

1970

## Industrial-Vocational Guidance Procedures in Washington Secondary Schools - 1970

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INDUSTRIAL - VOCATIONAL GUIDANCE PROCEDURES  
IN WASHINGTON SECONDARY SCHOOLS - 1970

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A Thesis  
Presented to  
The Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Linden David Cole

June 1970

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### I. INTRODUCTION

The United States has, in less than a century, changed from an agricultural society to an industrial society to a society based on technology. In the farm-oriented society there were few occupations from which the secondary student could choose and, quite often, his choice was to enter his father's work. The transition to industrialization provided many more job opportunities for the nation's youth. A need for industrial training was seen by educators of the day, and manual arts or manual training was begun in many secondary schools. If the student was fortunate and lived in a sizable industrial community, he could probably receive exploratory experiences in several trades and, hence, job preparation in the trade of his choice.

During this industrial era, the population was quite stably located. Even though some migratory activities had begun, vocational education tended to center around local industry, and vocational guidance personnel needed only to be cognizant of local opportunities. With the end of World War II the situation changed--the population became transient and the society technological. At the time of this

study, it was not enough for schools to train or educate for local industry nor for guidance to be locally oriented. The population was on the move, and many of the jobs which once required little or no training were being done by machines. The high school drop-out and even the graduate was often either unemployed or underemployed. The first edition (1939) of the Dictionary of Occupational Titles listed 17,452 separate occupations. The 1965 edition listed 21,741 separate titles. The difference between the two numbers does not reflect the number of new jobs because many of the titles of the former edition had become obsolete and were not mentioned in the latter edition. This same transition from the obsolescence of one job title to the birth of a new occupation was occurring rapidly (6:XIII-XV). The resulting problems seemed to point to a need for a realistic program of vocational guidance, which is to say more occupational education but not necessarily better occupational education.

## II. THE PROBLEM

Statement of the problem. Vocational guidance at the secondary level of education should have as its objectives (24:25-26):

1. The placement of students in classes which are in line with their major interests and abilities
2. The designing of programs which would provide students with a wealth of exploratory experiences and aid them in determining

where their interests and abilities may lie

3. The placement of students in classes which would prepare them for occupations, for post-secondary training in these occupations, or for four-year college programs, depending upon their aptitudes and desires

The problems of this study were: (1) Was the vocational guidance obligation of the public school being performed?; and (2) Who was doing vocational guidance--teachers, counselors, or administrators?

Limits of the study. This study was limited to guidance in the industrial education area. It was intended to exclude such other vocation-oriented fields as home economics, agriculture, business and distributive education. Further, it was not concerned with any form of guidance other than world-of-work counseling, except where specifically mentioned in the text.

The survey of school district guidance methods was limited to Washington State.

Purpose of the study. It was the intent of this study to determine the nature of the vocational guidance programs on the secondary level in the State of Washington. In so doing, it was intended to answer two questions:

1. What guidance relative to the world-of-work was being done:
2. Who was performing the vocational guidance function?

With answers to the foregoing questions, it was possible to determine some changes that could be implemented across the state to improve secondary vocational guidance programs.

The guidance problem was under study by industry, industrial educators, and guidance personnel across the nation. Though similar studies had been made in various regions, very little was known about Washington's programs.

The benefits of this study were considered as (1) Primary--to promote placement of students in classes which were more closely related to their needs and future vocational capabilities; and (2) Secondary--to provide the increasingly technological industries with a more-readily adaptive labor force.

The study was conducted as an outgrowth of two media: (1) An article in the January 1968 IAVE entitled, "The Industrial Arts Teacher's Role in Guidance" (13:26-27); and (2) a conversation with Dr. Ronald Frye, Chairman, Technology and Industrial Education Department at Central Washington State College (8). The article raised the questions:

1. Who, in secondary education, is most capable of relating facets of industry to the student?
2. Who, in secondary education, has the best opportunity to judge a student's work potential and to steer him into a program geared to this potential?

The answers appeared obvious to the article's author--the industrial

arts teacher, due to his knowledge of industrial processes and because of his frequent one-to-one involvement with students. On the other hand, counselors and leaders in the vocational guidance field took issue with this point of view because industrial educators were not required to and did not normally receive guidance training.

Dr. Frye pointed out that some school districts reconciled the guidance differences one way and some another (i. e., either the industrial arts teacher or the school counselor performed the vocational guidance function), or the guidance program was a joint effort of both factions, or the secondary student received no vocational guidance at all. The problem, he stated, was that no study had been made in Washington State with the sole purpose of determining what vocational guidance the secondary student received (8).

### III. DEFINITIONS OF TERMS USED

Secondary student. A student attending the school division following the elementary school, comprising grades nine through twelve, who is attending an accredited high school with no differentiation made between three-year and four-year high schools (11).

Vocation. The trade, business, profession, or occupation in which one is gainfully employed (11).

Vocational guidance. Those measures which, in their performance, direct secondary students, both group and individual, into a vocation, preparation for a vocation, or exploration of various vocations. Such guidance provides information about experiences in occupations, job selection, placement, and follow-up (11).

Guidance. Used herein synonymously with vocational guidance as opposed to personal guidance, except where otherwise specified in the text of the study.

Vocational instructor. Herein describing an instructor of vocational subjects (specifically the products, processes, materials, and equipment of industry). Vocational instructor is used interchangeably with industrial arts instructor or teacher, and with technology instructor or teacher.

Industrial arts. Arts, industrial: (1) those occupations, by which changes are made in the form of materials to increase their value for human use; (2) an area of education dealing with social economic problems and occupational opportunities, involving experiences with a wide range of tools, processes, products, and occupations typical of an industrial society; (3) a phase of the education program concerned with orienting individuals through study and experiences to the technical-

industrial side of society for the purpose of enabling them to deal more intelligently with consumers' goods, to be more efficient producers, to use leisure time more effectively and enjoyably, to have a greater appreciation of material culture, and to act more intelligently in regard to matters of health and safety, especially as affected by industry;

(4) new word for manual training (11).

## CHAPTER II

### REVIEW OF THE LITERATURE

In the 64th yearbook of Vocational Education, George L. Brandon in his article "Research in Vocational Education", pointed to the lack of knowledge available concerning vocational education and guidance. He cited numerous authors of the same theme and quoted from diverse publications, such as government documents, industrial articles, vocational journals, educational journals, and counselling documents. The theme was simply (3:267):

"We know less than we should about geographic distribution of vocational education, and we know practically nothing about other factors which limit certain individuals in the choice of occupational training."

He further clarified the problems by pointing out that the research capabilities concerning manpower and resources greatly lagged the research demands necessitated by the changing nature of the world-of-work and the mobile populace. When the guidance-related unknowns (i. e. personal research, personnel classification, classification and description of occupations, occupational testing and selection, new categories and needs for workers, worker traits and qualifications) were added to the needs for research, the magnitude of the problem became apparent (3:268-269). (A large percentage of the related



articles available to this researcher were pre-1960 publications and, for the most part, dealt with the same basic concepts.)

The majority of the references cited were published on the national level (referring to the national situation) and were, therefore, not specifically citing or delimiting vocational guidance in Washington State. Because so very little had been published regarding Washington guidance programs and because the problem was of national import, there was no reason to believe that a parallel did not exist for comparative analysis.

The changes in the American social and economic structure since the inception of the secondary school system tended to generate growth, both in student numbers and responsibilities, of the secondary schools. "Currently over 70 per cent of our youth are attending high school." (10:2) This was directly traceable to the demand for forced attendance laws, greater per capita income, economic benefits, more education, and social prestige of higher levels of education. It was questionable, however, whether the secondary school structure was moving forward quickly enough to meet the needs of the heterogeneous student populace. Some schools met or nearly met these needs. Other schools geared their instruction to the ten-to-thirty per cent who would go on to college, and consequently were not meeting the needs of the large number of students who would terminate their formal education with

high school (10:2-3). The fact that thirty-five to forty per cent of the boys and girls enrolled in high school dropped out before graduation seemed to signify that the secondary school system was not meeting its obligation; it was not performing the social and economic duties which the nation gave it (5:102) (10:3).

The role of the school system in meeting the increasing demand of business and industry for people with higher educational standards was aptly summarized in the "National Stay-In-School Campaign" bulletin (10:3) (18:1):

"Life, as well as industry, is growing more complex. Increasingly more understanding and more competencies are needed by everyone for success as a worker, a family member, and as a citizen of a Nation which must provide leadership in a world seeking international understanding and peace. From every viewpoint--that of industry, national security, society, and individual opportunity--education for all means, a better future for America."

"There are few decisions that affect an individual's life more profoundly than the choice of what he (or she) is going to do for a living." (1:6) There appeared disturbing evidences that many young people making this choice were ill-advised, with inappropriate background and at great personal (and national) expense. One of the evidences was the fact that nearly fifty per cent of college graduates left their first job within twelve months. Going back further, fifty per cent of those students who enrolled in college never graduated. Only sixty per cent of the students beginning their secondary education in the

Northwest completed their high school education "at a time when some form of post-high school education is practically mandatory for entry into our work force" (1:6).

The problem, as seen by Dr. Benjamin J. Novak (19:30-32) was that the guidance movement did not keep pace with the vocational education from which it grew. In a Summer Workshop on Vocational Technical Education Research at the University of Wyoming, he cited the errors of which vocational educators were apparently guilty:

1. Lack of awareness of current developments in vocational guidance
2. Inadequate practice of vocational guidance in relation to vocational programs
3. Failure to persuade the American public of the values and needs of vocational education

With regard to his third point, Dr. Novak strongly emphasized the need for proper enlightenment of the public. The success or failure of the vocational program, however strong it was, depended on this public. The first step, however, was showing the academic teachers what vocational education may achieve, and this presented a project of some magnitude to every industrial educator.

There appeared a second motive for stimulating academic teachers' concern for their students' occupational preparedness. The burden of providing occupational education to the varied aspirations and abilities

of all students was beyond the capabilities of any single segment of the school system. It must be a part of total education. A technological society may only be operated by an educated work force. An educated work force is the product of general education moving in parallel with occupational education. To provide one form of education without the other is to not prepare for technological change. Because such change was generally nationwide in scope, it resulted in undermining the entire society, which grew out of the fact that the total education program served the public interest. By the same method that general education was equated or hinged to the political system, occupational education was related to the economic needs of society (23:158-159).

Perhaps the most glaring evidence of vocational guidance mismanagement was that which surrounded the funding of guidance programs. Less than one per cent of the federally-provided funds were spent for guidance in one-half of the states receiving them--which was the effect, if broken down into a cause-and-effect analysis. The causes were many, among them being (1) guidance departments tended to be too college-oriented to serve the general good, (2) guidance staff lacked the knowledge and/or inclination to provide vocational direction, (3) reliable testing methods were lacking, and (4) persons with vocational background did not have enough training in the profession guidance (23:36).

The negative attitude of some counselors toward vocational education, indicated by points (1) and (2) above, was described by Hoyt as an "image gap". Though vocational education has made some rapid advancement in the past five years (and will continue at an accelerated rate in the future), the image was based on former observations and policies. Not all counselors held the negative perception, of course, and it was essential to narrowing the "gap" that all counselors examine the current thrust of vocational education.

The negative perception of many counselors was not, however, a singular misunderstanding. It included a variety of trends in vocational education too lengthy to enumerate because each situation was different.

The problem had three sources:

1. Misunderstandings by counselors of vocational education objectives
2. Disagreement by counselors with vocational education objectives
3. Mutual distrust of vocational educators and counselors

The ideal image which could result from closing the "image gap" was entirely consistent with the goals and objectives of the guidance movement (12:41-42).

It was pointed out earlier in this chapter that the price of an uninformed work force would ultimately be paid by society. A projection of the future, based on an examination of the present, pointed to

greater and greater demands upon youth and educators of this and ensuing generations. At the time of this study, the labor force was made up of approximately fourteen million semi-skilled workers with a projected increase (for growth and replacement) of five million by 1980. An increase of two million workers over the 1970 figure of ten million was projected by 1980 for the skilled classifications. By and far the largest amount of growth in the 1970-1980 period was predicted to be in the professional and technical classifications. The figure which was approximately ten million in 1970 was expected to be fifty per cent greater by 1980. Teaching positions were expected to open at a rate of nearly two hundred thousand per year.

One very important fact evolved from the above labor study, of which counselors and other guidance persons must be cognizant. "Less than 10% of all jobs are filled by college graduates." (7:5) It followed, then, that counselors must become less college-oriented and more receptive to other courses of study. They must also consider other avenues of change in facing the demands of the future, such as (7:5-8):

1. Increasing their technical knowledge
2. Modifying curricula as well as possible, based upon the needs of tomorrow's world
3. Keeping in mind the training offerings of the armed services when guiding students
4. Showing the potential dropout the need for education in view of the educational demands of employers

5. Helping the total school program reflect the desires of industry
6. Taking a firm stand on values which may register on counselees
7. Keeping in mind that our most valuable resources are our human resources--girls as well as boys

The California high school graduates queried in a follow-up study in 1953 were aware that they had not received the best in vocational guidance. In answering what shortcomings they felt existed in their schooling, the majority replied that school had not provided them with sufficient explorations and vocational preparations, as well as job placement and world-of-work guidance (4:v).

The schools failed to "...educate to the level of adequate employability nearly 25 per cent of the young men and women who turn 18 each year...". Many of our high school graduates were not prepared to cope with the problems of making a living, nor with making a contribution to society. An education which did not provide for employability was inadequate, costly, and lacked relevance to one's life decisions concerning vocation. It was costly in terms of human resources as well as money. Those untrained persons who remained unemployed, cost the tax payer \$4,000 or more per year for welfare support. The human misery caused by violence and unrest was visible in every newspaper. The uneducated, misdirected, and unemployed

lashed out in anger and frustration (22:45).

Perhaps the most drastic assertion toward meeting the needs of the whole society were made by Dr. Harold T. Smith in a study of world-of-work training and education: "It should be the aim of the public school to let no one leave school, even by graduation, without reasonable preparation for what he will do next". He further contended that attendance laws must be examined and that the arbitrary legal ages of sixteen or eighteen--when a student may legally quit school--must be abolished. He stipulated that the training which a potential dropout received must provide more realistic choices related to work and better preparation for the world-of-work than was being provided. "The job-bound youth should be preparing for job entry and should remain in school until that has been accomplished"(21:7).

Preparation of youngsters for life in the coming century was, and must continue to be, the responsibility of the schools. The need for vocational and technical training was recognized as far back as 1862 when the first Land Grant College Act was passed. It was aimed at supplying the human resources for an agricultural economy that was fast becoming industrial. Professional competence was needed in both areas. Other federal legislation followed. It was aimed at developing manpower for an industrialized economy, financing the expensive vocational programs and fulfilling the needs of special students (the physically, mentally, and socio-economically handicapped).



The Smith-Hughes Vocational Education Act of 1917 was enacted to provide vocational training materials, facilities, and teachers at the secondary level. This act was followed by further extensions of existing federal programs of less-direct application to secondary education. The George-Barden Vocational Education Act of 1946 was passed by Congress (17:3-4) (10:4). Its task was to strengthen guidance programs with emphasis on supervision and counselor training, and the use of tests and surveys.

Federal programs for the development of vocational guidance continued. For whatever specific reasons they were enacted, they all helped supply the need which has deterred many vocational programs --more money. The National Defense Education Act of 1958 provided for standardized testing throughout the nation, and also provided the funds for implementation. Recent other acts--the Manpower Development and Training Act of 1963, the Vocational Education Act of 1963, and the Elementary and Secondary Education Act of 1965--were of the same nature (15:30-31).

The Vocational Education Act of 1963 included another very important provision within its framework that possibly overshadows its nearly five-hundred per cent increase in financial support of the previous Smith-Hughes and George-Barden acts combined. This provision was to emphasize the needs of people on a much broader

plan than all previous Acts. The result was a flexible coverage of a variety of programs as opposed to the stereotyping of the original Smith-Hughes Act (20:2). Also significant of Public Law 88-210 (the official title of the 1963 Vocational Education Act), was its inclusion of the machinery necessary to evaluate its own impact on the teaching of vocational education. Two of the most significant findings of the Advisory Council on Vocational Education in its report to Congress were as follows (20:2):

1. It is recommended that all federal vocational education acts administered by the Office of Education be combined into one act.
2. It is recommended that a Department of Education and Man-power Development be established at cabinet level.

The report to Congress included twenty-six recommendations pertaining to vocational education, but because they refer to all vocational training at all educational levels, they were not included here.

A well-documented section of the "Occupational Education Quarterly" drew upon the findings of six outstanding research studies which reiterated the need for vocational guidance. "Our researchers, students, workers in the trades, employers, and vocational advisory councils looking at the work experience of our youngsters all agree that we do not do an adequate job in providing professional, expert guidance for most of the vocationally-oriented youngsters." (14:3) The research

studies cited were those of Northeastern University, Pennsylvania State University, The Advisory Council on Vocational Education, and others. Quotations from these groups were many, but pointed at the very same basic problems: "...there was a strong tendency of counselors in school to denigrate vocational education... There apparently was no systematic administrative arrangement, except in the cooperative schools, by which the school kept itself informed of the employment status of its students. There is too much guidance of a clerical type, an information giving and receiving process with little concern or knowledge of the demands of occupations and the world of work" (14:3).

A composite listing of the implications and recommendations for vocational guidance as condensed in the "Occupational Education Quarterly" appears in Appendix A of this paper.

In an attempt to discover the amount of agreement on the needs of a sound vocational guidance program, University of Kentucky professor L. C. McDowell submitted a list of seven principles to two hundred eighty-one vocational educators and industrialists. The principles were stated (15:28-29):

1. A counselor must be concerned with aspects of the student that are outside his vocational education needs.
2. Effective vocational education for any occupation can only be provided to the selected group of individuals who need it, want it, and are able to profit by it.

3. Vocational education will be effective in proportion to the degree that it enables each individual to utilize his interest, aptitudes, and intelligence to the highest possible degree.
4. In each school, someone should coordinate all the various guidance activities and furnish leadership in guidance services.
5. The fact that youth of the smaller community goes elsewhere to pursue an occupation should not deprive him of training for it, or of aid in securing employment in it.
6. In every community there are out-of-school youth and adults who need vocational guidance as much, or perhaps more, than those still in school.
7. Enrollees should make occupational choices on the basis of their interests, capacities and the requirements of the occupation.

The responses ranged from 92.5 per cent in favor of Principles 1 and 7 to 99.5 per cent in agreement with Principles 4, 5 and 6.

In his book, Man, Education, and Work, which grew out of his position with the Advisory Council on Vocational Education, Dr. Grant Venn, one-time Washington educator, summed up the problem, "Guidance in vocational and technical education is not an issue--the need has already been affirmed--but rather a problem that is manifest when virtually every study of the field decries the wide gap between what is said about guidance and what is done" (23:147).

## CHAPTER III

### THE STUDY

#### I. METHODS AND PROCEDURES

The original motive behind the undertaking of this study was to determine the nature of vocational guidance programs being offered to Washington State secondary students and by whom the vocational guidance function was being performed. To do this, a cover letter (Appendix B) and questionnaire enclosure (Appendix C) were sent to a randomly-selected group of counselors and Industrial Arts teachers throughout the State. The questionnaire asked for facts and opinions concerning vocational guidance procedures in the respective schools of those queried. It was intended that the survey obtain factual information regarding the two-pronged problem of this paper, as well as permit the teachers and counselors working daily with students, to express their views as to how vocational guidance might be improved.

The first step in gathering the required data was to perfect a questionnaire which would attain a uniform response to those questions that demanded facts, and invite free expression where opinions were required. The information form and revisions were submitted to staff members and graduate students of the Technology and Industrial Education Department at Central Washington State College, and to

teachers of the Cle Elum-Roslyn School District for comments and suggestions. The final questionnaire which resulted from this helpful criticism was then submitted to a class of twenty upper-division students. The class was divided into two equal parts; one-half of the class assuming the role of counselors and the remaining half assuming the role of industrial arts teachers in a Washington school of their choice. The structuring of the role-playing was performed by this investigator, and all other information to the test group was provided by the cover letter or the form itself. A question/answer session following the return of the forms, plus a review of the responses to the questions, indicated that all persons interpreted the survey elements uniformly.

With the questionnaire drawn up, the next step was to select the schools within the state which would give a good representation as to size, geographic location, industrial setting, and proximity to colleges. Randomization was achieved by assigning a numerical order to a list of Washington State high schools having industrial arts departments. The listing presented in the Washington Industrial Arts Association Directory (26), was organized alphabetically by county and contained 285 schools. It was determined from data presented in Statistics in Psychology and Education (9:204) that for a population of this size, the sampled population should equal nearly one-third to allow for an

average number of returns. Therefore, 91 schools made up the survey population.

The specific schools were selected by including every third school beginning with the last school on the list and counting in descending order. (The schools within the Seattle School District were excluded, owing to a time-consuming procedural requirement with regard to submitting questionnaires. It was believed by the committeemen and investigator of this study that the omission would not influence results.)

To achieve a cross-check on responses, the questionnaire was sent to both the industrial arts teachers and the counselors of the selected schools with a resultant 182 possible returns. The per cent of total replies was fifty-eight, which represented a response of sixty-three per cent from counselors and fifty-three per cent from industrial arts teachers. The percentages were not adjusted to compensate for questionnaires which were answered jointly by the industrial arts teacher and the counselor, nor for schools in which both roles were performed by one person. The numbers were based completely on the total sample population.

Fifteen days after the forms were mailed, a postal card (Appendix D) was sent as a reminder to those persons who had not completed and returned the questionnaire. A second copy of the questionnaire was then sent to those persons who responded that their original had been lost or destroyed.

## II. PRESENTATION AND INTERPRETATION OF DATA

A questionnaire (Appendix C) relative to vocational guidance services performed by their schools was submitted to counselors and industrial arts teachers of ninety-one selected high schools in Washington State. It also invited opinions from those queried as to how vocational guidance procedures might be improved in the individual schools and statewide. Opinions were solicited for two reasons. The first was to cloak the direction of the study by not establishing any particular direction of the individual questions. In so doing, the respondent had an opportunity to justify or clarify his answers that were of a factual nature. This was further intended to prevent the respondent from being led into answering in a stereotyped manner. The second reason was to ascertain from persons working day-to-day with secondary students, what developments they felt would benefit vocational guidance. This form of answer was available from other studies in other areas of the nation, but it was not known whether these answers were relevant to the various situations across Washington State. If a third reason were to be incorporated here, it would be that, in the opinion of this writer, the ultimate solution to the vocational guidance problem will come from a person or number of persons actually engaged in guiding secondary students. A study such as this will only indicate the causes of the problems and how widespread the causes and problems are.



### III. DISTRIBUTION OF VOCATIONAL GUIDANCE ROLES

The first question of the questionnaire form was a summons for factual information directly related to the problem of this study; that is, the official name or position and amount of involvement of the person responsible for vocational guidance. The answer blanks were expressed in percentages to allow for joint effort between the counselor, administrator, industrial arts teacher, and/or some other person. Of course, the possibility that no vocational guidance was offered required a provision for so stating. Table I, Page 26, shows a fairly uniform dispensation of vocational guidance services as viewed by counselors and industrial arts teachers (hereafter referred to as teachers). Counselors tended to credit administrators with a larger percentage of guidance activities than teachers; however, the teachers indicated a total staff involvement not indicated by counselors. A variation in total responses by counselors and teachers was evident in the totals listed, and much of this difference was evident in the 50-60-per cent and 80-90-per cent ranges of the counselor column. An over-view of the totals of joint responses pointed to agreement with both parties that the main vocational guidance burden is on the counselor, while the teachers were sharing a minor part of the load. The remainder of the world-of-work guidance is being performed by administrators and staff, as noted. Some variation in the interpretation of who comprises

TABLE II

DISTRIBUTION OF VOCATIONAL GUIDANCE ROLES AS EXPRESSED BY  
A PERCENTAGE OF COUNSELORS AND  
INDUSTRIAL ARTS TEACHERS (In Parantheses)

PER CENT OF DISTRIBUTION	COUNSELOR	ADMINISTRATOR	I. A. TEACHER	OTHER
0- 10	*3.10 (12.5)	27.70 (12.5)	21.50 (12.5)	9.20 (12.5)
10- 20	9.20 ( 2.5)	4.60 ( 2.5)	27.50 (25.0)	17.00 ( 2.5)
20- 30	6.15 ( 5.0)	3.10 ( 0.0)	4.60 (10.0)	4.60 ( 0.0)
30- 40	9.20 (12.5)	1.54 ( 0.0)	6.15 ( 2.5)	1.54 (10.0)
40- 50	17.00 (10.0)	4.60 ( 7.5)	7.70 (12.5)	6.15 (10.0)
50- 60	4.60 ( 2.5)	0.00 ( 2.5)	1.54 ( 5.0)	0.00 ( 0.0)
60- 70	15.40 (20.0)	0.00 ( 0.0)	0.00 ( 0.0)	10.00 ( 0.0)
70- 80	18.50 ( 2.5)	0.00 ( 0.0)	0.00 ( 2.5)	3.08 ( 0.0)
80- 90	6.15 (10.0)	1.54 ( 2.5)	0.00 ( 0.0)	0.00 ( 2.5)
90-100	4.60 ( 7.5)	1.54 ( 0.0)	1.54 ( 0.0)	0.00 ( 0.0)

\*The first item in the first column would be read: 3.10 per cent of the counselors replied that they were doing 0-10 per cent of the vocational guidance, while 12.50 per cent of the industrial arts teachers felt that their counselor was doing 0-10 per cent of this guidance.

A column for answering "none" (no vocational guidance in the school) was omitted from Table I, because it must obviously represent 100 per cent. Two industrial arts teachers and one counselor so indicated that this was the case.

the staff was indicated by counselors and teachers who attributed guidance in differing percentages to vocational-agriculture personnel, deans of boys, science teachers, and all teachers collectively. Minor contributors as "career days" and media were cited, also.

#### **IV.. SCHEDULED STUDENT GUIDANCE MEETINGS**

Probably the greatest evidence that there existed a lack of vocational guidance commitment in Washington public schools was derived from response to Question No. 2 of the questionnaire. That is, only seven of the representative schools had a person whose job was solely vocational guidance. Dean Wagaman, Director of Program Development, State Division of Vocational Education, stated there were only fifty-six qualified vocational guidance counselors in Washington State, and of these, only eleven in public secondary schools. The remaining forty-five were in community colleges and vocational/technical schools (25).

#### **V.. VOCATIONAL GUIDANCE PROGRAMS OFFERED**

The information in Tables II (Page 28) and III (Page 29), was derived from the responses of counselors only. A comparison of this information with that supplied by the teachers, showed an unanimity between them. Therefore, a tabulation of only the counselors' responses

TABLE II

SCHEDULED MEETINGS FOR CURRICULUM GUIDANCE  
PER STUDENT'S HIGH SCHOOL CAREER

NUMBER OF MEETINGS	NUMBER RESPONDING	PER CENT
1	3	4.65
2	6	9.20
3	10	15.40
4	6	9.20
5	4	6.15
6	5	7.70
7	1	1.55
8	5	7.70
9	0	0.00
10	4	6.15
Over 10	15	23.10
No response	<u>6</u>	<u>9.20</u>
Total	65	* 100.00

\*Percentages computed to slide rule accuracy

TABLE III

NATURE OF VOCATIONAL GUIDANCE PROGRAMS OFFERED  
AND PERCENTAGE OF WASHINGTON SCHOOLS EMPLOYING

PROGRAMS	NUMBER	PER CENT
Guest Speakers	65	100.00
Industry	47	72.30
Military	56	86.20
*Other	25	38.50
Work Study	27	41.50
Summer Job	23	35.40
Pamphlets	32	49.30
**Other	20	30.80

\*Those enumerated included speakers from the professions, from colleges, community colleges, and other educational institutions; and "career day" with as many as 35 non-specified speakers in attendance.

\*\*Other programs listed in varying percentages include films, vocational testing services, field trips, required vocational courses, conferences, "career day", and activities presented by the Office of Economic Opportunity.

is indicative of secondary programs without duplication of facts concerning the same schools. This statement held true for all parts of Question No. 3, excepting that portion dealing with the number of scheduled meetings a student might attend for curriculum guidance. A surprising forty-seven per cent of the industrial arts teachers' responses were of a nature which would indicate they were not involved with class scheduling, not aware of class scheduling, or not concerned with this aspect of the educational process.

Unfortunately, an examination of the figures of Table III does not give a true picture of the extent of employment of the programs available at the time of the study. Of the guidance avenues in Table III, three schools (4.65%) utilize all five methods listed; nine schools (13.8%) utilize four; twenty-five schools (38.5%) utilize three; fifteen schools (23%) utilize two; and thirteen schools (20%) utilize only one. The larger schools (500 and above enrollment) exhibited the most comprehensive vocational guidance offerings and the smaller schools made up the bulk of those offering lesser programs. The relatively inexpensive or free programs available to schools tended to indicate that something other than cost was a deterrent to some guidance practices. This conclusion was reached by a comparison of the frequency of the practices. For instance, five schools indicated they had one guest speaker per year, while another five schools

indicated at least thirty-five guest speakers per year; one school having as many as sixty. The remaining schools fell somewhere in the mid-range of these extremes and averaged about eight guest speakers per year.

Question No. 3 also asked by whom the various guidance activities were arranged. The information in Table I was borne out by the distribution of this responsibility. (In some cases, a guest speaker or work/study program was arranged by the industrial arts staff, but in most cases it was arranged by the counselor.)

#### VI. GUIDANCE PROGRAM RATINGS OF INDIVIDUAL SCHOOLS

It was the opinion of this writer that major discrepancies would occur between the information supplied by the two parties. On the contrary, the replies tended to be in agreement even to the self-criticism of one's own guidance programs. Table IV, Page 32, shows a four-point rating scale with a comparison of program judgments made by counselors and teachers.

TABLE IV

VOCATIONAL GUIDANCE PROGRAM RATING OF INDIVIDUAL SCHOOLS  
BY COUNSELORS AND INDUSTRIAL ARTS TEACHERS

AS RATED BY:	EXCELLENT	PROGRAM VALUE:		
		SATISFACTORY	NEEDS ATTENTION	POOR
Counselors	0.0%	32.0%	63.0%	5.0%
I. A. Teachers	0.0%	27.5%	52.5%	20.0%

Eight replies indicated that, for the 1969-70 school year, the vocational guidance program was unsatisfactory, but that major strides were being taken to improve it.



## VII. VOCATIONAL vs. COLLEGE COUNSELLING

A look at the responses to Question No. 5 served to explain why a major portion of the responses to Question No. 4 were unfavorable toward existing programs. Approximately two-thirds of the representative respondents indicated that their schools provide more college-bound counselling than any other form. The remaining one-third were divided among an equal amount of college and vocational counselling, facts not known, and other counselling, in respectively-descending amounts. The latter form included such counselling as military, professional, and local business guidance. Only one school indicated more vocational counselling than any other guidance. This might have been traceable to the school's small enrollment and highly-industrial community setting. A small number of counselors stated they could not differentiate between college and vocational counselling in actual practice, which indicated to this investigator that there existed a breach in the counselling objectives from school-to-school or a problem of semantics was interfering with communications. A similar number of teachers responded that industrial arts was not vocational training or, in the words of one, "Our place is to be no more vocational than the academics". If the reader will note the working definition of vocational guidance preceding the questionnaire (Appendix C), he will see that even such broad-termed, universally-acceptable definitions (condensed from the Dictionary of

Educational Terms) were not completely adoptable by all. Another facet to the problem was stated by an industrial arts teacher, "We are an academically-oriented school", and he indicated there was no desire to change. This writer was not advocating there should be a change, as the school was in close proximity to numerous institutions of post-secondary training.

#### VIII. HIGH SCHOOL GRADUATES ENTERING COLLEGE

In answer to the query, "What estimated per cent of your graduates enter college?", widely consistent figures were returned. For males entering four-year colleges, the range was from less than ten per cent to eighty per cent. The average figure was nearly twenty per cent, which was also the exact percentage expressed by the largest number of returns. The average figure for females entering four-year colleges was about eighteen per cent, with the same range as for males. This, of course, presented a total average of thirty-eight per cent of high school graduates entering four-year colleges. The above question was also asked regarding two-year colleges. The replies were computed with results of twenty-seven per cent of males and twenty-three per cent of females entering junior and/or community colleges, for a total of fifty per cent.

## IX. FOLLOW-UP STUDIES OF HIGH SCHOOL GRADUATES

It was interesting to note that even though Questions 6, 7, 9 and 11 called for an estimation on the part of school personnel, 87.5 per cent of the respondents were able to refer to some source of graduate follow-up information. Nine per cent of the schools were not able to respond at all to Question No. 6, which meant that only 3.5 per cent were forced to rely on an estimated reply or opinion. Thirty-four per cent of the schools had formal follow-up studies; 40 per cent had inquiry studies; and 13.5 per cent were citing State Vocational Department studies and college records. Surprisingly, 28 per cent of the representative returns were basing information on both formal and informal (inquiry) studies. As a point of clarification, the studies were cited by counselors of the representative schools; however, the teachers tended to cite them considerably less. This did not seem surprising because such form of follow-up is not normally kept by the teacher. The depressing aspect was the number of teachers who responded that a study did not exist, which would tend to indicate that they were unaware of such a study, or that the study truly did not exist. In either case, the teacher was being denied an important evaluative analysis of the success of his program, possibly by his own preference or lack of interest.

Perhaps the most important question, in the mind of this investigator, submitted to the representative group, was No. 7, which asked how these persons dealing with youth would improve vocational guidance at the secondary level. Their answers were varied, but not revolutionary. The replies to this question, plus the comments attained as a result of Question No. 13 (presented later), were indicative of some of the changes which needed to transpire before secondary students in the state will begin to profit from a meaningful guidance system.

The structure of Question No. 7 offered two possible means of improving the guidance potential of industrial arts teachers and counselors (i. e. , provide world-of-work familiarization courses to counselors: Train industrial arts teachers in the fundamentals of guidance methods). It was believed by Isham (13:26-27), and cited in the "Purpose of the study" (Page 3), that the industrial arts teacher could make a considerable contribution to the guidance services program in conjunction with regular course work. Moore states it as follows (16:27-29):

"The object of industrial arts is justified in secondary school areas for such purposes as exploration, guidance, the development of avocational and vocational interests and aptitudes, special manual abilities, desirable personnel, social traits growing out of industrial experiences, ability to choose and use industrial products wisely . . . Industrial Arts offers a basis for guidance and counselling. Through industrial arts, the pupil is able to make a self-analysis of his own interests and abilities as shown in various shops. In this way, he is able to select specific training to develop those potentialities.

"A good way to teach citizenship, is to put a pupil to work in a work atmosphere which is similar to that which he will find himself upon leaving school. Desirable personal-social traits are never developed unless one actually lives in a situation where their development is possible. . .

"In connection with industrial arts work, a pupil-personnel organization can be set up which will promote the development of desirable social traits. Objective means for selecting officers and personnel can be used. A continuous study of trait actions in the shop facilitates the development of right habits and attitudes toward individuals, toward society, and toward work itself."

It was ironic that the contributions of industrial arts teachers to vocational guidance grew out of the direct, informal working relationship of "shop work", yet several teachers cited "release time" as a need in improving guidance. Other recommendations by teachers found forty-five per cent in favor of including industrial courses in counselor training; forty per cent favoring guidance courses in the industrial educator preparation, and seventeen and one-half per cent, in favor of both practices. The remaining fifteen per cent, plus a small portion of those already mentioned, advocated adoption of such practices as: Hiring a vocational counselor; involving teachers and counselors in industrial summer jobs with the possibility of giving salary schedule credits as incentive; and offering occupational courses to students. More counselors than teachers believed that both of the structured choices should be adopted, and that the student/counselor ratio should

be improved. One counselor stated, "Our counselor load ranges from 312 to 355 students per counselor. . . we have little enough time for class scheduling, discipline, special students, college counselling, and vocational counselling". The obvious consensus of both parties was that one or the other or both must become knowledgeable of the facets of vocational guidance, or that such a person must be employed for the job.

## X. RESPONSES TO IMPROVING VOCATIONAL GUIDANCE

The final portion of the questionnaire was a request for proposals for improving vocational guidance at the senior high school level. Most respondents lumped this with the concluding section, "comments", and a large percentage of those queried submitted some remark or observation.

The recommendations and suggestions for vocational guidance improvement by counselors and teachers were widely varied, and ranged from helpful criticism to harmful cynicism. One counselor lashed out at the "arrogant approach" of the whole study, while another offered a profound "thanks for your interest". The latter was also responsible for stating, "I feel that high school counselors are out of touch with our industrial leaders, we do not appreciate the tremendous changes taking

place out in 'the world of work' ". The former spelled out a formula for improving industrial education to make it "somewhat apropos (sic) to the needs of the community. . ." On the other hand, one industrial arts teacher indicated that "Kids with no or few well thought out goals can't use much specific counselling", while another said that all classroom teachers must consider themselves a part of it. Largely, the replies were constructive.

The most proffered suggestion by both parties was the hiring of a vocational guidance counselor. The qualifications of this person included some musts, as seen by the respondents:

1. He must be well-founded in the principles of student guidance.
2. He must have experience in industry.
3. He must be well-founded in the facets of industrial arts.
4. He must be able to instruct teachers in all fields on how to orient their programs toward the world-of-work.
5. He must instruct vocational classes.
6. He must supervise the work/study and summer-job programs.
7. He must coordinate a total guidance program for grades 7-12.

The next most suggested plan concerned the financing of persons or programs to alleviate the vocational guidance gap in counselling. That a need for financial support existed was expressed by many respondents, however, the sources they suggested were the same as for the total

school program. They included state support, local funds, federal monies, or combinations of these. One teacher stated his school's needs with a small graph. At the top in large letters was "MONEY" with lines leading to the words, "Personnel, facilities, and in-service training".

Another frequent response aimed at improvement was with regard to industry. Centered around it were numerous suggestions which would involve schools, personnel, financing, media, and students. One complaint was the lack of published materials relating to industrial opportunities. Another dealt with the difficulty of enticing guest speakers from industry. Of course, the need of the schools was again the financing of either. It was also suggested that counselors and teachers should get first-hand experiences in various industries, and that industry should be willing to provide this opportunity. The other recourse was that industries provide a means of accepting students into their employ for work/study or summer job programs. Though it was not directly stated, the implication was that the industries involved should defray all or part of the costs of either program. One teacher suggested that industries might also accept the responsibility of teaching a class concerning their work opportunities and benefits. A synopsis of the replies of the industrial-related involvement with schools was the need for a closer relationship between schools and industries, the amount



of involvement depending upon circumstances. It must also be pointed out that a number of replies cited labor unions as encumbering such involvement with industry, proposals of involvement with schools being contrary to the union structure.

Opposition to a program of work involvement was also pointed out as coming from parents. There appeared, at least in some settings, to be parental reservations about the need for and wisdom of the schools promoting work exploration. The pressure was on the student to advance to college. Sadly enough, pressure on the student to matriculate was also felt from other teachers. The reluctance of some parents and teachers to admit that only a small percentage of students would graduate from college was seen as causing vocational guidance problems. The promoting of children into the world-of-work was also cited as being attached to the old stigma that such a proposition detracted from the character or reputation of a person. The students in many schools shared this belief.

The remaining comments from the questionnaire were not as widely cited and have been mentioned previously in this study. Some were the same problems as were mentioned as being nationwide, and others were simply tied to lack of money, personnel, up-to-date materials, and training methods. It appeared that the vocational guidance needs in Washington State were very much akin to those problems derived from other similar studies throughout the nation.

## CHAPTER IV

### SUMMARY,, CONCLUSIONS,, RECOMMENDATIONS AND PROBLEMS FOR FURTHER STUDY

#### I. SUMMARY

In an examination of a representative sample of Washington secondary schools to determine the nature of vocational guidance programs, three levels of commitment were found. The levels of the programs were enumerated:

1. Schools with exceptional programs committed to fulfilling the vocational guidance responsibility to every student or toward improving their program to that end.
2. Schools with narrow programs of vocational guidance and which oriented counselling largely to college-bound students.
3. Schools lacking any form of vocational guidance or that viewed vocational objectives, on the part of the students, as an undesirable end.

Schools in the first category above were in the minority, and the largest percentage of schools were of the second categorical type.

It was found that counselors performed the greatest amount of vocational guidance, and that industrial arts teachers shared a lesser responsibility. Administrators and other teachers were credited with less than a twenty per cent commitment to world-of-work guidance in about fifty per cent of the representative schools. Seventy per cent of

the counselors and industrial arts teachers combined recognized their program deficiencies and indicated that their district procedures were in need of attention.

Two major necessities for program improvement cited by respondents were persons knowledgeable of world-of-work processes and guidance (vocational counselors), and adequate funds to finance guidance needs. The needs were explicit in many instances, and those of a consensual nature were: Adequate guidance materials (media); work/study programs; vocational counselors; work experience for counselors and industrial arts teachers; occupational information courses for counselors; and guidance courses for industrial arts teachers. The funding of such needs was thought by some to be the responsibility of industry, while others felt that the responsibility should be accepted by the public school system.

Of the responses concerning information on former students (graduates and dropouts), 87.5 per cent of the counselors were basing their information on formal or informal follow-up studies. However, many of the industrial arts teachers claimed they knew of no such study, or that a study did not exist. The figures cited by both groups of respondents concerning numbers of students entering college and numbers of students graduating from college were quite similar. The average figures were also comparable to national norms derived from studies in other states.

A summary conclusion of all the data might be stated thus:

Washington State secondary schools have a range of guidance programs from excellent to poor, with the median being nearer the latter. The difficulties with programs include lack of money, incapable personnel, non-involved or disinterested staff, uncooperative unions and industries, insufficient guidance materials, counselor-teacher rivalries, and parental stigma regarding other than college counselling. Consequently, the guidance programs are roughly equivalent to those cited in the "Review of the Literature", with the same fallibilities as noted across the nation. There appeared to be no exceptional differences, good or bad, with regard to programs presented and problems encountered.

### III. CONCLUSIONS

From the findings of this study, several conclusions were drawn. The vocational guidance commitment of the schools throughout Washington State was not being met and, as a consequence, a great number of students who were not college-bound received little or no preparation for their post high school endeavors. Many schools were doing a fine job of vocational counselling, many were striving to improve their existing programs, but many more were doing little or nothing toward this end.

The vocational guidance burden was being carried primarily by

the guidance counselors and secondarily by the industrial arts teachers. The breach between the extent of involvement of the two parties was very wide and indicated too little coordination of effort. It was shown, too, that the administration and staff, while contributing heavily in some locales, assumed none of the responsibility in many others; similarly, the counselling being done with students in many schools was in the direction of the colleges or universities, while approximately eighty per cent of these students admittedly had no inclination to pursue a college education.

It was also concluded from the evaluations of guidance programs by school personnel and from the joint recommendations of respondents, that in many cases of world-of-work counselling a meaningful program was not being offered. Replies indicated a poor program or one that needed attention. It was also indicated that the person in the vocational guidance role had little or no work experience and few up-to-date materials upon which to rely. Replies indicated further that the solution of the problem would come only through the hiring of a qualified vocational counselor or other person knowledgeable of job opportunities and world-of-work preparation.

### III. RECOMMENDATIONS

The Democratic concept of education provided that every secondary

student should be accorded equal opportunity to approach the world-of-work with a meaningful level of prior exposition and preparation. Until the public school system was prepared to make this opportunity available to every student, the guidance commitment was not being met. It was probably unrealistic to believe that such a level of endeavor was achievable, but it was recommended that a continuing attempt be made to reach that goal.

It was recommended that the Washington State colleges and universities, working in conjunction with a State Committee, investigate the possibilities of promoting more persons into the vocational guidance field. It was the feeling of this investigator that some of the poorly-prepared persons doing this work were actually increasing the gulf between the pro-vocation and anti-vocation factions. That is, misdirection could be considered more costly to the vocational image than no direction at all. In the process of promoting the needed supply of vocational guidance counselors, this committee might also influence many public school administrators and the legislature of the need for such guidance persons.

The majority of the respondents regarded the hiring of a vocational counselor as the single, best solution to their vocational guidance problems. The reasons for taking this approach were in reference to the existing program fallibilities, and were cited:

1. Not enough time
2. Insufficient work knowledge
3. Too rapid changes in the world-of-work
4. Untenable student loads
5. Little interest or belief in world-of-work guidance

It appeared paramount that these obstacles be overcome. Therefore, it was recommended that:

1. Administrators receive graduate level courses in vocational education administration and other vocational-concept familiarizing courses.
2. Vocational guidance should begin in the early years of a child's school career.
3. Occupational education should be offered with increasing sophistication throughout a child's school years.
4. The stigmas regarding vocational or world-of-work preparation should be eliminated from the minds of parents, teachers and students.
5. General course work should be altered to reflect the needs of a technological society and become relevant to the student's ultimate life work.
6. Industry should make teaching materials which reflect industrial needs available to the schools.
7. Industrial arts and vocational teachers need to update their course offerings to inform students of the changing world-of-work opportunities.
8. Teacher training institutions should alter the curriculum of industrial arts educators to include basic guidance courses.
9. Public school counselors should be required to have work experiences in an industrial setting, or take occupation familiarization courses at the graduate level.

10. With the need for occupational information so widely recognized, public schools could take greater advantage of the free services of that nature which industry provides.
11. Because of the expenses of industrial arts and vocational programs, centralized facilities should be constructed and a means provided for attendance by all students with no regard to district boundaries.
12. Funding of vocational programs should provide for multi-district cooperation and the construction of centralized facilities.
13. College credits toward certification and salary schedule requirements should be offered for participation by teachers in selected summer work experiences.
14. Vocational education leaders should define some specific philosophies and objectives to be adopted and applied statewide or even nationally.
15. Educators nationally should strive to achieve a commonality of educational definitions to eliminate semantic problems in communications.
16. In schools where the hiring of a vocational guidance counselor is not feasible, a guidance committee should be formed consisting of an administrator and three or four teachers of different disciplines. One or more of these persons should be available to students every period of the day.
17. The schism ". . . between what is said about guidance and what is done" (23:147) must be eliminated to afford each individual an equal opportunity to prepare for life and the world-of-work.

#### **IV. PROBLEMS FOR FURTHER STUDY**

Problems were encountered in the performance of this study which might warrant further research. They were:



1. A thorough investigation needs to be made to determine the nature of vocational guidance programs in the state relative to the community setting with such factors as population, location, proximity to post-high school institutions, and local industry taken into consideration.
2. A study should be made to determine the major sources of the stigma against vocational education with the eradication of that stigma as the ultimate objective.
3. An investigation into the possibilities and obstacles regarding the construction of centralized vocational facilities around the state needs to be made with the aim being to provide students of less populated areas with a meaningful vocational education, without needless duplication of expensive programs.
4. A study should be made to determine occupational education and vocational guidance needs at the various grade levels, K-12.
5. A repeat of this or a similar study should be made to follow up major policy changes or drastic operational advances in the Washington State vocational guidance programs.

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**APPENDIX A**

**IMPLICATIONS AND RECOMMENDATIONS  
FOR VOCATIONAL GUIDANCE**

## IMPLICATIONS AND RECOMMENDATIONS

### FOR VOCATIONAL GUIDANCE

"1. Those concerned with providing vocational guidance for non-college-bound youngsters should be aware of the employment opportunities available in the skilled trades. This means that they should learn about the number of job opportunities in the skilled occupations, the wages received, working conditions, and above all, the variety of training paths available for entering the craft jobs.

"2. The counselor must be able to convey to the vocationally oriented student not only the variety of paths, but must get the student to realize that these are options that can be followed even if he may have failed in school, dropped out of school, or even been blocked from entering formal training paths by discrimination or unrealistic hiring standards. School dropouts have been able to learn the requirements of some of the most skilled jobs. They have been able to acquire the mathematical knowledge and have demonstrated their ability to conceptualize and think logically in performing their jobs. We know that some employers are now willing to forget about credentials if the job applicant demonstrates aptitude and desire to learn a trade. Although combinations of formal training paths may be the most efficient way to learn a trade, the "pick-up" method has been used effectively by a significant proportion of the skilled labor force.

"3. Counselors should become aware of the reputation of both public and private vocational schools. They should advise students, wherever possible, to check the reputations of schools with employers or workers already in the occupation.

"4. Vocationally oriented youngsters need the same kind of career counseling as the college-bound person. Emphasis on job placement alone, rather than consideration of the career can result in floundering and detours which may affect earnings and eventual success. This calls for a thorough knowledge by counselors of career patterns in craft jobs.

"5. Better local, as well as national labor market information must be provided in a systematic fashion to students, employers,

educators, and parents. Better ways of disseminating this information must be devised if it is to help those who are making decisions about careers and educational planning.

"6. Vocational guidance should be introduced early in the school curriculum for the vocationally oriented youngsters. This should be offered on a continuing basis throughout the educational process.

"7. More work-study opportunities should be provided for vocationally oriented young men. They should be exposed to a variety of work experiences and be permitted to explore a wide range of occupations.

"8. Counselors must not concentrate on the college-bound youngsters nor denigrate the blue-collar jobs in our society. Our society cannot remain democratic if it fails to recognize and respect the importance and contribution of all of its workers"(14:4).

**APPENDIX B**

**COVER LETTER**



CENTRAL WASHINGTON STATE COLLEGE

ELLENSBURG, WASHINGTON  
98926

February 20, 1970

Dear Sir:

Your help is needed in supplying useful information which only you can provide. The technological advances affecting the entire nation are creating a need for change at all levels of education and especially at the teacher-training level. To aid us in determining where these changes are needed and what they may be, we are conducting a statewide study of counselors and educators.

It is essential to these ends that you fill out the enclosed information form, giving facts and opinions concerning your vocational guidance role and/or vocational guidance procedures in your district.

The information which you supply will not be used in connection with you or your district's name, but will be summarized in statistical form; therefore, be frank in answering all questions.

I cannot over-stress the importance of this study and the need of accuracy in filling out the form to the best of your ability.

You will find enclosed a self-addressed stamped envelope. Please complete this form now while it has your attention.

Thank you for your cooperation.

Very truly yours,

/S/ Ronald M. Frye

Ronald M. Frye, Chairman  
Department of Technology and  
Industrial Education

RMF/lc

encs.

**APPENDIX C**

**QUESTIONNAIRE**

**INDUSTRIAL VOCATIONAL GUIDANCE PROCEDURES**  
**IN WASHINGTON STATE - 1970**

**DIRECTIONS:**

Please fill in the blanks below with the correct information and check (X) in the appropriate places to answer the questions as they apply to your situation. Please print or type.

NAME \_\_\_\_\_ SCHOOL DISTRICT \_\_\_\_\_

CITY \_\_\_\_\_ COUNTY \_\_\_\_\_ HIGH SCHOOL ENROLLMENT \_\_\_\_\_

POSITION: ( ) COUNSELOR ( ) INDUSTRIAL ARTS TEACHER

NOTE: This study is concerned only with vocational guidance: That phase of guidance, both group and individual, which provides information about and experiences in occupations, job selection, placement, and follow-up. PLEASE FEEL FREE TO COMMENT ON THE REVERSE SIDE OF THE QUESTIONNAIRE.

1. Vocational guidance in your school is performed by:

\_\_\_\_\_ % Counselor (express in approximate percentage)  
 \_\_\_\_\_ % Administrator  
 \_\_\_\_\_ % Industrial Arts teacher  
 \_\_\_\_\_ % Other (Please specify: \_\_\_\_\_ )  
 \_\_\_\_\_ None

2. Does your district have a person whose job is solely vocational guidance: ( ) yes ( ) no

3. What is the nature of vocational guidance offered to students:

Type	Number	Arranged by:
Scheduled meetings for curriculum scheduling (per h. s. career)	_____	_____
Guest speakers	_____ per yr.	_____
Industry	_____	_____
Armed forces	_____	_____
Other (Explain: _____ )	_____	_____
Work/study program (part-time on the job-- part-time in school)	_____	_____
Summer job program	_____	_____
Pamphlets	_____	_____
Other (Explain: _____ )	_____	_____

4. In your opinion, do you consider the vocational guidance procedures in your school:

\_\_\_\_\_ Excellent  
 \_\_\_\_\_ Satisfactory

\_\_\_\_\_ Needs attention  
 \_\_\_\_\_ Poor

5. How would you say the amount of time spent on vocational guidance (industry-oriented) compares to college-bound counseling in your school?

\_\_\_\_\_ Much more vocational counseling  
 \_\_\_\_\_ Much more college counseling

\_\_\_\_\_ About the same  
 \_\_\_\_\_ Other (Explain: \_\_\_\_\_)

6. What estimated per cent of your graduates enter college? (specify)

Four-year college: Male \_\_\_\_\_% Community or Jr. College: Male \_\_\_\_\_%  
 Female \_\_\_\_\_% Female \_\_\_\_\_%  
 Percentage unknown \_\_\_\_\_ Percentage unknown \_\_\_\_\_

7. In your estimation, the more desirable vocational guidance preparation would be to:

( ) Include Industrial Education courses in the counselor's program  
 ( ) Include guidance courses in the Industrial Educator's program  
 ( ) Other (Explain: \_\_\_\_\_)

8. Do you have a follow-up study of recent graduates and dropouts?

( ) yes ( ) no

9. What would you estimate your highschool dropout rate to be?

(Specify) Male \_\_\_\_\_% Female \_\_\_\_\_% Percentage unknown \_\_\_\_\_

10. What is the source of follow-up information?

( ) Formal study ( ) Inquiry of friends or relatives ( ) Other (Explain: \_\_\_\_\_)

11. What percentage of your highschool graduates would you estimate complete their college education? (Specify: \_\_\_\_\_%)

12. Does this estimation include:

Yes \_\_\_\_\_

No \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Four-year college or university

\_\_\_\_\_

\_\_\_\_\_

Junior college

\_\_\_\_\_

\_\_\_\_\_

Business college

\_\_\_\_\_

\_\_\_\_\_

Trade school

\_\_\_\_\_

\_\_\_\_\_

Technical school

\_\_\_\_\_

\_\_\_\_\_

Armed forces institute

Others (Specify: \_\_\_\_\_)

13. What proposals would you advocate for improving vocational guidance at the senior highschool level?

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COMMENTS:

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**APPENDIX D**

**FOLLOW-UP POSTAL CARD**

March 6, 1970

Dear Educator:

We recently mailed a questionnaire to a selected sample of counselors and industrial arts teachers throughout Washington State. We are receiving some very helpful information.

Since this is a random sample, we are not getting a true representation without your return. Your facts and opinions may greatly influence our future educational offerings. If you have not returned your form, won't you please take 10 or 15 minutes to fill it out and return it today?

R. M. Frye, Chairman  
Technology-Industrial Education Department  
Central Washington State College