COMMUNITY ORGANIZATION AND OPERATION OF AN
ADULT VOCATIONAL ADJUSTMENT SERVICE

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Degree of Master of Arts

By

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CHAPTER 1

INTRODUCTION

Although the primary interest, in this discussion, is vocational guidance on the community level, one must realize that guidance covers a wide range of life activities. Guidance can be broken down into several aspects, such as, marital, educational, civic, health, personality, religious, and vocational. These classifications or functions should serve to call attention to the fact that there are many phases of human life and that counselors must take all or several of these into consideration, rather than assume that any one is the answer to an individual's problem. The inference is that guidance is a personalizing of experiences for the individual. Unless the situation is personalized so the individual can see solutions to his own problems, guidance can hardly take place. It is certainly within the realm of reason to believe that a person who is in ill health may not respond well to a new job he has selected as a result of vocational counseling. Such factors are related and must be considered when counseling a client.

In many cases effective vocational adjustment will put an end to difficulties in some other area. When a man has made a desirable adjustment to his vocational problems, his wife may stop nagging about money, steady work, and the like, thus relieving family tension and restoring self-respect and self-confidence. The writer feels that if too much emphasis
is placed upon adjusting family problems and personality defects before attempting to relieve the vocational maladjustment, the problem increases in difficulty. The writer's approach to the situation is first tune up the individual's vocational adjustment plans.

WHAT IS VOCATIONAL ADJUSTMENT?

A slight difficulty arises at this point, however it stems from a lack of clarity of terminology. It would be well, then, to define the terms by defining its component parts and also a few of the terms which have preceded it. A vocation is, "that form of productive activity in which an individual engages as a means of subsistence." 1 Adjustment can be defined as, "any operation whereby an organism becomes more favorably related to the environment, or to the entire situation, environmental and internal". 2 Warren describes vocational guidance, as "the process of assisting the person, by certain systematized procedures to choose a vocation; prepare for it, enter it, and make progress in it". 3

Jones says:

Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life. It does not solve problems for the individual but helps him to solve them. The focus of guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self-direction. 4

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2. Ibid, p. 7
3. Ibid, p. 119
Vocational guidance, states Brewer, as coined by Frank Parsons in 1908, was assisting young people in planning and carrying out their working careers, with primary emphasis upon choosing a vocation. Probably the best definition of vocational guidance is that given by the National Vocational Guidance Association which states, "Vocational guidance is the process of assisting the individual in choosing an occupation, to prepare for it, enter and progress in it." "It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career, decisions and choices necessary in affecting satisfactory vocational adjustment." The basic philosophy reflected in this definition was not hastily developed. The National Vocational Guidance Association was founded in 1912 and since then the above definition has been refined and revised by many educators, influenced by the results of research carried on in the field.

"Vocational adjustment, in its broad sense, is usually said to involve the analysis of the vocation and the analysis of the individual." Vocational adjustment is a continuous process.

Kitson says:

We can not regard it as a process of taking an individual at a certain time of his life and after examining him, condemn him inexorably and unchangeably to follow one particular vocation for the rest of his life. We must instead urge him to have a vocational aim as early as he wants to entertain it; then to change as he himself evolves, and as the demands of society change. This evolutionary nature is a function of two things: the fluidity of society and the adaptability of the individual.

WHO ARE ADULTS?

Who in society are adults? The law, which is a pre-
cipation of public will or opinion, states that when a per-
son reaches the age of twenty-one he is an adult. Economically
speaking one might say that any individual who is able to support
himself financially, is an adult. Sociologists and psychologists
might agree that a person who is emotionally stable, socially
mature, and a contributor to the family of society, is an adult.
Thus, in general, there is some doubt as to what constitutes
maturity or adulthood. One may think of the adult life in four
stages, as Klein\(^9\) has suggested, immature, mature, middle-aged,
and elderly adult.

The first is the adult of 16-25 years who may have left
school but who has not gone to work as yet. He may be financially
independent but still live at home. Such an individual is in
the transition stage and needs a good deal of sympathetic under-
standing. This is likely to be a period of shifting or drifting
unless adequate guidance is offered.

The mature adult ranges in age from 25 to 45 and frequently
has settled into a routine pattern of living.

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6. The Principles and Practices of Educational and Vocational
   Guidance, A Report to the Committee of the National Voc-
   ional Guidance Association, Occupations: The Vocational


8. Ibid., p. 16.

9. Paul E. Klein and Ruth E. Moffitt, Counseling Techniques
   in Adult Education, pp. 135-137.

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Frequently he needs stirring up to the extent that he will look about him and take an active part in the socio-civic activities in his community. Often these activities will aid in making the remaining years more enjoyable and satisfying.

The years from 45- to 60 constitute a critical period since vocational pursuits may give way to avocational activities. This is a transition period similar to that experienced in the immature stage of adulthood. If people could be guided into purposeful avocations their closing years could be happy ones. Usually persons retired from a specific occupation find some other full time job, because they have not developed hobbies. Hence, there is danger of shortening their lives because of enforced inactivity, or as a result of taking employment which is too exacting in the expenditures of physical or intellectual activity, or as a result of emotional strain.

The elderly adult is in a stage of inactivity and is likely to become pessimistic unless previously he has constructively planned for retirement or as this approaches he is assisted in planning for the future.

Regardless of differences one finds within an age group, the objective of the individual, whether he knows it or not, is an integrated personality.

A vocational adjustment program on the community basis must limit, by age groups, the number served. The usual practice would be to offer counseling to those who are not under the influence and guidance of the public school system. In this way the duplication of effort is kept at a minimum. Furthermore, limitation of service will be controlled by the local situation and facilities.
NEED FOR THE SERVICE

From a philosophical point of view, the writer feels that effective and comprehensive counseling affords the individual an opportunity of making an adjustment about thirty to sixty percent better than chance. This seems supported by the magnitude of coefficients of validity derived from statistical treatment of test scores. At present the field of guidance seems to be expanding. Provisions are now made for counseling special groups such as veterans, service club members, church members, and labor union members. Why the emphasis on special groups? If vocational counseling is deemed so important to these groups why should not every citizen in the community, regardless of race, creed, or color, be able to reap the benefits thereof? This is the postulate upon which community vocational adjustment services will be based.

Having discovered a basic philosophical need for vocational adjustment services, next must be examined some of the everyday problems of the people to be reached through the counseling agency.

Taking the case of an adult, his chief business in life is to work, and some of his major joys are the accomplishment of some practical task whether it be teaching school, selling automobiles, or digging a ditch. To him, to have failed is a terrific blow. This failure may be either an actual one or in relation to one's expectations. Thus, at an advanced age the individual concerned has to make a second choice.
The loss of human energies involved in such experiences may overtax the individual both psychologically and physiologically.

Whenever conditions such as follows exist there is need for guidance. First, whenever there is need for making a choice of course of action; secondly, when the individual is unable to make a decision, or to make it wisely, and without help; lastly, when the individual feels the possibility of being helped. Some of the reasons adults seek vocational counseling aid stem from technological advancements made in industry, lack of training or special skills, seasonal employment, lack or loss of interest, economic instability, poor mental or physical health, depressions (economic), lack of sufficient academic background, and as a result of preparing for employment in an occupation where the demand is slight.

It has been said that the technological changes of the twenties was one of the reasons for unemployment and the depression which followed. The population of America has changed from a nation of carriage riders to automobilists and aviation enthusiasts. This variation in our living pattern has often necessitated workers to change their vocations in whole or in part. Not only were there technological changes in production but the new method of transportation permitted rural people to commute daily which enabled them to work for higher wages in cities. With each new invention or method of production some workers will find themselves unemployed or lacking in training needed to cope with a new situation. There are also several thousand seasonal workers in the country who need occupational information and/or counseling so that they can be employed as
many months of the year as possible.

A man may find that his weekly pay envelope is not sufficient for him to furnish adequately the needs of his family. He is then faced with getting a raise, which may be impossible in his present status and as a result is compelled to seek employment elsewhere. If and when he finds a job it is quite possible he will need added training in order to be fully qualified and an efficient worker. In the meantime the loss of work brings about other forms of maladjustment such as tension in the home, emotional instability or self-destruction.

Accidents, although sometimes avoidable, may permanently injure the breadwinner of a family. Then what? Two-fifths of the pedestrians injured each year in automobile mishaps are people forty-five and over. By the time a man reaches this age, even though young, he may feel that he can do very little in the work-a-day world if maimed. As people grow older they lose their agility and keen vision. This may prove hazardous to someone who has a dangerous job such as a pressman on a hand-fed press, an outside painter, a paper hanger, or a construction man. Regardless of the nature of an injury the man must still provide for his family. Again a change of occupation may be necessary and certainly if the injury precludes the present type of work.

Many times a boy will come out of high school and grab the first job offered him, and after a few years find that his interests have waned. A change of interests can and often
does mean a change of jobs. But which job? It seems in many instances that education is carried on for education's sake alone and not for the purpose of preparing the individual for life's responsibilities. If the school is not at fault the parents probably are. For example, a parent may demand that his child take the college prep course merely because the parent believes it is the thing to take. Sometimes it is the result of a frustrated father's desire to see that his son does the thing he wishes he had done. This particular child may be interested and possess aptitude in some mechanical, physical, or social vocation rather than the academic thing chosen by the parents. The parents' key role, in the selection of a vocation by the child, should be to help in the exploration of the various possibilities suggested by the child.

In the previous paragraph mention was made of the fact that a school youth's interests may change after he has had a few years of industrial work. This is also true of some adults, however, these cases are not nearly as numerous. Many psychologists support the theory that interests fluctuates from day to day and that they are so unreliable that no reliance can be placed upon them. It appears to some that present interests cannot be used to direct future behavior or choice of occupation, especially among young people. Most of the difficulty, as is in so many cases, is in terminology. In support of this concept, vocational interest as described by Strong is presented. He states that vocational interest is, "the occupation an individual likes best now". This, of course indicates that

these interests are very unstable. Broadening the definition
Strong says: "vocational interest is the sum total of all
interest that bear in any way upon an occupation career." 11
Among adults a surprising stability is found and as far as
has been determined to date this is true of young men of
college age. Thorndike reports evidence supporting this
conclusion when he writes, "adults are proverbially less
ready to adopt new ways, than the adolescent." 12

Some industrial organizations have established the policy
of not employing men over the age of forty-five. For example,
in California 29 percent of those engaged in manufacturing and
mechanical industries are between the ages of forty-five and
sixty-four. To what extent a practice of this kind can be
supported is difficult to say, and until evidence is pre-
sented there is no real need of an age level for limiting or
restricting employment. Rather there is a need for a policy
of physical fitness. Many men would be a loss to industry if
the age rule became a law. Thorndike has given proof that
individual differences in learning capacities far outweighs
age differences. A similar conclusion can be drawn for
differences in interests. Individual differences are different
than age differences. The most marked change or difference
between young and old men is their dislike for changing conditions
and the presence of physical hazards. Strong found that
interests remained quite stable between the ages of twenty-five

11. Ibid., pp. 78-81
and fifty-five. Interests were not quite as stable between twenty and twenty-four, and rather unstable below the age of seventeen. The Vocational Interest Blank which Strong produced gives a coefficient of reliability of .88 based on 285 cases by the odd-even average method. On the retest method the coefficient was .87 at the end of one week and .84 after five years. No validity coefficient is given. The author claims the test is valid. Neither this or any other test of interest is perfectly reliable. Therefore one may expect to find some individuals wandering from job to job because strong occupational interests have not been found or developed.

Another factor to be reckoned with, which might influence changes of interests, is job dissatisfaction. According to Hoppock, job satisfaction is, "any combination of psychological, physiological, and environmental circumstances that cause a person to truthfully say, I am satisfied with my job."

It is true that there are disadvantages as well as advantages to every job, however, in many cases through some physiological or psychological means a balance is struck. Many express dissatisfaction of this or that occupation. This leads to the assumption that few compare their satisfactions against their dissatisfactions with a particular occupation in a analytical manner. Consequently, if a balance is achieved,


it is on some basis other than logical reasoning.

The degree to which a person finds satisfaction in his job may vary from day to day. Usually, unless under extreme social pressure, the range of these will not be great, and generally variations found will be small. It is not beyond the realm of possibility that an individual will be greatly dissatisfied but highly interested in his work. The New Hope survey produces some light on this subject in regard to school teachers. Eighty-four percent replying to a questionnaire stated that they were interested in their jobs while fifty percent answered that they were dissatisfied in their positions. The causes of dissatisfaction are probably many. The following were frequently mentioned; salary, working conditions, and working under poor or too rigid supervision. Certainly no attempt is being made to argue for complete satisfaction because this would not be possible or desirable for all individuals. As in most things there are degrees of satisfaction and it is with the extremes of these that the counselor is concerned. What then should be is optimum satisfaction which will relieve and enable the individual to work at his best. A clear understanding of what creates and maintains job satisfaction is deemed important both to the individual and to the society in which he lives.

Generally the lack of training of the job results in the retardation of the worker's advancement. Each year during the evening session of the public high schools, vocational schools,
and colleges, one finds people striving to complete their previous education or taking advanced work in their occupational field. If people are interested and willing to give of their time and energies to achieve vocational proficiency they should also be provided with adequate counseling to aid them in arriving at decisions.

The Maryland Study, made by the American Youth Commission of the American Council on Education, of 13,528 young people compiled the following data on youth. Between the ages of 16 and 24 one-half of the youth dropped out of school before completing the ninth grade. Two out of three youth completing high school and the same for college never enjoyed the benefits of guidance. Only four percent of the pupils received guidance before they left school prior to completing the sixth grade. These data show a definite need for counseling out-of-school youth. It is true that the farther a student progresses in school the greater likelihood he will receive some guidance. However, the percentage is small and those most in need are not reached. The 1940 figures of the United States Office of Education show that only 24.1 percent of the people 25 years of age and over completed high school. Many reasons are given for dropping out of school, the most frequently mentioned are: pupils who find they are failures or are prospective failures become discouraged and leave school, others leave because

15. Howard M. Bell, Youth Tell Their Story, p. 105.
of financial need, ill health, lack of interest, the necessity of aiding in the support of the family, and a few early marriages.

The Maryland study further indicates the employment status of 15,513 youth. Of this group, ranging in age from 16 to 25, 40.3 percent had full time jobs, 6.1 percent were working part time, 19.5 percent were unemployed, 12.9 percent were homemakers, 19.4 percent were students, while 1.8 percent were voluntarily idle. Forty-two percent of those employed in full or part time jobs stated that they were in dead end jobs. Further examination of these data reveals that the percentage of youth who were unemployed at the end of one year after leaving school, is between 40 and 46 percent. The average delay of employment for youth who dropped out of school at age sixteen was three to three and one-half years. These facts have both economic, psychological and sociological implications, and may have serious repercussions. When a person fails to start in the correct job, achievement of his maximum earning power is delayed because he will no doubt shift from one job to another prior to settling down. There is indeed a greater job shifting of people in the semi-skilled and un-skilled occupations than in the highly skilled and professional areas. One might think of the field of work as a pyramid with the laboring groups on the base, and the professions and the executives at the apex. The amount of lateral shifting is greatest along the base of this pyramid. This is an area in which guidance and education are most needed.

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Two groups who will require help in making adjustment to peace time vocational life are the veterans and war workers. Volumes have been written about the problems presented by these groups, so only mere mention of them will be made in this discussion.

SUMMARY

In the foregoing pages an attempt has been made to define the problems and the terms employed. A need has been established for developing an agency adequate to cope with the prevailing situation.
CHAPTER II
ORGANIZATION OF THE SERVICE IN THE COMMUNITY

During the war years both large and small communities throughout the nation cooperated in salvage drives, Red Cross work, bond rallies, and home defense drills. Now that the conflict is over this same spirit needs to be revived and reenforced, to render guidance services to the returned serviceman, war workers, widows, and others in the community. A report of the out-of-school guidance committee of the N.V.G.A. states that, "vocational guidance for persons out of school whose ages range from 16 to 75 has always been a neglected area." Some of the services which can be offered as an aid in the vocational adjustments of the aforementioned groups are: vocational information service, counseling service, placement or employment service, follow-up and research service.

In the previous chapter a basic need was discovered for offering vocational guidance to the entire adult citizenry of the community. This can probably be effected best by a community adult adjustment service. Organization of such a service presents certain problems and necessitates certain definitions.

First, what is a community? How does one define a community? In general most sociologists indicate that one can identify a community on the basis of a "feeling of belonging to" on the part of the citizens. This, of course, is highly desirable but is not necessary for community existence. For example,

a person may live in the suburbs of a city and commute to his "vocational community" daily without sensing a feeling of allegiance. There are several criteria or patterns that can be used to judge or identify a community. Some of the patterns are: geographical, natural, social groupings, educational, industrial, and racial. The identification of the community is deemed important since it may facilitate the compilation of resource data.

INITIAL GROUP ORGANIZATION

Organization of an adjustment service should presumably begin in an informal manner with a nucleus group. Ideas for such a service are probably floating in the minds of several spirited and intelligent persons simultaneously. The important fact is that some one of these is motivated strongly enough to cause crystallization of the ideas in concrete action. A nucleus group should be comprised of persons who are experienced leaders in the community and who might be interested in supporting such a venture. The next step is to appoint a committee representative of existing local agencies to meet and discuss further plans. The informal approach is usually the best approach for enlisting the cooperation of existing organizations since the program will not function effectively unless the need is felt by the persons directing existing organized groups. One of the first issues to be decided is whether or not there is an organization in existence in the community which can function in the capacity previously envisaged. Since most communities possess
few facilities, organizations, and personnel suitable or
equipped for this type of work it is likely that the organ-
izing group will be obliged to develop its own program and
facilities.

In case there is an organization which shows possibilities
it will no doubt require expansion of its facilities.

It is not advisable that one person or group brings a
well worked out plan into a meeting of cooperating groups and
state, "this is the plan that will be followed." The group
must work out their own plan in view of their community needs
and resources. In this way more will be accomplished and the
interest of the groups will be at a higher level if the nucleus
group is guided rather than directed toward the objective.

Following preliminary organization the next logical step
is to expand the nucleus group so as to take in as wide a
representation of the cooperating groups or interested per-
sons as practicable. In this regard, Cartwright says:

> In any case, when the group is formed, every
effort should be made to make it truly representative,
in the democratic sense, of every important
element in the community-wide enterprise erases
all railroad tracks, all class, caste, creed,
and racial lines, upward as well as down-
ward in the economic scale.²

Mathewson also has a comment to make on this phase of the
development. He says:

> It is more important to develop a continu-
ing favorable attitude of mind on the part
of community leaders and a sound permanent means
of dealing with community problems than to
get a lot of immediate 'results' that may be
only outcomes on paper.³

² Morse A. Cartwright, _Adult Adjustment_, p. 9.
³ P. H. Mathewson, _Organizing a Community Adjustment Service_, p. 10
The writer feels that the key to success is to make haste slowly.

After resource data have been compiled a committee should analyze them cooperatively in the light of the task or problem involved. Generally the problem will involve the vocational adjustment of the individual. This is foremost, however, the educational, economic, social, and other relative factors must be given consideration. Data may be evaluated in terms of placement services, follow-up studies, industrial surveys, vocational training and education, medical and mental health services, and these in relation to the existing agencies in the community.

Most authors writing on this subject talk in terms of speed in organization, untrained personnel, and short lived organizations developed to aid the veteran and displaced war worker. In the following pages the writer will try to establish the adjustment service as a peace time community function in which both trained and untrained personnel are employed.

PRINCIPLES TO BE RECOGNIZED.

In the following paragraphs are a few suggestions pertinent to the work of the organizing group.

4. These are condensed from Cartwright's treatment of the vocational problems of the community.

A. The community-wide cooperative nature of the undertaking must be clearly understood by the cooperating groups and citizens.

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B. The nature of correct and proper adjustment must be understood. This means that one must not base his work on direction because the average American adult, whether veteran or not wishes to make his own decisions.

C. Both the staff of the adjustment service and the individual should recognize that the person served makes his own perception. This end is accomplished by equalized guidance procedures, measurement devices, and reliable accessible material of vocational, social, recreational, cultural, and personality development nature.

D. Publicity should indicate that the adjustment service is not a placement agency but that it is prepared to cooperate with other agencies in the community, of which the United States Employment Service is one.

E. The adjustment service is not designed to replace existing agencies or to duplicate the work of others. The field of human adjustment is under-served, and if there is overlapping it is not likely to be great.

F. Publicity is an important item in the success of any organization consequently consideration should be given to the possible methods to be employed.

G. Agencies which might fill the role in the cooperative plan of the adjustment service are as follows:

1. Welfare Federation
2. Public schools
3. Rotary
4. Lions
5. Red Cross
6. Kiwanis
7. Private schools
8. League of Women's Voters
9. Veterans Administration
10. A. F. of L.
11. C. I. O.
12. Chamber of Commerce
13. V. F. W.
14. Federation of Women's Clubs
15. Boards of Trade
16. U.S.E.S.
17. Management unions
18. Altrusa
19. Urban League
20. Zonta
21. P. T. A.
22. Amer. Assoc. of Un. Women
23. Local college alumni
24. Council of Churches
25. Y.M. and Y.W.C.A.
26. Nat. Fed. of Prof. and Bus. Women's Club

This is not a complete list but is presented to show the extent to which the organizing group may turn in search of cooperating groups. Some urban communities may have all of these groups while others may have only a few. Generally a
community large enough to consider an adjustment service will probably have a considerable number of the above named of the above named organizations functioning.

STATEMENT OF OBJECTIVES

One of the first problems the organizing group must secure an answer to is the question of the objective of the service. A solution might come later in the development but if a set of objectives can be formulated early in the developmental stage the cooperating groups will understand their role more clearly. Problems such as age limitations, fees, responsibility of the individual to the service, and limitations of service rendered are some of the items which should be defined in the objectives. A general statement might be made to the effect that the service is a free community agency dealing with individual problems of vocational adjustment. Further that it offers counseling to people who are residents of a certain city a county and that they must have reached a certain age to be considered eligible to receive counseling services. The reader is referred to page 64 of the appendix of M.A. Cartwright's book, "Adult Adjustment", for a detailed statement of objectives for the Adjustment Service which was established in New York City in 1933.

RANGE OF COOPERATING GROUPS

The main consideration in organizing a community agency, such as is being described in this chapter, is to make it truly democratic by having wide representation. The organizing group in each community can determine to what extent it
should enlist the services of existing agencies. The following are groups which might be called into the program, which have not already been listed in section G. under the topic heading "Principles to be Recognized."

1. Adult Education Council
2. Civil Service
3. State Rehabilitation
4. Public Libraries
5. Scouts, settlement houses, Salvation Army
6. Hospitals and Health Clinics
7. Department of Correction (local)
8. Juvenile Court
9. City planning groups
10. Professional organizations
11. Private employment agencies.

PUBLICITY

Publicity, like charity should begin at home. This simply means that it is well to inform the cooperating groups of their respective roles, responsibility to the group, and the objectives of the newly formed adjustment service.

A question one might ask is, "How are we going to get people interested enough to seek the service of the adult adjustment service?" One method is the passive way of allowing nature to take its course in that people who have received aid will naturally pass on the information. This type of publicity is not in keeping with other practices of the day. The publicity should inform the community of the purposes and the manner of operation of the service, present specific information about the availability and essential nature of the services offered, and explain the roles that
will be played by the co-operating groups. Two things should be kept in mind. Do not claim too much at first.

Supporting this, a committee of the National Vocational Guidance Association says:

Vocational guidance is still not fully accepted nor understood by the public. After thirty years it is still regarded by many, even in educational circles, as a young upstart. Like any intangible work it is difficult for the average person to grasp.5

The principle function of a newspaper is to bring to its readers news. If free advertising space is desired, the copy must be made up in news form. The following are suggestions condensed from a publicity report of a National Vocational Guidance Association Committee, concerning the content of news releases.

1. Your story should be fresh not "hot". Write in terms of local developments or conditions.

2. The story should report only authoritative news.

3. The story should contain facts. Statistics from the Labor Department, Bureau of labor statistics are good examples.

4. The story should be of general interest. Survey of the local community conditions and opportunities, etc. have an appeal to the general public

Next a few hints on the mechanics of writing for newspaper releases are presented.

1. Use the who-what-when-where, or how approach.

2. Use simple English, readily understood by the layman.

3. Double space your copy on the typewriter; include name, address, and telephone number of the organization on first page of copy.

4. If this is an important activity, some papers will want their newsmen to cover it, so be sure to notify the press early enough. See that the press gets a clear picture of the purpose and meaning of what is taking place.

5. Be sure you know the deadline for submitting articles to the local papers.

At the outset it is frequently wise to bend over backwards in order to win the favor of the press. Keep in mind that the press has a great potential for swaying public opinion, consequently, a favorable impression should be made on this group.

The radio is becoming one of the most potent of advertising tools. Stations on the standard broadcast bands are required to feature a certain percentage of public service programs. If time is or can be made available to the publicity committee of the adjustment service it should make its presentation short. Formal speeches should be omitted unless presented by a prominent person. The type of program should also be varied if more than one is planned.

Other techniques such as direct mail, a speakers bureau, bulletins and posters, will be found helpful in publicizing the adjustment service. Notices should be made interesting and readable; posters should be placed in conspicuous places. The speakers bureau should list only interesting lectures, given by qualified persons.
LOCATION OF THE SERVICE

The most desirable location is, of course, the one which is easily accessible for persons living in all parts of the community. In general this means the downtown area. If such location is impossible, establishment should be made in some building as near the center of town as can be had. Some possible building locations follow.

1. social agency office
2. school building
3. music hall
4. church recreation hall
5. fire hall

6. an office building
7. community auditorium
8. library
9. civic club
10. government building

These are but a few of many possibilities. When considering office building space it is well to look over those which are offered rent free. These may be few and far between but they should not be discredited prior to making an investigation and evaluating them from the standpoint of accessibility, floor plan, and essential minimum equipment. Along with these, the cost of probably alterations should be noted. A few warnings should be given at this point. Regardless of what type building is decided upon one should remember to check for heat, light, and plumbing facilities.

EQUIPMENT

Jerome H. Bently, former director of the Adjustment Service in New York City, suggests that each full time counselor should have five hundred square feet of floor space. This figure, he believes, will take care of registration, testing, filing, library,
and counseling space for the entire service. Every effort should be made to make the individual feel at ease, so to this extent it is important to have sufficient comfortable chairs in the reception room. If possible, each counselor should have his own desk and conference room. In the event that a separate room is not available for each counselor, folding screens should be used to insure privacy. Filing cabinets, book cases, typewriters, and office supplies must be furnished in sufficient quantities. The clerical staff should have desks and small filing cabinets for individual records.

It would be of little value to quote present prices of office equipment since they probably would not be true indicators of cost within a few months or years.

STAFF

The staff may be professional or non-professional, full time or part time, paid or volunteer depending upon the size and wealth of the community. For best results it is deemed wise to have at least one paid, full time, professional counselor in the center. The staff might consist of the following:

1. professionally trained counselors
2. school personnel trained in counseling
3. school teachers
4. public spirited partially trained in counseling
5. specialists
   a. physicians
   b. psychologists
   c. psychiatrists
   d. industrial men, local factory operators
   e. small business men
   f. professional men
   g. machine and manual workers
6. receptionists
   7. clerks, typists, etc.
8. custodian
9. a case board to review special cases, made up of people listed in item no. 5

Regardless of who is chosen, training both pre-service and in-service should be offered concerning techniques of counseling, general information about the community, other local agencies, and the tools of the counselor.

Further study will be given to the staff in Chapter III, especially the counselor.

EMPLOYMENT AND PLACEMENT ACTIVITIES.

It is not logically sound to set up placement machinery within the agency since duplication with public and private agencies possibly will result. Referrals to the proper agencies should be the general practice wherever such exist. Cooperation with such agencies will provide, for the most part, a solution to the placement problem of the adjustment service.

To avoid misunderstandings it is desirable at the outset, as has been previously mentioned, to impress upon community agencies and individuals that the adjustment service is not primarily concerned with the placement of clients. If after a period of operation, possibly one year there is a felt need for a placement division, then one may be developed and integrated into the general program.

The main objection to the placement referral technique is that data secured through an interview from test results, and other recorded material usually takes too long in arriving at
the designated agency. A transfer of such data from one section to another within the adjustment service should and generally is more efficient.

The Adjustment Service in New York City\textsuperscript{8} found it advisable and practical to have a representative of their group stationed at the New York State Employment Office to explain the service to registrants who might desire counseling. This representative also acted as a contact person for receiving referral material and directing clients to the employment office. Some of the referrals were made directly from the adjustment service to business firms, public utilities, chemical and communication industries, life insurance agencies, and purveyors of food stuffs.

Hawkins says:

\begin{quote}
Only through a mutual understanding of the aims, functions, and limitations of each organization concerned can a strong alliance for joint action in behalf of the adult unemployed be consumated.\textsuperscript{9}
\end{quote}

FINANCE

One of the most important items on the agenda of the organizing group is finance. Since the organization will not be a tax supported group, financial difficulties may arise.

Some methods and sources of raising money are listed below, they are only suggestions and not commitments as to sources.

\begin{itemize}
\item \textsuperscript{8} L. S. Hawkins, \textit{Community Relationships of the Adjustment Service}, p. 11
\item \textsuperscript{9} L. S. Hawkins, \textit{Community Relationships of the Adjustment Service}, p. 34
\end{itemize}
1. local governments
2. state governments in connection with veterans training and educational legislation.
3. through the Veterans Administration directly
4. Council of Social Agencies
5. subscriptions
6. fund raising programs
7. benefits and donations
8. transfer of tax funds from local government departments because of cut-backs in defense or some other appropriation.
9. American Legion
10. Red Cross
11. state adult Educational Fund
12. county board of supervisors

It may be necessary to combine one or more of these.

There are those who believe that the problem of locating trained and sympathetic personnel will be more difficult than raising funds for operation of the service. The writer does not share this viewpoint. Most communities will have some available personnel. Probably, the service will not be tax supported and as a result it will be found difficult to raise funds by the methods listed above. An organization can not survive without spirit, loyalty, and cooperation nor can it function for any length of time without continuous financial support.

It would be fool hardy for the writer to present a possible budget for present day operations of an adjustment service since prices and living costs are extremely unstable.

One of the purposes of the report on the cost of the Adjustment Service in New York was to prepare a basis for estimating budgetary costs for similar projects. The reader will find helpful suggestions in certain tables in "Costs of the Adjust-
ment Service" by J. H. Bentley, pages 28-49. The following percentage figures are offered for those who desire a candid knowledge of operating costs.

TABLE I

<table>
<thead>
<tr>
<th>Items</th>
<th>Percents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>84.4</td>
</tr>
<tr>
<td>Personal Expense</td>
<td>.8</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td>1.7</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>3.0</td>
</tr>
<tr>
<td>Postage</td>
<td>.5</td>
</tr>
<tr>
<td>Printing and Stationary</td>
<td>.5</td>
</tr>
<tr>
<td>Rent</td>
<td>.7</td>
</tr>
<tr>
<td>Office Maintenance</td>
<td>1.2</td>
</tr>
<tr>
<td>Telephone and Telegraph</td>
<td>1.6</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>.6</td>
</tr>
<tr>
<td>Special Charges</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The fact that furniture was loaned and the building space provided at a nominal fee, suggests that in interpreting the above figures some allowance should be made for these undisclosed factors.

Attention may now be turned from specific problems to a general survey of a few vocational adjustment organizations.

The Rochester Athenaeum and Mechanics Institute is a counseling center open to the general public, men and women over fifteen years of age. Formerly counseling and testing services were carried on for the sole benefit of the students attending the institute. A preliminary interview is offered and if the subject desires counseling, complete testing and counseling are offered plus a series of personal interviews.


If the entire program is undertaken, a fee of ten dollars is charged. No charge is imposed for the preliminary interview. The basic testing program requires from 3 to 5 hours for completion. Mental ability, occupational aptitude, academic achievement, occupational interests, and emotional adjustment tests may be taken. Evaluation of test data is made and remedial measures are suggested.

The Vocational Guidance Centre in Canada publishes and distributes tests and other professional aids, such as occupational information folders, information concerning Canadian occupations and trends. The service division of the Centre will furnish upon request, names of individuals and organizations qualified to provide vocational counseling, assists school and youth organizations in setting up and organizing vocational guidance programs, assist industry in setting up personnel departments.

The Wichita Guidance Center of Wichita, Kansas, was established in 1930 and since that time has served 2,800 clients plus several thousand parents, teachers, social workers, and physicians. Referrals are made to this service by individuals or agencies. A report of a medical examination is required before the client is taken. As in the case of the Rochester service, the Wichita service also holds a preliminary interview to determine whether or not the client desires the service offered.
A summary of the procedure is as follows:

1. Thorough medical examination (responsibility assumed by referring agent, individual, or client)

2. Submission of reasons for referral and complete case history.

3. A psychologist gives the preliminary interview. Parents may be included.

4. Study of client by means of appropriate tests - personality, achievement, vocational - as the case requires.

5. Personal interviews with the client.

6. Remedial assistance as indicated. If necessary refers elsewhere.

No agency is charged for services to residents in Wichita or Sedgwick County, but all clients who are able are expected to pay the fees, which are based on the amount of work done in a specific case. For those unable to pay, the fees are adjusted and no resident of the city or county is denied service for lack of finances. All non-residents pay the regular fees. The cost of service is not given in this reference. The staff of this service is composed of the secretarial staff, three psychologists, one psychometric examiner, one social consultant, and one volunteer research associate.

SUMMARY

In this chapter some of the fundamental principles have

been discussed in relation to organizing an adjustment service. Evidence has been presented indicating the relative importance of organizing on a wide, representative basis, and showing the need for adequate publicity and financial support, access of location, and the securing of competent staff. With the latter thought in mind, attention turns to Chapter III and consideration of the key staff member - the counselor.
CHAPTER III

THE COUNSELOR

What is a vocational counselor? Webster defines such an individual as an adviser. The description given in the Dictionary of Occupational titles states:

Vocational Counselor or Vocational Adviser, advises students or others relative to occupations for which they are best suited; confers with students to determine their aptitudes and plans for the future; studies occupations to keep in touch with employment trends; advises students as to formal training needed. 0-39.84.2

The National Vocational Guidance Association probably would say that a person who assists an individual to make a choice, usually a vocational choice, to prepare for this choice, to enter the field of endeavor, to progress in his chosen field; is a vocational counselor.

SELECTION OF COUNSELORS

The counselor holds the key to the various resources of the service available to the counselee. It is the counselor who determines to what extent the professional and clerical staff of the service will be needed to aid in solving the clients problems. The counselor obtains facts from the counselee in the interview; selects tests which will act

1. Merriam-Webster, Webster's Collegiate Dictionary, p. 231
as guide posts or indicators when other data are not sufficient. The counselor aids in the selection of pertinent occupational information, employment contacts to be made, and other information needed in reaching a satisfactory solution of the clients problems.

Since the counselor holds a key position in a counseling situation, it seems obvious that the selection of such personnel should be based upon well defined criteria. Once again the data gathered by the Adjustment Service in New York is quoted. According to this service the counselor should possess the following desirable characteristics.

1. High degree of intelligence or mental alertness
2. Interests characteristic of persons engaged in social service type of work
3. Mature age with successful industrial, business, or professional experience.
4. Good general education
5. Good personality-nervously stable, socially dominant
6. Better than average clerical ability.3

True, these are brief and not too well defined. It is difficult to recognize a good counselor or prospective counselor upon sight. A great deal of his work can not be evaluated qualitatively. As a frame of reference the process used at the Adjustment Service in New York will be described at some length.

Prospective candidates for the service were given a questionnaire and following this an interview was arranged for those who appeared most promising. Information such as personal data, educational and occupational history was requested on the questionnaire. A personal interview confirmed, fortified, or

3. L. S. Hawkins, Selection and Training of Counselors at the Adjustment Service, p. 17
supplemented the data contained in the questionnaire. A first hand impression of the individual's appearance, bearing and personality resulted from this personal contact. These data were compiled and checked against data received on test results and information from previous employers or college offices.

The following tests were used to supplement data secured as indicated above.

1. Senior Classification Test - S.L. & L.C. Pressey
2. Senior Verifying Test - S.L. & L.C. Pressey
3. English Vocabulary - Johnson O'Connor
4. Minnesota Vocational test for Clerical Workers - D. M. Andrews & D. G. Peterson
5. Personality Inventory - R. G. Bernreuter
7. Occupational Interest Blank for Women - G.E. Manson

The above listed tests resulted in the following classified information.

1. Academic capacity - 3/4 of men were in the upper tenth of the general population; 3/4 of their vocabularies were more extensive than the average college graduate; clerical aptitude - 3/4 were in the upper quarter of the general population.

Personality tests indicated that the selected counselors were, on the whole, more stable emotionally, more self-sufficient, and more dominant than the average of the general population. All but one counselor possessed and A or B rating in one of the social service fields on the Strong Vocational Interest Blank.

The vocations of the 45 selected counselors for the Adjustment Services staff were most frequently found to be


-36-
in the field of personnel, social service, education, or engineering.

Tables II-IV which follow are presented to indicate age distribution, previous schooling, and previous salary of those selected as counselors on the staff of the Adjustment Service.

TABLE II5

Age Distribution of 45 Counselors

<table>
<thead>
<tr>
<th>No. of Counselors</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>25-29</td>
</tr>
<tr>
<td>8</td>
<td>30-34</td>
</tr>
<tr>
<td>7</td>
<td>35-39</td>
</tr>
<tr>
<td>12</td>
<td>40-44</td>
</tr>
<tr>
<td>6</td>
<td>45-49</td>
</tr>
<tr>
<td>3</td>
<td>50-54</td>
</tr>
<tr>
<td>2</td>
<td>55-59</td>
</tr>
<tr>
<td>2</td>
<td>60-64</td>
</tr>
<tr>
<td><strong>45</strong></td>
<td></td>
</tr>
</tbody>
</table>

Comments of the report indicate that the youngest counselor was 28 while the oldest member of the counseling staff was 63. Seventy-five percent of the counselors were between the ages of 30 and 50.

TABLE III6

Previous Schooling of 45 Counselors

<table>
<thead>
<tr>
<th>No. of Counselors</th>
<th>No. of Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Less than 12</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td><strong>45</strong></td>
<td></td>
</tr>
</tbody>
</table>

5. L. S. Hawkins, Selection and Training of Counselors at the Adjustment Service, p. 13
TABLE IV

Highest Previous Salary Earned per week 45 counselors

<table>
<thead>
<tr>
<th>No. of Counselors</th>
<th>Salary per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>30-39</td>
</tr>
<tr>
<td>10</td>
<td>40-49</td>
</tr>
<tr>
<td>6</td>
<td>50-59</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
</tr>
<tr>
<td>2</td>
<td>80-89</td>
</tr>
<tr>
<td>4</td>
<td>90-99</td>
</tr>
<tr>
<td>3</td>
<td>100-124</td>
</tr>
<tr>
<td>6</td>
<td>125-149</td>
</tr>
<tr>
<td>2</td>
<td>150-174</td>
</tr>
<tr>
<td>3</td>
<td>175-200</td>
</tr>
</tbody>
</table>

There were 33 men and 12 women counselors or in percentage figures 73 and 27 respectively. Registration data show that the percentage of male clients interviewed by men was 65 percent and the percentage of women processed by women counselors was 35 percent.8

TYPE OF EMPLOYMENT AND SALARY

The New York Adjustment Service estimated that if an agency expected to handle 200 clients per month, a staff of 129 persons would be required. These were distributed as follows: an administrator, three general counselors, a registrar, a librarian, a records clerk, a doctor, and examiner, and three general clerical workers.

Ideally, to render adequate counseling the service should

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9. M. A. Cartwright, Adult Adjustment, p. 28
employ full-time professional people. However, in many communities it may be found difficult to secure adequately trained personnel, because such persons have full-time employment which they do not care to leave, or because the service can not pay them a suitable salary.

In reference to the problem of securing a competent staff, Allen says:

The greatest single available supply of trained counselors is in the public school systems. Few of them can be attracted to full-time employment in other agencies, but many of them have part-time employment such as evening school teaching.¹⁰

This suggests that there might be a possibility of attracting some of these people to serve in counseling positions in the late afternoon or in the evening.

What is a suitable salary for vocational counselors? This is a difficult question to answer but it would appear that at the present a counselor possessing a Masters' degree should start at $3500 and one holding a Ph.D degree should command a slightly higher starting salary. This assumption is based on what is now being paid by the Veterans Administration. This agency pays a salary of $4100 for the position of vocational appraiser. According to data secured from the Division of Appointments at Ohio State University colleges start counselors at $3000 to $3600 on either an eleven or twelve month basis. Much of the occupational

information available in the literature concerning such positions is incomplete or not in keeping with present salary trends for vocational counselors.

In the event that untrained personnel must be selected and trained, the most satisfactory procedure would be to employ them at an hourly rate. The rate should probably be scaled or based on the number of cases completed. Such a method would have a two fold purpose. First, it would act as an incentive or motivating device, and secondly, as a plan whereby the counselor is paid in relation to his experience and the quality of service rendered. In some instances volunteer workers may be employed. However, employment of this type should be held to a minimum.

It is desirable that all counselors, professional, non-professional, and volunteer, have considerable training in techniques of interviewing, personality adjustment, and psychology. When adequately trained counselors cannot be obtained and untrained personnel must be employed, a pre-service training program should be instituted and this supplemented by an in-service training program.

TRAINING OF COUNSELORS

Some counseling centers may require that their counselors hold an A.B. or B.S. degree, plus a Master's degree in one or a combination of the following fields: psychology, education, sociology, vocational guidance, and personnel management.

In addition to the above qualifications it is desirable that pre-service or in-service training be offered counselors.
The Occupational Information and Guidance Service of the Vocational Division of the U.S. Office of Education has outlined a training program which it suggests can be used in community agencies. The most significant elements in this program are:

Topic I The Problem (1 hr., 14 hr. course)

A. Problem of Demobilization
B. Need for Community Adult Counseling Services.
C. Types of Individuals who might use the service.
   1. Returned servicemen
   2. Demobilized war workers.
   3. School leaves
D. Types of Services to be rendered.
   1. Referral
   2. Informational
   3. Testing
   4. Counseling
E. Agencies of Referral
F. Groups cooperating in the program
G. How the problem will be attacked.

Topic II, Individual Inventory (Except test scores) (3 hrs., 15 hr., course)

A. Types to be used
   1. Service records
   2. Educational Experience Summary Card
   3. Agencies local record forms
B. Types of Record forms
C. Uses of the Individual Inventory
D. Information to be obtained from counselees
E. Where to keep records
F. Who shall have access to records of the Adult Counseling Service.

Topic III Individual Inventory (testing) (2 hr., 15 hr. course)

A. Types of tests
B. Uses of tests
C. Selection of tests
D. Interpretation of test results
E. Things to remember about using tests

Topic IV Counseling (Simple Interview) (1 hr., 15 hr. course)

A. Types of interviews
B. Cautions to the interviewer

Topic V Counseling (Techniques)

A. Steps in counseling
B. Case study
C. Assembling facts useful to education, training, and other agencies in plans for serving the counselee.
D. The identification and disposal of cases presenting special problems.

Topic VI Training Opportunities

A. Discuss training opportunities
B. Types of training opportunities
C. How to get the information about opportunities
D. How to use this information.

Topic VII Occupation Information

A. Steps to take in gathering such information
B. Dissemination of occupational information

Topic VIII Follow-Up

A. Who are being followed-up
B. When should this be done
C. Why should there be follow-up
D. How should this be done
E. Devising suitable forms for inquiries and records used in follow-up.

A thirteen unit program for training vocational counselors has been developed by an Advisory Committee, Bureau of Training of the War Manpower Commission. An outline of this program follows:

1. An Introduction to vocational counseling.
2. Personality adjustments
3. Measurement for vocational counseling.
4. Rehabilitation of the handicapped.
5. Educational and occupational training opportunities

6. Occupational information
7. Labor Market Analysis in vocational counseling.
8. Labor problems
9. Personnel administration in business and industry
10. Community organizations and vocational counseling.
11. Public personnel administration
12. Techniques of vocational counseling.
13. Supervised counseling practice (internship)

Counselors of the New York Adjustment Service received in-service training. They studied the function of tests in vocational guidance, individual differences, the normal curve of distribution, interpretation of test scores, and discussions concerning the various tests used. In regard to the matter of counseling techniques they discussed methods for securing information during the interview. Performance training in aptitude testing is provided counselors by having them take and administer the following tests.

1. Finger Dexterity - Johnson O'Connor
2. Tweezer Dexterity - Johnson O'Connor
3. Minnesota Manual Lexterity - W.A. Ziegler
4. Minnesota Mechanical Assembly - Minnesota Research Workers
5. Minnesota Spatial Relations - Minnesota Research Workers
6. Wiggly Block - Johnson O'Connor
7. Art judgement - Meier - Seashore
8. Music - Seashore

In almost every training program examined one finds a list of selected reading materials which will be found helpful in developing one's professional training and background. This was also the situation found at the Adjustment Service in New York. The following are some reading sources suggested for counselors in-training at that agency.
ADJUSTMENT


USE AND LIMITATIONS OF TESTS


2. Hull, C. L. Aptitude testing, World Book Co., 1928, Chapter III

INTERVIEWING AND COUNSELING

1. Bingham, W. V. D., and Moore, B. V. How to Interview, Harper and Brothers, 1931, Chapters I-III


Counselors employed by the Adjustment Service also received training through observation. In this phase of their training they observe an interview performed by an experienced member of the staff. They also witness the procedure followed in the case board when a case was being reviewed. They obtained first hand information of the methods used by referral agencies by making personal visits to such agencies.

The training course as outlined by the New York agency might be made applicable to several other adjustment services. Hawkins\textsuperscript{13} suggests the following:

1 week short intensive survey course
3 weeks combined theory and practice including:
1 hour lecture and discussion each day
1 hour training in case board review each day

\textsuperscript{13} L. S. Hawkins, Selecting and Training of Counselors at The Adjustment Service, p. 31
1 hour counselor-counselor-in-training conference each day
1 hour interviewing clients each day
Consultations with the counselor's in-training advisor.

Hawkins indicates that an intensive survey course should be the initial step in training counselors. The writer agrees that there is definitely a place for orientation in a training program but is much concerned about the nature of the contents presented under this caption.

An effective survey course should deal with occupational orientation, the needs of workers, philosophy, individual analysis or evaluation, administration, and counseling. At present there are probably few institutions which offer a survey course in vocational guidance for the generalist and/or a foundation course for the specialist.

Super says:

The foundation course should bring together, and interpret basic principles of the human arts and sciences which relate to the making of vocational adjustments while selecting, preparing for, entering, and adjusting to a vocation. 14

The writer supports the point of view expressed above and believes that the most effective plan in the training situation is to deal in general terms with those topics previously mentioned. Such a course should be followed by more specific training and lectures of a guidance nature, model interviews, and talks by specialist in the field.

Information such as this may prove invaluable to the director or committee dealing with the counselor training phase of the adjustment service and should be sought.

DUTIES OF THE VOCATIONAL COUNSELOR

The duties of a vocational counselor are numerous. This is verified by the job description described by Shartle, who writes as follows:

1. Obtains and collates information about the individual.
   a. Secures written information from the counselee in advance of the personal interview, whenever possible, or in a personal interview secures information about the individual's education, employment, military experience, vocational training, and physical limitations.
   b. In a personal interview obtains information about the individual's hobbies, special interest, personality traits and attitudes. Whenever advisable to do so obtains information about financial status, social background, family or personal responsibilities.
   c. Obtains pertinent records such as those from schools, previous employers and military service.
   d. Administers appropriate aptitude, interest, personality, trade and scholastic achievement tests to the individual counselee and prepares the scores for such tests.

2. Obtains occupational, educational, and other information.
   a. Visits places of employment and obtains information by occupation on present and future employment possibilities including information on duties, qualifications, length and type of training necessary, wages, hours, working conditions and physical demands.

b. Examines available published educational information, visits schools, colleges, training centers, vocational-training establishments and obtains information on training opportunities, including courses offered, cost, entrance requirements, schedules, and the like.

c. Visits agencies performing various types of community service to which the counselee may be referred; keeps currently informed regarding services rendered.

d. Keeps abreast of occupational, educational, and industrial trends, national and local, and of new techniques information and data for counseling.

3. Weighs and interprets all secured information and evaluates the individual's potentialities in terms of probable educational and occupational adjustment.

4. Assist the counselee in making and carrying out educational and occupational plans.

   a. Helps the individual estimate his own potentialities in relation to existing occupational and educational alternatives.

   b. Reviews and discusses with the counselee educational and occupational opportunities which are in keeping with his work history, training, aptitudes and interests and with any personal or other limitations, such as financial, physical, or social, which would tend to prevent the counselee from taking advantage of certain opportunities.

   c. Assists the counselee at arriving at plans -

      (1) for immediate employment and/or training
      (2) for long-range objectives including professional training.

   d. Arranges for referrals to employers or to community agencies, such as training, employment, health, legal, recreational, social, financial, educational, vocational rehabilitation, or others co-operating in the execution of plans.

5. Follows progress of counselee during training program and subsequent placement, and assists him in meeting adjustment problems.
Basic qualifications - general classification of vocational counselors.

1. Must have well-rounded up to date knowledge of industrial and occupational trends and labor market conditions.

The above comprehensive and detailed description should be of value in selecting, training, and placing counselors as well as in giving an insight to the duties ordinarily performed by counselors.

ETHICS

The first purpose of the counseling procedure is to render service to the individual. If the counselor is to accomplish this function he should achieve high qualities of character and personality such as a keen sense of justice which recognizes all phases of a problem; patience which involves willingness to wait; maturity which results from training, experience, and wisdom; faith which believes in the capacity of the individual to become free, independent, and adequate.

Confidential information which is secured during an interview should be held with strict confidence by the counselor. Powell 16 says that, "all confidential relationships must be handled by the counselor with honesty, frankness, tactfulness, and wisdom."

If a counselor makes a promise or proposition to the
counselee it should be fulfilled. Generally speaking it is
not wise to make promises to clients except in minor affairs
and then only when the promise can be fulfilled.

Powell says:

Because of possible significant implications in making plans with the counselee, it is requisite that such counsel should be
most sincere and thoughtful and based upon an adequate knowledge of casual factors.¹⁷

If the counselor makes special recommendations he
should, in so far as possible, aid the individual in secur-
ing the service, for example, medical service.

In many cases the sole interest of the counselee will
be found to be, need of encouragement or a boost of his
morale, this should be given with care and discrimination.

The following principles in ethics are presented as a
guide for the counselor.

1. The same high personal standards of honor, integrity,
and morality that apply to other professions, like
teaching or medicine, are applicable to counseling.

2. Self-promotion and self-advertising should be
avoided as much as possible.

3. The practice of guidance should uphold the honor of
the profession in both personal and public relation-
ships.

4. Courtesy should be an expression in all relation-
ships with co-workers and cooperating agencies.

¹⁷. W. T. Powell, A Code of Ethics for Counselors, p. 74
5. The counselor is always under personal obligation to keep abreast of new developments through reading research, and alliance with training institutions, social service organizations, and with city, state or national programs.

6. Fellow counselors or predecessors should not be criticized in the presence of counselees or clients.

7. No special fee should be sought for or received from a grateful counselee.

SUMMARY

The writer has shown in this chapter that there are various methods or techniques for selecting counselors. Types of employment and information about salaries was covered. It was indicated that in some communities non-professional personnel might have to be substituted for trained professional workers. Established training programs were presented and discussed. A rather intensive study was made of the duties of the vocational counselor. Finally ethics of the profession were presented.
CHAPTER 4
TOOLS OF THE COUNSELOR

In order to render counseling more adequate and valid the counselor must have varied and authentic sources of information. It is the purpose here to group various techniques under appropriate headings so as to define more clearly the numerous problems confronting the counselor. In this chapter each respective counseling tool will be defined and illustrated. At the end of the chapter there are lists of books, sources of occupational information, and visual aid sources which should be helpful to those interested in organizing a counseling agency.

OCCUPATIONAL INFORMATION

Why is occupational information one of the most potent tools the counselor can use in aiding the counselee? As full peace time employment is approached, millions of veterans and war workers will be changing jobs and making vocational adjustments. Those should be made on the basis of reliable and available occupational information. This is definitely an important part of guidance and as such only reliable information should be used.

Shartle describes occupational information as, "usable information about jobs and occupations." Pertinent information about labor trends, supply and demand of labor, and other usable

1. C. L. Shartle, Occupational Information, p. 1

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facts concerning industries and processes may also be included if such information is directly related to jobs.

Not only the future of the individual but also the success of the community program will depend greatly upon the amount and quality of the occupational information available. One purpose of the writer is to indicate some recommended sources from which information may be secured as a guide and aid to both the counselee and the counselor.

There are two factors to be considered when making vocational choices. First, an analysis of the requirements and qualifications needed for the job and secondly, an analysis of the individual. The former takes the form of the work performed, supervision given and received, level of difficulty, wages, hours, output standards, working conditions, experience, training, and educational demands.

Generally it cannot be expected that each organization desiring occupational information can themselves supply their needs. To supply this need certain publishing houses, universities, and the federal government have compiled data in the form of job analysis, job descriptions, occupational briefs, monographs, textbooks, and bulletins. These supply pertinent information about many occupations and will be found exceedingly helpful. An effective means of securing occupational information is the job analysis technique, in which an investigator observes the duties of a job performed by workers and makes a record of the qualifications required. It is a study about the job rather than the worker. Job descriptions thus derived give information concerning qualifications required and
other pertinent facts about the job in an industrial plant. A more appropriate title for this type information would be, "occupational descriptions." Both the analysis and the description are extremely valuable for employment counseling but for the purposes of vocational adjustment they need not be placed foremost. The writer advocates working from the general to the specific. In the event that a five-digit code was worked out and decision made to enter a specific occupation, the individual would then be referred to the proper placement agency.

The more general types of information are contained in the occupational abstracts and briefs, monographs, and bulletins. The Occupational Index published by New York University, features abstracts covering various occupations. These are about fifteen hundred words in length and are written in a technical manner. They give a summary of occupational prospects, qualifications, preparation, advancement, wages, advantages, and disadvantages for about seventy occupations. Occupational briefs are published in Chicago by Science Research Associates and cover about one hundred occupations. Briefs are about three thousand words in length and are written in a popular style for the particular use of the counselee. Some are illustrated. At present there are one hundred and thirty-seven occupations covered by the Career Research Monographs, published by the Institute for Research of Chicago. These materials are prepared for use by high school and college students as well as the counselor and are written in simple language. Monographs usually ranges from
seven to twenty thousand words. The occupational Analysis Section of the U.S. Employment Service has published a host of material for the use of counselee and counselor. Some of their publications are: Occupations Suitable for Women, Occupational Series "O" covering seventy-seven occupations, Industrial Series "I" covering fifty-eight industries.

Since the counselor should be interested in using only the highest quality information available, it would be well for him to know what criteria should be used to determine selection of material. The following criteria has been condensed from items suggested by Shartle, Professor of Psychology at Ohio State University.

1. Other things being equal occupation information is more authentic if prepared from original sources such as job analysis and survey materials.

2. Look with suspicion upon materials that make statements not supported by facts.

3. Avoid materials that are too "cock-sure".

4. Make sure the publication has a date of publication.

5. Examines materials carefully, that are written in a popular style to be certain they are accurate.

6. If the material is technical check to see that it is understandable.

7. Do not purchase a group of publications unless you have made a carefully inspection of several units in that series.

8. Check the main topics covered to see if they will meet your purpose.

9. Avoid materials for which the producer makes extravagant claims.

2. C. L. Shartle, Occupational Information pp. 78-79.
10. Do not hesitate to write to the publisher for information you need to clear up any points not clear to you.

11. Do not select any one series of materials and expect it to meet your needs.

12. Feel free to talk with other people who are using the material to see how effective and satisfactory it is.

13. Check to see if there is some method of keeping up the publications if they make additions to their present groups.

14. Examine material to make sure that the series are not heavy in certain areas of work.

The dictionary of Occupational Titles, although written for the purpose of classifying jobs, can be used in vocational counseling as occupational information. It is by nature limited in scope but for the person unable to select a vocation, Part IV will be found very helpful, Part I can be used to verify the past experience of the counselee and also deduct future job possibilities.

Information about jobs should be presented in pamphlet form rather than in books since so much of occupational information changes rapidly that much of it soon becomes out dated. It is much cheaper to reprint a two or four page brief than it is a three hundred page book.

Frequently a counselor will be asked, "What are the future opportunities of a particular job?" If the information is not available the counselee should be so informed. The more difficult situation is that in which the counselee wants definite information about future employment possibilities, and bases his choice solely on this information. Long term
employment information is the least certain of all. Such information must be general and the U. S. Bureau of the Census is one of the best sources from which to proceed. Edwards gives some information on occupational and industrial statistics, showing trends of the eleven major occupational groups classified by the Census Bureau. He also makes a few prophesies concerning future trends. Other sources which should be consulted are the magazines, "Scientific American", "Business Week", and "The Monthly Labor Review". The general predictions made in these magazines should be tempered by information concerning conditions in the particular locality. For example, if you are a carpenter living in California and the government plans to do some building in New York, your chances of employment are not too great. National news often must be interpreted in terms of the local conditions.

It should be understood that the effectiveness of the best occupational information is conditioned by the skill of the counselor.

THE LIBRARY

When thinking of the library one must consider its function in the guidance setting. Most of us have a notion that the library is a place where books are piled high on long oak shelves. That is fundamentally true if one confines one's thinking solely to books. Considering the library in a broad


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sense, it houses in addition, such things as motion picture, slides and film strips, radio lectures, phonograph recordings, exhibits, field visits, newspapers and magazines, plus a staff concerned with giving service to the patrons.

These supplementary techniques or methods of dispersing information will probably not be furnished in some adjustment services because of cost, but they may be available somewhere in the community.

One criticism that might be made concerning community movie houses is that they are not exploited to their fullest value. Greater use of the community movie house should be sought since it is the place where most of the people in the community can be contacted. Cooperation of managers should be solicited and a subtle approach used to give occupational information to the public. True, Hollywood films have been improved in respect to portraying more accurately occupational life, but they are still too dramatic. Due to time and cost, films must be used for group instruction and information. Upon occasion it will be found that several people will want the same information. If a film is available this is an opportune time to make use of it.

There are a number of free films available so it is possible to show films within the adjustment service if space is adequate and projection equipment available.

At this point it might be well to give an illustration of what can be found in the average film guide, for example the Educational Film Guide. Here one finds an alphabetical list of titles, length of film by minutes or reels, width,
sound or silent, price (sales and rental), date of release, producer, distributor, who it best serves, and a short brief of the story presented.

While considering the medium of motion pictures one should mention slides and film strips. Slides can be procured from the U.S. Office of Education and are listed in the Directory of U.S. Government films. Three films which might be considered for adjustment use are: "Vocations in Industry", "Choosing Your Vocation", and "Finding Your Life Work".

Phonograph recordings have their place in the library and like the slide can be stopped, repeated, and discussed. Many standard broadcasts of the National Broadcasting Company and the Columbia Broadcasting Company are of an educational and guidance nature. These are recorded and can be had by contacting local visual aid libraries or by writing directly to the broadcasting companies. They are primarily for use with adults since no action takes place to hold attention. Observations made by graduate students indicate that about fifty percent of the audience feels the recording is a weak technique. However, the writer feels that individuals who are interested in making vocational adjustments will not react in the negative to the same extent as would a disinterested group.

Subjects of guidance value have been presented on the radio in the past and since the close of the war further public service programs of this nature may be expected. The American
Council on Radio in Education has taken the lead in this field. Both the National Broadcasting Company and the Columbia Broadcasting Company in cooperation with the National Vocational Guidance Association have produced such programs as, "On Your Job", "Planning Your Career", "America at Work". Recently the Columbus Office of the U.S. Employment Service began a series of fifteen minute broadcasts five days a week on job opportunities. Evening broadcasts over a Columbus station have brought the public non-rehearsed interviews held with veterans who are seeking employment. The latter program is also sponsored by the United States Employment Service and is presented at an hour when prospective employers are at home listening to their radios.

The adjustment service is not primarily interested in placement. Nevertheless the foregoing illustrates that the radio can be utilized to give information about jobs and labor trends.

When discussing the possibilities of radio one cannot afford to overlook the advantages of FM (frequency modulated) radio. Commercial stations on the standard broadcast bands are required, by the Federal Communications Commission, to devote a certain percentage of broadcast time to public service programs. Very few of these stations utilize local amateur talent because of time used in training the numerous persons who would be involved. A community group might purchase this equipment for about ten thousand dollars and use it cooperatively for health, religious, guidance, and educational
purposes. Cost, of course, limits the purchase to the size of the community. The advantages of FM radio are that local talent and conditions are the focal point of broadcasts due to the short range of broadcast and the fact that more time is available for training participants.

Field visits and exhibits are used by counselors to give the counselee visual experience he could hardly get by reading literature or listening to the radio. Exhibit material can be had from private industry, museums, or agencies dealing in that particular field. The industrial visit gives the individual an insight into actual on-the-job practices and working conditions. Plant owners, in general, prefer to create good will and wherever practicable are generally hospitable to group visits.

Lectures, panel discussions, town meetings, debates, and round table discussions very often present interesting and pertinent information of an occupational nature. These are probably less reliable than occupational information secured from written sources. Consequently, before making recommendations in these fields caution should be exercised.

Book sources should not be overlooked in the process of locating informational data about occupations. Two examples of good literature on the subject are: "Vocations in Fiction" by M. R. Lingenfelter and "Vocations in Short Stories" by V. E. Morgan.
Tests

Frequently the counselor finds test results indispensable when counseling an individual. Even though the interview and occupational informations are helpful aids, few would care to offer counseling without this type of aid.

The choice of tests made by the agency will in part determine the success of counseling given.

A sample battery of aptitude tests will be recommended, but before jumping into that task one must first acquaint himself with some of the principles involved in the criterion used for selecting tests. First, one must define "Aptitude". As defined by Warren's Dictionary, "aptitude is a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire, with some training some knowledge, skill, or set of responses such as the ability to speak a language; to produce music, and so forth". 4 Another definition offered by Bingham is, "that an aptitude is a condition symptomatic of a person's relative fitness, of which one essential aspect is his readiness to acquire proficiency - his potential ability - and another is his readiness to develop an interest in exercising that ability". 5

There are many aptitude tests on the market from which selection may be made. Generally, these are designed to measure some specific ability or characteristic. To make an appropriate selection, criteria such as follows must be applied.

4. Howard C. Warren, Dictionary of Psychology, p. 18
5. Walter V. Bingham, Aptitudes and Aptitude testing, p. 18.
1. Validity
2. Reliability
3. Administrability
4. Scorability
5. Utility
6. Economy

A test is valid if it measure what it purports to measure. Tests can not be correctly described as valid in general terms, but only in connection with their intended use and at the intended ability level of the individuals to be tested. The most frequently used method of obtaining validity involves a correlation between test scores and some criteria such as ratings of expert judges, accomplishments of successful men, or the proficiency of gainfully employed workers.

Reliability is closely associated with validity since a test must be reliable to be valid. This conclusion is arrived at on the basis that reliability depends upon the efficiency with which a test measure what it does measure. That is to say that it functions consistently. If it does not consistently measure what it purports to measure, then it can not efficiently measure what its author claims it is attempting to measure. In order to establish the reliability of a test the practice is to correlate scores on equivalent forms of the same test given to the same group under the same conditions. The correlation figures resulting are termed the coefficient of reliability. Coefficients of reliability can be determined by at least three methods. The first method, and probably the best, is the retest method. If equivalent forms of the test are not available the same test can be given a second time, but not immediately after the first. The resulting coefficient is the correlation coefficient of reliability between the two sets of scores. A second method is the "chance-half" coefficient. The usual method of
determining this is to take the separate scores registered for the even numbered items from the odd numbered questions, then find the coefficient of reliability. The third method is the "footrule" coefficient and is so called since it is the least accurate of the three mentioned. A formula is used in which the arithmetic mean, standard deviation of scores, and the number of items in the test, produces the coefficient of reliability.

Administrability is a term used for the combination of factors which make for ease and accuracy in administration. Some of these factors are: definite statement as to time limit, practice on fore exercises to acquaint the testee with methods of response required, directions for all parts of the test, and information as to the maximum number of persons who can be tested at one time.

Scorability refers to the rapid, simple, and routine manner with which the test results can be obtained. Greater accuracy can be had if the scorer has few scoring keys to use and that there is a minimum of computational work.

Utility, although generally not considered one of the most important criterion of a good test, will no doubt be the first thought of the selector when selecting for a community agency. A test is considered possessing utility to the degree that it satisfactorily serves a definite need in the situation in which it is to be used. Unless tests are selected to meet a particular purpose and the interpretations made intelligently, little value can result and possibly harm will be dealt the counselee. Under this condition utility
becomes the master criterion by which tests may be judged.

Economy is certainly not one of the best nor one of the final criterion of a good test but it deserves consideration since a budget must be adhered to. On method of reducing costs per test is to eliminate as much hand scoring as possible. Many tests of course require hand scoring. However, there are many tests that can be run through a scoring machine such as an International Business Machine. This procedure reduces considerably both scoring time, and the number of clerks needed.

How should one go about selecting aptitude tests? First, develop a systematized form for appraising what tests appear to be possible. Next, list the information desired, then study each prospective test using this information as a criteria.

The test appraisal sheet which follows is one that has been found, by the writer, to have merit and which he believes has possibilities for general use.

**TEST APPRAISAL SHEET**

<table>
<thead>
<tr>
<th>Name or title of test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Publisher</td>
<td></td>
</tr>
<tr>
<td>Year issued</td>
<td></td>
</tr>
<tr>
<td>Type of test</td>
<td></td>
</tr>
<tr>
<td>Grades or groups designed for</td>
<td></td>
</tr>
<tr>
<td>What type of information is test asking</td>
<td></td>
</tr>
</tbody>
</table>
Method used to select test material __________________________
Number and type questions __________________________________
________________________________________ total no. questions __________________________
Norms-age ____, grade level _____, apprentices ________, others __________________________
Reliability-coefficient ________, number of cases ________
Validity-coefficient ________, method used to determine ________, number of cases ________, adequacy ________
Cost of materials-per 100 copies ________, manual ________
Answer sheets ________, specimen copies ________, IBM scoring sheets ________, others __________________________
Special scoring equipment _________________________________
Test equipment: question booklet (no. pages) ________, record form or profile attached? __________________________
scoring keys provided? ________, other material ________
Number of duplicate forms _____, men ____, women _____
Is test a part of a series? _____, Explain __________________________
Time required to work ________, or is test a work limit test: ________, scoring time per test ________
Hand scored ________, Machine scored ______________________
Type pencil used to answer test __________________________
Other tables of correlation etc. __________________________

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Appraiser's comment, evaluation, and any added information
not covered in the foregoing evaluation.

Appraiser ____________  
Date ____________

The form as presented was used to evaluate the following
tests most of which appear on the test battery used at the
Occupational Opportunities Service at the Ohio State University.

SAMPLE TEST BATTERY

Academic Aptitude
1. Ohio State Psychological Examination  
2. Otis Quick Scoring Mental Ability Test (Gamma Form)  
3. Terman-McNemar Test of Mental Ability  
4. California Test of Mental Maturity

Mechanical Aptitude
1. Bennett-Fry Test of Mechanical Comprehension  
2. Minnesota Paper Form Board Test

Interest Inventories
1. Kuder Preference Record  
2. Strong Vocational Interest Blank  
3. California Occupational Interest Inventory  
4. The Vocational Interest Schedule

Manual Aptitude
1. Minnesota Nate of Manipulation Test  
2. O'Conner Tweezer Dexterity Test  
3. Penn-Bi Manual
Clerical Aptitude

1. Minnesota Vocational Test for Clerical Workers.

If the adjustment service, through financial necessity, is held to a minimum number of tests, the following are recommended.

Academic aptitude - Otis Quick Scoring Mental Ability Test (Gamma form) - test folder per twenty-five copies and manual cost $1.25
-working time - 1 1/2-3 hrs
-scoring time - 1 minute

or

California Test of Mental Maturity - sold in packages of twenty-five for $1.65 per package.
-working time - 1-2 hrs
-scoring time - 2 minutes

Mechanical Aptitude - Bennett-Fry Test of Mechanical Comprehension test folders per twenty-five, $2.85, answer sheets per one hundred $2.40
-working time 20-25 minutes
-scoring time - 1/2 minute

Interest Inventories - Kuder preference Record - test folders per ten $4.80, answer pads per one hundred $9.20, profile sheets per one hundred $2.40.
-working time - 40 minutes
-college students
-scoring time - 10-15 minutes
This is a work limit test.

Manual Aptitude - for gross movement of hands and arms - Minnesota Rate of Manipulation Test - test set complete, if purchased through the Mechanical Engineering Department of the University of Minnesota at Minneapolis - $6.50; complete with manual and record sheet, if purchased from the Psychological Corporation, New York - $12.50
time test - about 15 minutes, 5 minutes for scoring and time for directions.

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Manual Aptitude - for gross movement of hands and fingers -
Penn-Bi Manual - entire equipment,
including manual, nuts, bolts, and board -
$12.50. This is a time test. Takes
about twelve minutes.

Clerical Aptitude - Minnesota Vocational Test for Clerical
Workers - test folders (are also answer
sheets) per one hundred - $5.20.
This is a time test. Working time 15
minutes; scoring time 3-5 minutes.

It is desirable to keep time limit tests at a minimum.

However, it is also quite important that manual dexterity
tests be offered. By keeping time limit tests at a minimum,
the agency will not be swamped with counselees taking such
tests. Profile sheets can be mimeographed at small cost
and should be kept in a 8½ by 11 inch manila envelope.
The information needed on these sheets is the name of the
tests with a blank space where the raw score and percentile
scores may be written in. Bar graphs can also be made from
the test results to indicate the interest levels of the
counselee. After the initial cost of purchasing test
folders the upkeep should not be great if reasonable care
is used in handling and filing.

The battery of tests suggested affords the counselor an
opportunity to construct a profile for each counselee based
on his academic, and mechanical ability, his manual aptitudes
as well as his speed and accuracy, and finally his interests.

SCHOOL RECORDS

It is not the purpose of this writer to discuss the
form school records should take but rather discuss their
possible use as a counseling aid. Through an agency such as described in Chapter II, pertinent recommendations might be made to school authorities to the end that usable information, needed in adult counseling, could be incorporated into new forms of school records. In making such recommendations the person making the suggestions should keep in mind the primary purpose of counseling in this instance is vocational adjustment and not counseling with respect to personality difficulties. An anecdotal record of ten or fifteen years ago may depict an over-active, inquisitive, and enthusiastic child as a rebel or problem child. If when interpreting that record some years later much weight is given to that item a grave injustice may be done to the individual concerned. It is possible that the school failed to meet his needs, desires, and interests. For some children, school is not a great challenge, perhaps not even a challenge. School marks probably are one of the best indicators of the person's mental ability, while a list of co-curricular activities might indicate to what extent he was socially adjusted - how well he can work with others. It is not the purpose of the writer to discredit the anecdotal record, because such records do have value under certain conditions. However, such information must be used with considerable discretion, because people do change.

The school counselor's comments or recommendations about early vocational choices of the counselee, his emotional
balance, home influences and parental educational background, and the individual's remarks concerning his vocational or educational plans are pertinent items of information which should be given due consideration.

When evaluating the school record the counselor should consider the past and present employment status of the individual. The important fact in reading these records is not to give more weight to the record than to the test results which reflect the interests and abilities of the counselee at the moment. However, if all other avenues of approach appear blocked or impracticable of application, the school record may offer a clue which may open up possible solutions to the problem. Furthermore the school record will often supplement what the testing program and interviews have recorded. Sometimes the school record will supply a lead that no other source has revealed.

FORMS

Every counselor, regardless of the agency for which he works is usually plagued with forms. In many governmental agencies the form seems to control the interviewing process and little or no discretion can be used by the counselor. Forms are valuable, in that they record essential data as a result of testing and counseling. When they are used as a counseling technique to interview, to the exclusion of other practices, they have over-stepped their proper bounds.
Forms should be made as short as possible and duplication of information should be eliminated. Frequently pertinent information can be transferred from school records. Some important items of information are: the counselee's name, address, employment status, and the problem he feels he needs to resolve. In filling out forms a competent counselor should be capable of using his discretion concerning the amount of information needed, regardless of the length of the form. If experienced counselors are not employed, a suitable and detailed form will no doubt be necessary. Such a form should be developed by the director or senior counselor of the agency. Executing forms may be time consuming but are essential in effective and constructive counseling.

REFERRALS

Finally consideration must be given to referral as a tool of the counselor. This is an important and highly desired technique which has not been exploited to its fullest advantage. As a rule there is a tendency to consider work experience, try-out courses, and other exploratory courses as the ideal way of gathering evidence supporting a vocational choice. The referral technique falls into this category because the counselee has the opportunity to talk with an experienced man in a certain occupational field. There is one major difficulty with the referral method and that is the counselor must know to whom he is sending the counselee. If selection is made at random it is quite possible, if the
counselee can not sift the good from the bad, that the information given may be colored in one or the other direction.

One of the first steps in forming an adequate and valuable referral system is to know the persons in the community to whom referrals may be made. Here the counselor has certain responsibilities. First he must be friendly with them, he must not impose upon them, and he must be sure that appointments are made for counselees prior to sending them out. But above all, he must know the qualifications of persons to whom referrals are made.

Summarizing, a few of the most important techniques or tools which the counselor can use in aiding counselees to make appropriate vocational adjustments have been presented and their respective merits discussed. It is quite evident that the final evaluation can not be made on the basis of any one technique but must develop as a result of honest and conscientious interpretation of all data secured from many sources and through application of a variety of devices.
The following are suggested library sources which might prove valuable as sources of occupational information for both the counselee and the counselor.

BOOKS


Doctors at Work Alice Keliher and others. Harper and Brothers, N. Y., 1940.

Diplomacy as a Career Hugh R. Wilson, Riverside Press, Cambridge, 1941


Be an Artist Marion Downer, Lathrop, Lee and Shepard Co., 1941.

Aviation Mechanic Carl Norcross and James D. Quinn Jr., McGraw-Hill Book Co., N. Y., 1941


How to Get a Secretarial Job Louise H. Scott and Elizabeth Belcher, Harper and Brothers, N.Y., 1942.

Civil Service Careers for Boys Norman V. Carlisle and Curtis Erickson, E.P. Dutton and Co., N.Y., 1941.

Civil Service Careers for Girls Norman V. Carlisle and Doris McFerran, E. P. Dutton and Co., N. Y., 1941.


Vocations for Boys (Girls) H. D. Kitson, and Mary R. Lingenfelter, Harcourt-Brace, N. Y., 1942.


JOURNALS


OTHER SOURCES


Career Series published by the Institute for Research, Chicago, Ill.


Occupational Index, Occupational Index Inc., New York University, New York.

Ohio State and Occupations - Occupational Opportunities Service, Ohio State University, Columbus, Ohio


Vocational Guidance Record and Monographs - Quarrie Corporation, 35 East Wacker Drive, Chicago, Illinois.

Also the War Manpower Commission, now the U. S. Employment Service for Job Descriptions and employment trends and job information bulletins.

MOTION PICTURES

Visual Aids Extension Division, Indiana University, Bloomington, Indiana.
MOTION PICTURES (Cont'd)

New York University Film Library, 71 Washington Square South, New York, New York.

University of California, Extension Division, Berkeley, California.


Educational Film Guide, 950 University Avenue, New York, New York, annual catalog with two year supplement service, $4.00.

Educators Guide to Free Films, Educators Progress Service, Randolph, Wisconsin. $5.00 renewed annually.

One thousand and One, The Educational Screen, 64 East Lake Street, Chicago, Illinois. $1.00. Annual listing.

TESTS

Tests may be purchased direct from the author or university, or such agencies as Science Research Associates, 228 South Wabash, Chicago, Illinois; The Psychological Corporation, 522 Fifth Avenue, New York, New York.
CHAPTER V
THE COUNSELING PROCESS

It is essential at the outset to reach some agreement on the terminology which will be used. Guidance, which has been defined in Chapter I., is a general term while counseling is more specific and refers to the personal contact of the counselee and counselor. South, quoting Arthur Jones, defines counseling as "that activity where the available facts are gathered together and the individual's experiences are focused upon a specific problem to aid him in its solution."¹ Jones adds that counseling "refers to direct assistance given personally to an individual student by a teacher or counselor, . . . . . . and usually takes the form of a personal talk."²

The following definition of counseling is one adopted by the National Vocational Guidance Association:

This definition states that:

Counseling is primarily and individual matter and is more apt to be successful when conducted on that basis. From a fund of knowledge of educational and vocational opportunities, both locally and in the country at large, the counselor offers information, advice, and assistance to the individual bearing in mind his particular interests, abilities, and personal situation. This counsel should be a regular responsibility of all types of schools and colleges.³

1. E. B. South, A Dictionary of Terms Used in Measurements and Guidance, p. 19.

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Another definition, also from the National Vocational Guidance Association defines counseling as follows:

It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career - decisions and choices necessary in effecting satisfactory vocational adjustment.\(^4\)

Some people are of the opinion that counseling can be performed in groups. However, group counseling is an anomaly; the two terms are not at all in harmony. Counseling is always personal.

An important fact which should not be overlooked when counseling is rendered that counsel should not be in the form of a directive. That is, the counselor should not attempt to solve the problems for the individual but rather help the counselee to understand more intelligently himself and his environment in relation to his problems.

The writer feels that in general there are three types of counseling. These are: (1) explanatory; (2) persuasive; (3) direct advisement. If we regard individual differences as an important factor to be considered in the counseling procedure, it logically follows that all individuals will not have the ability to make choices without direct aid. A glance at the three counseling methods listed above indicates that generally there is need for flexibility in the counseling process.

No further attempt will be made at describing philosophies of counseling since it is the writer's purpose to show the most expeditious administrative set up for the smooth flow of traffic through the agency.

RECEPTION

When an individual enters the office of an adjustment agency his first personal contact is usually with the receptionist. A registration card should be filled out by the counselee, help should be given the counselee if he requests assistance. The registration card should furnish all data required by the agency.

Clients should be treated courteously and an effort made to make the individual feel that the service is interested in him. Speaking to this point Cartwright says: "The receptionist should be friendly and interested and should be prepared to give a clear and accurate account of the nature of the adjustment service." No one should be kept waiting needlessly. All necessary preliminaries should be performed as promptly as possible and the counselee prepared for the interview which follows registration.

It is obvious that the receptionist plays an important part in the process and the selection of such an individual should be made wisely. A receptionist should have the following qualifications, a pleasing personality, mental alertness,

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5. M. A. Cartwright, Adult Adjustment, p. 35
and have better than average clerical ability. Generally, it can be said that a young attractive career woman would be welcomed.

Cartwright claims that the receptionist is also a keystone in the matter of creating rapport, and says:

If an individual's initial experience is pleasant, if he finds in the adjustment center a friendly atmosphere, and he is helpfully guided through the process of registration, he will probably be in a mood to cooperate when the time comes for his first interview with the counselor. ⁶

At the New York Adjustment Service assignment of counselees to counselors was made by a registrar. Clients, whenever possible, were assigned to special counselors. These counselors were generalist but possessed certain desirable qualities which would be valuable for counseling certain counselees. This procedure may or may not be effective since the client may be confronted with bias on the part of a counselor trained in the interviewees field of interest. In most cases, the writer believes, assignment of counselees to counselors can be performed by the receptionist based on the case load of the counseling personnel. There may be certain cases when it is advisable to assign a counselee to a particular counselor who is trained in the field to which the counselee is contemplating entrance.

Some decision should be reached as to what system of

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⁶ M. A. Cartwright, Adult Adjustment, p. 35
reception-registration is best. Again, the answer to this question will be determined by the condition of local finances, available personnel, and other influencing factors. The writer believes that in most cases the duties of the receptionist and registrar can be combined and performed by one person. Evidence of this fact is seen in the procedure used at the Occupational Opportunities Service of the Ohio State University.

FIRST INTERVIEW

The counselor has as his responsibility in the counseling situation, the gathering of relevant data regarding the counselee's educational and vocational training, environment, and other pertinent information which will contribute to optimum adjustment and development of the individual.

Upon assignment of a counselor the interviewee should be escorted to him and formally introduced by the receptionist or by some other member of the staff. Under no circumstance should a counselee simply be given directions as to where he might find his counselor and then be permitted to wander about in search of him.

At first contact with the counselee the counselor must attempt to establish a friendly atmosphere and show an interest in the client, Carl R. Rogers says that it is the "warmth and responsiveness on the part of the counselor which makes rapport possible."7

7. Carl R. Rogers, Counseling and Psychotherapy, p. 87
At this point it seems desirable to discuss briefly the meaning of rapport. Rapport, James Bender states is, "essentially a state of reciprocal confidence and respect or even admiration on the part of the interviewer and interviewee." Rapport seems to be considered, by many, as a harmonious relationship. However, the writer feels that in some cases there may be an advantage in rapport being negative, that is not a harmonious relationship, and consequently be a most stimulating element in the interview. Klein agrees with this point of view but adds that a "counselor must possess considerable skill" in holding his client. In the majority of counseling situations the hostile or negative rapport will not prove successful as a technique. However, its value in certain cases must not be overlooked.

Williamson states that, "the effectiveness of the counseling interview depends in large measure upon the degree of rapport established and maintained between the counselor and the student." An important word in Williamson's statement is "maintained." Too often it is thought that the initial friendly relation established will continue throughout the interview without effort on the part of either the counselor or the counselee.

8. James Bender, "How's Your Interviewing Technique?," Occupations 22:300


10. E. G. Williamson, How to Counsel Students, p. 131
This is indeed a misconception. In order to maintain rapport the counselor must be on his toes at all times. If in the course of the interview the counselor hits upon what seemingly is a sensitive spot, it might be well for him to avoid future reference to the matter. On the other hand, this may be the crux of the situation. There are very few rules for a counselor to follow in situations of this nature. Experience is probably the best teacher and guide.

Cartwright suggests a few items in regard to interviewing which are applicable to the establishment and maintenance of rapport.

He says:

Be informal in your approach and put the individual at ease from the very start. Be at ease yourself. Allow the interviewee plenty of time to get acquainted with his surroundings; when you can sense that he is nervous, give him time to regain poise."

Turning from the matter of rapport, with its implications for the psychological, attention will be directed to the mechanics of the counseling procedure.

When the counselor senses that he has enlisted the cooperation of the counselee he may begin reviewing the registration data. Of course it would be more near the ideal if the counselor had time to review the registration data prior to meeting the counselee. Important data which will have a bearing on this interview are: the personal

11. M. A. Cartwright, Adult Adjustment, p. 45
history record, educational record, occupational history, and a vocational activity record.

After discussing the individual's problems and reviewing the aforementioned data the counselor will then attempt to determine what services are needed. These may include any or all of the following: medical examination, testing, psychiatric examination, referral, or immediate completion of the case if the situation calls for such action.

It is the writer's belief, based on experience, that discussion of a possible working objective should be fore-stalled until test results and other data have been analyzed and evaluated. Test results, although no final proof, may alter, confirm, or limit the counselee's selection of an occupational field. When test results, past work history, personal history, and educational history have been surveyed and evaluated, one may then suggest where occupational information and referral materials may be found.

TESTING

The selection of tests should be made on a personal basis and should never be a rubber stamp procedure or selection on the basis of authoritarian direction. It will be found that for a certain group of individuals a particular battery of tests appear to be the best possible selection. This might be true of professional areas such as engineers and dentists. On the whole, however, each case will require a special set of tests.
Probably one of the most effective practices in directing the interviewee to the psychometric department is for the counselor to introduce the counselee to the clerk on duty and thus attempt to carry the "we feeling" through to the testing situation.

In some cases the counselor misses a great deal by not having the time or opportunity to observe his client during the testing program. When this is the situation some valuable information, in the form of overt behavior, often is lost.

All tests administered to the client should be scored and the results placed in a folder bearing the individual's name. When all tests have been scored the profile should be developed and included in the folder which should then be returned to the counselor assigned to the case.

A rather detailed account of tests and testing is offered in Chapter IV, consequently there is no need at this time for further discussion.

SECOND INTERVIEW

To expedite matters the second interview should be held the same day following the testing program if at all possible. In the event that this is deemed unwise or impossible to effect, an appointment for a second interview should be made at the convenience of the client. It may be worthwhile to give the counselee an appointment card on which all pertinent information is included. This will aid him in
remembering his appointment. Loss of time and energy will result if a counselee misses an appointment.

The second interview frequently is the "planning interview". For purpose of this discussion one may consider the planning interview as that in which the individual makes a decision as to a course of action.

Many counselors find that one, two, or even three interviews are not sufficient for the counselee to form an opinion and decide what is best for him to do. Generally, it is refreshing to find an interviewee who continues to seek knowledge concerning some phase of his vocational adjustment, providing he is making progress in the direction of a solution. Ordinarily it is not wise to allow an individual to leave the adjustment service, "to think things over" unless an appointment is made for a future date. This is not a matter of military control or a policy of regimentation, but rather the fact that the problem loses focus and becomes blurred as time elapses.

During the planning interview the client should be provided with occupational information, interpretation of test results, and interpretation of his vocational and educational history in terms of appropriate possibilities.

In general the counselor should encourage the counselee to choose an appropriate program as quickly as possible and if feasible provide him with specific information applicable to the solution and arrange for appropriate referrals.

If the adjustment service is fortunate enough to possess
a library, information of an occupational nature may be found close at hand. If a bibliotherapeutic technique is being used it is advisable that the counselor know the sources to which he is sending his client.

CASE BOARD REVIEW

If a counselor has a case which is particularly baffling he may present it before a case board, if such exists in his organization; the case board, which as described in Chapter II, listens to the case, raises questions as to the authenticity or adequacy of the evidence presented and may offer suggestions to the counselor for coping with the problem.

The case board technique should be an excellent counseling device since the client, unknowingly, receives the benefit of the experience of several trained individuals. Thus he may receive the benefits of the combined thinking and experience of the entire counseling staff.

FOLLOW-UP

What does follow-up mean? It may simply mean keeping in touch with people whom one knows or has worked with. In the occupational matrix it may mean further assistance after selection, employment, or placement.

Most automobile manufacturing companies find it not only possible but profitable to service newly purchased automobiles free. At 500 and 1000 and sometimes at 2,000
miles, the owner is requested to bring his car in and have it checked for defective parts. In other words, these manufacturers find it good business to follow-up their product so that effective and needed changes can be made. This practice results in better service to the customer and eventually leads to an increase in the volume of product. They are interested in finding out how their product is performing and in pleasing their customers. Many industrial companies spend rather freely on follow-up service. Certainly human beings deserve as much consideration from the social institution which in turn expects so much from them.

One of the main criticisms of the Adjustment Service in New York was the lack of an organized follow-up program. A program of follow-up has a two-fold purpose; first, to keep in contact with the individual so that adequate and effective adjustment can be provided, and secondly to secure data by which to evaluate the quality of counseling provided clients.

What methods can be used to gather such data? Perhaps the most effective way is through personal interviews with individual counselees, either at the adjustment service or at their homes. While this is conceded to be the best method it is time consuming and requires numerous workers. Use of the telephone is considered the next best method and finally the questionnaire. Even a well worded questionnaire will not always produce all of the information desired.

The follow-up program may help an individual analyze
his problems to see why he is out of work, why he is inefficient, or just what the conditions were which led to his quitting or separation from his job. If a person wants to change his job the follow-up contact may aid in bridging the gap between certainty and uncertainty of action.

It is rather difficult to obtain an adequate criterion for determining occupational adjustment or maladjustment. Satisfactoriness or unsatisfactoriness of income, permanent or temporary nature of the occupation, and job satisfaction or dissatisfaction are a few of the possible criteria that might be used. The following are typical questions which might be asked on a questionnaire in an attempt to determine an individual's work history.

What is the present occupation of the counselee? Has this occupation been found satisfactory? Was this occupation selected as a result of counseling received at ________? In what respect is the counselee dissatisfied with his present occupation?

These are but a few of the questions which might be asked former counselees.

What constitutes a good follow-up program? The following list of salient characteristics are condensed and revised from Traxler.12

1. It is planned to serve the needs of the individual and the community.

2. It is continuous.

3. Each counselee should be followed up for five years.

4. Procedures should be employed so that at least 80 percent of the questionnaires are returned.

5. The program should be centralized so that an efficient and uniform method is applied and so that counselors will be free to handle new cases.

6. Data returned on questionnaires should be transferred to the cumulative record card of the individual.

7. Follow-up information which by nature has implication for evaluation of the counseling program should be discussed in staff meetings. The results of which should lead to improvement of the counseling program.

SUMMARY

The counseling process has been discussed in broad general terms omitting special techniques such as psychotherapy, psycho-analysis, sociometry, psychodrama, and various other clinical aspects of counseling. As it was the writer's purpose to deal with the general structure and method of routine traffic through the agency. Matters of reception, registration, interviewing, testing, and follow-up were discussed as functions in the counseling process.

The counseling process should meet the following needs:

1. Supply an interesting interpretation of data pertinent to the individual's problem.

2. Provide a personalized interview, a check-up, and data basic to an effective solution of the counselee's problems.

3. A means of putting into action means and devices which will aid in problem solving, and to which the counselee ordinarily has little access.
4. A means of arousing an awareness that a problem exists but which the counselee has not recognized.

5. Provide opportunity for constructive action . . . . counselee needs help in coping with a problem.

6. Aid in defining problems recognized but not understood.

7. Provide help in overcoming major maladjustments.
CHAPTER VI

CONCLUSION

Since the end of World War I the guidance movement has steadily moved forward in the United States. This trend has gained an impetus due to the huge task facing most American communities as returning servicemen, of World War II, and war workers seek adjustment to peacetime living. Adjustment of this nature probably can be best accomplished in the local community by joint action of existing social service agencies.

From evidence presented previously it is apparent that community organized adult vocational adjustment services, must hold to a basic philosophy that service shall be rendered to all who seek such aid. This implies that all races, creeds, socio-economic, and political affiliation should be ignored. Many of the existing organized agencies, dealing in adult vocational adjustment, are operated solely to serve a chosen few.

FUTURE OF SUCH SERVICES

First one must recognize that the general trend of vocational guidance, in this country, is on the up swing. Recognition of this fact will no doubt reinforce the thinking and planning of community organizing groups. When the general structure of organization is effected, two major problems will undoubtedly arise. These involve the procurement of professionally trained personnel and adequate
financial support.

Although the writer recognizes the school of thought that deems the major problem is locating professionally trained personnel, he agrees with those who contend that the financial problem is the greater of the hurdles conditioning ultimate success. No organization can exist long without positive leadership. However it is more probable that failure will occur if adequate financial backing is lacking. This is the factor on which the success or failure of future adjustment services, on the community level, will hinge.

There are other elements of the program which bear consideration in relation to the success or failure of the service. Publicity should be continuous and intensive. Unless the community knows there is such a service and is made cognizant of its potential value, even the finest staffed, equipped, and financed agency will not function optimally.

As yet there is no one method of organizing a community adjustment service. Communities, as well as individuals, possess differences. Each community will have to begin from where it is at present and build on that foundation. The community should be informed that the adjustment process as advocated in this thesis, is directed primarily by the individual counselee and that there are no limitations on his rights as a citizen to contribute to society in any way he sees fit. The adjustment process is not designed for regimentation but rather individualization.
Cartwright says:

Adjustment used - not abused - on the other hand develops for the individual a potent ally, armed with a correct appraisal of his assets and liabilities, of invaluable aid in his battle for personal satisfactions in a complex world.¹

Other factors which are important for the smooth operation of an adjustment service are: ethical practices, cooperation with existing community agencies, accessible location, adequate testing service, and reliable occupational information.

The Adjustment Service in New York City was evaluated at the completion of its service and two phases of the adjustment program were found to be lacking. The follow-up program was poorly organized and rarely functioned. Placement activities were nihl. Although the adjustment agency ordinarily should not attempt to compete with existing placement agencies, it should have a systematic approach to dealing with employment problems of counselees. After the individual decides what he wants to do he should be afforded the opportunity of being guided to the proper placement agency. If placement referral is not made, the objective decided upon by the counselee, as a result of counseling, becomes almost meaningless.

An effective follow-up program will also make the service rendered more meaningful to the counselors. Without follow-up, little can be known of the effectiveness of the program, nor can the progress of the individual be

¹. M. A. Cartwright, Adult Adjustment, p. 59
determined. Follow-up studies will provide concrete evidence to members of the board, of the adjustment service attesting the worthwhileness or uneffectiveness of the work of the agency.

In the light of the evidence presented it is apparent that there is a definite place, in the community, for the adult vocational adjustment service.
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