems. At present we have not constructed common yardsticks appropriate to these unique combinations of problems and outcomes. Thus evaluation becomes more truly a process of

enumeration in terms of broad categories rather than of measurement. This enumeration should be in terms of a series of categories so defined as to indicate the degree to which satisfactory adjustment results from counseling.

Reference to the complex nature of the problem involved in evaluation studies was made by Wrenn in his treatment of the evaluation of student personnel work. He wrote (97, p. 411):

In the conduct of evaluation studies there are such specific difficulties as: satisfactory criteria of adjustment; the obtaining of comparable control groups; securing an adequate sampling for follow-up studies and proof that the results found are demonstrably due to guidance procedures. One might sum up the involved nature of careful research on the outcomes of personnel work by stating that three sets of complexities prevail: (a) the complex of characteristics and background factors in the personality of the student; (b) the complex of counseling procedure and influences, and (c) the variety of factors that enter into any comprehensive criterion of adjustment.

Difficulties involved in evaluation studies were pointed out by Williamson and Darley (91, pp. 251-252) as follows:

There is always a multiplicity of factors in each case which produces the uniqueness itself and also makes for greater difficulty in adjustment and evaluation. Because of the multiplicity of these case factors, it is necessary to evaluate, by measurement or judgment, the effectiveness of guidance on the basis of a multiplicity of criteria. We need many yardsticks to determine progress in adjusting individual cases. We need a valid yardstick for each type of problem and adjustment. In the absence of yardsticks we are forced to evaluate by means of judgements as uniform and reproducible or verifiable as possible.

Some of the reasons why control groups had not been used in evaluating the work of the testing bureau at Minnesota were given as follows (91, p. 252):

The question arises, why has no use been made of the technique of control cases, either in the preliminary studies of the testing bureau or in the revised procedure? It is difficult, if not impossible, to secure matched controls of cases not given advice by the bureau. One might match on the basis of sex, age, college, and intelligence, but one cannot match on the important factor of problem-mindedness of the student.

Some of the reasons why more follow-up studies by interview are not made may be indicated by the following quotation from Traxler (78, p. 320). "Interviews are time consuming and costly and are seldom practicable in the case of individuals who have left the community, but more detailed and perhaps more accurate information can be obtained in this way than by means of questionnaires."

The evaluation of guidance is not a terminal process. It should be as continuous as the development of the program itself, for it is a prerequisite to progress. According to Froehlich (31, p. 16): "Variations in the findings of evaluative studies suggest the necessity of evaluating counseling done under a wide variety of conditions."

Methods of Evaluation

There have been many methods used in evaluation studies of guidance programs. Some have used a single criterion, and others have used several criteria in different combinations. Kefauver and Davis reviewed the investigations published in five selected magazines during the five years previous to 1932. They summarized their findings as follows (41, p. 17):

More than half (243) of the 461 articles on guidance offered during the last five years in five educational magazines are descriptions of guidance practices in schools or in business or in industry. The next in frequency (60) is the measurement of characteristics of individuals, followed closely by articles dealing with occupations. Other types are treated infrequently.

In 1934, Kefauver (40) and Kefauver and Hand (43) summarized the types of evaluation studies that had been made and published. The following list indicates the types of investigations made (40, pp. 520-524):

1. Measurement of the need for guidance.
2. Analysis and description of practices with relation to objectives in guidance.
3. Comparison of practices in school with a "Standard" program.
4. Comparison of characteristics of pupils before and after experience in guidance.
5. Measurement of characteristics of pupils after having had the advantages of guidance.

6. Comparison of characteristics of pupils under various types of guidance service.
7. Comprehensive investigations which follow a group of pupils through a well-planned program of guidance and makes careful measurement at each grade level.

The last type of investigation listed was rated by college professors as the kind most needed (43). Kefauver observed (40, p. 525): "Extended investigations aimed at the evaluation of guidance require time and money."

Williamson and Darley, in their book on student personnel work, published in 1937, have this to say about methods for evaluating guidance (91, p. 250):

There would seem to be four possible methods, with four corresponding criteria, for evaluating college guidance work. The first is the case-work method, in which the individual cases are described and evaluated by common-sense judgment regarding the adjustments brought about... The second method and its corresponding criterion pertain to scholastic adjustment... The third method involves a recording of the student's satisfaction with the diagnosis made in guidance and with the advice and counseling. Much could be said in favor of this criterion and this method since, without this feeling of satisfaction, the student may not carry out the recommendations of the counselor enthusiastically and effectively. The fourth method is somewhat similar to the third and has to do with the change and development of attitudes toward the vocational problem.

Kitson and Stover (45), after summarizing published studies which attempted to measure the effectiveness of vocational guidance, reached the following conclusions (45, pp. 158-159):

It will be observed that the thinking of investigators is following three trends. One group advocates examining an entire plan of vocational guidance in the light of its conformity to certain standards. A second type of investigator would evaluate an entire school plan in terms of the activities of pupils who have passed through the school system. By far the greatest number of investigators, however, have made intensive follow-up studies of individuals who have been definitely guided. This last is undoubtedly the most expensive method, but it surely leads to the most clear-cut results, since it confines the investigation to a limited area where the conditions are known. Even with the limitation to individual cases, however, the complexity of each individual's circumstances increases with the years of his vocational progress, and so many extraneous factors are involved, that it is difficult to determine which results can properly be attributed to the vocational guidance given some years previously.

Williamson and Bordin (90), pointed out in 1941 that evaluation investigations in guidance had taken one of three approaches (90, p. 6):

First, there is the approach which clings to traditional statistical methodology in utilizing only those criteria that are objectively quantifiable. This approach is based upon the premise that a straight-forward statistical analysis of such data as grades, years in college, number of jobs held or wages earned, are sufficient criteria for evaluation experiments. Second is the approach which utilizes non-statistical case study methods of evaluation. The third approach attempts to avoid the objections to the other two methods by using various objective and systematically

derived criteria which are combined by means of impartial judgmental treatment in contrast with statistical summations.

Evaluation studies of guidance, according to Williamson and Bordin (90), have used the following criteria: (1) academic achievement, (2) educational and vocational choices, (3) cooperation with the counselors, (4) the student's satisfaction, (5) satisfaction with a job, (6) success on a job, (7) quality of case work, (8) predictive efficiency, (9) composite criteria. Each of these criteria was discussed and found to be a partial criterion (90, p. 17) "... since none of them was assumed to be evaluating all objectives of counseling." Williamson and Bordin suggest the use of a "judgment criterion" "... by means of which the adjustment of the student is estimated in terms of his original problems and any of the available data, including the part criteria."

The use of a "qualitative judgmental scale" for evaluating guidance was made by Williamson at Minnesota. The method is explained by Williamson and Bordin (89, p. 275) as follows:

In the search for a criterion which would avoid the loss of information inherent in specific criteria appropriate to each individual student, Williamson has used a qualitative judgmental scale. His method involves the use of independent judges who classify cases upon the basis of complete counseling data supplemented by data collected in follow-up interviews concerning adjustment subsequent to counseling. The judges were trained in counseling but were not themselves involved in the counseling processes being evaluated. From independent readings of the case notes and follow-up interviews the judges arrived at pooled estimates of the degree of adjustment achieved by each student. A degree of

systematization was achieved by a manual in which each of the categories of adjustment was carefully defined in terms of the kinds of criteria that might be pertinent to the general objectives of the counseling. Illustrative cases were included in the manual to assist the judges in making their classifications of student cases. It must be recognized that this judgmental criterion of the outcomes of counseling is a gross measure of the effectiveness of counseling. But in the present state of our knowledge it appears unlikely that more definitive studies can be attempted without recourse to such artificial methods as to render the results meaningless.

The use of a "judgment criteria" was not considered by Williamson and Bordin as more than a gross measure of the effectiveness of counseling. They point out that (90, p. 20): "... evaluation must necessarily be a long-time process, involving a great deal of experimentation with different methods." They draw the following conclusions concerning the evaluation of vocational and educational guidance (90, p. 22):

1. All available methods of evaluation have weaknesses.
2. Composite criteria which avoid arithmetic combinations of the part-criteria are at present least open to question, although still being crude measures.
3. The problem of securing sufficient data without doing violence to the concept and practice of counseling is a real one. Involved also are the inadequacy and incompleteness of most available case records.
4. The proper time interval to use for evaluation is extremely important because of the possible relationship between the intervention of confusing factors and the length of time between counseling and evaluation.

5. The methods used for validation of diagnostic and prognostic tools (e.g., tests) may not be applicable because of the uniqueness of each counseling situation. Stated another way, the methods of studying students in general may not be applied to the study of individual students with particular problems.

6. An impediment to more exact evaluation is the inability to control conditions for an adequate test of counseling recommendations.

Berdie (12) sought to determine how consistent different counselors were in making judgments about vocational choices and what factors were instrumental in their arriving at those judgments. The judgments were based on the same materials contained in the case folders of students who had been counseled at the Minnesota Testing Bureau. It was found that (12, p. 53): "In making judgments regarding the appropriateness of students' vocational choices, trained counselors agree with the original judgment 84 per cent of the time."

Three broad approaches or methods to be used in evaluation studies were outlined by Wrenn (97, pp. 411-412):

The first of these might be called the logical or survey method. The needs of students are determined and appropriate services installed to meet these needs. Or the objectives of the institution are studied and checked against the procedures and facilities that now exist...

The second method could be called the experimental cross-section approach. If one group has been exposed to study-habits assistance, for example, and another has not, the differences between the two groups at the end of a stated period is accepted as the outcome of counseling. The use of control groups for such short cross-section studies is praiseworthy, but the difficulty of controlling all variables but the one being studied is well-nigh insurmountable...

The third method might be called the developmental. Two characteristics of this method are significant. The activities of the student or students are followed over a considerable period of time in order to determine the permanence of whatever changes have taken place...the total adjustment or behavior of the individual is observed over a period of time thus eliminating conclusions drawn from a study of fragments, both cross-sectional and vertical...

In 1949 the U. S. Office of Education published a review of the literature pertaining to evaluating guidance procedures under the authorship of Froehlich (31). The review was organized into seven sub-sections and the evaluative studies were described under these headings:

1. External criteria, the do-you-do-this? method.
2. Follow-up, the what-happened-then? method.
3. Client opinion, the what-do-you-think? method.
4. Expert opinion, the "Information Please" method.
5. Specific techniques, the little-by-little method.
6. Within-group changes, the before-and-after method.
7. Between-group changes, the what's-the-difference? method.

Froehlich concluded that on the basis of his review of published studies, no one method of evaluating guidance procedures could be identified as the best method. He pointed out the need for further research to discover the relative efficiency of methods and recommended that comparative data be obtained on criteria which have been used or proposed.

Woodsworth (94) made an evaluative study of the guidance services in five northern California county offices. Criteria for appraising the county offices services were based on the following: (a) theoretical considerations in the general field of guidance, (b) indications of trends in county office guidance work as revealed by periodicals and reports, (c) impressions gained through interviews with county office personnel. Woodsworth concluded that longitudinal studies of children to determine the effect of guidance services on their adjustments were greatly needed.

A committee of the Stanford Evaluation Workshop (5) worked out a technique for evaluating vocational guidance programs. They set up criteria in the form of fifteen questions concerning the administrative phase of guidance and twelve questions pertaining to the interests of the individual. They suggested that even if the school did not wish to go to the trouble of formally measuring its program in the manner prescribed, it should find the criteria listed very helpful as a check-list against which a mental survey of its own program might be made.

Jones, writing in 1948, says (38, p. 210): "The past few years have shown a definite increase in the interest in the evaluation of guidance and counseling. Two lines of approach have been used: (a) appraisal of the effect of the training program upon the counselors-in-training and (b) appraisal of the effect of the program of guidance or personnel work upon the counselee."

The attempts to evaluate the results of counseling,

according to Foley and Dugan (29, pp. 145-146):

... appear to be shifting from the use of scholastic achievement to measures of social and emotional adjustment as criteria. As might have been expected, several contributions to this field have come from studies conducted on military personnel.

The design most often used in evaluating the outcomes of counseling is a control group experiment in which comparable groups are compared before and after one of them has received counseling. Other methods used include (a) comparisons of groups of counseled students with non-counseled students matched on selected characteristics, (b) statistical follow-up of counseling cases, and (c) client's evaluation of the services received. These latter methods all fail to give the desirable degree of experimental control.

... Most of the studies reviewed are concerned with evaluation of counseling in general and its effect. The general trend of findings appears to establish the fact that counseling does produce changes which we judge to be desirable and beneficial. More research is needed on the evaluation of specific counseling techniques in more rigorously defined specific situations.

The Need for Improved Methods. The need for more research in the process of counseling is discussed by Rogers (57). He states that progress in counseling research can come only as there are complete and adequate data from which to work. He refers to the complete phonographically recorded counseling cases used by some researchers and continues (57, p. 160): "The significance of all this case material presented in full is that the vague and generalized discussion of counseling will increasingly

be replaced by studies of procedure, process, and results based upon the raw material of the interview itself. If photographic records are added to phonographic records, posture and expression can be studied as well as words."

The need for more adequate criteria and their measurement are emphasized by Strang (69). She states that the following conditions must be met: (a) provision of comparable groups; (b) standard means of describing research populations; (c) scientific basis for ascertaining the significance of responses of the individual to standardized and to real life situations; (d) standard means for determining the degree of clinical improvement; (e) sufficient number of cases to warrant generalizations; (f) follow-up for a sufficiently long time to ascertain delayed effects of the treatment.

In a discussion of research issues in student personnel work, Strang (70) refers to the need for an increasing number of follow-up studies. She suggests that more individualized methods be used for obtaining information and that extensive research is needed which will show the psychological and social processes by which students achieve scholastic success, extract developmental value from extra-class activities, grow in emotional control, and acquire a cooperative attitude. Strang writes (70, p. 105):

The peculiar characteristic of student personnel research is the study of the "whole" individual. Its most appropriate technic for this purpose is the case study, and its peculiar problem is that of devising methods of studying the individual in his environment in such a way that valid conclusions, not masses of inconclusive data, will result.

A similar point of view is held by Viteles (81), who says that (81, p. 965): "... Vocational success or adjustment is an integrated whole composed of subordinate parts combined in a dynamic functional pattern." He points out the need for improved methods for evaluating guidance and advocates the use of a dynamic criterion that permits an examination of the dynamic interrelationships among the many diverse factors involved. Viteles continues (81, p. 966):

While awaiting the widespread use of such methods, we cannot remain idle, particularly since a direct, although not altogether exact method for the evaluation of guidance progress is available. This method involves the clinical study of occupational histories through the use of the interview and allied techniques by trained observers in the field of vocational adjustment...

... such judgments would be highly subjective in character, and perhaps biased by the viewpoint of the expert observer... However, despite these sources of error, the methods of clinical study of occupational history will, at present, give results with much more real meaning and greater validity than can be procured by limiting research in this field to the application of the statistical viewpoint and statistical techniques which have until now been solely employed in the evaluation of guidance programs.

The Follow-up Method. There is great need for schools to follow up their former students according to Wrenn (96, p. 27), for: "Only by following up graduates and former students can information be gathered for the improvement of programs of training." Concerning the follow-up as a method for evaluating guidance, he writes (95, p. 363): "It can be said that the behavior of students,

during and after the school experience, is the only fundamental criterion for the evaluation of guidance or other educational procedures, and, if this be accepted, the follow-up study becomes a very important study indeed."

The logic of judging counseling methods by the assistance derived from them by the counselee was suggested by Edgerton (25) in 1929 and by Webster (84) in 1942. Webster writes (84, p. 291):

"... if guidance is to have practical value, it must be approved by the persons guided." He continues (84, p. 294): "While a technical evaluation may indicate the possibilities of vocational and educational guidance, only the public which has been subjected to those techniques can give final practical approval to the psychologists' work."

The follow-up is applicable to studies of individuals of different school and grade levels and may be used under widely varying conditions. However, the same methods and criteria are not suitable for all situations. This is well pointed out by Zeran who writes (99, p. 296):

No set pattern can be suggested for making follow-up studies since much depends upon the objectives, scope, sponsors, and availability of adequate funds. Methods of carrying on the study are also dependent upon the personnel available, and the area to be included. Then, too, one technique may be successfully used in one area, another technique in some other area, while a combination of various techniques must be used in a third because of existing conditions at the time of the study.

Wrenn and Darley (98) refer to studies which follow-up former students and determines their present status and their reactions to school life, as producing results that have significance in the evaluation of a counseling program. Wrenn also writes (95, p. 359) of the interview technique which employs an interview schedule used by trained interviewers and suggests that: "... Such a combination goes far toward an assurance of both reliable objectivity in the careful use of the schedule and dynamic flexibility in the personal contact of the interview."

This review of the methods that have been used in making evaluation studies of guidance programs reveals that a variety of different methods have been tried and that all of them have shortcomings. This is due, primarily, to the complex nature of the problem. There is no unanimity of opinion as to which method of evaluation is best or preferred. There is need for more evaluative studies to be made in which the same methods are used under different conditions to obtain comparative data; there is also need for the development of improved methods of evaluation. Several writers have pointed out the value of making studies that involve a follow-up of former counselees and have recommended that more studies of this nature be undertaken.

Review of Follow-Up Studies

There have been many follow-up studies of counselees and students of different age and school levels. Different methods and different criteria and various combinations of both have been used under different conditions. At the time this study was undertaken only a very few follow-up studies of counselees of the V. A. Counseling Centers had been made and published. In this review of published studies, several different kinds of follow-up studies, made for different purposes, and under different conditions, with individuals of various age and school levels, have been included.

In 1933 Kefauver and Hand (42), reported a study to investigate the outcomes of guidance programs in the public school of different cities. Tests were constructed to measure the students knowledge about occupations, factors important in vocational choice, college entrance requirements and other areas, and were given to a selected sample of students in schools in different cities. One city was selected because its guidance program was one of the oldest and best known in the country. The other city was without a systematic guidance program. They found (42, p. 57) "... relatively fewer students with lower intelligence planning to enter the professions in the guided group than in the unguided group." The guided students who planned to go to college knew more about the college entrance requirements of the colleges they planned to enter than did the unguided group. A comparison of the adjustment of the students revealed no

significant difference between the two groups.

Thorndike (76) reported a study in which an attempt was made to find out how significantly school records of pupils up to age 14 predicted future educational and subsequent industrial careers. Information concerning grade level reached before leaving school, jobs held, salaries, etc., was obtained by interview, by telephone, or by letter from individuals at age 22 about whom the predictive information at age 14 was available. Thorndike concluded that (76, p. 22): "The educational careers could be prophesied with great accuracy from the facts we know at age 14." However, it was found that vocational success could be predicted with little more accuracy than a chance guess. It was concluded that "... there is little relation between salaries earned and psychological and educational measurement." Job satisfaction could not be predicted with any greater certitude than salaries.

Studies such as Thorndike's show the persistent effect of scholastic aptitude as revealed early in life and the small relationship that seems to exist between what is called "success" in school and in vocational life. However, the method employed is not applicable for evaluating the effects of guidance, and the results should be used with caution in counseling individual students.

An interesting follow-up study of school-leavers of fourteen high schools in North Carolina was reported by Justice (39). Counselors and teachers cooperated in collecting information through personal interviews and by mailed questionnaires from students who had either graduated or withdrawn from school during the school year 1938-1939.

Information was obtained from 90 per cent of the graduates and 76 per cent of the drop-outs. It was found that 65 out of 484, or 13.3 per cent of the graduates had enrolled in college the following fall, and an additional 15.6 per cent had enrolled in some form of additional training. Only 5 out of 144 drop-outs were taking some further training. Information collected from the school-leavers included: reasons for dropping out of high school, extent of employment, how jobs were secured, and job satisfaction. The information was summarized and a number of implications were drawn. Two of the most important were: (1) there was a definite need for a revision of the curriculum in order to provide a program of instruction more nearly in line with what the majority of the pupils would encounter after they left school, and (2) a program should be provided to serve better the needs of the pupils, including a continuous inventory of interests and abilities, occupational information, exploration of further training opportunities, counseling, placement, and continuous follow-up of all school-leavers.

A study to evaluate the effectiveness of the vocational guidance program of a boys club was reported by Cole (19). The technique of group-control was used. Two groups, each composed of one hundred boys who had enrolled as club members in 1931, nearly six years before the time when the investigation was undertaken, were studied. One group had received vocational guidance during that year, and the other group had enrolled in the educational department of the club during 1931 but had not received any occupational counseling. Members of the two groups were compared on the basis of age, I.Q.,

class grades and school marks, physical development and health, industriousness and behavior, parental education and occupations, nationality, and social and economic status. It was found that as of 1931, the two groups were nearly alike. Information collected in 1936 revealed that the boys from the advised group were ahead of those from the unadvised group in length of school attendance, school grades, per cent of college graduation, occupational status, job satisfaction, earnings and extent of employment. "In every item compared (19, p. 708) the reliability of the difference was sufficiently high to eliminate the possibility of accidental occurrence... and to warrant the conclusion that the vocational guidance offered by the Worchester Boys' Club was a major factor in this progress."

Webster (84) reported a follow-up by questionnaire of 81 out of 125 vocational and educational guidance cases who had received counseling two to five years previous to the follow-up. Eighty-two per cent of the clients reporting stated that the counseling had been of value. Webster wrote (84, p. 295): "The supporting data suggest that the psychologist is given credit, not only for tangible help in the choice of educational courses and careers, but for more important help in correcting personality deficiencies."

A follow-up of the graduates of ten representative municipal junior colleges in Oklahoma over a period from 1932 to 1942 was reported by McCune (50). A personal letter, along with a questionnaire-type inventory, was mailed to 950 former students. From this number, 506 or 53.3 per cent, of the inventories were returned. It was

found that 67.6 per cent of the students had continued their studies in institutions of higher learning and that 32.4 per cent had not attended any higher institution. However, only 20.3 per cent of the junior college graduates had received degrees from four-year institutions after ample time had elapsed for the completion of the last two years of the four-year course. An earlier unpublished study had revealed that 70 per cent of the students who entered junior college withdrew for one reason or another before they graduated. McCune stated that the data supported his contention that a careful analysis of the abilities of the applicants who applied for admission, coupled with an efficient advisory system, would save many students from disappointment and failure. He said that the junior colleges had failed to make provision for terminal courses for those high-school graduates who remained in college for not more than two years.

McCune (50, pp. 234-235) concluded:

The foregoing assemblage of data made clear that a large number of junior-college students do not continue their college attendance beyond the two-year level; that many who do enter higher institutions discontinue their efforts before graduation; and that a very large percentage of the entire group were engaged in college preparation... Moreover, the follow-up study clearly indicates the inadequacy of guidance in the municipal junior-college program of the state.

Coe and Habbe (18), reported a follow-up study of an adult guidance service to find out how nearly the clients achieved goals set in counseling. The study was made by personally interviewing 50 individuals selected at random from 261 cases seen in the New Haven

Guidance Service between April 1, 1938 and October 1, 1938. Approximately two-thirds of the group of 50 clients had been advised primarily regarding vocational matters and one-third regarding educational matters. The information obtained by interviews was checked against the data in the clinic folders for the same 50 clients. Of the clients who had sought educational guidance primarily, 15 thought the advice was practical and 10 had acted upon the advice. Of the 32 clients who had sought vocational advice primarily, 17 had acted upon the advice, 3 planned to act upon the advice, 3 had acted upon the advice in part, and 9 did not plan to act upon the advice. Forty-two of the 50 clients stated they had achieved better self-understanding as a result of the clinic interviews. Coe and Habbe stated it was felt that if the guidance experience had been more closely coordinated with social case work services in the community, greater benefits to the clients might have resulted. They said that (18, p. 342): "Perhaps the most conclusive proof of clients' appreciations is found in the fact that half of them referred friends to the Guidance Service."

Vocational Interests and Persistence in Selected Vocations.

Studies of vocational interests and the persistence of individuals in chosen occupations were made by Sparling (67), Dyer (24), and Thomson (75).

Sparling found that many college students at Long Island University were preparing to enter vocations involving subjects in which their grades were low and that they were lacking in information

concerning the requirements and opportunities of chosen vocations. He suggested the following services in vocational guidance to overcome the undesirable conditions (67, p. 97): "Furnish students with specific information about occupations; help them to analyze themselves and to discover their strong points and weak points; assist them in comparing their assets and liabilities with the requirements of the occupation."

Dyer (24) followed-up 101 college graduates by questionnaire to analyze the permanence of the vocational interests of college men ten years after graduation. Responses were received from 89 of the 101 to whom the questionnaire was mailed. Dyer concluded (24, p. 287):

1. There is a high degree of stability of interests as expressed in the college years and followed later in life.

2. Vocational decisions of college graduates made early in life have the greatest holding power. Those who make decisions in high school and college change more frequently. College training offers greater variety of choice, but it also forces vocational choice, if one has not been made earlier, to conform with the requirements of specialization in college. This may or may not result in a wise choice.

3. Decisions made in line with the family tradition, boyhood occupations, and hobby have a surprisingly high degree of permanence.

4. Stability of permanence in vocational choices expressed by college seniors is affected by interest and may be measured with considerable success. The use of measured interests as one instrument of guidance would seem to be highly desirable.

Thomson (75) reported a study of 181 men who filled out vocational questionnaires when they were seniors in college and to whom a second questionnaire was sent eleven years later. The follow-up survey was made to find out what occupational status this group had attained and to provide information to evaluate the effectiveness of the first questionnaire. Complete replies were received from 83 individuals. Fifty-three, or 64 per cent, had remained in the same or closely allied occupational fields since graduation, while 36 per cent had changed to unrelated fields from one to four times. Three items from the first questionnaire showed a definite relationship to income but not to occupational rank, while two items showed a relationship to both categories.

Problems of College Student Counselees. The problems presented by college students who apply for counseling have been reported by several investigators. Williamson, Longstaff, and Edmunds (92) summarized the problems exhibited by 371 cases involved in the counseling program in the Arts College at Minnesota during the year 1933-34. Some students exhibited more than one type of problem. There were 114 financial problems indicated in the case histories of these 371 students; 324 vocational problems; 411 educational problems; 347 social, personal and emotional problems; 117 health and physical defect problems.

In a later study, Williamson and Bordin (86) summarized the problems presented by 2,053 students who completed counseling services over the period from 1932 to 1935. There were 5,876 problems found

in the case records of these 2,053 cases. About two-thirds of the problems of students were of an educational or vocational nature. The most frequent vocational problems were of students who were unable to decide between two or more vocational choices or who wanted confirmation or encouragement in making a vocational choice. The most typical educational problems were those concerned with selecting an appropriate training program and those due to inferiority in such academic skills as reading, study habits, and English usage.

College Student Mortality. A great many studies have been made of college student mortality and the causes of student withdrawal and failure. McNeeley (52) collected data on 15,535 students in twenty-five universities. This data was analyzed with respect to two kinds of student mortality, gross mortality and net mortality. Gross mortality included all students who left the university during or at the end of the 4-year period without obtaining degrees. Some students transferred to another institution and others returned at a later date to continue their work after leaving the university and thus were not lost to higher education. By deducting the latter students from the former students, a net mortality was obtained. The net mortality, therefore, represented the students who left the universities and neither transferred to another institution nor returned at a later date to continue their work.

The gross student mortality ranged from 47.2 to 79.5 per cent

in the different universities. The net mortality ranged from 26.9 to 62.5 per cent. For the universities as a whole a gross mortality of 62.1 per cent and a net mortality of 45.2 per cent was found.

The causes of student mortality varied greatly with different universities. "For the universities as a whole (52, pp. 105-106), 18.4 per cent of the students left because of dismissal for failure in work, 12.4 per cent because of financial difficulties, 12.2 per cent because of miscellaneous reasons, 6.1 per cent because of lack of interest, 3.4 per cent because of sickness, 1.1 per cent because of dismissal for disciplinary causes, 0.8 per cent because of being needed at home, 0.6 per cent because of death. The causes why 45 per cent of the students left the universities were unknown."

Research indicates (65) that high school marks are one of the important indices of student accomplishment in college work. Scholastic aptitude tests and other aptitude and achievement tests are valuable aids in the guidance field (65, p. 48) "... mostly because of the ease with which the results, i.e., the test score, is obtained and interpreted." Segel and Profitt give several reasons why (65, p. 49) "the use of tests must necessarily increase rather than decrease in the guidance of college students."

Failure of tests and high school records to predict college success with any great accuracy points to the importance of a number of nonintellectual factors in determining academic performance. Some of these factors were reported by Borow (15) as follows: vocational motives, educational motives, use of time, study practices, health,

extra-curricular activities, and employment. Schwebel (62) says that students having scholastic difficulty or planning to drop out of college should be referred to the guidance center and that emphasis should be on helping the students discover and face their problems—not on holding them in school.

Great interest has been shown in the scholastic achievements in college of World War II veterans. Their school grades have been compared with those of non-veterans and with their own grades prior to entering the service. Dale (22) analyzed data concerning a sample of 220 veterans attending Reed College. He wrote (22, p. 66): "Scholastically these veterans are making an excellent showing." An inquiry concerning the veterans in college was sent by Walters (83) to 101 institutions. Replies were received from 98 institutions. Walters summarized the information concerning scholastic achievements of veterans as follows (83, p. 53): "The typical veteran student is having financial difficulties but is nevertheless making better than average grades in his university work."

Effects of Counseling with College Students. The effects of counseling upon the scholastic achievements of students and upon their adjustments while in college and after leaving school have been studied by investigators using different methods. Williamson and Bordin (88) reported an evaluative study of the counseling of college students by means of a control-group experiment. The counseled or experimental group consisted of 405 arts-college

freshmen students in the years 1935 to 1936 selected on the basis of completeness of case data from the counseling cases of the Testing Bureau. The follow-up evaluation was made one year after the time of original counseling. The counseled cases were matched with control students on the basis of college class, age, sex, size and type of high school, high school percentile rating, aptitude test scores, and the Cooperative English Test. The control cases may have received counseling assistance from other students or other staff members; therefore, the comparisons were of the effects of "organized" and "un-organized" counseling with college students. In the follow-up each student in the experimental and the control groups was interviewed by a staff member who was not involved in the original counseling. Sixty-eight per cent of the control group and 81 per cent of the counseled students achieved what was judged to be satisfactory adjustment with respect to their vocational choices and progress in classes. Comparison of the two groups on two criteria, degree of adjustment and honor point ratio, yielded results which were summarized by Williamson and Bordin (88, p. 439) as follows:

1. Students who have been counseled in the Testing Bureau are likely to be better adjusted than those who were left to their own resources.
2. Students tended to follow through more consistently with plans arrived at through non-testing bureau influences, than with plans arrived at on the advice of a counselor, even though their plans were less likely to yield satisfactory results.
3. There were some indications to support the conclusion that the counselor's assistance,

even when not followed consistently, yielded benefits for the student counseled...

4. Counseled students were markedly more likely to make better grades than were non-counseled students.

5. The effects of counseling upon scholastic achievement were evident at the end of the first quarter of work. No additional or additive effects were evidenced during the remaining two quarters of the freshman year in this experiment.

An appraisal of a counseling program at the college level was made by Toven (77). He followed-up a group of students from the freshman year through the senior year and graduation. Two groups of 188 students, matched person for person on the basis of (1) score and percentile rank on the A.C.E. Psychological Examination, (2) sex, (3) age, (4) college class, (5) race, (6) religion, (7) curriculum chosen, were selected for study. One group was assigned to faculty members and counseled during their stay in college, whereas the control group was not assigned for counseling. At the close of the 4-year period, the counseled and the non-counseled groups were compared with respect to seven selected factors. Fifty-four per cent of the counseled group graduated compared to 36 per cent for the non-counseled group. Counseled students were also more successful in avoiding scholastic difficulty, and they earned a greater number of credits than did non-counseled students. Toven wrote (77, p. 461): "It may be concluded that the counseled graduates achieved a higher level than the non-counseled graduates in the light of their basic abilities. Furthermore, there were 101 counseled graduates as compared with 68 non-counseled."

Blackwell (13) compared the grade point averages of a group of students for the semester before they were counseled with their grade point averages for the semester after they received counseling at the University of Texas Testing and Guidance Bureau. The grade-point averages made by a control group of students who did not receive counseling at the Bureau were also compared for the same two semesters. The counseled group improved their mean grade points for the second semester by .39 whereas the control group lost .16 mean grade points. Blackwell concluded that although the differences between the two groups was statistically significant, it could not be attributed to the guidance received because of the many variables which could not be controlled in such a complex situation.

A group of 71 college students who sought counseling at a counseling center was compared with an equated group of equal number who did not seek counseling at the center by Assum (6). No statistically significant difference was found between the means of the two groups in scholastic aptitude. Small differences between the groups in academic achievement were in favor of the non-center group. No information was given concerning comparisons between the two groups for the semester following counseling. Beaumont (9) points out that on some university campuses different methods or systems of counseling students are used in the different colleges and departments. He suggests that evaluation studies of the respective systems may be made by comparing the frequency of withdrawals, the scholastic averages, and the prevalence of above-average and below-average marks of

students registered in the different colleges and that the results might well form the basis for a modification of certain aspects of academic counseling procedures.

Evaluation of the effects of counseling on student social adjustment were studied by Hill (36) at the University of Wisconsin and by Aldrich (2) at the University of Minnesota. An experimental and a control group were selected by Hill (36) from the freshman class of 1,306 students in the College of Letters and Science. From this initial group, two groups, each of 266 students, were equated with respect to 15 variables. Members of the staff stimulated the experimental group to greater participation in extra-curricular activities. At the end of two years the experimental group had participated in more extra-curricular activities and had improved scholastically slightly more but not significantly more than the control group. Hill (36, p. 493) concluded: "Staff stimulation to participation in extra-curricular activities makes for improved social adjustment of college students but its effect on scholastic achievement is negligible." Hill suggested further testing on other campuses before elevating this hypothesis to the level of accepted fact. In the study by Aldrich (2), equated experimental and control groups were used. Both groups were selected from asocial girls as indicated by personality test scores and activity records. Treatment of the experimental group, in addition to counseling, provided all members of the group with an opportunity to participate in social activities. There were 40 girls in the experimental group and 39 in the control group.

Aldrich concluded that social guidance and directed participation in extra-curricular activities improved the social adjustment of freshman girls as measured by personality scales and a questionnaire. The girls in the experimental group made greater mean gains, felt that they had more friends, participated in more activities, and were less critical of the social program than the control group.

The effects of group guidance in classes in vocations, psychology, and orientation, and of counseling freshman athletes and scholastically low ranking freshmen have been studied by various methods. Hedge and Hutson (35) investigated the choice of occupations of 201 high school students before and after a year's course in choosing a vocation, supplemented by individual counseling. Between September and May the number of students who planned for college training and professional careers was reduced 5.5 per cent. Students with lower I.Q.'s who had planned to enter college changed their plans. It appeared that the final choices were more nearly in accord with the abilities of the pupils than the first choices.

Compton (20) evaluated the guidance procedures of a class in psychology which emphasized personal adjustment and self understanding through a testing program and counseling procedures. One hundred thirty-five students were asked to respond to 14 items on a questionnaire concerning benefits derived from the class. The guidance procedure of the course was judged beneficial in 54 per cent of all the possibilities and detrimental in 6.1 per cent of them. Compton wrote

(20, p. 711): "The real values of any guidance program can be appraised better when cases are considered individually, than when averages are determined for a group."

Ross (59) studied the effect of group guidance on freshman students who ranked in the lowest fifth in the entrance tests given at the University of Kentucky. The two group, experimental and control, method was used. Differences were found in favor of the experimental group. The differences seemed more marked at the end of the first semester than at the end of the second semester. Ross wrote (59, p. 156): "... counseling low-ranking students appears to afford such genuine promise as to deserve further trial in other institutions."

A program of counseling freshman athletes at Ohio State University was reported by Cowley (21). The scholarship as well as the eligibility of the athletes was improved and counseling was established as a definite part of the program of the athletic department for all its freshmen.

The Faculty Advisory Program for Freshmen at Ohio State University was evaluated in a study reported by Love and McCabe (48). An anonymous questionnaire was administered toward the last of the school year on which students were asked to respond to each of 65 questions, using a five point scale from "of very great help" to "of practically no help." The questions centered around seven areas. Advisors varied markedly in their effectiveness as judged by the students. From the data presented a generalization was drawn that (48, p. 487): "The most successful advisor is the senior staff member

with personnel training and experience who is most familiar with the total program and who has a rather flexible schedule." Student reactions indicated that their advisors had been of genuine help to them.

The counseling program for freshmen who were delinquent in scholarship at Purdue University was evaluated in a study reported by Walters (82). The freshmen were divided into three equal groups by random sampling. One group was counseled by instructors, another by selected senior students, and the third remained uncounseled to serve as a control group. The counseling was continued throughout the freshman year. Those students counseled by seniors made the most progress and significantly more progress than the control group. Those counseled by instructors also made more progress than the control group. A questionnaire was sent to each freshman and a questionnaire was also given to each of the 91 counselors who participated in the study. The freshman opinions obtained through the questionnaire revealed that about two-thirds of them felt they were helped by the counseling. Ninety-four per cent of the control group said they believed a counseling service would have been worthwhile. Seventy-five per cent of the counselors said that the counseling service should be continued. The methods by which students said their counselors helped them were (82, p. 235): "giving them encouragement and advice and miscellaneous and specific information; teaching them how to study; explaining their educational responsibility; and showing interest in them and being friendly."

Students' judgments of counseling at the University of

Minnesota were studied by Paterson and Clark (56) over a three-year period from 1939 to 1942. Data furnished by students on a questionnaire revealed that (56, p. 142): "Over 90 per cent of the students for all three years said they would urge a brother or sister to consult a faculty counselor." A questionnaire directed to all of the counselors at the end of 1941-42 "... indicated that they found the work sufficiently worth while to more than justify their expenditure of time and effort in aiding Freshmen." Paterson and Clark suggest that a practical approach to the difficult problem of evaluation (56, p. 140) "... can be made by the use of a simple questionnaire directed to those most intimately concerned with the counseling program—those being counseled."

An evaluation of clinical counseling by "trained evaluators" was reported by Williamson and Bordin (87). The process of making evaluative judgments involved three phases: (a) a preliminary review or analysis of the case data; (b) a follow-up interview with counselees; (c) the case evaluation. The experiment was designed to make a judgmental comparison of the counselee's adjustment status before and after counseling. An estimate of the degree of the student's cooperation was used as a means of control, by comparing those students who did with those who did not follow the counselor's recommendation. Data were collected on 987 complete student cases who used the University of Minnesota Testing Bureau services during 1933 to 1935. Counseling was judged effective in achieving the cooperation of and in improving the adjustment of over 80 per cent of the students studied.

Conditions and characteristics favorable to adjustment were summarized as follows (87, pp. 130-131):

1. Cooperation with the counselor was positively related to adjustment and those students who cooperated reached their level of adjustment in a shorter period of time than those who did not.

2. Students experiencing educational and vocational problems were more successfully counseled than were those with dominant social-personal-emotional problems.

3. Contrary to belief, our data indicate no differences in adjustment among counseling cases classified as vocational choice and confirmed, altered, or undecided at the first contact. But, if vocational choice is deferred by the counselor, the prognosis of adjustment is less favorable.

4. Higher high school or previous college achievement is positively related to cooperation and adjustment. But level of ability, as measured by the aptitude test used in this experiment, is not related.

Studies of Counseling Centers for Veterans. A committee appointed by the American Council on Education conducted a study of disabled veterans in colleges and universities. A major purpose of the study was (4, p. 1) "... to high-light the particular services and techniques required of the colleges to meet the special needs of the disabled students." The study was made by interviewing a sample of veterans attending selected colleges and universities. They found that (4, p. 3) "... only one-third of the veterans interviewed indicated they had received adequate vocational guidance from the school which they attended... One in every two

veterans had not consulted his school with regard to his vocational plans."

A few studies have been reported of the guidance service or advisement program offered by counseling centers which were established for veterans by the Veterans' Administration. The studies reported have used variations of the follow-up method. In some studies the data have been obtained from the veterans "Rehabilitation Folder" and from other files maintained by the Veterans' Administration. In other studies information has been obtained by contacting the counselees by mailed questionnaire or by personal interview. A few studies have been based on information obtained from case files and from the veteran counselees.

McIntire (51) made a study of veteran counselees at the Ohio State University Advisement Center. The purpose of the study was to compile background information of the veteran so that standards of comparison would be available. Data collected from the case folders of 331 veterans were punched on I.B.M. cards. From this information a descriptive survey of veterans who had had an advisement at the Center was made and the "average veteran" was described. A similar study was made by Palmer (55) who described the characteristics of 1,000 veterans who had an advisement at the Cornell Guidance Center.

A follow-up study of 200 cases from a sample of 910 disabled veterans who had an advisement at the Rochester Veteran's Guidance Center was reported by Lipsett and Smith (46). The study was based on information taken from the files of the Training Division of the

Veterans' Administration. The following conclusions (46, p. 15) were reached:

In general, the value of advisement seems to be well supported by the fact that 60 per cent of the veterans counseled are continuing after six months or more toward the same objectives which were determined at the Guidance Center... Many of the 40 per cent changing objectives did so for causes which were scarcely predictable by the type of procedure at a guidance center... Veterans whose vocational goals are confirmed by tests and counseling prove more stable in training than those whose objectives are significantly modified by guidance.

Long and Hill (47) reported a follow-up study of 300 veterans who received vocational advisement at the City College of New York. Information was collected twelve to fifteen months following the date of advisement and was taken from the V. A. "Rehabilitation Folder" files. Data was available on 237 cases of the sample of 300 selected cases. Of the 237 cases, 11 were declared not in need of training and on 20 cases the advisement was not complete. Of the 206 veterans for whom a training program was set up, about 20 per cent never started on a training program. Further investigation in which the veterans would be personally contacted was recommended.

Hunter (37) collected data from the case-histories of veterans processed by the Temple University Veterans Administration Guidance Center during the early part of its existence. The types of cases handled, characteristics of the counselees, the number and kinds of tests given, the vocational objectives selected, and reasons for requesting readvisement were analyzed and summarized. In a study by

the Advisement and Guidance Service Staff of the Veterans Administration (73) the tests used most frequently in the counseling program of the Veterans Administration were listed.

A study of "revaluated" cases, in which the veteran returned for a second advisement, was reported by Mathewson (49). According to his study (49, p. 202): "Cases sent back for 'revaluation', where the veteran has expressed dissatisfaction with his program, seldom reveal deficiencies in counseling, but have to do with such factors as the psychology of the veteran, placement difficulties, changes in the veteran's physical condition, or altered environmental circumstances." Wernberg (85) emphasized the desirability of individual guidance when the veteran or non-veteran was considering changing objectives. He wrote that on the basis of a small sample, the veterans were unanimous in their agreement with him.

A follow-up study of college students who had an advisement at the University of Kansas Guidance Bureau was made by Schillinger (60). Non-university counseling cases were not included in the study. A questionnaire was mailed to 400 former counselees. Replies were received from 337 persons. The majority of counselees were well satisfied with the counseling. Most of the criticisms made of the Guidance Bureau by the counselees were concerning the lack of space, the noise of remodeling, the inadequate size of the staff, the routine introduced by the contract with the Veterans' Administration, and the failure of the counselors to interpret adequately.

Brown (17) made a follow-up study of veteran counselees one

year after they had had an advisement at the V. A. Guidance Center at the University of Pennsylvania. Persons living in Philadelphia were called by telephone or sent postal cards requesting them to call at the Center at a specified hour. A questionnaire was mailed to counselees who were not living in the city of Philadelphia. The telephone proved more effective than the mail in collecting data. Seventy-nine per cent of those called by telephone responded as compared with 35 per cent queried by mail. The total response represented 59 per cent of those contacted. Seventy-five per cent of the veterans started training in objectives agreed upon at the time of advisement. Fifty-five per cent had the same objectives one year later. A more detailed follow-up investigation was recommended.

A follow-up survey to evaluate the services of the Salvation Army Vocational Guidance Bureau was made by Barnett (8). Information was obtained by a questionnaire sent out in April, 1946, to 608 veterans who had been counseled at the Bureau. Replies were received from 283. Seventy-three per cent of the veterans who responded were employed or in training. Thirty-five per cent of the employed veterans were dissatisfied with or uncertain about their jobs. Eighty-two per cent of those who responded evaluated the guidance service favorably.

Froehlich (30) reported a follow-up study of veteran counselees which used both the personal interview and the mailed questionnaire methods of obtaining information from counselees. The counseling cases were divided into two groups by selecting every other folder from the closed case files. In this manner two groups, each

containing 740 cases, was obtained. From one group, 279 persons were interviewed. A questionnaire was mailed to each of the 740 individuals making up the second group. From this group, 230 replies were received. In this study Froehlich found that persons responding to the mailed questionnaire more frequently expressed opinions favorable to counseling than did those followed up by personal interview.

Summary of Review of Literature

This review of literature has revealed a need for evaluative studies of guidance. Some of the values that may be obtained from evaluative studies, the difficulties involved due to the complexity of the problem, and methods used in attempts at evaluation have been pointed out. Many studies that have been made and the results obtained, particularly with reference to follow-up investigations, have been summarized.

It has been shown that different criteria have been used for evaluating guidance programs carried on under different conditions and under similar conditions, and that no one criteria or set of criteria has been accepted as being fully adequate for evaluative purposes. Opinion seems to agree with Williamson and Bordin that (89, p. 274): "Much additional research is needed to determine what general procedures in experimentation are most adequate to determine the actual effects of counseling."

The review of evaluative studies that have been made of guidance services makes plain that the follow-up of those counseled

is a widely used and accepted practical method for appraising a guidance program. Studies at the college level and more particularly of the veterans guidance centers indicate that follow-up studies of veteran counselees are greatly needed.

CHAPTER III

THE METHOD OF INVESTIGATION

The Personal Interview

The principal method used in this investigation was the personal interview. A sample of 415 counselees was followed up and personally contacted. The interviewers were given uniform instructions concerning the interviewing and the purpose of the study. They used a prepared Interview Form on which the responses of the counselees were recorded at the time they were interviewed.

An altogether different questionnaire, printed on a return-reply type postal card, was mailed to a sample of 600 veterans who had not had an advisement at the Counseling Bureau and who were attending school at Oregon State College during the spring quarter of 1948. This mailed questionnaire method was used in only a small part of the study. It was used in an effort to determine why veterans attending school who had not had an advisement, had not used the facilities of the Bureau which were readily available to them.

The follow-up by personal interview method was used for several reasons. (1) There had been no follow-up study made of the counselees of the Bureau, and it was felt that such a study would be the most interesting and valuable type of investigation to undertake.

(2) A review of the literature relating to evaluation studies of guidance recommended the follow-up type of study and indicated that studies of this kind were needed. (3) The few appraisal studies of veterans counseling centers that could be found pointed out the need for follow-up studies of veteran counselees and recommended that if possible the veterans be personally contacted. (4) It was felt that the replies received from a study made by using a mailed questionnaire might not be sufficiently representative of the total group of counselees to be satisfactory. A follow-up study of veterans, using both the personal interview and the questionnaire, was conducted by Froehlich (30). In this study persons responding to mailed questionnaires more frequently expressed opinions favorable to counseling than those followed up by personal interview. Froehlich suggests (30) that persons responding to mailed questionnaires tend to be those who remember counseling well and that this technique may introduce an additional bias not present in the interview follow-up.

Preparation of the Interview Form

An interview form on which the responses made by the counselees were written at the time of interviewing was used in this study. Several steps were required in the preparation of this form.

1. Notes were made of the areas of information it was felt desirable to obtain from the counselees and questions were formed to elicit the information desired.

2. Interview forms and questionnaires used in other studies were reviewed and ideas were obtained from them. The forms used by Froehlich (30) were especially helpful in furnishing ideas both as to questions and their arrangement on the interview form.

3. Discussions were held with the Director of the Counseling Bureau, with counselors, professors, and graduate students. As a result of these discussions, some of the questions were revised and others were added.

4. A preliminary interview form was prepared for try-out on a number of cases. Ten veterans who had been to the Counseling Bureau and had an advisement were interviewed by the writer. Several veterans were interviewed by two other graduate students who were interested in the development of the interview form. In the process of these preliminary interviews, several desirable changes were made in stating the questions and in the arrangements on the interview form for recording the responses of the counselees.

5. A revised interview form was prepared and tried out in interviews with another ten veteran counselees. Several minor changes were made in the revised interview form as a result of this second try-out experience.

6. The final interview form was then prepared and 600 copies were printed. A copy of this interview form, which was used during all interviews in this study, is included in Appendix A.

The Interviewers

The personal interview method of follow-up would not have been practical in this study had it not been for the willingness of a number of people to spend time and effort in personally contacting and interviewing the counselees. The groups of individuals who assisted with this work were: the Men's Dormitory Counselors, who interviewed veteran counselees who were living in the Men's Dormitories on the College Campus; graduate students in a class in Counseling held on the College Campus who interviewed counselees who were attending school at Oregon State College and were living "off Campus;" graduate students in classes in counseling that were held in Albany, Oregon, and in Portland, Oregon, who interviewed counselees living in those cities.

Fifteen graduate students had been assigned as counselors by the Dean of Men to assist and counsel students who were living in the fifteen halls which constituted the Men's Dormitories maintained by the College on the College Campus. One counselor was assigned to work with the students in each hall. Mr. L. A. Daehler, a graduate student in education with a number of years' experience as high school teacher and administrator, had been appointed to supervise the Dormitory Counseling Program.

It was Mr. Daehler's practice to hold a meeting of all dormitory counselors one evening of each week, at which time counseling problems and methods were discussed. At one of these meetings the

dormitory counselors expressed their willingness to interview the veterans who were living in the Men's Dormitories and had had an advisement at the College Counseling Bureau.

An appointment was made with the dormitory counselors. One of the regular evening counselor meetings was set aside for discussion of the Interview Form and for instructions to the interviewers. The instructions to the interviewers were given in the following manner:

1. A mimeographed copy of Uses and Techniques of the Interview (see Appendix B), was handed to each counselor. The principles and techniques of interviewing and the purpose of this study were explained and discussed.

2. A copy of the Interview Form (see Appendix A) was given to each counselor. The items on this Form were discussed and methods of indicating counselee responses were explained.

3. The recordings of two interviews with counselees (see Appendix C), were played on a tape recording machine. During this time the counselors followed the items on the Interview Form as they were discussed in the recordings.

4. At the close of listening to the recorded interviews, the different methods used in the interviews were discussed. The importance of establishing rapport, of letting the counselee talk, and of recording his responses at once on the Interview Form, were stressed. A period for questioning followed which continued until answers to all questions were given.

5. A list of names of the counselees to be interviewed by each counselor was given to him, together with a sufficient supply of Interview Forms.

The Counseling class being conducted in Albany, Oregon, was taught by Dr. J. W. Sherburne of the Oregon State College Psychology Department; the one in Portland, Oregon, by Professor Stanley E. Williamson of the School of Education at Oregon State College; and the one on the Oregon State College campus by Dr. Franklin R. Zeran, Dean of the School of Education at Oregon State College. These classes were attended by senior and graduate students, most of whom had had teaching experience.

The members of these classes agreed that they would help with the interviewing and that each member would interview two or three counselees. A period was taken in each of these classes during which the same instructions to the interviewers were given as those just described for the Dormitory Counselors. The only difference in procedure was in the selection of the names of the counselees to be interviewed. Members of the classes selected the names of the counselees they were to interview from the lists of names in the manner described in this chapter under the heading, Selection of the Sample.

Seven members of the Albany class participated in interviewing counselees who were living in Albany and completed 12 interviews. Fifty-two members of the College Campus class completed 148 interviews with counselees attending school at Oregon State College.

The interviewing work of the Portland class was brought to a halt by the Columbia River flood at the time of the Vanport disaster. Three interviews were completed by two members of this group. The fifteen Dormitory Counselors, with the help of their supervisor and the writer, completed 107 interviews. The remaining 145 counselees interviewed, who were not attending school at Oregon State College, were interviewed by the writer.

Selection of the Sample

The record of the first veteran to receive an advisement at the Oregon State College Counseling and Testing Bureau was shown in the files of the Bureau as Case No. 1 and dated January 3, 1946. All of the subsequent cases were listed numerically in the files in the order in which the advisements were given.

The cases which made up the population for this study included all of the cases in the Bureau files from Case No. 540, dated July 1, 1946, to case No. 2730, dated March 30, 1948; a total of 2,190 cases.

The above dates and number of cases were selected for two major reasons:

1. During the early months of the operation of the Bureau, several changes were made in the procedures and methods of giving the advisements and in the personnel of the Bureau. The date of July 1, 1946, was selected as the time when it was felt the methods and procedures used at the Bureau had become sufficiently established

that cases studied after that date would be fairly representative of the work of the Bureau. The date of March 30, 1948, was selected in order to allow for a period of time to elapse between the date of advisement of the last cases included and the follow-up. All of the veterans would then have had some time to find opportunities for getting started in working toward their vocational objectives and some would have had experience in the kind of work they planned to do. They would also have had time to consider the advisement they had received at the Counseling Bureau.

2. Some of the addresses given by the veterans at the time of advisement were temporary. It seemed evident that many veterans had moved to different parts of the state and out of the state to begin on-the-job training, take jobs, enter schools, and for other reasons. It was anticipated that most of them might be difficult to find for personal interviewing. In order to have enough cases in the sample interviewed and for them to be representative of the total group, it was advisable that a large group be obtained to begin with. It was decided to start with all of the cases between the two dates indicated.

The case number, date, name of veteran, address of veteran, and whether the veteran was a Public Law 16 or Public Law 346 case, was transferred from the Counseling Bureau files to individual 3 x 5 inch cards for each of the 2,190 cases. These cards were alphabetized and filed. The next step was to find as recent and correct and complete an address of each counselee as could be found.

The selection of individuals in the sample interviewed was determined to some degree by the places where the veterans were living and the time and effort required to find them. Some of the veterans were attending school on the Campus and are included in the "in school" group. Others had graduated or dropped out of school and thus may be termed "school-leavers." School-leavers who were still out of school at the time they were interviewed were included in the "not in school" group along with other veterans not in school. Because the addresses and the distances involved in finding the veterans for interviewing influenced the selection of the individuals making up the sample, the process of making the selections and of finding the addresses, will be described in more detail.

The files in the office of the Dean of Men contained the names and the local and home addresses of all of the men registered in school at Oregon State College for the spring quarter, 1948, which was the time when search for the most recent addresses of the counselees was begun. A similar file was maintained in the office of the Dean of Women for all women students. The names in these files were compared with the names of the 2,190 counselee cases obtained from the Counseling Bureau files. In this manner it was found that 865 male veterans and 8 female veterans who had had an advisement at the College Counseling Bureau between July 1, 1946, and March 30, 1948, had registered for school on the College Campus for the spring quarter 1948. The local addresses of these students were transferred to the 3 x 5 inch cards maintained concerning each counselee.

Two alphabetized lists were prepared of these 873 veterans. One list contained the names of the veteran counselees who were living in the Men's Dormitories and the hall in which they were staying. The other list contained the names and the local addresses of veteran counselees attending school who were not living in the Men's Dormitories.

Names of the counselees were selected for interviewing by members of the Campus Counseling class from the list of counselees not living in the Men's Dormitories. Most of the selections were made according to the convenience and the completeness of the addresses; others were selected by random. Inspection of the list revealed a fairly uniform scatter of names selected. Selections were made from all of the twenty pages making up the list of names, with no more than 20 or less than 6 names selected from any one page. The counselees were interviewed at their homes or fraternity or rooming houses by members of the Counseling class.

The names of the counselees who were living in the Men's Dormitories were listed on separate sheets of paper according to the hall in which they were staying. The Dormitory Counselor assigned to each hall was given the list of names of counselees who were rooming in his hall and who could likely be contacted in the evenings in their own rooms.

The addresses of counselees not in school at Oregon State College were checked in the following manner:

1. The Fussers' Guide, a student publication giving the

names, the local and home addresses, and the telephone numbers of students in school each year at Oregon State College, was used to check the home addresses of counselees who were school-leavers. This was done by checking the names of counselees remaining in the card file after the "in school" group had been removed, with student names appearing in the Guide. Comparison was made with each Fussers' Guide that had been published since January, 1946. In this manner the home addresses of 680 counselees who were school-leavers were found. These addresses were transferred to the individual counselee cards when they were found to be different from the addresses which the counselees left at the Counseling Bureau at the time of advisement.

2. A reply-type postal card, which could be sent on to a forwarding address, was mailed to 500 counselees who were not in school at Oregon State College and who were not included among the school-leavers. The veteran was requested to write his present address on the attached reply card and mail it. A copy of the card is included in Appendix D. These cards were sent to veterans whose mailing address at the time of advisement was given as being in one of forty-two cities or towns in Western Oregon outside of the city of Corvallis. There were 348 replies received on which the addresses of the veterans were given. Many of the cards had been forwarded. Replies were received from veterans in eleven different states. The reply cards were clipped to the 3 x 5 cards maintained concerning each veteran. Approximately half of the veterans interviewed who were not

in school and who were not school-leavers, were located in this manner.

3. The 3 x 5 inch cards of veterans who were not in school at Oregon State College, which included those to whom postal cards had not been sent as well as those to whom cards had been mailed, were arranged according to the names of the cities which were determined as probably the most up-to-date addresses of the veterans. The veterans from this group who were interviewed were contacted at their homes and places of work by personal visit. Interviews were held at the time of first personal contact, or arrangements were made for an interview at some later time.

Members of the Albany Counseling class and of the Portland Counseling class selected the names of counselees for interviewing from lists of counselees whose home addresses were given as being in those cities. Selections were made in the same manner as that described for the College Campus Counseling class.

There was a total of 415 veterans in the sample interviewed. Of this number, 255 were attending school at Oregon State College, 29 were attending school in different institutions in the state, and 131 were not attending school. Counselees were interviewed who were living in or near 21 different cities or villages located in Western Oregon. Some of them were living on farms or rural routes. Names of the cities and the number of veterans interviewed are shown in TABLE I.

TABLE I

**CITIES* WHERE VETERAN COUNSELEES WERE LIVING
AT THE TIME THEY WERE INTERVIEWED**

<u>City or Village</u>	<u>Number Interviewed</u>
Adair Village	33
Albany	20
Astoria	1
Chiloquin	1
Corvallis	264
Dallas	6
Eugene	6
Grants Pass	1
Heppner	1
Independence	6
Jefferson	2
Klackamas	1
Klamath Falls	11
Lebanon	6
Monmouth	4
Philomath	2
Portland	8
Salem	37
Silverton	2
Tangent	1
Toledo	2
Total	415

*Some veterans were living on rural routes out from these cities.

The degree to which this sample of 415 veteran counselees was a representative sample of the 2,190 veterans who had an advisement at the Counseling Bureau during the period of time included by this study, may be inferred from the size of the sample and the manner in which it was selected. Of the total number of 2,190 cases, 2 per cent were women and 98 per cent were men; 18.7 per cent were Public Law 16 cases and 81.3 per cent were Public Law 346 cases. Of the 415 cases in the sample of veterans interviewed 2.9 per cent were women and 97.1 per cent were men; 18.8 per cent were Public Law 16 cases and 81.2 per cent were Public Law 346 cases. It may be observed that with respect to disability and the law under which the counselees were receiving training, the sample of veterans interviewed closely resembled the total group from which the sample was taken. This was also true with respect to the sex of the counselees, although the total number of women veterans included in the study was small.

The proportion of counselees attending school at Oregon State College who were followed-up and interviewed was 255 out of a possible 873, or 29 per cent. The number of counselees not attending Oregon State College was 1,317, of which 160, or 12 per cent were followed-up and interviewed. It was not known how many of the counselees, not in school at Oregon State College and not followed-up by personal interview, were attending some other school. However, it appears very likely that the proportion of counselees interviewed who were attending school was greater than was the proportion of counselees

interviewed who were not attending school. This was because they could be interviewed with much less expenditure of time and money. Responses of the counselees not attending school were tabulated separately and are compared with the "in school" group in CHAPTER IV.

A greater proportion of counselees living in the Men's Dormitories on the College Campus was interviewed than of counselees attending Oregon State College and not living on the Campus. The interviewing of veterans not attending school was confined to those living in Western Oregon. Differences between these veterans grouped according to place of residence was not believed to be sufficiently great to appreciably alter the results obtained in this study.

It should be recognized that one of the limitations of a follow-up by personal interview study is due to the difficulty of obtaining accurate up-to-date addresses of the clients and to the time and expense involved in contacting the clients personally. In view of the resources available and the purposes of this study, it was felt that the sample of 415 veteran counselees interviewed, comprising 19 per cent of the total number of 2,190 cases, was adequate.

Questionnaire to Veterans Who Had Not Had an Advisement
at the College Counseling and Testing Bureau

During the progress of this study, a question arose concerning veterans attending school at Oregon State College who had not sought an advisement at the College Counseling and Testing Bureau. The services of the Counseling Bureau were readily available to them. Why did they not have an advisement? Information concerning this question was gathered in the following manner:

1. Records at the Registrar's office revealed that a total of 3,721 veterans had registered for school at the College for the spring quarter of 1948. From previous examination of the files in the office of the Dean of Men and the Dean of Women, it had been found that 873 of these veterans had been to the College Counseling Bureau and had an advisement. Thus 2,848 veterans attending school during the spring quarter had not had an advisement at the College Counseling Bureau.

2. A questionnaire was prepared and printed on a return-reply type postal card and mailed to 600 student veterans who had not had an advisement at the College Counseling Bureau. The names and local addresses of the veterans to whom the questionnaire cards were mailed were selected from the files in the registrar's office which maintained a separate alphabetized registration file of students according to the school in which they were registered. Names were

selected from the files of students registered in all of the schools except Home Economics and the Graduate School, which files were being used for other purposes and were not available for use in this study.

Replies were received from 352, or 59 per cent of the veterans to whom questionnaires were sent. The distribution of the replies by school in which the students were registered and the reasons given for not having had an advisement, were tabulated and are shown in TABLE L and TABLE LI in CHAPTER IV.

CHAPTER IV

PRESENTATION OF THE DATA

The information obtained from the responses of the veterans is presented in this chapter. The chapter is divided into three sections. The first section presents a description of the status of the counselees at the time they were followed up and interviewed. The follow-up interviews were held from three to thirty months after the veterans had been given an advisement at the Counseling Bureau. The marital status, educational status and employment status of many of them had changed since the time of advisement.

The responses of the counselees to questions asked them about the counseling service and about the advice they had received are presented in the second section of this chapter.

The third section presents the responses made to a mailed questionnaire by a sample of veterans who were attending school at Oregon State College during the spring quarter of 1948. This group had not had an advisement at the College Counseling Bureau.

Description of the Sample

Ages of Veterans Interviewed. The ages of the veteran counselees at the time of the follow-up are shown in TABLE II. Ages ranged from 19 to 45 years with 63 per cent of the total group being 21 to 25 years of age and 93 per cent 21 or more years old.

TABLE II

AGES OF COUNSELED VETERANS* AT THE TIME THEY WERE
FOLLOWED UP AND INTERVIEWED

Age	In School		Not in School		Total	
	PL 346	PL 16	PL 346	PL 16	Number	Per Cent
19	2	-	-	-	2	.5
20	17	1	7	1	26	6.3
21	40	1	10	3	54	13.0
22	54	2	8	4	68	16.4
23	30	4	9	5	48	11.6
24	40	2	8	3	53	12.8
25	21	2	6	10	39	9.4
26	21	1	4	5	31	7.5
27	13	2	3	8	26	6.3
28	9	1	7	2	19	4.6
29	8	1	1	5	15	3.6
30	1	2	4	4	11	2.7
31-35	3	2	4	3	12	2.9
36-40	2	1	2	3	8	1.9
41-45	1	-	2	-	3	.7
Total	262	22	75	56	415	100.2

*In this table and in following tables "Counseled Veterans" refers to veterans who had received an advisement at the Oregon State College Counseling and Testing Bureau and were interviewed in this follow up study.

From an inspection of TABLE II it may be seen that 22 of the 284 veterans in school were attending school under Public Law 16. Fifty-six of the 131 veterans not in school were Public Law 16 cases. Public Law 16 cases refers to individuals who, according to determinations made by the Veterans' Administration, have a 10 per cent or more service connected disability and are entitled to a disabled veteran's pension.

Marital Status. The marital status of the veterans at the time of the follow-up is shown in TABLE III. Twenty-three per cent of those attending school were married, whereas 62 per cent of those not attending school were married. Twenty-eight per cent of the Public Law 346 veterans were married compared with 67 per cent of the Public Law 16 veterans. Approximately 35 per cent of all the veterans interviewed were married.

TABLE III

MARITAL STATUS OF COUNSELED VETERANS AT THE TIME THEY
WERE FOLLOWED UP AND INTERVIEWED

Marital Status	In School		Not in School		Total	
	PL 346	PL 16	PL 346	PL 16	Number	Per Cent
Single	204	11	34	12	261	62.9
Married	55	11	40	41	147	35.4
Divorced	3	-	1	2	6	1.4
Separated	-	-	-	1	1	.2
Total	262	22	75	56	415	99.9

It appears that a greater percentage of the disabled veterans than of the non-disabled veterans married soon after they were discharged from the service and did not continue their schooling in college. On the other hand, this may only seem to be the case because a greater percentage of the disabled married veterans than of the disabled single veterans may have been interviewed due to a possible bias in the sampling. It may be that disabled married veterans who

were not attending school were more easily found for interviewing than were non-disabled single veterans who were not attending school because they spend more time at home where they could be easily contacted and where most of the interviewing was done. The single veterans attending school may have been more easily contacted than were married veterans attending school because many of them lived in dormitories and fraternity houses where several of them could be interviewed in one evening at the same address.

It can not be determined in this study whether the differences obtained when disabled veterans were compared with non-disabled veterans in marital status and college attendance were due to actual differences between the two groups or to a bias in the sampling because information concerning the marital status, time of marriage, and date of discharge, of the total group of 2,190 veterans who had an advisement was not readily available. More study would be required before confidence could be placed in conclusions on this subject.

Educational and Employment Status. TABLE IV shows the amount of school work completed by the veterans at the time of the follow-up interview. Eighty-one per cent had completed some college work, and approximately 65 per cent had completed more than one year of college.

TABLE IV

EDUCATIONAL STATUS OF COUNSELED VETERANS WHEN INTERVIEWED
IN THE FOLLOW-UP STUDY

School Work Completed	In School		Not in School		Total	
	PL 346	PL 16	PL 346	PL 16	Number	Per Cent
Grades 1 - 7	-	-	2	1	3	.7
Completed elementary	-	1	-	5	6	1.4
Some high school	2	2	4	14	22	5.3
Completed high school	3	-	6	23	32	7.7
High school diploma or equivalency certificate based on G.E.D. tests	1	-	10	1	12	2.9
Business or technical school	1	1	1	1	4	1.0
College work completed						
Not indicated	3	-	-	-	3	.7
1 - 3 quarters	36	2	21	6	65	15.7
4 - 6 quarters	107	7	12	3	129	31.1
7 - 9 quarters	66	3	9	1	79	19.0
10 -12 quarters	38	3	1	-	42	10.1
13 -15 quarters	2	-	-	-	2	.5
College graduate	-	1	7	1	9	2.2
Graduate work	3	2	2	-	7	1.7
Total	262	22	75	56	415	100.0

It appears that the quality of men interviewed, as indicated by their educational attainments and their interests in undertaking

further educational training, was high. This may be partially explained by the fact that the Counseling Bureau was located on the College Campus where many of the veterans were attending school and were readily available for interviewing and also by the fact that many veterans were referred to the Bureau by school officials in other colleges and universities. Regardless of the explanation, it may be noted that four-fifths of the veterans interviewed in this study were men with college experience.

The employment status of the veterans is shown in TABLE V and the kind of jobs on which they were employed is shown in TABLE VI for veterans not attending school, and in TABLE VII for veterans employed on part-time jobs while attending school. The jobs were grouped according to the classification system used in the United States Employment Service, Dictionary of Occupational Titles, Part I (78). It may be observed that 54, or 19 per cent of the veterans attending school were employed part-time while attending school and that 107, or 81.7 per cent of the veterans not in school were employed full time, including those in on-the-job training work.

TABLE V

EMPLOYMENT STATUS OF COUNSELED VETERANS WHEN INTERVIEWED
IN THE FOLLOW-UP STUDY

Employment Status	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
School, full time	230	-	213	17	230	55.4
Employed full time	-	90	59	31	90	21.7
School and working part-time	54	-	49	5	54	13.0
On-the-job training	-	18	3	15	18	4.3
Unemployed, not seeking work	-	10	6	4	10	2.4
Unemployed, seeking work	-	9	6	3	9	2.2
Employed on part-time job*	-	4	1	3	4	1.0
Total	284	131	337	78	415	100.0

*If employed part-time, what do you do the rest of the time?

	Number
Building my own house and barn	1
Rest	1
Rest and fish	1
Care for house and ill mother	1

TABLE VI

OCCUPATION OF COUNSELED VETERANS WHO WERE NOT ATTENDING SCHOOL
WHEN INTERVIEWED IN THE FOLLOW-UP STUDY

Occupation	Number N-131	Per Cent
Professional and Managerial Occupations	18	13.7
Accountant	3	
Building contractor	3	
Musician	1	
Field Assistant U.S.G.S.	1	
Owner and manager--rug and furniture cleaning	1	

TABLE VI (continued)

Occupation	Number	Per Cent
Housewife and mother	1	
Teacher--high school industrial arts	1	
Used car dealer	1	
Manager and owner of cafe	1	
Magazine circulation manager	1	
Public accountant	1	
Pharmacist	1	
Teacher--vocational training	1	
Educational advisor--state D.V.A.	1	
Clerical and Sales Occupations	27	20.6
Automobile parts salesman	3	
Salesman, General	3	
Salesperson	3	
Insurance salesman	2	
Interviewer	1	
Listing machine operator	1	
Bank teller	1	
Grocery clerk	1	
Assistant Secretary Production Marketing Association	1	
Shipping clerk	1	
Salesperson, hardware	1	
Newspaper distributor	1	
Bookkeeper	1	
Demonstrator	1	
Salesman, fuel	1	
Postal Mail Clerk	1	
Telegraph operator	1	
Salesman, household equipment	1	
Sales clerk	1	
Checker in bakery	1	
Service Occupations	7	5.3
Cook	3	
Passenger elevator operator	1	
Waiter	1	
Porter, baggage	1	
Fireman	1	
Agricultural, Fishery, Forestry and Kindred Occupations	5	3.8
Farmer	2	
Nurseryman	1	
Seedman	1	
Poultryman	1	

TABLE VI (continued)

Occupation	Number	Per Cent
Skilled Occupations	16	12.2
Machinist	2	
Automobile body repairman	2	
Meat cutter	1	
Lineman for power company	1	
Machine set-up man	1	
Cable splicer	1	
Lumber grader	1	
Carpenter	1	
Electrician	1	
Cable splicer for telephone company	1	
Automobile mechanic	1	
Airplane mechanic	1	
Typewriter serviceman	1	
Lineman for telephone company	1	
Semi-Skilled Occupations	20	15.3
Automobile service station attendant	8	
Training for automobile mechanic	2	
Roofer	2	
Truck driver	2	
Dental technician apprentice	1	
Training for beautician	1	
Training for butcher	1	
Junior plumber	1	
Lumber checker	1	
Bookkeeping training, in bank	1	
Unskilled Occupations	19	14.5
Laborer	5	
Laborer, sawmill	4	
Laborer, logging	2	
Lumber handler	1	
Laborer, park	1	
Hot plate operator in plywood mill	1	
Laborer, poultry raising	1	
Laborer, dairying	1	
Laborer, sand and gravel	1	
Laborer, cold storage plant	1	
Laborer, packing company plant	1	
Unemployed	19	14.5

More veterans not attending school were employed in Clerical and Sales Occupations than were employed in any other occupational group, with Semi-Skilled Occupations and Unskilled Occupations coming next in that order. Nineteen, or 14.5 per cent of the veterans not in school, were unemployed. Ten unemployed veterans were not seeking work because of poor health or other conditions, nine were seeking employment, and four were employed on part-time jobs.

It may be observed that the veterans were employed in a wide variety of occupations. The criticism sometimes made that counselors tend to direct counselees into a few chosen occupations does not seem to be justified in this case. From the diversity of occupations in which the veterans were employed, it appears that the counselors had not tried to direct the counselees to select a few occupations or professions in which they themselves were interested or with which they might have been especially familiar.

TABLE VII shows that veterans who were employed part-time while attending school were employed, for the most part, in Semi-Skilled, Service, Clerical and Sales, and Professional and Managerial Occupations. Ten veterans were training for Skilled Occupations in vocational schools. Jobs held by veterans in a training status were classified with the Semi-Skilled occupations.

TABLE VII

PART-TIME WORK OF COUNSELED VETERANS WHO WERE ATTENDING
SCHOOL WHEN INTERVIEWED IN THE FOLLOW-UP STUDY

Occupation	Number N-32*	Per Cent
Professional and Managerial Occupations	3	9.4
Analytical chemist for Agricultural Experiment Station	1	
Research assistant and instructor	1	
Forester, U. S. Forest Service	1	
Clerical and Sales Occupations	3	9.4
Salesman, motor vehicles and supplies	1	
Sales clerk, retail store	1	
Newspaper distributor	1	
Service Occupations	6	18.7
Waiter	2	
Houseboy	2	
Locker room attendant	1	
School janitorial work	1	
Agricultural, Fishery, Forestry and Kindred Occupations	1	3.1
Partnership in farm	1	
Skilled Occupations	1	3.1
Electrician	1	
Semi-Skilled Occupations and Training in Vocational School	16	50.0
Training for auto, body and fender work	2	
Training in refrigeration	1	
Training for office equipment repairman	1	
Training for commercial art	1	
Training for silk screen processing	1	
Training for photography	1	
Training for machinist	1	
Training for radio communications	1	

TABLE VII (continued)

Occupation	Number	Per Cent
Training in medical technology	1	
Timber faller	1	
Log hauler	1	
Taxi driver	1	
Milk routeman	1	
Service station attendant	1	
Truck driver	1	
Unskilled Occupations	2	6.3
Laborer in upholstery shop	1	
Laborer in sawmill	1	
Information concerning nature of part-time work not given	22	

*Fifty four of the 284 veterans attending school were employed on part-time jobs. However, the nature of the work done while on these part-time jobs was not obtained from 22 of the veterans. The percentages given were therefore figured on the basis of 32 jobs on which the nature of the work was obtained.

The kind of part-time jobs on which 22 of the veterans attending school were employed was not obtained. This was due to the failure to include a specific question on the Interview Form, to veterans working part-time while attending school, requesting the information from them at the time they were interviewed. Such a question should have been included as part of item Number 3 on the Interview Form, but this was not realized until most of the veterans attending school had been interviewed. However, even though the information was obtained from only part of the veterans and the number from whom it was obtained was small, it indicates the variety and the kinds of jobs in which the veterans worked part time while attending school.

It seemed to the writer, who interviewed most of the employed veterans not in school, that many factors determined the kind of jobs on which veterans were employed. In addition to the occupational objectives of the veterans, such factors as the localities where they were living, or where they or their wives desired to live, the employment opportunities, the cost of living, pay rates, family influences, health, previous experience, and the ability to get a job, are some of the factors which were often important influences and sometimes decisive in determining the kind of occupations in which the veterans became employed. Work or training could not always be obtained in the desired occupation. Vocational objectives were sometimes modified or changed because of conditions which developed. Some of the veterans interviewed said they were only holding on to their jobs while looking for something better or for something more nearly in line with what they wanted to do.

It is felt, therefore, that a comparison of vocational objectives before and after counseling, or of "success" before and after counseling may not, in many cases, be a valid indication of the effectiveness of the advisement. The objective selected during advisement may be a suitable one but other circumstances may influence the counselee to modify his objective or may prevent him, at least for a time, from making progress toward reaching the objective.

An example to illustrate the above is the case of Mr. A, a married veteran, age 20, who was interviewed on the day he came home early from his work in a sawmill because, he said, "my leg is

bothering me again." The difficulty with the leg was due to a service-connected disability which entitled Mr. A to a small pension, which had recently been reduced. Several operations had been performed on the leg, but the trouble had failed to clear up.

Mr. A had volunteered and entered the Navy before he completed high school. After his discharge from the Navy he married and soon afterward contacted the Veterans' Administration and had an advisement.

Mr. A told the interviewer at the time of the follow-up that he had considered going back to high school and graduating, because he thought it was important to complete at least a high school education. However, because his wife was pregnant, he gave up the idea of high school and started to work with the hope of getting a little money ahead. He sought an advisement because the work he had been doing had aggravated the condition of his leg injury, and he had become more concerned about how he was going to make a living.

At the Counseling and Testing Bureau, Mr. A did so well in several of the tests that the counselor suggested he take the G.E.D. tests and apply for a high school diploma. He took the tests and passed them with high scores and was later granted the diploma.

During the advisement, the vocational objective of Draftsman was set up. It was decided that Mr. A would go to a vocational school to obtain his training.

At the time of the follow-up, Mr. A told the interviewer that he had been very much pleased with this plan because he had

always liked to draw and he liked construction work; in fact, at different times during high school days he had planned on a career as an engineer. The tests had also indicated that his aptitudes and interests were along these lines. He said that in view of his leg handicap, a career as a draftsman appeared to him to be just about right.

Mr. A and his wife moved to the vocational school, and he began the draftsman training course. He said he liked the school and the course work very much, but that trouble with the leg continued to grow worse, and it became necessary for him to take trips to Portland for treatments. These trips became frequent and tiring. They took so much time that Mr. A gave up his training and moved closer to Portland, where he could receive regular care and avoid the long trips.

Mr. A said that at times he had planned to return to complete the draftsman course, but the baby was expected soon, and he had started to make payments on a little house. He said that he felt he had to have more money to keep ahead of expenses, so he had taken the job in a sawmill which "paid good money." Mr. A said he did not have any vocational plans at the time. He said the career as a draftsman would be fine if he could get it, but that he couldn't see that far into the future.

This case illustrates the effects of some of the many factors that may enter into making vocational adjustments. It also indicates that in some cases a considerable length of time may be required after

the advisement for progress to be made in working out the plans made as a result of the advisement. During this time the influences of the combination of factors become so interwoven that the problem of evaluating the results of the advisement on the total adjustment becomes a very complex one indeed.

Responses of Counselees to Questions Asked Them
Concerning the Advisement

The responses of the counselees to questions asked them about the advisement and about the Counseling and Testing Bureau will be presented in this section.

Problems Discussed During the Advisement. How well the veterans remembered the problems discussed with the counselors at the time of advisement is shown in TABLE VIII. Forty-five per cent said they remembered the problems discussed "very well" and 49 per cent said they remembered them "quite well." Only 5.5 per cent indicated they remembered the problems discussed "hardly at all." There seemed to be very little or no difference between the veterans attending school and those not in school or between Public Law 16 and the Public Law 346 cases in their response to this question. For the interviewer, the question proved to be a good opening question to lead into a discussion of the advisement service.

TABLE VIII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: HOW WELL DO YOU
REMEMBER THE PROBLEMS DISCUSSED WITH THE COUNSELOR AT THE
OREGON STATE COLLEGE COUNSELING AND TESTING BUREAU?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Quite well	134	53	153	34	187	45.1
Fairly well	136	69	166	39	205	49.4
Hardly at all	14	9	18	5	23	5.5
Total	284	131	337	78	415	100.0

How Veterans Learned of the Advisement Service. TABLE IX

supplies information about how the veterans learned of the advisement service and who recommended the service to them. Eighty-two per cent of the veterans under Public Law 16 were referred for an advisement by the Veterans' Administration compared to 14 per cent for the Public Law 346 veterans.

It appears that when the disabled veterans began to consider entering a training program the first place they contacted was the Veterans' Administration offices. Inasmuch as an advisement was required of veterans who took training under Public Law 16, these veterans were, of course, referred to the Counseling Bureau for an advisement. With the Public Law 346 veterans, the situation appeared to be different. Most of them were attending school. They were referred to the Bureau by a friend, a school official, or someone who had been helped there, or they learned of the availability of the

service and went to the Bureau for an advisement without being referred there by anyone. The fact that only 14.2 per cent of the Public Law 346 veterans were referred to the Counseling Bureau by the Veterans' Administration and that 85.8 per cent were referred there by someone else or went there without being referred by anyone, seems to be evidence that many individuals felt that the services of the Bureau were beneficial.

TABLE IX

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: WHO RECOMMENDED THE OREGON STATE COLLEGE COUNSELING AND TESTING BUREAU TO YOU?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
The Veterans' Adminis- tration	47	65	48	64	112	27.0
A friend	71	13	78	6	84	20.2
A school official	53	25	75	3	78	18.8
A person who had been helped there	50	15	63	2	65	15.7
No one, read of the service in a paper	36	5	40	1	41	9.9
Does not remember	18	-	18	-	18	4.3
Other*	9	8	15	2	17	4.1
Total	284	131	337	78	415	100.0

* Others listed who recommended the Counseling Bureau to the veterans:

- U. S. Employment Service
- Board of Pharmacy
- Headquarters in Portland
- Principal of high school
- Psychology professor
- Fraternity brothers
- American Legion Service officer
- Father
- Mother
- Husband
- Personnel at Army Separation Center

Reasons Veterans Sought an Advisement. The reasons the veterans gave for having gone to the Counseling and Testing Bureau for an advisement are shown in TABLE X. It may be seen that most of them went for reasons relating to vocational choices.

TABLE X

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: WHY DID YOU GO TO THE COUNSELING AND TESTING BUREAU?

Reasons *	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
To learn more about my interests and aptitudes	144	30	167	7	174	37.2
For advice on vocational choice	80	41	104	17	121	25.9
It was required before receiving training	17	50	12	55	67	14.3
To get help in planning what to study	46	6	52	-	52	11.1
To talk over a personal problem	8	2	8	2	10	2.1
Other reasons**	27	17	40	4	44	9.4
Total	322	146	383	85	468	100.0

*More than one reason was given by some veterans.

**Other reasons given for going to the Counseling Center:	Number
To take the G.E.D. tests and qualify for high school diploma	15
To verify my ideas concerning my vocational choice	5
Veterans' Administration advised it before changing schools	4
To learn about the Counseling Center and reassure myself	3
Curiosity	2
Requested by the School Scholastic Committee	2
To help decide whether or not to go on to college	1

Other reasons given for going to the Counseling Center (continued)

	Number
Possibility I could find out something that I needed to know about myself	1
To find some of my undetected difficulties	1
Didn't know what school to go into	1
Wasn't satisfied with school curriculum	1
To select alternative in case I wasn't successful in pre-medics or could not get into medical school	1
Flunked a couple of courses and thought maybe I was in the wrong field	1
To see how the tests compared with tests taken in the Army	1
The Portland office directed me there	1
I was told to	1
Because the service was offered	1
To see if I was in the right field	1

How Veterans Felt They were Treated at the Counseling Bureau.

TABLE XI shows how the veterans felt about how they were treated at the Counseling Bureau. The great majority said they felt they were well received and that the personnel of the Bureau seemed interested in them as individuals.

TABLE XI

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: HOW WERE YOU TREATED AT THE COUNSELING AND TESTING BUREAU?

Response	In	Not in	PL 346	PL 16	Total	
	School	School			Number	Per Cent
Friendly and cordially	256	123	306	73	379	91.3
Impersonally, strictly business basis	25	7	28	4	32	7.7
They seemed glad to get rid of me	3	1	3	1	4	1.0
Total	284	131	337	78	415	100.0

Judgments of the Counselors Concerning the Advisement Procedures and the Length of Time Used, are shown in TABLE XII. Seventy-nine per cent said they thought the procedure and the length of time were about right. There seemed to be a slight tendency for the disabled veterans to judge the counseling more favorably than did the non-disabled veterans in this regard. It may be that more time and care was actually used in the advisement of the disabled veterans than of the non-disabled. Eighty-seven per cent of the disabled veterans said the advisement was about right in procedure and length of time compared with 77 per cent of the non-disabled veterans.

TABLE XII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: IN YOUR JUDGMENT WAS THE COUNSELING PROCESS TOO LENGTHY, TOO SHORT AND HURRIED, OR ABOUT RIGHT IN PROCEDURE AND LENGTH OF TIME?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Too lengthy and drawn out	30	9	36	3	39	9.4
About right in procedure and length of time	218	110	260	68	328	79.0
Too short and hurried	35	11	39	7	46	11.1
Do not know	1	1	2	-	2	.5
Total	284	131	337	78	415	100.0

It is doubtful that agreement could be reached by counselors or by counselors on a "most desirable" length of time to be used in an advisement. Time limits might be best determined by the problem and

the situation in each individual case. However, how the veteran feels about the time and attention given to his own personal problem may influence the way he feels toward the counseling service and how he accepts the advisement and attempts to carry out the plan decided upon.

Did the Veterans Understand the Counselor's Explanation?

TABLE XIII shows that only three per cent of the counselees said they did not understand the explanations made by the counselors. The small difference between groups indicates that the veterans attending school may have felt that they understood the explanations better than did those not in school.

TABLE XIII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: DID YOU UNDERSTAND THE EXPLANATIONS MADE BY THE COUNSELOR?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Quite well	224	92	266	50	316	76.1
Fairly well	53	33	63	23	86	20.7
Not very well	5	5	7	3	10	2.4
Do not know	2	1	1	2	3	.7
Total	284	131	337	78	415	99.9

Near the close of the interviews many counselees who said they understood the explanations of the counselors "fairly well" and "quite well" indicated they would have liked to discuss the tests and their meanings and the counselor's suggestions with the counselor at greater length. This is brought out in TABLE XLIX in the suggestions

made by the veterans for improving the counseling services.

Were Vocational Objectives Set Up During Advisement? The numbers of veterans who set up vocational goals at the time of advisement are shown in TABLE XIV. Approximately three fourths of them decided upon vocational objectives at that time, while about one fourth did not. Seventy one out of 78, or 91 per cent of the disabled veterans, compared with 234 out of 337 or 69 per cent of the non-disabled veterans, said they decided upon vocational objectives at the time of the advisement.

TABLE XIV

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: AT THE TIME OF COUNSELING DID YOU AND THE COUNSELOR DECIDE UPON A VOCATIONAL OBJECTIVE FOR YOU AND MAKE PLANS FOR WORKING TOWARD THE OBJECTIVE?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Yes	195	110	234	71	305	73.5
No	87	21	101	7	108	26.0
Do not know	2	-	2	-	2	.5
Total	284	131	337	78	415	100.0

Extent to which Advisement Changed Vocational Objectives.

TABLE XV shows the numbers of counselees who decided upon vocational objectives during advisement that confirmed plans they had already made. It may be observed that a greater proportion of Public Law 16 cases than of Public Law 346 cases made decisions that confirmed their previous plans. Sixty-eight per cent of the disabled veterans compared with 38 per cent of the non-disabled veterans said that the

vocational objectives decided upon confirmed their previous plans. Several reasons may be suggested for this difference. Disabled veterans may do more serious thinking about their vocational futures than do the non-disabled. The fact that in some cases a disability limits the fields of opportunity may make it easier for a disabled veteran to reach a vocational decision. The counselor, during the advisement, may be more inclined to "go along with" the disabled veteran and encourage him in the plans he has already made than with the non-disabled veteran. Entering upon a vocational career may be more vague because of being farther in the future for the veteran in school than for the veteran not in school, thus making a decision more difficult or the demand for reaching a decision less immediate. It should be remembered that only 8 per cent of the veterans attending school were Public Law 16 cases whereas 43 per cent of those not in school were Public Law 16 cases.

TABLE XV

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: DID THE PLAN
CONFIRM YOUR PLANS ALREADY MADE?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Yes	120	60	127	53	180	43.4
No	46	25	63	8	71	17.1
Partly	88	41	112	17	129	31.1
Do not know	30	5	35	-	35	8.4
Total	284	131	337	78	415	100.0

The question of why the vocational objectives decided upon during the advisement agreed with plans already made in a greater proportion of the cases with the disabled veterans than was true for the non-disabled veterans, cannot be answered by information obtained in this study. Analysis of information in the Veterans' Administration files and of additional information from the counselors and from the veterans might help to answer this question.

Extent to which Vocational Plans were Followed. The responses of the counselees to the question: Did you follow the plan? are shown in TABLE XVI. Seventy-four per cent of the disabled veterans compared with 55 per cent of the non-disabled veterans said that they followed the plan. The necessity of disabled veterans having their change of vocational plans approved by the Veterans' Administration if training under Public Law 16 was to be continued may have been a major factor influencing them to continue with the plans made during their advisement.

TABLE XVI

RESPONSES OF COUNSELED VETERANS TO THE QUESTION:
DID YOU FOLLOW THE PLAN?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Yes	167	77	186	58	244	58.8
No	31	28	49	10	59	14.2
Partly	52	20	63	9	72	17.3
Other*	34	6	39	1	40	9.6
Total	284	131	337	78	415	99.9

*No plan was decided upon at the time of counseling or the veteran followed a similar but modified plan.

Reasons Why Some Veterans did not Follow Vocational Plans.

TABLE XVII shows the reasons veterans gave for not following the vocational plans decided upon at the time of advisement. It may be seen that many reasons were given that probably could not have been foreseen at the time of the advisement. The reasons given, as shown in this table, also illustrate some of the various factors that enter into making vocational adjustment. The influences of these factors greatly complicate the problem of evaluating the effects of guidance.

TABLE XVII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION:
IF YOU DID NOT FOLLOW THE PLAN, WHY NOT?

Reasons *	In School	Not in School	PL 346	PL 16	Total Number	Per Cent
Followed a similar but modified plan	23	4	23	4	27	20.8
No plan suggested	12	13	23	2	25	19.2
Did not think the plan suitable for me	16	6	18	4	22	16.9
Lack of decision on my part	14	4	17	1	18	13.8
Finances	-	9	7	2	9	6.9
Family influence	3	-	2	1	3	2.3
Tried and failed	-	2	2	-	2	1.5
Health	-	1	-	1	1	.8
Other **	9	14	15	8	23	17.7
Total	77	53	107	23	130	99.9

*More than one reason was given by some veterans

**Other reasons given for not following the plan:	Number
Could not find suitable training opportunity	9
Saw chance to take a job and just kept on going on it	2
Could not get housing	2
Did not pay enough	1

Other reasons given for not following the plan (continued)	Number
Wife's illness and birth of baby	1
Felt I had spent too much time in present field to change	1
The field suggested is too crowded	1
Job interfered with religious ideas about working on Saturdays	1
Work became short and I got laid off	1
Plans were not working out as I expected	1
Was expecting a baby	1
Didn't have any interest in it	1
Didn't like the vocation decided upon by the counselor	1

Changes in Vocational Plans and the Nature of These Changes.

Approximately 29 per cent of the counselees interviewed said they had changed their vocational plans since the time they had the advisement. This is shown in TABLE XVIII. The nature of the changes made by veterans attending school is shown in TABLE XIX and of those not in school in TABLE XX.

TABLE XVIII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: HAVE YOU CHANGED YOUR VOCATIONAL PLANS SINCE THE TIME YOU WERE COUNSELED?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Yes	71	48	99	20	119	28.7
No	213	83	238	58	296	71.3
Total	284	131	337	78	415	100.0

Some of the changes were into occupations more closely related to the original choice than were others. Some changes seem to have been into very distantly related or unrelated occupational fields.

TABLE XIX

NATURE OF CHANGES IN VOCATIONAL PLANS MADE BY THOSE COUNSELED VETERANS
STILL IN SCHOOL WHO HAD CHANGED THEIR VOCATIONAL PLANS AFTER THE
TIME THEY HAD AN ADVISEMENT

Nature of change	Number N-71	Per Cent
Change of major	52	75.2
Engineering to Business and Technology	8	
Changed major course	4	
Engineering to Lower Division	2	
Engineering to Geology	2	
Lower Division to Science	2	
General Engineering to Industrial Administration	1	
Industrial Engineering to Industrial Administration	1	
Engineering to Business	1	
Engineering to Physics	1	
Engineering to Food Technician	1	
Engineering to Journalism	1	
Engineering to Education	1	
Engineering to Music	1	
Engineering to Pharmacy	1	
Engineering to Medicine	1	
Aeronautical Engineering to Industrial Engineering	1	
General Engineering to Mining Engineering	1	
Chemical Engineering to Education	1	
Electrical Engineering to Mechanical Engineering	1	
Engineering to Social Science	1	
Mathematics to Engineering	1	
Mathematics to Physics	1	
Physical Science to Social Science	1	
Business and Industry to Education	1	
Forestry to Education	1	
Fish and Game Management to Education	1	
Lower Division to Agricultural Education	1	
Business and Industry to Lower Division	1	
Lower Division to Agriculture	1	
Science to Liberal Arts	1	
Chemistry to Geology	1	
Forestry to Business and Technology	1	
Pre-medicine to Education	1	

TABLE XIX (continued)

Nature of change	Number	Per Cent
Pharmacy to Business	1	
Pre-medicine to Business	1	
Industrial Arts Administration to Industrial Arts Education	1	
Science to Business and Technology	1	
Go to school	5	7.0
Work as laborer to vocational school	2	
Clerical work to Physical Education Instructor	1	
Office machine repair to business school	1	
Bank teller to study of bookkeeping	1	
Change schools	4	5.6
Transfer to another school	2	
Change schools to get art courses	1	
Transfer to Liberal Arts school	1	
Discontinue college	3	4.2
Going into advertising and selling	1	
Drop college and enter vocational school	1	
Change from college to refrigeration in vocational school	1	
Undecided	7	9.9

A review of the changes made by veterans in their vocational objectives (TABLES XIX and XX), reveals that many changes were made that may be considered major departures from the objectives set up during the advisement. Although most of the veterans who made these changes said the information they received during their advisement was helpful to them in making new plans (TABLE XXI), it seemed to the writer that a "change-of-objective interview" with the counselor would often have been very helpful to the veteran. Several of the veterans voiced this opinion. A readvisement prior to a change of objectives is recommended by Mathewson (49) and by Wemberg (85).

TABLE XX

NATURE OF CHANGES IN VOCATIONAL PLANS MADE BY THOSE COUNSELED VETERANS
NOT IN SCHOOL WHO HAD CHANGED THEIR VOCATIONAL PLANS AFTER THE
TIME THEY HAD AN ADVISEMENT

Nature of change	Number N-48
Undecided	5
On-the-job training to no definite plans (quit because of physical limitation)	2
Bookkeeping to mill work and farming	1
Law to selling	1
On-the-job training as mechanic to laborer in dairy	1
Carpenter to the ministry	1
Beautician to interviewing	1
Smith-Hughes Agriculture teacher to Agriculture extension work	1
College to hardware selling	1
Farming to service station operator	1
Science major to writer	1
College to vocational school	1
Business and Technology in college to sales and shipping clerk	1
Business in college to operating own business	1
Engineering in college to vocational school	1
Buying to construction work	1
Art to sheet metal work	1
Auto body repairman to Standard Oil serviceman	1
Clerk in store to operating own business	1
Farming to mechanic	1
Lumber work to selling	1
Flying to selling	1
Police work to telegraphy	1
Pharmacy to business	1
Journalism to business	1
Engineering to Post Office clerk	1
Teaching to service station attendant	1
Draftsman to working for wages as laborer	1
Fish and Game management to own business	1
Selling to Bible School and the ministry	1
Medicine to bookkeeping	1
Police work to truck driving	1
Watchmaker to checker in bakery	1
Social work to the ministry	1
Mechanic to butchering	1

TABLE XX (continued)

Nature of change	Number
Shoe repairman to auto body and fender work	1
On-the-job training to service station operator	1
Architecture to teaching	1
Automotive electrician to automotive mechanic	1
Law to bookkeeping	1
No plans to accounting	1
No plans to tavern owner	1

Information Obtained Through Advisement Helped in Making Changes in Vocational Plans. TABLE XXI shows that approximately three-fourths of the counselees who changed their vocational plans said that information obtained through the advisement was helpful to them in making the change.

TABLE XXI

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: IF YOU HAVE CHANGED YOUR VOCATIONAL OR EDUCATIONAL PLANS SINCE THE TIME OF COUNSELING, DID THE INFORMATION GAINED THROUGH COUNSELING HELP YOU IN MAKING NEW PLANS?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
A great deal	27	4	30	1	31	26.1
Somewhat	32	27	47	12	59	49.6
None	12	17	22	7	29	24.4
Total	71	48	99	20	119	100.1

The Veterans' Administration required a readvisement of some veterans who were taking training under Public Law 16 before approving their changes in vocational plans. It seemed to the writer that the opportunity to have a readvisement should have been available to all

veterans and that they should have been informed that readvisement was available.

Veteran Satisfaction with Training Program. TABLE XXII shows that 88.7 per cent of the veterans said they were "fairly well" or "very well" satisfied with their training program or the work they were doing. Forty-seven said they were not satisfied with their training program or work. Thirty-two of the veterans who said they were not satisfied were attending school and 15 were not in school.

TABLE XXII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: ARE YOU SATISFIED
WITH YOUR PRESENT TRAINING PROGRAM OR WORK?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Very well	149	73	170	52	222	53.5
Fairly well	103	43	126	20	146	35.2
No	32	15	41	6	47	11.3
Total	284	131	337	78	415	100.0

The reasons veterans gave for being dissatisfied with their training program or work are shown in TABLE XXIII, for the "in school group" and in TABLE XXIV for the group not in school. Nineteen, or 59 per cent of the 32 veterans in school who were dissatisfied with their training found fault with the school program. Most of the others who were dissatisfied were uncertain about their vocational objectives or found little meaning in the things they were doing. Those not in school who were dissatisfied said they could not get into the training program they wanted or that they did not like their work.

TABLE XXIII

REASONS GIVEN BY COUNSELED VETERANS IN SCHOOL FOR BEING DISSATISFIED
WITH THEIR EDUCATIONAL OR TRAINING PROGRAM

Reasons	Number N-32	Per Cent
Dissatisfied with school program	19	59.4
Do not like the way the courses are taught	3	
Not enough courses of desired type and content	3	
Have trouble getting materials and supplies	2	
Don't like the prerequisite work--can't get what I want	1	
Can't get work in my minor field	1	
The curriculum is unsatisfactory	1	
Supervision poor and shortage of tools	1	
Am not satisfied with the type of training the college offers	1	
Unfair grading practice	1	
Program has not been outlined in correct sequence	1	
Cannot take the courses I want--am changing schools	1	
Don't like requirements in minor field	1	
Unqualified teachers planning of program with irrelevant subjects required	1	
Have difficulty getting written materials along the line of my particular interest	1	
Uncertain about vocational objective	9	28.1
Do not know if I'm in the right field	3	
Can't see the end toward which I'm working	3	
Not sure yet what vocation to follow	2	
It is not what I can do my best in	1	
General	4	12.5
I don't seem to be able to get the swing of things	1	
Do not fully understand what I am doing	1	
Doing it only to make money	1	
I'm in the wrong school	1	

TABLE XXIV

REASONS GIVEN BY COUNSELED VETERANS NOT IN SCHOOL FOR BEING DIS-
SATISFIED WITH THEIR TRAINING PROGRAM OR WORK

Reasons	Number N-15
Have not been able to get into the training program I want	4
No advancement and no future in it	3
Not interested in it and the pay is low	2
Out of work	2
Monotonous work--no variation--do not like it	1
I am not sure it is what I want	1
Not the thing I want and the work aggravates my injury	1
The hours are wrong--working nights all the time	1

It appears that a follow-up service which would have provided another interview with the counselors might have proved very helpful in many of these cases. Such a service was not a part of the advisement and under the program as set up by the Veterans' Administration and the College could not be provided. However, the writer believes that the responses of these dissatisfied veterans, together with those of veterans who did not follow their vocational plans (TABLE XVII) and those who changed their plans (TABLES XIX and XX), furnishes strong evidence of the need for a follow-up service as a part of the advisement program. The follow-up might also prove to be very helpful to many counselees who are only "fairly well" satisfied with their training or work. Additional evidence of the need for a follow-up service is shown in the number of veterans who would like to have had another interview with the counselor (TABLES XLI, XLII

and XLIII) and in the suggestions made by the veterans for the improvement of the advisement program (TABLE XLIX).

Plans of Veterans Who Expressed Dissatisfaction with their Program. TABLE XXV shows that half of the counselees who were dissatisfied with their training or work planned to "keep on anyway" and that more than one fourth of them planned to "change to different training or work."

TABLE XXV

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: IF YOU ARE NOT SATISFIED WITH YOUR PRESENT TRAINING OR WORK, WHAT DO YOU PLAN TO DO?*

Response	In School	Not in School	PL 346	PL 16	Total Number	Per Cent
Keep on anyway	36	15	40	11	51	51.5
Change to different training or work	14	12	24	2	26	26.3
Other**	13	9	18	4	22	22.2
Total	63	36	82	17	99	100.0

*Some of the veterans who said they were "fairly well" satisfied with their present training or work (TABLE XXII), indicated they were also making other plans and are included in this table.

**Other	Number
In school group:	13
Change schools--going to University of Oregon	4
Keep on for time-being and look for something better	3
Undecided	3
Stay until I can get in the kind of vocational training I want or on-the-job training	2
Return to program outlined	1

Other (continued)	Number
Not in school group:	9
Keep present job until I can find a better one	2
Do not know--undecided	2
Get into some business of my own	2
Take a job and go on my own	1
Follow plan as soon as possible	1
Go back to school	1

Veterans Who Discontinued School Following Advisement and Reasons for "Dropping Out." Thirty-three counselees who were attending college at the time they had an advisement or attended college following the advisement, dropped out of college before completing their course. This is shown in TABLE XXVI and the reasons they gave for dropping out are given in TABLE XXVII.

TABLE XXVI

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: IF YOU WERE ATTENDING COLLEGE AT THE TIME OF COUNSELING OR HAVE ATTENDED COLLEGE SINCE COUNSELING, DID YOU DROP OUT OF SCHOOL BEFORE COMPLETING YOUR COURSE?

Response	In School	Not in School	PL 346	PL 16	Total Number	Per Cent
Yes	8*	25	31	2	35	9.9
No	262	25	265	22	287	85.9
Attending vocational or business school	14	-	8	6	14	4.2
Total	284	50	304	30	334	100.0

*Dropped out for one or more quarters and then returned

TABLE XXVII

REASONS GIVEN BY COUNSELED VETERANS FOR DROPPING-OUT OF COLLEGE
AFTER THE TIME OF THEIR ADVISEMENT

Reasons for dropping-out of school	Number N-33	Per Cent
Scholastic difficulty	16	48.5
Was failing in course work	9	
Suspended by College Scholastic Committee	4	
Felt I was not getting what I should out of school	3	
Lack of interest in school	5	15.2
Fed up with school	2	
Was not interested in courses and type of training	2	
Decided it was not for me	1	
Finances	3	9.1
General	9	27.3
Not decided just what to follow	2	
To go on a job	2	
Not suited for course	2	
Poor health	1	
Request of school officials--personal conduct	1	
Could not get the courses I wanted	1	

Scholastic difficulties accounted for approximately half of the reasons given by counselees for dropping out of college. The writer believes that coordination between the Bureau counselors and the school counselors, especially with those on the same campus, is needed and that such coordination might be the means of stimulating interest in providing more help for students having scholastic and other kinds of difficulties. Information obtained through testing and counseling at the Bureau would be helpful to school counselors in

understanding and counseling students and in helping them plan their programs of study. Conferences between school counselors and Bureau counselors might lead to a knowledge of the causes of student difficulties and to a better use of school facilities for helping students to make satisfactory adjustments. Evidence to support the need for more coordination was furnished by the veterans in their suggestions for the improvement of the advisement service (TABLE XLIX).

The Advisement Helped in Planning Educational and Occupational Programs. The responses of the counselees to a question which asked them how much the advisement helped them in planning their educational or occupational programs are shown in TABLE XXVIII.

TABLE XXVIII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: HOW MUCH DID THE COUNSELING SERVICE HELP YOU IN PLANNING YOUR EDUCATIONAL OR OCCUPATIONAL PROGRAM?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
A great deal	81	39	99	21	120	28.9
Some	161	63	189	35	224	54.0
Not at all	42	29	49	22	71	17.1
Total	284	131	337	78	415	100.0

Approximately 29 per cent of the counselees said the advisement helped them "a great deal" and 54 per cent said it helped them "some." Thus a total of 83 per cent of the counselees said the advisement was helpful to them in planning their careers. Seventeen

per cent said the advisement did not help them at all in planning their educational or occupational programs.

Some of the counselees did not go to the Counseling Bureau for help with problems of vocational selection. They had decided upon their vocational objectives and made their plans before contacting the Veterans' Administration. In some cases they had an advisement because it was required before they could begin training under Public Law 16. Other veterans went to the Counseling Bureau to talk over a personal problem, or to take the G.E.D. tests, or for other reasons. Some of those for whom the advisement was not helpful in planning an educational or occupational program said that at the time of the advisement they did not have a problem which involved making decisions about vocational objectives.

The case of Mr. C illustrates such a case. Mr. C was a disabled veteran, age 30, married, and a college graduate. His educational training included a major in accounting. Soon after his discharge from the service he obtained a job as bookkeeper for a large company. He said that for a long time he had planned to be an accountant but that on some of the material he was "a little rusty" and as his duties in the company in which he became employed were new to him, he wanted to work on a training basis under Public Law 16. He went to the Veterans' Administration to obtain approval of his plans and was referred by them for an advisement. He said that the advisement did not help him in planning his occupational program but that it helped him in other ways in that it verified his own ideas

and plans, which gave him added confidence and crystalized his own thinking.

In other cases much of the information on which vocational discussions were based seems to have been obtained at the time of the advisement and most of the initial planning of an educational or training program was done during the advisement.

A case of this type was that of Mr. D who said he went to the Counseling Bureau for advice on making a vocational choice and to take the G.E.D. tests. Mr. D was 26 years old and married at the time of the follow-up interview. He said that his father had emigrated from Europe when a young man and had taken up share cropping in the southern states. Mr. D was the eldest child in a family of eight children. While in his second year of high school, it had become necessary for him to drop out of school and go to work to help support the family, because of his father's failing health. He worked on farms and as a laborer until the war came, when he was drafted into the armed forces. During the five years he was in the army he developed an interest in reading. Soon after he was discharged from the army he married a girl he had met while stationed in an army training camp. He had received little training for any occupation except that of a farm laborer. When he went to the Counseling Bureau for an advisement, he said that he was hoping they would help him line up some kind of training where he could make progress and improve himself. He did so well in the G.E.D. tests and in the scholastic aptitude tests that an educational program in college was suggested and during

the advisement the vocational objective of Certified Public Accountant was set up. At the time of the follow-up, Mr. D had completed six quarters of college work and had made an excellent scholastic record. He said he was planning to major in law. He worked at a job from 3 to 9 a.m. each day as a newspaper distributor to supplement his income obtained through the "G. I. Bill" while attending school.

Mr. D told the interviewer that the advisement was one of the best things that had ever happened to him and that he greatly appreciated the personal interest that was shown in his case. He said it had been of great help to him in many ways. He had recommended the Counseling Bureau to several young people and said that he thought the service should be extended and made available to all high school as well as college students.

Parts of the Advisement Veterans Found Most Helpful and Least Helpful. Responses of the counselees concerning which parts of the advisement program they felt was the most helpful to them are shown in TABLE XXIX. The tests and the explanation of their meaning was selected by almost half of the counselees as being the most helpful part of the advisement. The suggestions made by the counselor and "just talking it over" were selected by many counselees as being most helpful. It may be seen that there was much uniformity between the different groups in the parts of the advisement they considered was most helpful.

Some one the counselor suggested that the veteran contact, information about vocations, and help in outlining a program were

selected as the least helpful parts of the advisement by the largest number of counselees. It may be seen by comparing these three items on TABLE XXIX with the same three items on TABLE XXX that the counselees were consistent in selecting them as the three least helpful parts of the advisement.

TABLE XXIX

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: WHICH ONE OF THE FOLLOWING WAS MOST HELPFUL?*

Response	In Not in				Total	
	School	School	PL 346	PL 16	Number	Per Cent
The tests and explanation of their meaning	131	69	159	41	200	44.3
Counselor's suggestions	64	24	76	12	88	19.5
Just talking it over	51	8	52	7	59	13.1
All generally helpful	46	10	48	8	56	12.4
Vocational information	5	2	6	1	7	1.6
Help in outlining program	3	-	3	-	3	.7
Some one the counselor suggested you contact	1	1	1	1	2	.4
Other**	11	25	23	13	36	8.0
Total	312	139	368	83	451	100.0

*More than one was indicated by some veterans

**Other most helpful activities:	Number
None was helpful	7
Confirmed my own plans and ideas	7
Completion of G.E.D. tests for high school diploma	4
Pointed out some of my weak spots and limitations	4
Getting lined up for on-the-job training	3
Gave me a feeling of confidence	2
Gave me information on which to make decisions	2
Information on training program	1
Referred me to a psychiatrist which proved very helpful	1
Located the reasons for my difficulties	1
Found all service interesting and helpful	1

Other most helpful activities (continued)

Number

Helped me to decide to change from machinist to cook and plan how to make the change. I am immeasurably better off now than I would have been if I had not made the change	1
Counselor called me back and talked to me about vocational school and helped me line it up	1

TABLE XXX

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: WHICH ONE OF THE
FOLLOWING WAS LEAST HELPFUL?

Response	In School	Not in School	PL 346	PL 16	Total Number	Per Cent
Some one the counselor suggested you contact	48	52	76	24	100	24.1
Vocational information	56	25	65	16	81	19.5
Help in outlining a program	47	25	60	12	72	17.3
The tests and expla- nation of their meaning	34	7	35	6	41	9.9
Just talking it over	25	3	25	3	28	6.7
Counselor's suggestions	22	4	22	4	26	6.3
Other*	26	12	30	8	38	9.2
Do not know	26	3	24	5	29	7.0
Total	284	131	337	78	415	100.0

*Other least helpful activities and veteran comments are listed below:

	Number
All were helpful	13
Not any of it helped	9
Tests were of little or no value	6
Did not get placed on job training	3
Explanations on veterans benefits	1
The pre-interview	1
Program was all efficient	1
Referred to V. A. and have been fouled up ever since	1
Hard to say	1
They discouraged me too much	1
There were no counselor suggestions	1

Although "some one the counselor suggested you contact" was indicated as the least helpful part of the advisement by more counselees than was any other part, it was felt to be the most helpful part of the advisement by two counselees and may have proven helpful in other cases but not the "most helpful." However, the fact that it was selected as "the least helpful" by so many counselees may indicate that more care should be taken by counselors in making referrals, in preparing the counselee for contacting some one else, and perhaps in coordinating with the person to whom the counselee is referred by supplying him with pertinent information about the counselee or suggesting how the counselee might be helped with his problem. One case in which referring of the counselee to another person proved to be very helpful is given below because it shows how helpful referrals may sometimes be when properly made.

Mr. E, age 28, told the interviewer at the time of the follow-up that he went to the Veterans' Administration to talk with a counselor because at that time he was having trouble at home and trouble with one of the personnel where he was employed and that he was becoming so nervous and "unstrung" that he was "afraid he was cracking up." He said he had considered quitting his job and trying something else but that he didn't know what to do. Mr. E was referred to the Counseling Bureau. He took a battery of tests and talked for some time with the counselor. He said that the counselor told him that he felt he (Mr. E) should consult a psychiatrist and suggested a psychiatrist in Portland and told him how to go about making an appointment. Mr. E

told the interviewer that the help he received from the psychiatrist was too valuable to be measured in money and that he felt the counselor had done him an invaluable service in suggesting that he consult the psychiatrist and also by helping him to overcome the resistance he felt about going to a psychiatrist.

Did the Advisement Help in Other Ways than in Vocational Planning? TABLE XXXI presents the responses of the counselees to the question: Did the counseling service help you in other ways than in vocational or educational planning? Approximately 59 per cent replied "yes" to the question and approximately 41 per cent replied "no."

TABLE XXXI

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: DID THE COUNSELING SERVICE HELP YOU IN OTHER WAYS THAN IN VOCATIONAL OR EDUCATIONAL PLANNING?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Yes	155	89	198	46	244	58.8
No	128	41	137	32	169	40.7
Do not know	1	1	2	-	2	.5
Total	284	131	337	78	415	100.0

In order to determine the total number of counselees who said that the counseling service was helpful to them, either in planning their careers or in some other way, it is necessary to combine some of the information obtained by asking them two different questions. Responses to these two questions were presented in TABLES XXVIII and XXXI.

By referring back to TABLE XXVIII it may be seen that 71 counselees said the counseling service did not help them in planning their educational or occupational programs. An inspection of each Interview Form, on which the responses of the counselees were recorded at the time they were followed up and interviewed, revealed that 33 of these 71 counselees said the counseling helped them in other ways than in vocational or educational planning. Thus there were only 38 counselees who said that the counseling service was of no help to them whatever. Therefore, when responses to both of these questions were considered, it was found that of the total sample of 415 veterans interviewed, 377 or 90.8 per cent, said the counseling service was helpful to them. Only 9.2 per cent of the counselees said the counseling service did not help them in any way.

How the Advisement Helped in Addition to Vocational Planning.

Responses of the counselees to the question: If the counseling service helped you in other ways than in vocational or educational planning, in what ways did it help? are presented in TABLE XXXII.

It may not always be possible for a counselee to separate the help received in deciding upon a vocational objective or making plans for reaching an objective from help received in other ways through counseling. Talking over a personal problem may help a counselee gain insight into his own situation, work out his personal problem, be relieved of worry or frustration, and free himself to think constructively on his vocational problem. Responses of counselees to the question concerning "other ways" in which counseling helped them

indicate that in many cases the help was closely related to vocational problems. The various "other" responses made by the counselees point out some of the many different ways in which counseling may be helpful to those who are counseled.

TABLE XXXII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: IF THE COUNSELING SERVICE HELPED YOU IN OTHER WAYS THAN IN VOCATIONAL OR EDUCATIONAL PLANNING, IN WHAT WAYS DID IT HELP?*

Response	In School	Not in School	PL 346	PL 16	Total Number	Per Cent
Helped discover and understand interests and aptitudes	69	24	77	16	93	27.8
Crystallized thinking	37	22	50	9	59	17.6
Gave added incentive	40	8	43	5	48	14.3
Suggested methods of study	15	10	25	-	25	7.5
Helped with personal problem	12	3	14	1	15	4.5
Other**	34	61	66	29	95	28.4
Total	207	128	275	60	335	100.1

*More than one response possible

**Other ways counseling helped

Pointed out limitations	24
Learned more of my limitations	8
Pointed out my weaknesses in math. and reading	4
Pointed out certain limitations in college aptitude	4
Showed up weakness in reading and vocabulary and reasons for difficulty	2
Pointed out unsuitability for present work	2
Indicated my weakness in reading speed and understanding	1
Learned of some things I am not suited to do	1

Other ways counseling helped (continued)	Number
I understand myself better--my limitations and capabilities	1
Helped convince my parents I was not best suited to be a doctor--which I did not wish to study and prepare for	1
Gave added confidence	18
Gave me more confidence	6
Increased my confidence in my plan and my ability	5
Gave me assurance I was on the right track	5
Increased confidence in myself and my ability to complete my educational program	2
Confirmed my thinking	15
Confirmed my own thinking	5
Verified some of my own ideas about myself	4
More certain that my own plans were right for me	3
Approved my own plans	3
Obtained high school diploma or certificate through G.E.D. tests	15
General	15
Talking things over helped me	3
Helped me settle down and make up my own mind	1
More satisfied with myself	1
Helped in personality adjustment	1
Got me down to serious thinking	1
Counselor encouraged me which was very helpful	1
Helped keep me from making some bad decisions	1
Helped me decide not to go to college	1
Helped straighten me out and get me started in something I like	1
Suggested physical exercise	1
Helped me stop worrying and find peace of mind	1
Showed me I was not as dumb as my school record indicated	1
Helped me stop knocking around and drinking	1
Supplied information	6
Information on veterans rights and procedures for obtaining them	2
General information on veterans training program	2
General information	1
Learned more about counseling procedures	1
Helped in finding an opportunity and in getting started in vocational training	2

Comparison of Responses of the First With the Last Veterans to have an Advisement. One hundred of the counselees interviewed in this follow-up study had an advisement six months to twelve months after the Counseling Bureau began operation. Another 100 counselees interviewed had an advisement after the Bureau had been in operation from twenty-two months to twenty-seven months. TABLE XXXIII presents a comparison of the responses of these two groups of counselees to the question "How much did the counseling service help you in planning your educational or occupational program?"

A similar comparison is shown in TABLE XXXIV of the responses of the same two groups of counselees to the question: "Did the counseling service help you in any other ways than in vocational or educational planning?"

It may be observed that 80 per cent of the last group of veterans to have an advisement were attending school at the time of the follow-up interview compared with 58 per cent for the first group to have an advisement. Likewise, it may be seen that 12 per cent of the last group were Public Law 16 cases compared with 30 per cent of the first group. Thus a greater percentage of the last veterans to have an advisement were Public Law 346 cases and were attending school than was true of the first group.

TABLE XXXIII

COMPARISON OF THE RESPONSES OF THE FIRST 100 CASES TO HAVE AN ADVISEMENT, WHO WERE INCLUDED IN THE FOLLOW-UP GROUP, WITH THE LAST 100 CASES ON THE QUESTION: "HOW MUCH DID THE COUNSELING SERVICE HELP YOU IN PLANNING YOUR EDUCATIONAL OR OCCUPATIONAL PROGRAM?"

Response	In School		Not		PL 346		PL 16		Total	
			In School							
	I	II	I	II	I	II	I	II	I	II*
A great deal	20	29	14	11	25	35	9	5	34	40
Some	30	43	19	7	34	47	15	3	49	50
Not at all	8	8	9	2	11	6	6	4	17	10
Total	58	80	42	20	70	88	30	12	100	100

*Throughout this table and in TABLE XXXIV the first 100 cases are listed under Column I; the last 100 cases are listed under Column II.

TABLE XXXIV

COMPARISON OF THE RESPONSES OF THE FIRST 100 CASES TO HAVE AN ADVISEMENT, WHO WERE INCLUDED IN THE FOLLOW-UP GROUP, WITH THE LAST 100 CASES ON THE QUESTION: "DID THE COUNSELING SERVICE HELP YOU IN ANY OTHER WAYS THAN IN VOCATIONAL OR EDUCATIONAL PLANNING?"

Response	In School		Not		PL 346		PL 16		Total	
			In School							
	I	II	I	II	I	II	I	II	I	II
Yes	29	46	25	14	39	50	15	10	54	60
No	29	34	17	5	31	37	15	2	46	39
Do not know	-	-	-	1	-	1	-	-	-	1
Total	58	80	42	20	70	88	30	12	100	100

A comparison of the responses of these two groups to the two questions asked them regarding the helpfulness of the counseling service reveals only slight difference between the two groups. The small differences revealed may indicate that the last veterans to have an advisement considered the service to have been more helpful to them than did the first group. However, the differences are too small to permit confidence to be placed in conclusions regarding the effectiveness of the advisement at different times.

Social and Personal Problems of Counselees. At the time of the follow-up interviews a series of questions were asked the counselees about their social and personal problems at the time of the advisement and also at the time of the follow-up interview. These questions were asked in an effort to obtain some information which might indicate the degree to which the advisement was helpful to counselees in solving social and personal problems. It was realized at the time when these questions were included on the Interview Form that the veterans might not admit to the interviewers that they had social or personal problems. Nevertheless, the questions were included on the Interview Form, but the counselees were not questioned closely about the details of these problems.

The first question of this series asked the counselee if he had problems at the time of the advisement which he did not discuss with the counselor. TABLE XXXV shows that 59 veterans responded that they had problems at that time which were not discussed with the counselor.

TABLE XXXV

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: AT THE TIME OF COUNSELING, DID YOU HAVE PROBLEMS WHICH YOU DID NOT DISCUSS WITH THE COUNSELOR?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Yes	41	18	48	11	59	14.2
No	241	113	287	67	354	85.3
Do not know	2	-	2	-	2	.5
Total	284	131	337	78	415	100.0

Problems Not Discussed During Advisement. The nature of problems which counselees did not discuss with the counselors, as told to the interviewers, are shown in TABLE XXXVI.

It is evident from a study of the list of problems that most of them were of a personal nature. It also appears that many of them might have an important bearing on vocational decisions and progress in vocations or progress in training. It seems to the writer that this list of problems that veterans did not discuss with the counselors is evidence that the counselors may not have been sufficiently sensitive to the personal and social problems of their clients. However, the desire to have counselees make vocational choices and the limited time available in which to complete cases may have inclined them to confine the advisement to problems more directly vocational in nature.

TABLE XXXVI

PROBLEMS WHICH COUNSELED VETERANS SAID THEY HAD AT THE TIME OF
THE ADVISEMENT WHICH THEY DID NOT DISCUSS WITH THE COUNSELORS

Kind of problems	Number N-59
Personal	19
Family problems	6
Health	4
Disability	2
Girl problem	2
Considering marriage	2
Social adjustment	2
Financial	2
Study habits	2
Aptitude in certain field	2
Educational plans	1
Grades in another school	1
Didn't feel counselor would understand	1
Nervousness	1
Housing	1
Mother's health	1
Not given	10

The number of cases to be handled with the personnel and the time available, imposed certain limitations on the advisement program. The major objective of the Bureau was to help veterans make decisions about vocational objectives and plans for reaching these objectives. When this was accomplished there was often little time left to counsel veterans concerning personal and social problems, even though they may influence the veterans progress after the advisement.

Counselor's Suggestions to Aid Veterans in Social Adjustments. A second question concerning social-personal adjustment

that was asked the counselee was: "Did the counselor suggest any activities which might help you in your social adjustment?" Replies to this question are shown in TABLE XXXVII.

TABLE XXXVII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: DID THE COUNSELOR SUGGEST ANY ACTIVITIES WHICH MIGHT HELP YOU IN YOUR SOCIAL ADJUSTMENT?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Yes	39	10	45	4	49	11.8
No	241	120	288	73	361	87.0
Do not remember	4	1	4	1	5	1.2
Total	284	131	337	78	415	100.0

Forty-nine counselees said that the counselor suggested some activity to help them in their social adjustment. Thirty-nine of these counselees were attending school at the time of the follow-up. Most of the suggestions advised trying out in an extra-curricular activity or participating more in the social activities of the school.

The activities which the counselors suggested are presented in TABLE XXXVIII.

TABLE XXXVIII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: IF THE COUNSELOR SUGGESTED ANY ACTIVITIES WHICH MIGHT HELP YOU IN YOUR SOCIAL ADJUSTMENT, PLEASE INDICATE SUGGESTIONS MADE BY UNDERLINING ITEMS OR BY WRITING IN THE SUGGESTIONS MADE

Response	In School	Not in School	PL 346	PL 16	Total Number	Per Cent
Participate with a church group	3	2	4	1	5	10.2
Attend more student body functions	5	-	5	-	5	10.2
Try out in an extra- curricular activity	11	-	11	-	11	22.4
More dates	5	1	6	-	6	12.2
Other*	15	7	19	3	22	44.9
Total	39	10	45	4	49	99.9

*Other activities suggested by the counselor	Number N-22
Participate more in social activities	10
Attend more social functions	6
Join some social or civic clubs	2
Become one of the general herd	1
Participate more with living group activities	1
More physical activity for exercise and health	2
Get more recreation	2
Do more reading	2
Suggested a course in psychology	1
Development of hobbies	1
Learn to say no and do the things you want	1
Consult various faculty members	1
Course in speech and self-expression	1
Develop acquaintances	1

Number of Social Activities and Personal Problems of Veterans. The next questions asked the counselees were concerning how they felt about the number of social activities in which they participated at the time of the follow-up and the number of personal problems that were bothering them. Their responses concerning the social activities are presented in TABLE XXXIX, and concerning personal problems in TABLE XL.

TABLE XXXIX

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: HOW DO YOU FEEL ABOUT THE NUMBER OF SOCIAL ACTIVITIES IN WHICH YOU TAKE PART?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Have too many	17	15	35	7	32	7.7
Have just about the right amount	181	80	212	49	261	62.9
Have too few	86	36	100	22	122	29.4
Total	284	131	337	78	415	100.0

TABLE XXXIX shows that most of the counselees felt they had about the right amount of social activities and a few felt they had too many social activities. There were 122 counselees who said they felt they participated in too few social activities.

TABLE XL

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: DO YOU HAVE
PERSONAL PROBLEMS WHICH ARE BOTHERING YOU NOW?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Many	7	2	8	1	9	2.2
Few	121	60	142	39	181	43.6
None	156	69	187	38	225	54.2
Total	284	131	337	78	415	100.0

Approximately 54 per cent of the counselees said they did not have personal problems which were bothering them at the time of the follow-up interview and approximately 46 per cent said they had a few or many personal problems.

It is difficult to draw general conclusions from this data concerning problems of social and personal adjustment. It is recognized that many counselees may have had problems at the time of the advisement or at the time of the follow-up that they did not reveal to the interviewer. The effects of counseling upon the social or personal adjustments of individuals are very difficult to measure, and perhaps in most cases cannot be accurately measured with a very great degree of certainty. It seems likely that in many cases the establishing or clarifying of vocational objectives through counseling might also help to solve other problems the counselee may have.

However, by comparing the number of counselees who said they

felt they had too few social activities (122) with the number who said the counselor recommended social activities (49), and by comparing the number of counselees who said they had a few or many personal problems (190) with the number who said the counseling helped them with a personal problem (15-20, see TABLE XXXII), it seems likely that many problems of social and personal adjustment existed at the time of the advisement of which counselors were not aware and concerning which counselees received little help. The evidence to support this statement is not conclusive; it should be pointed out that many veterans said they received help in other ways than in selecting their vocations and in planning their programs. However, most of the help seemed to be more closely related to vocational problems than to social and personal problems.

Problems Veterans Would Like to Discuss With Counselors. The veterans were asked at the time of the follow-up if they would like to consult with the counselor again. This question was asked in order to find out if the counselees still had problems with which they felt the counselor could be helpful and if so, what kind of problems they were.

TABLE XLI shows that 128, or 30.8 per cent of the veterans said they would like to consult with the counselor again. The kind of problems they said they would like to discuss with the counselor are presented in TABLE XLII for the veterans who were attending school and in TABLE XLIII for the veterans not in school.

TABLE XLI

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: WOULD YOU
LIKE TO CONSULT WITH THE COUNSELOR AGAIN?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Yes	87	41	112	16	128	30.8
No	191	90	220	61	281	67.7
Undecided	6	-	5	1	6	1.4
Total	284	131	337	78	415	99.9

TABLE XLII

PROBLEMS WHICH COUNSELED VETERANS ATTENDING SCHOOL SAID THEY
WOULD LIKE TO DISCUSS WITH THE COUNSELOR AT THE
COUNSELING AND TESTING BUREAU

Kind of problem	Total	
	Number N-87	Per Cent
Further information concerning results of tests	27	31.0
Discuss the results of the tests and their meaning	14	
Take more tests	7	
Review test materials and re-evaluate plans	5	
Aptitude for different fields	1	
Talk over vocational objective	8	9.2
About vocational plans	2	
Tie down vocational choices more clearly	2	
To see how my present courses apply toward a vocation	1	
Talk over kinds of jobs in my field	1	
To find out just where my present course leads me	1	
More discussion of field recommended	1	

TABLE XLII (continued)

Kind of problem	Number	Per Cent
Review progress and discuss plans	7	8.0
Talk over future plans in light of progress made	5	
About progress in courses	2	
Plan future program	7	8.0
Talk over schedule for next year	3	
Branch of field to specialize in	2	
Make a more definite program to follow	2	
About changing program	7	8.0
Talk over advisability of changing course	5	
Talk about transfer to a different school	1	
Talk about leaving school	1	
Vocational information and employment opportunities	5	5.8
Opportunities for employment	2	
About getting a job	2	
Problem of getting started in business	1	
Personal	3	3.5
General	13	15.0
General review to clarify	3	
Methods of study	2	
Rights under G. I. Bill	2	
About G.E.D. tests for high school diploma	1	
Social adjustment	1	
Just like to visit with the counselor	1	
Would like to consult with a different counselor	1	
My general attitude	1	
About speech correction that was recommended	1	
Reasons not given	10	11.5

TABLE XLIII

PROBLEMS WHICH COUNSELED VETERANS NOT IN SCHOOL SAID THEY WOULD
LIKE TO DISCUSS WITH THE COUNSELOR AT THE
COUNSELING AND TESTING BUREAU

Kind of problem	Number Per Cent N-41	
Further information concerning test results	11	26.8
Take more tests and review plans	6	
Review test results and talk about plans	4	
More information about my abilities	1	
Make future plans	10	24.4
Plan educational program	6	
About future plans	3	
Discuss further training plans	1	
Information about jobs	6	14.6
Information about job training opportunities	4	
Information about jobs	1	
Types of work and physical limitations	1	
Review progress and discuss objectives	6	14.6
Reviewing plans and outlining improvements	3	
Discuss my progress	2	
My vocational direction	1	
Modification of plans	4	9.8
About modification of plans	2	
Discuss change in vocational plans	1	
Some other vocational areas	1	
General	4	9.8
Reasons for my not performing as well as information indicated I should	1	
About high school diploma	1	
Disability for back injury	1	
Information on G. I. benefits	1	

Most of the problems which the veterans wished to discuss with a counselor were concerned with the test information, the vocational objective selected, changing or improving vocational plans, and information about vocations and employment and training opportunities.

The fact that almost one-third of the counselees had problems which they would like to discuss with a counselor is evidence that there is need for further counseling. It seems that opportunity should be provided for the counselee to return to the Counseling Bureau for further counseling when he feels the need of it, or that counseling services should be provided as part of a follow-up program. Such a program might prove to be very effective in helping counselees make adjustments and modify their plans as conditions which develop may demand. It seems to the writer that such a program would fill an important need and that it might greatly increase the effectiveness of the advisement.

Veteran's Estimates of the Value of the Counseling Service.

A series of questions of an indirect nature were asked the counselees concerning the value of the counseling service. These questions were asked to obtain an estimate from a different point of view, of the value placed upon the advisement by the counselees.

The first of these questions was: "Have you recommended the Oregon State College counseling service to anyone?" Responses of the counselees to this question are presented in TABLE XLIV.

TABLE XLIV

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: HAVE YOU RECOMMENDED THE OREGON STATE COLLEGE COUNSELING AND TESTING SERVICE TO ANYONE?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Three or more people	116	47	141	22	163	39.3
One or two people	109	37	124	22	146	35.2
No one	59	47	72	34	106	25.5
Total	284	131	337	78	415	100.0

Approximately three-fourths of the counselees said they had recommended the service to others and over one-third of them said they had recommended it to three or more people. Fifty-six per cent of the Public Law 16 veterans compared with 78.6 per cent of the Public Law 346 veterans said they had recommended the service to others. The difference in the responses of these two groups may have been due to the fact that more of the Public Law 346 than of the Public Law 16 veterans were attending school and in daily contact with a large number of young people who might be interested in having an advisement or the difference may have been due to other reasons.

The 106 veterans who said they had not recommended the counseling service to anyone were asked if they would recommend it to others. The responses of these veterans are shown in TABLE XLV. Ninety-eight of the veterans said they would recommend the service to others and eight said they would not.

TABLE XLV

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: IF YOU HAVE NOT RECOMMENDED THE OREGON STATE COLLEGE COUNSELING AND TESTING SERVICE TO ANYONE, WOULD YOU RECOMMEND IT TO OTHERS?

Response	In School	Not in School	PL 348	PL 16	Total Number	Total Per Cent
Yes	53	45	67	31	98	92.5
No	6	2	5	3	8	7.5
Total	59	47	72	34	106	100.0

Only eight counselees of the 415 interviewed in this study said they had not recommended the counseling service to anyone and that they would not recommend it to others. The fact that 74.5 per cent of the counselees interviewed said they had recommended the counseling service to others and that 92.5 per cent of those who had not recommended it said they would recommend it is evidence that most of the counselees believed the service to be of value and would likely benefit those in need of vocational advisement or counseling.

The counselees were asked to estimate what they felt would have been a fair price or charge for the advisement they received. This was a difficult question for many of the counselees to answer because they had had no other similar service with which to compare it, but the writer felt that in many cases the question had value because it helped the veterans to think concretely about the advisement service. Some of the veterans talked in terms of the amount

of money they had and said they did not have much money and probably could not pay the bill if a price were charged. Others said that it was very difficult to put a price on the service because there were so many factors to consider. Some of the counselees seemed to base their estimate of a "fair price" for the service on what they thought might be the cost per counselee of operating the Bureau. Others seemed to try to estimate the price in terms of the value received from the advisement. The replies of counselees to this question are shown in TABLE XLVI.

TABLE XLVI

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: COMPARING THE COUNSELING SERVICE WITH OTHER KINDS OF PROFESSIONAL SERVICE WHICH HAVE BEEN RENDERED YOU, HOW MUCH DO YOU THINK WOULD HAVE BEEN A FAIR PRICE FOR THE COUNSELING AND TESTING SERVICE?

Amount	In School	Not in School	PL 346	PL 16	Total Number	Per Cent
\$ 5	40	2	38	4	42	10.1
10	58	18	62	14	76	18.3
15	24	14	31	7	38	9.2
20	24	14	31	7	38	9.2
25	64	38	82	20	102	24.6
50	32	11	36	7	43	10.4
100	9	4	10	3	13	3.1
*Other	16	20	26	10	36	8.7
"Have no idea-- could not estimate."	17	10	21	6	27	6.6
Total	284	131	337	78	415	100.2

*Other	Number
Between thirty and forty dollars	6
It was very valuable--the average person probably could not buy it	3

Other (continued)	Number
It was worth a great deal to me	2
Too valuable to place monetary value	2
Must be invaluable to some	2
The price of tests and salaries of administrators	2
Depends on the individual	2
Might be worth a lot--it's good to have a place to go to get information and help	2
Nothing	1
Sceptical of its value	1
I would not have paid five dollars for it	1
For the work they did, quite a lot--but for the benefits received, not very much	1
For me it was worth a great deal more than twenty dollars	1
Five dollars per hour at least--to me the service was invaluable	1
It would have been much more valuable to me if I had taken it twenty years ago	1
One hundred and fifty dollars--it was especially valuable in my case	1
Very difficult to estimate--to me it was very valuable	1
Without it I might have gone on to college and lost out there and lost out on my job too	1
To put a man on the right start might be worth two dollars or a lot more--it is too difficult to estimate	1
It might be exceedingly valuable	1
Several hundred dollars	1
To me it was worth more than any amount of money	1

The price that would be fair to charge for the advisement was estimated by the counselees to be from nothing to over one hundred dollars. The median price estimated was twenty-five dollars. The comments made by veterans, which are included as part of TABLE XLVI, illustrate the attitudes revealed by this question. The estimate made and the attitudes revealed were felt by the writer to be an indication that most of the counselees considered the advisement to be of considerable value.

Veteran's Opinion Regarding Providing a Vocational Counseling Service for Everyone. The counselees were asked if they thought the state should provide a free vocational and educational counseling service open to everyone. The responses to this question are presented in TABLE XLVII. Eight per cent of the counselees said they felt the state should not provide a free counseling service open to everyone; 89.6 per cent said they thought the state should provide such a service; 2.4 per cent were undecided. Some of those who said the state should not provide the service free for everyone said it would be too expensive and others said they felt it would be a good thing for the client to bear part of the expense.

TABLE XLVII

RESPONSES OF COUNSELED VETERANS TO THE QUESTION: DO YOU THINK THAT THE STATE SHOULD PROVIDE A FREE VOCATIONAL AND EDUCATIONAL COUNSELING SERVICE OPEN TO EVERYONE?

Response	In School	Not in School	PL 346	PL 16	Total	
					Number	Per Cent
Yes	260	112	305	67	372	89.6
No	19	14	26	7	33	8.0
Undecided	5	5	6	4	10	2.4
Total	284	131	337	78	415	100.0

A number of the veterans made comments about the need or value of counseling services when they were asked if they thought the state should provide a free counseling service open to everyone. These comments were recorded and are listed below because they show some of the attitudes of the veterans concerning counseling services.

Comments:

Number

Especially for young people of high school age	14
Should be available to everyone, but a small fee to pay part of the expense should be charged unless they are not able to pay or are disabled	10
Definitely--should be available to all who want it	10
If it could be adequately financed	7
If adequate facilities and well-qualified personnel could be provided	5
Should be available in all secondary schools	5
Especially for high school seniors and college freshmen	3
It should not be compulsory	3
It should start in the junior high grades	2
Could be easily misused at taxpayer's expense	2
Too expensive to provide it for everyone who might want it	2
If excessive red tape could be avoided	1
Just for veterans	1

The responses of the counselees to the indirect questions concerning the value of the advisement service were uniformly strongly in favor of the service. Their responses constitutes probably the most convincing evidence that the veteran counselees consider that the advisement services are helpful and valuable and that counseling services are needed, especially by young people, and should be provided.

Suggestions by Veterans for Improving the Counseling Service.

The veterans were asked if they had any suggestions for the improvement of the counseling service. Counselees seemed to express themselves freely about what they felt were weaknesses in the advisement program and changes they felt should be made. TABLE XLVIII shows that 55.7 per cent of the counselees offered suggestions.

TABLE XLVIII

RESPONSES OF THE COUNSELED VETERANS TO THE QUESTION: DO YOU HAVE ANY SUGGESTIONS FOR IMPROVING THE COUNSELING SERVICE?

Response	Number	Per Cent
Yes	231	55.7
No	184	44.3
Total	415	100.0

The fact that over half of the counselees had suggestions for the improvement of the counseling service, even though most of them said the advisement helped them, is evidence that they had thought seriously about it. There was a total of 395 suggestions made. These suggestions are presented in TABLE XLIX. They were grouped under ten different headings according to kinds of suggestions and the way they were stated. There is considerable overlapping of suggestions in the various groups which is due primarily to the effort of the writer to retain the shades of meaning expressed and the language of the veterans who made the suggestions.

The ten categories into which the suggestions were grouped are as follows: (1) counseling methods and procedures, (2) the testing program, (3) availability of the service, (4) placement and follow-up, (5) information, (6) number and qualifications of personnel, (7) coordination with other agencies, (8) facilities, (9) advertising, (10) general.

TABLE XLIX

**SUGGESTIONS MADE BY COUNSELED VETERANS FOR IMPROVING THE SERVICES OF
THE OREGON STATE COLLEGE COUNSELING AND TESTING BUREAU**

Suggestions	Number	Per Cent
	N-395	
Counseling methods and procedures:	109	27.6
There should be more explanation of the test results and their meaning	14	
Counselors should take more time in explaining the test results and their meaning	12	
More time should be spent with the counselor in talking over problems and plans	11	
Counselors should show more personal interest	10	
There should be more discussion with the counselor before the tests are taken	9	
The counselor should have more information about the person's situation, background, experience, high school record, etc.	8	
There was too much of a tendency to hurry the program	7	
More help in how to put the plan into effect and carry it out	6	
The counselor should be more careful that the person understands the meaning of what he is explaining	6	
More time should be spent in counseling	5	
Counselors should be more understanding	5	

TABLE XLIX (continued)

Suggestions	Number	Per Cent
The counselor should not try to push a person into something he does not want	3	
Counselors should consider the person's own feelings and desires more	3	
Too much emphasis is placed on tests and not enough on motivation	2	
I suggest more conferences between two or more counselors on a case	1	
I felt that they may have been over complimentary, and pulled their punches	1	
Shorten the time involved in the entire counseling process, if possible	1	
Counselors should spend more time on personal problems	1	
The initial interview was too cut and dried	1	
The counselor did most of the talking and I felt the service would be improved if the counselee were allowed to do more of the talking	1	
Spread the counseling over a longer period of time	1	
Ask the counselee's opinion about the choice of tests to be taken	1	
The testing program:	76	19.2
Give more tests and over a wider area	22	
Have more tests on specific vocational areas	10	
There should be more explanation about the tests before giving them	6	

TABLE XLIX (continued)

Suggestions	Number	Per Cent
Shorten the time devoted to testing	5	
The testing should be over a longer period of time	3	
Give preliminary tests followed by counseling, and then more intensive testing in certain areas as indicated by the preliminary tests and counseling	3	
Give more aptitude and achievement tests in different fields	3	
The preference tests seem too easily influenced by the thing you are doing or interested in at the time	3	
Include tests of physical condition, nervousness, and emotional adjustment	2	
Some of the tests are too long	2	
Explain directions and allow more time for reading of directions before taking the tests	2	
The tests I took were not pertinent to my particular situation	2	
Give the individual more choice in selecting the tests to be taken	1	
Include tests taken during Freshman Week and interpret their results	1	
Testing should include evaluation of personal traits and habits	1	
Do not have everyone take the same set of tests	1	
Give more tests of reading ability	1	
There should be less waiting between tests	1	

TABLE XLIX (continued)

Suggestions	Number	Per Cent
Have more tests adapted for people who have little education	1	
Have more tests adapted to vocations in which women are interested	1	
Have some tests based on doing the actual job rather than having it all written material	1	
The tests seemed to emphasize speed at the expense of accuracy	1	
Availability of the service:	45	11.4
The service should be available to all high school students	13	
The service should be available to all college freshmen before registration and during the freshman year	9	
The counseling service should be given to every high school graduate—either before or at the time of graduation	8	
Extend the service to all college students	3	
All students in high school should be given this type of program before they leave school	3	
Counseling should begin when the students are still in high school	3	
Make the service available to high school graduates	2	
Make the service a prerequisite of entering students before admission	1	
Have the service a part of Freshman Week	1	
Make it available for everyone	1	

TABLE XLIX (continued)

Suggestions	Number	Per Cent
The counseling service should be open to all students at no cost	1	
Placement and follow-up:	29	7.3
More help is needed in getting training in the vocation selected and in carrying out vocational plans	8	
There should be another interview after the first term of any new program to check up to see how things are coming	5	
There should be more follow-up work done on a personal basis	4	
Have a follow-up interview within a year of counseling for many fellows may change their plans and need additional help and others would like to re-check their plans	3	
Have a definite job placement program	2	
Have a follow-up by correspondence and invite the veteran to come back if he desires further help	2	
Give more help in finding training or employment opportunities and getting started. The V. A. placement officer was no help and I felt like he was not interested in helping me.	2	
Too much of the on-the-job training seems like a racket. They want a trained man to work instead of helping one learn, and then have the government pay part of his salary. Some follow-up work might help correct this situation.	1	

TABLE XLIX (continued)

Suggestions	Number	Per Cent
Have a person work at the vocation for a short time to help determine its suitability for him	1	
Provide for testing the validity of counseling advice through follow-up interviews or through questionnaires	1	
Information:	28	7.1
Accurate information concerning vocations--opportunities, trends, requirements, working conditions, etc., is needed.	17	
More information concerning kinds of on-the-job training opportunities and conditions under which training would be taken	3	
Have printed information about vocations and employment opportunities that one could take with him and study	2	
More information about training and educational facilities and conditions is needed	2	
Have up-to-date information available about some of the lesser known and non-professional fields	1	
Information about tests; their validity and use should be available	1	
Have more reading materials available	1	
Information on what to do to improve reading skills	1	
Number and qualification of personnel:	28	7.1
They seemed understaffed in personnel for the number of cases being handled	6	

TABLE XLIX (continued)

Suggestions	Number	Per Cent
More competent and better trained counselors	6	
They need adequate personnel to handle peak loads, so veterans would not have to wait so long	3	
The load seemed too heavy for the counselors to carry and give sufficient time to each case	3	
Specially trained counselors for certain kinds of problems are needed	3	
A counselor should have good training, wide background, and a suitable personality	3	
Counselors should be better paid—sufficiently to attract and hold highly qualified personnel	2	
Counselors should have wider knowledge of the curriculum at Oregon State	2	
Coordination with other agencies:	20	5.1
There is need for better coordination between the counseling service and other V. A. services	7	
Advisors in the various schools should be made aware of the counseling service. There should be close coordination between the college faculty counselors and the counselors at the Testing Bureau	4	
Closer coordination between counseling and training; in getting on the job and following through with proper training	3	
Have a few good men in each division of the school to refer students to for specific advice in matters pertaining to each major field	2	

TABLE XLIX (continued)

Suggestions	Number	Per Cent
Have all offices helping veterans located in one place	1	
Work in direct contact with the employment division, to place veterans in jobs best suited to them	1	
Better coordination between the counseling service and school officials is needed	1	
Coordinate with How To Study classes and have more sections of them so they can be worked into the student's schedule	1	
Facilities:	16	4.1
The Center needs more space--they were too crowded	5	
They should build some sound-proof walls for the testing rooms	4	
Better ventilation is needed in the rooms	2	
They need better hearing and lighting facilities	1	
There was not quite enough light in the northwest room	1	
There should be less distraction while taking tests, especially from the scoring machines and people talking	1	
They need more comfortable facilities	1	
More private rooms for testing are needed	1	
Advertising:	13	3.3
Publicize its availability and value	5	

TABLE XLIX (continued)

Suggestions	Number	Per Cent
Veterans are unaware of the testing and counseling service until sent to the Bureau. It should be advertised	2	
Let it be known that the service is available and where and how to get it	1	
Be sure that new students receive word of the opportunity of having this service	1	
It should be recommended at Freshman assembly and its benefits stressed	1	
Notify all students in some specific way that the service is available	1	
The value of the service should be sold to young people	1	
Let veterans know before registering that the counseling service is available and explain how it might be helpful	1	
General:	31	7.8
The veteran should be given a copy of the test results with an analysis of their meaning and the counselor's suggestions for him to study	12	
All students should be required to take this type of service	2	
Students should be helped to understand themselves—their limitations and abilities—as early as possible	2	
It would have saved me a lot of time, expense and headache	2	
More help is needed in social information and adjustment and problems of a personal nature	2	

TABLE XLIX (continued)

Suggestions	Number	Per Cent
Employ a professional psychiatrist to give help on personal problems	2	
The service should be compulsory for all freshmen. I believe it should be paid for in part by the state and the balance by an entrance fee or tuition	1	
There should be more investigation into the living and study conditions of those in school	1	
Cut out a lot of red tape	1	
Arrange the schedule so that it breaks into a fewer number of days	1	
Make this service a permanent college function	1	
When people are waiting the personnel should not do any visiting but should take care of those waiting	1	
Allow the client a choice of counselors	1	
The service should be entirely on a voluntary basis and should not be required of anyone	1	
Give an orientation course in vocations for all freshmen	1	

These suggestions for improving the counseling service are from the point of view of the counselee. The veteran counselees who made them were in the process of getting started in their vocations or were attending school for the purpose of preparing themselves for vocational life. Most of them were past 21 years of age and over

half of them had completed more than one year of college work. All of them had served in the armed forces and after being discharged had had an advisement. Most of them were anxious about getting a good start in a vocation for which they were well suited and they seemed to be in earnest in the things they said about the advisement and the veterans' counseling program.

All of the veterans did not have the same experiences at the Counseling Bureau. There were times when counselors were working under pressure because of the veterans waiting for an advisement. Some of the veterans had different counselors and others reacted differently to the same counselor. Each counselee had problems which were peculiarly his own. These may be some of the reasons why so many different suggestions were made by different counselees who had an advisement at the same counseling bureau.

The suggestions given by this large number of counselees give a composite picture of the improvements needed in the counseling service from the point of view of those for whom the services were established. Adoption of some of the suggestions would require the expenditure of more money. Some of the suggestions might not be valuable but other suggestions might be very practical and very much worth while. The writer believes that the suggestions by these counselees warrant careful consideration.

Veterans Attending School at Oregon State College
Who Had Not Had an Advisement at the College
Counseling and Testing Bureau

A return-reply type postal card was mailed to a sample of 600 veterans who, according to the files maintained by the Counseling Bureau, had not had an advisement at the College Counseling and Testing Bureau. The sample of 600 veterans constituted 21 per cent of the veterans attending school during the spring quarter, 1948, who had not been to the Bureau for an advisement.

The purpose of this mailed questionnaire card was to obtain information on which to estimate how many of these veterans had had an advisement elsewhere, what proportion of them planned to have an advisement at the College Counseling Bureau, and the reasons why they had not had an advisement. It was felt that this information would be helpful to the officials of the Counseling Bureau in estimating their possible future work-load and also that the replies might reveal attitudes toward the advisement service of veterans who had not had the advisement.

Replies were received from 352 veterans or 59 per cent of the 600 to whom the questionnaire card was mailed. Responses to the questionnaire are presented in TABLE L and in TABLE LI.

TABLE L shows that 67, or 19 per cent of the 352 veterans

who replied to the questionnaire had had an advisement at some other counseling bureau. It also shows that 166, or 58 per cent of the 285 veterans who had not had an advisement, said they planned to have one.

TABLE L

REPLIES TO A QUESTIONNAIRE MAILED TO VETERANS ATTENDING OREGON STATE COLLEGE WHO HAD NOT HAD AN ADVISEMENT AT THE OREGON STATE COLLEGE COUNSELING AND TESTING BUREAU

School	Number mailed	Number returned	Per Cent returned	Have you had an advisement at a Veterans' Counseling Center?		Do you plan to take the advisement?		
				Yes	No	Yes*	No	Do not know
Agriculture	150	90	60	16	74	48	24	18
Engineering	150	94	63	15	79	34	47	13
Business and Technology	75	43	57	10	33	24	13	6
Lower Division	75	35	47	2	33	22	10	3
Education	50	23	46	4	19	13	6	4
Forestry	50	33	66	7	26	13	15	5
Science	50	34	68	13	21	12	10	12
Total	600	352	59	67	285	166	125	61

*166 of 285 or 58 per cent of the veterans who had not had an advisement said they planned to have one.

Of the total 352 veterans who replied to the questionnaire, 166 or 47 per cent said they planned to have an advisement. If the sample of veterans who replied to the questionnaire card was representative of the 2,848 veterans attending school at Oregon State College who had not had an advisement at the Counseling Bureau, then

47 per cent of 2,848 or 1,338 veterans could be said to be planning to have an advisement.

The reasons given by the veterans for not having had an advisement are shown in TABLE LI.

TABLE LI

REASONS FOR NOT TAKING AN ADVISEMENT, GIVEN BY VETERANS ATTENDING OREGON STATE COLLEGE WHO HAD NOT HAD AN ADVISEMENT

Reasons*	Number
Have not felt any need for it	128
Have wanted to but just haven't got around to it	122
Do not know how to apply for the service at O. S. C.	38
Did not know I was entitled to the service under the G.I. Bill	21
Did not want to take the tests	11
Other**	12
Total	332

*More than one reason was given by some veterans

**Other reasons given are listed below:

	Number
Did not know about it	3
Didn't know of its existence or use	1
Didn't know exactly what its purpose was	1
Have conferred with them but have not taken the tests	1
I have worked there	1
Utilize my time studying	1
The Veterans Administration	1
Had comparable tests through U. S. Employment office	1
Am taking the advisement now	1
Lack of time	1

Most of those who planned to have an advisement seemed to have "put it off" or did not know how to go about making application for an advisement. There was little or no evidence revealed that veterans who had not had an advisement had attitudes unfavorable to the Counseling Bureau.

The fact that 58 per cent of those who had not had an advisement said they planned to have one is an indication that the majority of them felt favorably toward the advisement. It may also be an indication that a great many veterans attending college are uncertain about their vocational objectives or that they are concerned about selecting vocations which are most suitable for them. In a report of the student veterans of the University of Minnesota, Wemberg wrote (85, p. 176): "Most veterans want certainty in their college objectives more than anything else in college."

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem of this study is to make an appraisal of the Oregon State College Counseling and Testing Bureau. Information was gathered and organized in an effort to: (1) describe the status of the counselees three to thirty months after the time of advisement, (2) indicate what help they have received from the advisement, and (3) reveal ways in which the counseling service might be improved.

The study is important because through research studies information may be accumulated which provides a sound basis for the determination of wise policies and effective procedures. By modifying methods and procedures in the light of research findings, the advisement may be improved.

The Counseling and Testing Bureau at Oregon State College was established under contract with the Veterans' Administration and began operation January 1, 1946. It was established to provide for the vocational advisement of veterans of World War II who were living in the counties surrounding Oregon State College, which is located in Corvallis, Oregon, and who were desirous of pursuing educational studies or of taking training under the "G. I. Bill" to prepare themselves for vocational careers.

The literature which was reviewed revealed that before the war the need for guidance services was being widely recognized by

guidance specialists and educational leaders throughout the country. The need for vocational guidance has been growing greater each year because of rapidly changing economic and social conditions.

With the close of World War II the need for guidance services to help returning servicemen make vocational adjustments was very great. Large numbers of young veterans desired further education or vocational training to prepare themselves for successful occupational careers. Many disabled veterans required vocational rehabilitation.

The United States Congress responded to these needs of veterans by passing Public Law 16 which provided for the rehabilitation of eligible veterans with service connected disabilities and Public Law 346 which provided for the education or training of any eligible veteran. The Veterans' Administration established a large number of counseling centers to furnish advisement to veterans who desired education or vocational training under the "G. I. Bill of Rights."

The advisement at the Oregon State College Counseling and Testing Bureau usually consisted of three parts: (1) the initial interview, (2) the testing program, and (3) the final interview. During the advisement pertinent information about the veteran, including test information, was assembled and interpreted and the veteran was helped to select a vocational objective.

A review of the literature relating to the problem revealed that there is a great need for evaluation studies of guidance services. It is through such investigations that guidance may be

improved. According to Rogers (57) and Williamson and Bordin (86), progress in counseling and guidance is dependent upon research.

Evaluation studies of guidance programs are difficult to make because of the number of factors involved that cannot be controlled and because no completely satisfactory criterion has been established by which the effectiveness of the guidance may be judged. A large number of evaluative studies of guidance programs have been made in which different criterion and different combinations of criteria have been used but none have proved to be entirely satisfactory. Froehlich (31) suggests that variations in the findings of evaluative studies indicates the need of evaluating counseling done under a wide variety of conditions.

Evaluation studies of guidance programs which use the follow-up of former counselees method have been advocated by Kefauver (40), Viteles (81), Kitson and Stover (45), Paterson and Clark (56), Williamson and Darley (91), Wrenn (95), Zeran (99), Erickson and Happ (27), and others. Many follow-up studies have been made of students of various grade levels and different age groups.

At the time this study was undertaken only a very few follow-up studies of counselees of the Veteran Administration Counseling Centers had been made and published. In most of these studies the data was collected from case folders or from "Rehabilitation Folders." The investigators usually recommended that in future evaluation studies of veteran counseling centers the counselees themselves be personally contacted.

The method of investigation used in this study was that of follow-up of counselees by personal interview. An Interview Form was prepared on which the responses of the counselees to questions asked them by the interviewers were recorded at the time of the interviews.

The interviewing of the counselees was accomplished through the cooperative efforts of a number of individuals. The Men's Dormitory Counselors interviewed veteran counselees who were living in the men's dormitories on the Oregon State College Campus. Senior and graduate students in college classes in Counseling interviewed counselees who were attending school at Oregon State College and who were living "off campus." A few counselees who were living in Albany, Oregon and Portland, Oregon, were also interviewed by graduate students. Most of the counselees not attending school at Oregon State College were interviewed by the writer. All interviewers had been given uniform instructions concerning the interviewing and all of them used the Interview Form.

The sample of counselees who were interviewed were selected from the total number of veterans who had received an advisement at the Oregon State College Counseling and Testing Bureau between July 1, 1946 and March 30, 1948. The total number of veterans to receive an advisement during this period was 2,190; of this number 415, approximately 19 per cent, were interviewed in this follow-up study.

The selection for interviewing of most of the counselees in the sample was made on the basis of their availability for

interviewing; others were selected at random. All of the counselees followed-up were living in parts of Western Oregon at the time they were interviewed. One of the problems in a follow-up study of this kind is the time and expense involved in locating and personally contacting a sufficiently large and representative sample of counselees.

During the progress of the study, a question arose concerning veterans attending school on the Oregon State College Campus who had not been to the College Counseling Bureau for an advisement. The counseling service was readily available to them. Why had they not had an advisement?

Information was obtained concerning this question by mailing a questionnaire on a reply-type postal card to 600, approximately 21 per cent, of the 2,848 veterans attending school on the Campus who had not had an advisement at the College Counseling Bureau. Replies were received from 352 or 59 per cent of the veterans to whom the questionnaires were sent. The responses of the veterans to questions asked them on the questionnaires were tabulated and are included in this thesis.

Description of the Sample of Counselees Interviewed

The status of the counselees at the time they were followed-up and interviewed is summarized below:

1. The counselees interviewed ranged in age from 19 to 45 years; 63 per cent were 21 to 25 years of age and 93 per cent were 21 or more years old.

2. Approximately 35 per cent of the veterans were married, 63 per cent single, and 2 per cent divorced or separated. Twenty-eight per cent of the Public Law 346 veterans were married compared with 67 per cent of the Public Law 16 veterans.

3. Eighty-one per cent of the counselees had completed some college work; 7.4 per cent had not completed high school.

4. At the time they were interviewed, 284 of the counselees were attending school; 22 under Public Law 16 and 262 under Public Law 346. Of the 131 veterans not in school, 56 were Public Law 16 cases and 75 were Public Law 346 cases. A greater percentage of the Public Law 16 veterans were married and were not attending school than was true for the Public Law 346 cases.

5. Fifty-four, or 19 per cent of the veterans attending school were employed on part-time jobs; 107, or 81.7 per cent of the veterans not in school were employed full time, including those in on-the-job training work. Nineteen, or 14.5 per cent of the veterans not attending school were unemployed.

6. The jobs on which the veterans were employed were grouped according to the classification used in the United States Employment Service, Dictionary of Occupational Titles, Part I.

Veterans employed on part-time jobs while attending school were employed mostly in Semi-skilled, Service, Clerical and Sales, and Professional and Managerial Occupations. Veterans not attending school were employed, for the most part, in Clerical and Sales, Semi-skilled, and Unskilled Occupations. The veteran counselees were

employed in a wide variety of occupations.

Responses of Counselees Concerning the Advisement

The responses of the counselees to questions asked them during the interviews about the advisement they had received and about the counseling service are summarized below.

1. Most of the counselees said they remembered the problems they discussed with the counselor during the advisement; 45.1 per cent said they remembered the problems discussed very well, 49.4 per cent said they remembered them fairly well, and 5.5 per cent said they remembered them hardly at all.

2. Most of the veterans were referred to the Counseling Bureau by some one. Eighty-two per cent of the disabled veterans were referred to the Bureau for an advisement by the Veterans' Administration compared with 14 per cent for the non-disabled. Sixty-four per cent of the non-disabled veterans were referred to the Counseling Bureau by a friend, a school official or a person who had been helped there. Twelve per cent said they read of the service in a paper.

3. A large majority of the veterans went to the Counseling Bureau for help with problems relating to vocational selection or vocational planning. Only two per cent said they went to the Bureau primarily to talk over a personal problem.

4. Ninety-one per cent of the counselees said they were treated friendly and cordially at the Bureau. One per cent said they felt they were not well received.

5. Seventy-nine per cent of the counselees said they thought the advisement was about right in procedure and length of time; 11 per cent said it was too short and hurried, and 9 per cent that it was too lengthy and drawn out.

6. Three-fourths of the counselees said they understood the explanations made by the counselor quite well; 21 per cent fairly well, and approximately 3 per cent not very well or did not know.

7. Approximately three-fourths of the counselees decided upon a vocational objective at the time of the advisement. Ninety-one per cent of the disabled veterans decided upon vocational objectives compared with 69.4 per cent of the non-disabled veterans.

8. The vocational objective decided upon during the advisement confirmed plans already made in 43.4 per cent of the cases and partly confirmed plans already made in 31.1 per cent of the cases. Sixty-eight per cent of the disabled veterans compared with 38 per cent of the non-disabled veterans said the vocational objectives decided upon confirmed their previous plans.

9. Approximately 59 per cent of the veterans said they followed the vocational plan worked out at the time of the advisement, and 17 per cent said they partly followed the plan. Seventy-four per cent of the disabled veterans compared with 55 per cent of the non-disabled veterans said that they followed the plan.

10. A variety of reasons were given for not following the plan made during the advisement. The reasons given by the largest number of veterans were: (1) Followed a similar but modified plan,

(2) No plan was suggested, (3) Did not think the plan suitable, (4) Lack of decision on my part, (5) Could not find a suitable training opportunity, and (6) Finances.

11. Approximately 29 per cent of the counselees said they had changed their vocational plans since the time they had the advisement. Twenty-five per cent of the veterans in school compared to 37 per cent of those not in school changed their plans. Some of the changes were into closely related occupational fields but others were into distantly or unrelated occupational fields.

12. Three-fourths of the counselees who changed their vocational plans after the advisement said information obtained through the advisement was helpful to them in making the change.

13. The veterans were asked if they were satisfied with their training program or work. Fifty-four per cent replied that they were very well satisfied, 35 per cent that they were fairly well satisfied, and 11 per cent said that they were not satisfied.

14. Fifty-nine per cent of the 32 veterans attending school who were dissatisfied with their training found fault with the school program; 28 per cent were uncertain about their vocational objectives. Those not in school who were dissatisfied had not been able to find the training opportunities they desired or were dissatisfied about their future prospects or the nature of their work.

15. Half of the veterans who were not satisfied with their programs said they planned to keep on anyway; 26 per cent planned to change to different training or work, and 22 per cent planned to

make other changes or were undecided what they would do.

16. Thirty-three counselees who were attending college at the time they had an advisement or attended college following the advisement, dropped out of college before completing their course. Half of them dropped out because of scholastic difficulties; one-fourth because of lack of interest in school or because of financial problems, and one-fourth for other reasons.

17. The counselees were asked how much the counseling service helped them in planning their educational or occupational programs. Twenty-nine per cent replied that it had helped them "a great deal"; 54 per cent "some" and 17 per cent "not at all."

18. The most helpful parts of the advisement, according to the largest numbers of counselees were: (1) the tests and the explanation of their meaning, (2) the counselor's suggestions, and (3) just talking it over. The least helpful parts of the advisement were: (1) some one the counselor suggested the counselee contact, (2) vocational information, and (3) help in outlining a program.

19. Fifty-nine per cent of the counselees said the counseling helped them in other ways than in vocational or educational planning.

An inspection of each Interview Form on which the responses of the counselees were recorded revealed that only 38 counselees of the 415 interviewed said that the advisement had not helped them in educational or vocational planning, or in any other way; 377, or

90.8 per cent of the counselees said the counseling service was helpful to them.

20. The ways in which the advisement helped the counselees, other than in planning educational or vocational programs according to the largest numbers of veterans were: (1) helped discover and understand interests and aptitudes, (2) crystalized thinking, (3) gave added incentive. The long list of additional ways in which the counselees felt the counseling helped them shows the many ways in which counseling may be of value to those counseled.

21. A series of questions were asked the counselees concerning their social and personal adjustment at the time of the advisement and at the time of the follow-up. It was felt that even though many counselees might not admit that they had social or personal problems, some information might be obtained which would indicate the degree in which the advisement was helpful to counselees in solving these problems.

Fifty-nine, or 14.2 per cent of the veterans, stated that they had problems at the time of the advisement which they did not discuss with the counselor. Most of these problems were of a personal nature.

Counselors suggested some activity to 49 or 11.8 per cent of the counselees to help them in their social adjustment. The activities most frequently suggested were: (1) try out in an extra-curricular activity, (2) participate in more social functions,

(3) have more dates, (4) participate with a church group, and (5) attend more student body functions.

One hundred and twenty-two, or 29 per cent of the veterans, said at the time of the follow-up that they participated in too few social activities.

Forty-six per cent of the veterans said that at the time of the follow-up they had "few" or "many" personal problems which were bothering them.

It appears from this data that many problems of social and personal adjustment existed at the time of the advisement with which the counselees received little or no help in solving. The Counseling Bureau was set up primarily to help veterans select vocational objectives and work out vocational plans. When this was accomplished there may have been no time left for the consideration of other problems. If this was the case, it appears that there is need for more time to be allotted for counseling with other problems. This would likely involve an increase in personnel and in financial support for the Counseling Bureau.

22. One hundred and twenty-eight, or 30.8 per cent of the counselees, said they would like to consult with the counselor again. Most of the problems which the veterans wished to discuss with a counselor were concerned with: (1) the test information, (2) the vocational objectives selected, (3) the changing or improving of vocational plans, (4) information about vocations, and (5) information about employment and training opportunities.

The fact that almost one-third of the counselees had problems which they would like to discuss with a counselor is evidence that there is need for further counseling. The provision for counselees to return to the Bureau for further counseling, or a follow-up service which included additional counseling, would likely necessitate the allocation of more personnel to the Bureau.

23. A series of indirect questions were asked the counselees concerning the value of the counseling service. These questions were asked to obtain an estimate, from a different point of view, of the value placed upon the advisement by the counselees.

Three-fourths of the veterans said they had recommended the service to others; more than one-third of them said they had recommended it to three or more people.

Ninety-eight, or 92.5 per cent of the 106 veterans who had not recommended the counseling service to anyone, said they would recommend it. Only 8, or 1.2 per cent of the counselees said they had not and would not recommend the counseling service to others.

The counselee's estimate of a "fair price" to charge for the kind of counseling service they had received ranged from nothing to over one hundred dollars. The median "fair price" estimated was twenty-five dollars. Some of the veterans said the advisement had been invaluable to them.

Ninety per cent of the veterans said they thought the state should provide a free vocational and educational counseling service open to everyone; 8 per cent said the state should not provide a free

counseling service open to everyone, and 2 per cent were undecided. Some of those who said the state should not provide the service free to everyone said it would be too expensive or that it would be a good thing for the client to bear part of the expense. Many veterans commented that they thought the service should be available, especially for young people of high school age and for high school graduates and freshmen.

24. The counselees were asked if they had any suggestions for improvement of the counseling service. Two hundred and thirty-one or 55.7 per cent of the counselees, made a total of 395 suggestions. These suggestions were grouped into the following ten categories according to the kinds of suggestions and the way they were stated: (1) counseling methods and procedures, (2) the testing program, (3) availability of the service, (4) placement and follow-up, (5) information, (6) number and qualification of personnel, (7) coordination with other agencies, (8) facilities, (9) advertising, (10) general.

The suggestions give a composite picture of the improvements needed in the counseling service from the point of view of those for whom the services were established.

25. A questionnaire was mailed to 600, or 21 per cent of the veterans attending school at Oregon State College during the spring quarter of 1948, who had not had an advisement at the College Counseling and Testing Bureau. The purpose of mailing this questionnaire was to obtain information on which to estimate the number of veterans who had had an advisement elsewhere, what proportion of them planned to

have an advisement at the College Counseling Bureau, and the reasons why they had not had an advisement.

Replies were received from 352 veterans, or 59 per cent of the 600 to whom the questionnaire was mailed. Sixty-seven, or 19 per cent of the veterans who replied to the questionnaire, had had an advisement at some other counseling bureau; 166, or 58 per cent of the 285 veterans who had not had an advisement, said they planned to have one.

Most of the veterans who planned to have an advisement had "put it off" or did not know how to go about making application for an advisement. There was little or no evidence revealed that veterans who had not had an advisement had attitudes unfavorable to the Counseling Bureau.

CONCLUSIONS

The conclusions listed below are based upon the responses of the veterans to questions asked them about the advisement they had received and about the Counseling and Testing Bureau.

1. The veterans interviewed in this follow-up study of 415 counselees were considerably above the average of the general population in the amount of educational training they had received in school.
2. The data obtained in this study indicate that a greater proportion of disabled veterans marry and do not continue their education in school than is true of non-disabled veterans.
3. Counselees were not directed into a limited number of vocations but were directed into a wide variety of occupations.
4. At the time of the interview the majority of the counseled veterans were following the vocational plans which they had made at the time of counseling.

5. A comparison of the vocational objective made at the time of advisement with the vocational objective at the time of the follow-up, or of "success" before and after counseling, is not always a valid indication of the effectiveness of the advisement. Many factors in addition to the vocational objectives of the veteran, such as health, pay rates, the cost of living, family influence, training opportunities and employment opportunities exert an influence in determining the occupations in which the veterans will secure employment. Even when the selected objective seems entirely suitable at the time of the advisement, there will often be circumstances which prevent the vocational plan from being followed.
6. Most of the veterans counseled had a favorable attitude toward the counseling service. They felt that they had been treated in a friendly manner by the personnel of the Bureau. They indicated that a proper amount of time had been spent in the counseling process.
7. The Counseling Bureau seems to be generally accepted as a place where veterans can go to get help in solving their problems concerning vocational choices and vocational planning. Most of the counselees went to the

Bureau for help with problems of this kind. The "other ways" in which veterans said the counseling helped them were usually related to vocational problems.

8. The Counseling Bureau was not able to give adequate assistance to veterans in need of personal counseling. It must be remembered, however, that the major purpose of the Counseling Bureau as operated under the direction of the Veterans' Administration was to give vocational counseling and not personal counseling. Some personal counseling was given in connection with vocational counseling.
9. The information obtained in this study reveals the need for a follow-up or continuous guidance service. An interview with the counselee for an hour or two following the testing program is not sufficient to give adequate guidance.
10. The over-all judgments of the veterans concerning the value of the advisement to them was overwhelmingly in favor of the guidance services. Many of the counselees felt that the services should be extended and made available to all college students.

11. The value placed upon the counseling services by the counselees varied greatly depending on the case. Some counselees felt the services were invaluable to them, whereas others felt it had been of little or no help. The large majority of the counselees said the advisement had helped them.

RECOMMENDATIONS

The following recommendations are made with the realization that putting them into effect would require more personnel and more funds than were allotted to the Counseling and Testing Bureau at the time of this follow-up study. The evidence obtained in this study indicates that the advisement process has been helpful and also that it has not been adequate to satisfy fully the needs of the veterans for guidance. The services of the Counseling and Testing Bureau have been necessarily restricted due to the large number of cases handled and the limited facilities and personnel to do the guidance work.

It is recommended that:

1. A plan be worked out to provide for a continuous counseling service. This might be done by providing for counselees to return to the Bureau for additional counseling or it might be included as part of a follow-up program.
2. The counseling service be extended and made available to all college students and to high school graduates who contemplate entering college.
3. More time be available for counseling. In many cases more time should be used by the counselor in explaining

the test results and their implications to the counselee and in discussing vocational plans and in considering personal problems. It may be advisable for some counselees having personal problems to be referred to a counselor who specializes in these kind of cases.

4. The counselees be given some written information concerning the test results and interpretation of the tests as they apply in their own particular cases.
5. The Counseling Bureau, College Officials, the Veterans' Administration, and other agencies coordinate their work more closely. This might be developed through exchange of information, case conferences, and group conferences or in-service-training meetings.
6. Improvements be made in the facilities of the Counseling and Testing Bureau. The noise from the scoring machine and the sound of voices which carried through the building were disturbing elements to counselees taking tests and also to counselees being interviewed. Counselees also suggested the need for improved lighting, ventilation, and more room.
7. Provisions be made for providing more vocational information to counselees. Current information

concerning occupational requirements, opportunities, and training and educational facilities is needed. Counselors suggested that information be made available in pamphlet form which they could take with them and study.

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APPENDIX A

THE INTERVIEW FORM

INTERVIEW FORM

NAME _____ AGE _____

ADDRESS _____

- _____ 1. Marital status: (1) single (2) married (3) divorced
(4) widowed (5) separated.
- _____ 2. Present educational status: (1) grades 1-7 (2) completed
elementary (3) some high school (4) completed high school
(5) high school diploma (or certificate of equivalency)
after taking G.E.D. tests (6) some college (circle number of
quarters completed) 1 2 3 4 5 6 7 8 9 10 11 12 (7) college
graduate (8) graduate work (9) business or technical school.
- _____ 3. Employment status: (1) unemployed, seeking work (2) un-
employed, not seeking work (3) school, full time (4) school
and working part time (5) employed full time (6) on-the-job
training (7) employed on part time job (if employed part
time, what do you do the rest of the time?) _____
- _____ 4. Present occupation: State exactly the work done, e.g., drive
truck, clerk in store, operate own farm. (If in school,
write "S" in space.) _____
- _____ 5. How well do you remember the problems discussed with the
counselor at the O.S.C. Counseling Bureau? (1) quite well
(2) fairly well (3) hardly at all.
- _____ 6. Who recommended the O.S.C. counseling service to you? (1) a
school official (2) a person who has been helped there (3) a
friend (4) Veterans' Administration (5) no one, read of the
service in a paper (6) other (specify) _____
- _____ 7. Why did you go to the counseling center? (1) it was required
before receiving training (2) to get help in planning what
to study (3) for advice on vocational choice (4) to talk over
a personal problem (5) to learn more about my aptitudes and
interests (6) other (specify) _____
- _____ 8. How were you treated at the Counseling Center? (1) friendly
and cordially (2) impersonally, strictly business basis
(3) they seemed glad to get rid of me.

- _____ 9. How much did the counseling service help you in planning your educational or occupational program? (1) a great deal (2) some (3) not at all.
- _____ 10. Did you understand the explanations made by the counselor? (1) quite well (2) fairly well (3) not very well.
- _____ 11. Which one of the following was most helpful? (1) the tests and explanation of their meanings (2) counselors' suggestions (3) help on outlining program (4) just talking it over (5) vocational information (6) someone the counselor suggested you contact (7) other (specify) _____
-
- _____ 12. Which one of the following was least helpful? (1) the tests and explanation of their meanings (2) counselors' suggestions (3) help on outlining program (4) just talking it over (5) vocational information (6) someone the counselor suggested you contact (7) other (specify) _____
-
- _____ 13. In your judgment was the testing and counseling process (1) too lengthy and drawn out (2) about right in procedure and length of time (3) too short and hurried?
- _____ 14. At the time of counseling, did you and the counselor decide upon a vocational objective for you and make plans for working toward the objective? (1) yes (2) no.
- _____ 15. Did the plan confirm your plans already made? (1) yes (2) no (3) partly.
- _____ 16. Did you follow the plan? (1) yes (2) no (3) partly.
- _____ 17. If you did not follow the plan, why not? (1) no plan suggested (2) did not think the plan suitable for me (3) health (4) finances (5) family influence (6) tried and failed (7) lack of decision on my part (8) followed a similar but modified plan (9) other (specify) _____
-
- _____ 18. Have you changed your vocational or educational plans since the time of counseling? (1) yes (2) no. (If yes, indicate changes made in the space below.) _____
-
-
-
-

- _____ 19. If question No. 18 is answered "yes," did the information obtained through counseling help you in making new plans? (1) a great deal (2) somewhat (3) none.
- _____ 20. Did the counseling service help you in other ways than in vocational or educational planning? (1) yes (2) no. If yes, please indicate by underlining items or by writing in the ways helped. (1) helped with personal problem (2) helped discover and understand interests and aptitudes (3) crystallized thinking (4) suggested methods of study (5) gave added incentive (6) other (specify) _____

- _____ 21. Are you satisfied with your present training program or work? (1) very well (2) fairly well (3) no. If not satisfied, why? _____

- _____ 22. If you are not satisfied with your present training or work, what do you plan to do? (1) keep on anyway (2) change to different training or work (3) other (specify) _____

- _____ 23. If you were attending college at the time of counseling or have attended college since counseling, did you drop out of school before completing your course? (1) yes (2) no. If yes, why? _____

- _____ 24. At the time of counseling, did you have problems which you did not discuss with the counselor? (1) yes (2) no. If yes, what kind of problems? _____

- _____ 25. Do you have personal problems which are bothering you now? (1) many (2) few (3) none.
- _____ 26. Did the counselor suggest any activities which might help you in your social adjustment? (1) yes (2) no. If yes, please indicate suggestions made by underlining items or by writing in the suggestions made. (1) participate with a church group (2) attend more student body functions (3) try out in an extra-curricular activity (4) more dates (5) other (specify) _____

- _____ 27. How do you feel about the number of social activities in which you take part? (1) have too many (2) have just about the right amount (3) have too few.
- _____ 28. Have you recommended the O.S.C. counseling and testing service to anyone? (1) three or more people (2) one or two people (3) no one.
- _____ 29. If question No. 28 is answered "no one," would you recommend it to others? (1) yes (2) no.
- _____ 30. Would you like to consult with the counselor again? (1) yes (2) no. If "yes," what about? _____

- _____ 31. Comparing the counseling service with other kinds of professional service which have been rendered you, what do you think would have been a fair price for the counseling and testing service? (1) \$5 (2) \$10 (3) \$15 (4) \$20 (5) \$25 (6) \$50 (7) \$100 (8) other (specify) _____
- _____ 32. Do you think that the state should provide a free vocational and educational counseling service open to everyone? (1) yes (2) no
- _____ 33. Do you have any suggestions for improving the counseling service? (1) yes (2) no. If "yes," what are they? _____

APPENDIX B

USES AND TECHNIQUES OF THE INTERVIEW

USES AND TECHNIQUES OF THE INTERVIEW

I. Definitions of the interview

- A. Bingham and Moore: (1) "An interview is a serious conversation directed to a definite purpose other than satisfaction in the conversation itself." (2) "An interview is a purposeful exchange of meanings in a face to face situation."
- B. Garrett: "An interview is a professional conversation."
- C. Klein and Moffitt: "The talk between the counselor and the individual student is the heart of the counseling program... Reduced to its simplest terms, an interview gives the student an opportunity to talk things over."

II. Uses and value of the interview

- A. The three major functions of interviewing are in:
 - 1. Securing information from people
 - 2. Instructing them
 - 3. Influencing or motivating them
- B. Traxler lists and discusses ten areas of information about student's need for guidance purposes. Following his discussion he says, "If time were available for extensive individual conferences, there can be little doubt that the most satisfactory procedure for the collection of information in these areas would be the personal interview with each individual. The interview is a particularly fortunate medium because of its flexibility, the possibility of pursuing main questions, and the opportunity for drawing pupils out and getting them to express themselves freely concerning activities, interests, plans, and so forth." Traxler concludes, "The interview is the most extensively used technique in personnel work."
- C. Some professions require expertness in interviewing. Social workers, salesmen, psychiatrists, counselors, and employment managers use special techniques to achieve their purposes. Teachers, parents, supervisors, lawyers, doctors, nurses, newspapermen, policemen, ministers, credit men, personnel managers, employers, all devote considerable time talking to people, getting information, helping and advising them. Consciously or unconsciously they acquire various degrees of skill in interviewing.

Interviewing is an art. There is no set of rules suitable to all situations or to all interviewers. Skill in the techniques of interviewing can be improved primarily through study and practice.

III. Suggestions for beginning interviewers

A. Preparing for the interview - Bingham and Moore.

1. Decide what you want to accomplish.
2. Know your interviewee.
3. Make appointments.
4. Provide for privacy.
5. Practice taking the interviewee's point of view.
6. Examine and discount your own prejudice.

B. Suggestions on interviewing - Bingham and Moore.

1. Gain and deserve the interviewee's confidence (the simplest and best way to do this is to show evidence of genuine confidence and interest in him).
2. Establish pleasant associations.
3. Render your interviewee a real service.
4. Help the interviewee to feel at ease and ready to talk (be at ease yourself).
5. Listen--give the interviewee a chance.
6. Allow enough time, but do not dawdle--the interview is not a social visit.
7. Keep control of the interview.
8. At the close of the interview watch for new leads and remarks.
9. Record all data at once.
10. Practice separating facts from inferences.
11. Get all the facts.

C. Rules for conducting interviews in Industrial Counseling - Roethlisberger and Dickson.

1. The interviewer should listen to the speaker in a patient and friendly, but intelligently critical manner.
2. The interviewer should not display any kind of authority.
3. The interviewer should not argue with the speaker.
4. The interviewer should not give advice or moral admonition.
5. The interviewer should talk or ask questions only under certain conditions: (a) to help the person talk (b) to relieve any fears or anxieties on the part of the speaker which may be affecting his relation to the interviewer (c) to praise the interviewee for reporting

his thoughts and feelings accurately (d) to discuss implicit assumptions, if this is advisable.

- D. Garrett writes, "Warmth of interest in people and a sincere desire to be helpful, respect for the other person's feelings and his capacity to make his own plans, preceptive observation and sensitive understanding, and skill in counseling--all are essential for good interviewing and can be developed by thoughtful study and practice."

IV. Use of the interview form for a "follow-up" of the O.S.C. Counseling Bureau cases.

- A. The objective of the O.S.C. Counseling and Testing Bureau is to aid the counselee select a vocational objective and make plans for realizing this objective. The method used is to gather all available facts about the counselee in an initial interview; to select and give a battery of aptitude, interest, achievement and personality tests to the counselee; and to assemble and evaluate all of the information, including test results, in a final interview with the counselee. During this interview the facts are interpreted and the counselor and counselee working together, select a vocational objective most suitable for the counselee and make plans for working toward the realization of this objective.
- B. This study is not being made by the Veterans Administration but is an independent study made through the O.S.C. School of Education. A summary of the information and the suggestions for changes will be studied and used by the College Counseling Bureau to revise the program and improve the service.
- C. The purpose of the interview is to obtain a frank and accurate report of the counselee's attitude toward the counseling received and the degree to which it has been helpful to him. Encourage the interviewee to speak freely and frankly. No record of the interviewee will be kept in a personnel file and no information or attitude revealed will react to the detriment of the interviewee.
- D. The questions on the interview form need not be followed in order.
- E. Write a number or a letter in the space provided at the left of every question. Use "x" in the space if the question does not apply--to show that the question has not been overlooked.
- F. Ask for the information without suggesting possible answers. Let the interviewee supply the answers.

- G. Make free use of the space provided for writing in answers, statements, or suggestions. Use the back side of the interview form if more space is needed.

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APPENDIX C

RECORD OF RECORDED INTERVIEWS

RECORD OF RECORDED INTERVIEW WHICH WAS USED AS PART OF THE
INTERVIEWING TRAINING PROGRAM

- I.* "Mr. _____? My name is Bennion."
- V.* "I am pleased to meet you, Mr. Bennion."
- I. "I am concerned with a study of the Oregon State College Counseling and Testing Bureau. We are making a follow-up study in an attempt to determine whether or not the veterans who took the advisement were helped by it, and to find ways in which the service might be improved. In other words, we are making a follow-up study of the counseling that has been done by contacting the fellows who have had the advisement. I understand that you were through there some time ago. Were they located in the quonset hut at the time you went there?"
- V. "No. It was in Education Hall on the second floor."
- I. "One office was down stairs and one office upstairs?"
- V. "Yes, it was, sir."
- I. "It was upstairs where they gave the tests and where the counseling was done?"
- V. "Yes, sir."
- I. "It is the testing and counseling that went on upstairs that I am especially interested in. Do you have twenty minutes or a half hour that you could spare to talk with me about it?"
- V. "Yes, sir. I have plenty of time this morning."

*Throughout this and the following interview "I" is used to indicate the Interviewer and "V" to indicate the veteran being interviewed.

- I. "We are interested in how you feel and what you think about the counseling service so don't be afraid to tell exactly what you think."
- V. "Yes, sir."
- I. "You notice I have an interview form here. I will just fill this out as we go along. You won't mind that, will you?"
- V. "No, sir."
- I. "But you feel free to say whatever you want to say. Let's see, your age is---?"
- V. "Twenty-two."
- I. "Your address is---?"
- V. "____ South ____ Street, Corvallis."
- I. "O.K. Are you married or single?"
- V. "Married."
- I. "Is your wife here with you?"
- V. "Yes, sir."
- I. "Is she going to school?"
- V. "No, sir."
- I. "How many quarters have you completed in college?"
- V. "I have completed about eleven."
- I. "This is the twelfth?"
- V. "No, sir. This will be the eleventh."
- I. "You have completed ten quarters then?"
- V. "I guess that's right."
- I. "Are you working part-time or going to school full time?"

- V. "No, sir, I am going to school full time. I work in the summer."
- I. "Oh yes. Now thinking of the whole counseling and testing process over there--how well do you remember the problems discussed with the counselor at the O.S.C. Counseling and Testing Bureau?"
- V. "Well, it was quite some time ago, but I feel that I can remember it quite well. Particularly the problems with which I was counseled."
- I. "You remember pretty well the problems you had in mind when you went down there?"
- V. "Yes, sir, very well."
- I. "Where did you get the idea of going down there? I mean, who recommended it?"
- V. "At that time I was living in the Men's Dorm. and several fellows that were living there had been down and some of them said they had been helped and some of them said they hadn't. I thought I couldn't miss much if I tried and see what results I got."
- I. "Then it was through the recommendation of other people who had been there that you went to the Center?"
- V. "Yes, sir. That's right."
- I. "Now why did you go there? I mean, what did you expect to get--what kind of help?"
- V. "Well, at that time I was debating about changing schools. While I was in the Navy I received training in engineering and

upon coming down to Oregon State College I continued in that field but found that I was no longer interested in it because I was, well---I was having a little difficulty with some of my studies. I was contemplating changing schools and I decided to go down there to see if it was a wise idea and if they could throw any new light upon whether or not I should change."

- I. "What school were you thinking of changing to?"
- V. "Well, I was thinking about changing into the school of Business.
- I. "Oh, yes. Then was it to learn more about your interests and aptitudes in that field?"
- V. "Yes, sir. That's right."
- I. "And how did they treat you when you got to the Center?"
- V. "Very well. I had a little difficulty in arranging their schedule to fit my schedule and to take the tests. We dragged it out well over a week but they were very accommodating in working into my schedule."
- I. "Thinking of the whole process down there and looking at it from this distance, how much would you say the counseling service helped you in planning your educational program? In figuring out your program and planning what you were going to do, how much did the counseling service help you in making your plans?"
- V. "Well, I had my plans fairly well in mind before I went down and yet I was pretty uncertain. And after taking a battery of tests and talking it over with the counselor---well---yes, we arranged a tentative plan that I have followed to the present

time. And I feel that they helped me quite a lot, particularly in interpreting the test scores and outlining what to do."

- I. "Would you say they helped you a great deal or some?"
- V. "I'd say a great deal, particularly the tests."
- I. "I see. Did you understand the explanations made by the counselor?"
- V. "Well, not too well on the exact meaning of some of the tests."
- I. "Would you say fairly well or not very well?"
- V. "Quite well on most of the explanations but only fairly well on some of the technical interpretations--let's say--fairly well."
- I. "Which one of the following was the most helpful, when you think of everything that occurred, what would you say was the most helpful thing that happened? The tests and the counselor's explanation of their meanings? The counselor's suggestions? His help in outlining your program. Just talking things over? The vocational information he gave you? Or something else? What do you consider to have been the most helpful?"
- V. "Well, I would say the tests and the interpretation of the tests, particularly, and talking over the test results with the counselor after he interpreted the test scores."
- I. "You mean the explanation the counselor made or his suggestions?"
- V. "I would say the explanations the counselor made of the test results and their meaning more than the suggestions."
- I. "I see. Well, which was the least helpful of the various activities down there?"

- V. "Well, I would say just talking it over because I don't think I had anything in particular then to get off my chest. It was more to find out some of my aptitudes and interests."
- I. "I see. Did the counselor suggest you contact anyone else?"
- V. "No, sir, he didn't. I'd talked with the dean and some of the instructors and at that time we didn't feel that it was necessary to suggest anyone else."
- I. "I see. Well, now, in your judgment, was the counseling process too long and drawn out or too short and rushed? How do you feel about that?"
- V. "Well, I don't think it was rushed in any way. I would have liked to have taken a couple more tests just to satisfy my curiosity, rather than anything else. I imagine the experience the counselor had in selecting the tests was probably adequate."
- I. "How about the counselor. When he talked these tests over and explained their meaning did he give you enough time on that?"
- V. "Well, I felt that there could have been a little more time put on it. He sketched out rather hurriedly the list of test scores and went over what they meant, and I feel that he could have given just a little more time to it."
- I. "Did you feel that it was too rushed and hurried?"
- V. "I don't know that it was rushed particularly. But I would have liked to have taken a couple of more tests and discussed them more fully--otherwise it seemed all right."
- I. "At the time of counseling did you and the counselor set up an

objective for you and make plans for setting up that objective?"

V. "Well, at the time we decided on a tentative plan that I would continue in the school I was in for the quarter, and afterward I would change to the school of Business and I have followed that plan to date."

I. "This tentative plan was to make the change at the end of the quarter, or to stay in the Engineering school until the end of the quarter and then see what you wanted to do?"

V. "Well, at the time I was down at the Testing Bureau it was just after the first of the winter quarter, so the tentative plan was to continue in the school of Engineering until the end of the quarter and at the conclusion of the term, if I felt that I should still change in the light of what I had found out at the Counseling Center and elsewhere, then that would be the better thing to do."

I. "The decision as to whether you would change or not was left for you to decide at the end of the term?"

V. "Yes, sir, that's right."

I. "I see. Well, you followed that plan as it was set up and you decided to make the change?"

V. "Yes, sir, I did."

I. "So that was really part of the plan to make the change two months later if you felt like it? Have you changed since that time?"

V. "No, sir. I haven't."

- I. "Did the Counseling Center help you in other ways than in vocational or educational planning?"
- V. "No, I think not. I didn't have any particularly pressing problems at that time. It was just more or less to find out what possibilities I had."
- I. "It helped you in discovering more about your interests and aptitudes then, but that was in connection with your plan?"
- V. "That's right. It also bolstered my morale slightly. After he interpreted the test scores and you find out that you are a little above average it makes anyone feel better."
- I. "I see. Well, are you satisfied with your present training program or work?"
- V. "Yes, sir. Very well."
- I. "That's good. Well, this next question doesn't apply then. Let's see, do you finish this spring?"
- V. "No, sir. I graduate a year from this spring."
- I. "You plan to come back then next fall?"
- V. "That's about right."
- I. "At the time of counseling did you have problems which you did not discuss with the counselor?"
- V. "No, I think not. The only problem was in connection with changing schools."
- I. "How about the situation now? Do you have personal problems that bother you now?"
- V. "Few, but nothing serious."

- I. "Did the counselor suggest any activities which might help you in your social adjustment?"
- V. "No, I believe I was very well socially adjusted."
- I. "How do you feel about the number of social activities in which you take part now?"
- V. "Well, for me it is just right, but my wife feels that we have too few."
- I. "She doesn't have these lessons to worry about, is that it?"
- V. "I guess so."
- I. "Have you recommended the counseling and testing service to anyone else?"
- V. "Yes, sir. I have."
- I. "To students around here?"
- V. "Yes. Students or fellows that are living in the same place I am. I have recommended it to them."
- I. "Have you recommended it to as many as three people?"
- V. "At least three. I would say more than three."
- I. "O.K. Would you like to consult with the counselor again?"
- V. "Yes, I think it would be a good idea."
- I. "What would you like to see him about?"
- V. "I would like to check over my record with him and see if I am utilizing all the information he gave me at the time of counseling. There may be some points we may have slipped up on."
- I. "You would like to review the tests and other information then?"
- V. "Yes, I would."

- I. "Anything else?"
- V. "Well, I think not."
- I. "Now, comparing this service with other professional service you have been rendered, say for instance, that of a doctor or lawyer or some other professional service, what do you think would be a fair price for the counseling and testing service which you received?"
- V. "Well, that would be a little hard to answer, having had no previous experience with them. But I imagine, taking into consideration the time in giving the tests, using the tests themselves and scoring, and the time the counselor used, I would say at least twenty or twenty-five dollars."
- I. "It was worth that much to you?"
- V. "Yes, at least that much. It would be rather hard to put a figure on a thing like that. It might change your whole life."
- I. "What figure should we put down here then?"
- V. "Oh, about twenty-five dollars."
- I. "All right. Do you think that the state should provide a free vocational and educational counseling service open to everyone?"
- V. "I think they should. I think they should present it to the people who are coming out of high school, and at least before they enter into college rather than wait until they bounce around from one school to another and are never particularly satisfied with any."
- I. "Do you have any suggestions for improving the counseling

service?"

- V. "Well, possibly they could take just a little more time in the counseling and in discussing the meaning of the results of the tests. And they certainly should give everyone a copy of the test scores and a reasonable explanation so that they could remember them afterward and could review back to them and study them over."
- I. "What about providing the opportunity for you to go back? You said you would like to go back again."
- V. "Yes, sir. I think they should provide an opportunity to go back and more or less talk it over, even if there are no particular problems in mind. It would be good to check back."
- I. "You think they should review the present situation in the light of what has happened since you were there the first time?"
- V. "Yes, sir. That's the idea."
- I. "Do you have any other suggestions?"
- V. "No, I don't seem to think of any. They were pretty helpful as far as I am concerned."
- I. "O.K., Mr. _____. Thank you very much. I guess that's about all."
- V. "O.K., Mr. Bennion."

RECORD OF RECORDED INTERVIEW WHICH WAS USED AS PART OF THE
INTERVIEWING TRAINING PROGRAM

- I. "How are you, Mr. _____?"
- V. "I'm O.K. How are you?"
- I. "Fine. I am a graduate student in the School of Education, working on an appraisal of the Oregon State College Counseling and Testing Bureau. The Counseling Bureau, as you know, is operated by the State College in connection with the Veterans' Administration. We are making this study by contacting the fellows who have been through the Bureau and who received counseling there. We want to know how you are getting along; how much the counseling has helped you; what part of the advisement has been most helpful and least helpful, and if the Bureau can be of any more assistance to you. We would also like you to suggest ways in which you think the program can be improved. Now, nothing you say will go on your record or in any files. This study is not being made by the Veterans' Administration but is independent of them. Nothing will be preserved as a permanent record under your name or in your file. You can, therefore, feel free to say whatever you wish to say. We want to know just what you think and how you feel about the matter."
- V. "So I can say just about anything I want to say?"
- I. "That's the idea. I hope you will. Could you spend twenty or thirty minutes talking about this?"

- V. "Yes, I think I can spare a little of my, so called, precious time."
- I. "O.K. What do you think about the program?"
- V. "You mean about the counseling that I took in the first place?"
- I. "Yes. I believe you were here some time ago?"
- V. "Yes, I came out of the Army Air Force in the fall of 1945. I had just come from an army hospital. I had burned my hands pretty badly and for that reason I came here under Public Law 16 which required, at that time, that we take these vocational tests. Well, at the same time that I took these tests I was having a little difficulty with my school subjects. Because of the fact that my hands were burned I'd changed to electrical engineering, because I did not have the full use of my hands. At the time it looked like I might be able to do electrical engineering all right."
- I. "Oh, yes. How are your hands now?"
- V. "Well, I have had several skin grafts since that time and they seem to be coming along pretty well. I have been taking some piano lessons over here at the school as therapy for my hands and I seem to be getting along all right."
- I. "I see. So you went to the Counseling Center and went through the advisement program?"
- V. "Yes. I spent a couple of days over there taking the various tests."
- I. "What did you think about them?"

- V. "Well, I was quite satisfied about the results. The main thing they indicated to me was that I did have aptitude for college. That was one of the things that bothered me because I did not think I was doing as well as I thought I should. You know, my brothers, when they went into the army and took the Army Classification tests, they did better in those tests than I did, yet in high school and in my year of college before, I usually got better grades than they did. It was bothering me at the time why I wasn't doing as well as I thought I should."
- I. "Oh, yes. Well, did the counseling and testing program over there help you on any of these problems?"
- V. "Well, yes. They indicated several things I hadn't thought about carefully enough. First of all, they indicated that my interests in agriculture were probably the highest and here I was in electrical engineering which was quite the opposite of that. Also, the tests indicated that one of my other interests was music, which I hadn't thought much about before."
- I. "I see. And did it make any difference with your plans for the future?"
- V. "Well, yes. About a term later I switched over to Agricultural Engineering. In that way I combined the two of them and found something I really like."
- I. "That's interesting. What do you think about the whole program at the Counseling Bureau? Do you have any suggestions for improving it and do you think they can help you any more over

there at the Center?"

- V. "Yes, I do have some very definite suggestions. One of the things that I was disappointed in was that when I had my final interview I didn't learn as much about myself as I thought that they could have told me. That is, if I had had some sort of written record of my various examinations and interest tests and various things--something I could refer back to--it would help me to remember some of those things. Another thing, since that time I have run across several other things in my studies that I find I have a strong interest in and it would help if I could come over there and take some more tests to find out what my aptitudes are. One particular thing is radio. I have developed quite an interest in commercial radio and I would like to take some tests that would tell me just what my potentialities in that field are."

- I. "Well, you would like the opportunity to go back again and check with them again?"

- V. "Yes, that's right. I think that the College Counseling should be available at any time. And they should have--say a vocational brochure, or a series of them, having a survey of the various fields that we might go into, not only from a vocational testing standpoint either, but something we could read on the various fields and get an idea of what that field would require of us; what some of the work in that field would be, and what the opportunities are."

- I. "I believe another interview with a counselor over there could be arranged. Some of the suggestions you are making sound pretty good to me. Let's see, you are staying at one of the fraternity houses, I believe?"
- V. "Yes, I am. I have been the manager of my fraternity house for the past two years."
- I. "Have many of the other fellows at your house been to the Center?"
- V. "Well, yes--and that is something I have some very definite opinions on too. It is that I think that the counseling services should be extended to more students. That is, I think that the majority of the students that are now taking advantage of the service are just certain veterans, those who have disabilities and those who, through their own interests, have volunteered to take them. There are certainly a lot of other fellows who need it and it should be provided for them. Also, I think the job of counseling should go away back--even to high school. I can think of a good many examples of fellows right over in my own house who, when they came to school, did not have the slightest idea of what field they planned to go into or what it required of them. In particular, I am thinking of two particular fellows who came here last fall and registered for pre-medicine, and--the poor fellows--they didn't know what courses they would take. They didn't know they would have to take zoology or some other things--in fact, they didn't even know what zoology was. And so, I earnestly feel that the best

time to start giving vocational guidance would be in high school. That is, you might do it this way--give them tests all through high school, not particularly in their own interests, but rather through the whole vocational field so that they can pick out their interests and aptitudes earlier in life and start directing their efforts to that end."

- I. "Well, that doesn't seem to be done very well in many high schools at the present time, does it?"
- V. "No, I certainly didn't have any of it."
- I. "So you feel that they ought to get busy on it here if they haven't already had these services?"
- V. "Yes. I think the college here could do a lot. They could require that the student has his vocational goal set up before he comes to college. Well, maybe not require that--but one thing they could do would be to require that they take vocational tests and counseling before they registered. Then they would definitely know what would be required of them and they would know a lot more about their own possibilities."
- I. "It seems you have thought about this matter quite a bit. I would like to jot down some of these suggestions you have made. Let's see if I have them all now."

* * * * *

Recording of the Interview was not continued beyond this point.

APPENDIX D

INQUIRY CARD CONCERNING ADDRESSES OF COUNSELEES

Please write your correct address (where you may be contacted during the month of July) and telephone number (if any) in the spaces provided below:

Route and box number or House number and street

City State Phone number

Signature

APPENDIX E

**QUESTIONNAIRE CARD TO VETERANS WHO HAD NOT
HAD AN ADVISEMENT**

Dear Fellow Student :

A study is being made of the effectiveness and the use of the O.S.C. Counseling and Testing Bureau. Information is being furnished by veterans who have had advisement at the Counseling Center, and also by those who have not. We are asking you to cooperate in this study by checking your answer to three questions on the attached postal card and then mailing the card.

Please check and mail the attached card NOW. Your reply is important, and your cooperation will be appreciated.

Sincerely,

HUGH C. BENNION.