

This dissertation has been
microfilmed exactly as received 67-16,728

DAUGHERTY, Hope Smith, 1920-
TRENDS IN VOCATIONAL GUIDANCE AS EVIDENCED
BY CONTENT ANALYSIS OF THE OFFICIAL ORGAN
OF THE NATIONAL VOCATIONAL GUIDANCE ASSOCIA-
TION FROM 1925 THROUGH 1965.

The University of Oklahoma, Ph.D., 1967
Education, guidance and counseling

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

TRENDS IN VOCATIONAL GUIDANCE AS EVIDENCED BY CONTENT
ANALYSIS OF THE OFFICIAL ORGAN OF THE NATIONAL
VOCATIONAL GUIDANCE ASSOCIATION FROM
1925 THROUGH 1965

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
HOPE SMITH DAUGHERTY
Norman, Oklahoma
1967

TRENDS IN VOCATIONAL GUIDANCE AS EVIDENCED BY CONTENT
ANALYSIS OF THE OFFICIAL ORGAN OF THE NATIONAL
VOCATIONAL GUIDANCE ASSOCIATION FROM
1925 THROUGH 1965

APPROVED BY

F. F. Hickox
Herbert H. Hengst
O. J. Purvis
Granville Parker

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

Great impetus was given this study by the doctoral committee: Dr. F. F. Gaither, Chairman; Dr. Franklin Parker; Dr. Omer J. Rupiper; and Dr. H. R. Hengst. Each was most generous with his time and criticism. For this, and the lasting friendships which were formed, the writer is indeed grateful.

A study of this nature is impossible without adequate library assistance. This the writer had in full measure. Special gratitude is expressed to the cataloging, serials, inter-library loan, and second floor personnel of the Bizzell Library, University of Oklahoma.

To Lynn, who cheerfully exchanged the mother-daughter role at times and seemed genuinely pleased to have her mother on campus with her, loving appreciation is extended.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
Background of the Study	4
Statement of the Problem	6
Purpose of the Study	6
Limitations of the Study	7
Definition of Terms	8
Organization of the Study	11
II. COLLECTION AND PRESENTATION OF DATA	12
Procedure Used in the Study	12
Determination of Specific Categories	13
Determination of Broad Categories	15
Tabulation of Data	15
Requirement of Objectivity	25
Summary	26
III. INTERPRETATION OF THE DATA	28
Introduction	28
Characteristics of Each Decade	29
Analysis of Broad Categories	37
Summary	43
IV. SUMMARY AND CONCLUSIONS	46
Summary	46
Findings and Conclusions	48
Implications and Recommendations	52
BIBLIOGRAPHY	53
APPENDIX A	57
APPENDIX B	59
APPENDIX C	66
APPENDIX D	70

LIST OF TABLES

Table	Page
1. Specific Categories Formulated from Journal Content	14
2. Broad Categories with Specific Category Subsumptions	16
3. Percentages of Articles Dealing With Specific Categories Contained Within the Broad Area of Administration in the NVGA Official Organ for Each Decade--1925-1965	18
4. Percentages of Articles Dealing With Specific Categories Contained Within the Broad Area of Programs in the NVGA Official Organ for Each Decade--1925-1965	19
5. Percentages of Articles Dealing With Specific Categories Contained Within the Broad Area of Special Groups in the NVGA Official Organ for Each Decade--1925-1965	20
6. Percentages of Articles Dealing With Specific Categories Contained Within the Broad Area of Personnel in the NVGA Official Organ for Each Decade--1925-1965	21
7. Percentages of Articles Dealing With Specific Categories Contained Within the Broad Area of Research/Development in the NVGA Official Organ for Each Decade--1925-1965	22
8. Percentages of Articles Dealing With Specific Categories Contained Within the Broad Area of Goals, Objectives, Purposes in the NVGA Official Organ for Each Decade--1925-1965	23

Table		Page
9.	Percentages of Articles Dealing With Specific Categories Contained Within the Broad Area of External Agencies in the NVGA Official Organ for Each Decade--1925-1965	23
10.	Percentages of Articles Contained Within the Broad Categories in the NVGA Official Organ for Each Decade--1925-1965	25

TRENDS IN VOCATIONAL GUIDANCE AS EVIDENCED BY CONTENT
ANALYSIS OF THE OFFICIAL ORGAN OF THE NATIONAL
VOCATIONAL GUIDANCE ASSOCIATION FROM
1925 THROUGH 1965

CHAPTER I

INTRODUCTION

In a culture which continues to become increasingly complex, there is little need to make a plea for vocational guidance. Society, especially within the framework of a democracy, has long realized that one of the first requisites of good citizenship is the capacity for self-support. Since man first showed his sons how to kindle fires and hunt game, there has been an ever-growing demand for assistance in the choosing of an occupation and progressing in it. Part of the heritage one generation leaves to another is the opening of new fields of endeavor and the information which will point that generation toward solutions of problems inherent within those fields.

As areas of work became numerically confounding and the needs of society and the individual became more specific, father and the home were unable to function

adequately in the guidance role. It became increasingly apparent that of man's important choices made during his life--a philosophy of life, a mate, and a job--the one involving occupational choice demanded more precise and dependable external assistance. Thus, as early as 1910, it had been firmly established that the public school, working with external agencies, was the most strategic place in which to give vocational guidance.¹ Frank Parsons' book, Choosing a Vocation,² the classical "bible" for guidance, was published in 1909, and it clearly spelled out the formula which the vocational guidance counselor should use: analysis of the man on the one hand, analysis of the job on the other, and the "bringing of the two together in the interest of an intelligent choice."³ With many variations, refinements, and scientific approaches this formula still exists today.

Any discipline which proposes to provide information on which young people and old alike can make intelligent

¹Harry D. Kitson, "Trends in Vocational Guidance," Objectives and Problems of Vocational Education, ed. E. A. Lee (New York: McGraw-Hill, Inc., 1938), pp. 257-280.

²Frank Parsons, Choosing A Vocation (Boston: Houghton Mifflin Co., 1909).

³Donald G. Paterson, "The Genesis of Modern Guidance," Guidance Readings for Counselors, eds. Gail F. Farwell and Herman J. Peters (Chicago: Rand McNally and Company, 1960), pp. 103-111.

and satisfactory decisions about courses of training and lifetime careers must try to look forward for several years. The dynamic quality of our present economy necessitates constant adaptation to changing industrial and occupational needs. In order to look ahead, it is often useful to review what has been observable in the past. The noting of trends has long been a favorite form of evaluation in any discipline and long-term trends may be evaluated by bringing together and analyzing a great deal of information. Berelson expressed this idea in the following statement:

Such analysis not only describes the developmental trends of a discipline, but also supplies the definition or composition of the field at any particular time. . . . It can provide the overall picture of the product which otherwise might be lost from view.⁴

Need contingencies may be derived from a study of the past and the historical roots of an academic field may serve to delineate the persistent trends within that field. Realizing that the essence of things endures with time, vocational guidance workers are aware that they must know what has happened and what is presently happening "to the occupational structure of the American economy and use that

⁴Bernard Berelson, Content Analysis in Communication Research (Glencoe, Illinois: The Free Press, 1952), pp. 33-45.

knowledge to shape . . . their day-to-day work to this pattern."⁵

Background of the Study

Historically, the communication media of a people reflect their values, interests, and goals. Writers, particularly historians, have sometimes challenged this statement. However, there is general agreement among recognized content analysts that media sampling carried out over an extended time and in a systematic manner reflects some type of Zeitgeist. Berelson made this succinct statement:

. . . there is a general assumption of more or less equivalence between what is available in the media and what is actually seen or heard. That is, inferences about what comes to people's attention through the media of communication are based directly and without qualification upon what appears in them.⁶

Concerning this relationship, Osgood noted:

We may begin with the reasonable assumption that all of the events which occur in messages are causally dependent upon events or states in the human individuals producing the messages.⁷

And summarizing for a group of content analyst specialists, Pool stated:

⁵David L. Kaplan, "Occupational Trends During the Last Decade," Occupations, XXX (January, 1952), pp. 248-251.

⁶Berelson, op. cit., p. 102.

⁷Charles E. Osgood, "The Representational Model and Relevant Research Methods," Trends in Content Analysis, ed. Ithiel de Sola Pool (Urbana, Illinois: University of Illinois Press, 1959), p. 34.

Our concern has been with inferences from the content of a text to what was going on in the environment in which the text appeared.⁸

A review of the literature in vocational guidance trends revealed many excellent studies of an historical nature. Struck⁹ traced the earliest beginnings to 1940 largely by means of legislative acts and policies. Sears¹⁰ surveyed the origins of trade and industrial education, and Venn¹¹ conducted a study of the history of vocational and technical education in the United States for the American Council on Education. Hawkins, Prosser, and Wright¹² contributed a volume on the chronological development of vocational education and guidance up to 1945. While they may not specifically state them, all of these volumes contained many implications for vocational guidance.

Numerous shorter studies reported emerging guidance trends for a specific locale, trends over a ten year period,

⁸Ithiel de Sola Pool (ed.), Trends in Content Analysis (Urbana, Illinois: University of Illinois Press, 1959), p. 190.

⁹F. Theodore Struck, Vocational Education for a Changing World (New York: John Wiley and Sons, Inc., 1945).

¹⁰William Paul Sears, The Roots of Vocational Education (New York: John Wiley and Sons, Inc., 1931).

¹¹Grant Venn, Man, Education, and Work (Washington, D. C.: American Council on Education, 1964).

¹²Layton S. Hawkins, Charles A. Prosser, and John C. Wright, Development of Vocational Education (Chicago: American Technical Society, 1951).

or prediction of work opportunities for selected occupations or fields of work. However, investigation of reported research revealed no studies in vocational guidance of a long-range nature nor any based on the official literature of the vocational guidance discipline. The lack of such studies demonstrated a need for broader coverage if a review of trends in vocational guidance is to be gained.

Statement of the Problem

The problem of this study is the identification of trends in vocational guidance through a systematic examination of the articles contained in the official organ of the National Vocational Guidance Association during a fifty year period. Identification will also be made of the shifting emphases of interests in vocational guidance inherent within the noted trends.

Purpose of the Study

The purpose of this study is to determine the incidences of change within the vocational guidance field during the past fifty years as exemplified by the discipline's official publication. By examining the changes which have occurred, a review of trends in vocational guidance from 1925 to 1965 will be provided counselors, counselor-trainees, administrators, and teachers. This review will embody: (1) a knowledge of the upward and downward trends in selected categories of vocational guidance

interest and activity, (2) contributions to the study of vocational guidance epochs, and (3) information which might suggest trends that vocational guidance will take in the future.

Limitations of the Study

The limitations placed on this study are the following:

(1) The selection of articles to be analyzed is limited to those appearing in the official organ of the National Vocational Guidance Association. Although it has undergone name changes and slightly changed format,¹³ there has been one continuous publication of the National Vocational Guidance Association since December, 1922. The National Vocational Guidance Association Bulletin began publication in 1922 and was the only magazine in the field of vocational guidance at that time. It was published for the Association by the Graduate School of Education, Harvard University. It continued as such until March 1924, when it became The Vocational Guidance Magazine. This new name and slightly changed format was adopted at the Annual Conference of the NVGA in Chicago in 1924. This publication continued until it was changed to Occupations in 1933. In Autumn 1952, The Vocational Guidance Quarterly became the new official

¹³Journals were published monthly (October through May) until the change to Vocational Guidance Quarterly which continues to have quarterly publication.

organ. The old Occupations became the Personnel and Guidance Journal, official organ of the American Personnel and Guidance Association. Although the APGA journal continued to carry articles pertaining to vocational guidance and occupational adjustment, its content reflected the broader purposes and activities of APGA. The two publications became complementary rather than competing publications. The Vocational Guidance Quarterly was selected to be analyzed for this study following Occupations since it is a continuation of the program of the NVGA.

(2) The entire periodical output for every tenth year beginning in 1925 and ending in 1965 is included. Since the body of literature available for the first decade's analysis was preceded only by publications since December, 1922, all of these are combined. Thus, the samples for the first decade are augmented by all of the previous existing publications.

Definition of Terms

Society exists not merely because there are people but because channels of communication are open between them. Frequently a line of separation develops not so much from spatial distances as from differences in speech or confusion of terminology. As early as 1923, one contributor to the National Vocational Guidance Association Bulletin had collected nearly two hundred definitions of vocational educa-

tion and guidance. He pointed out with respect to this disparity of terms:

The lack of similarity between these definitions by the authorities in these two fields would move one to Homeric laughter if it were not so serious a matter.¹⁴

Precise and functional definitions of terms then become a requisite for the individual writer if he is to communicate satisfactorily. Since no single author offered explanations for all terms which fit within the framework of vocational guidance, a number of sources was considered. Thus, an eclectic sampling was made for those terms best defined for use within this study. The following were deemed most appropriate:

Category: "A division or group of data based on qualitative rather than quantitative differences."¹⁵

Categorizing: "Classifying the content of qualitative communication materials into appropriate divisions so that it can be described in an orderly way."¹⁶

Indicator: The clue within the communication which reveals to the investigator the author's intention.¹⁷

¹⁴Arthur Frank Payne, "The Relation of Vocational and Educational Guidance to Vocational Education," National Vocational Guidance Bulletin, I (February, 1923), p. 104.

¹⁵Horace B. English and Ava Champney English, A Comprehensive Dictionary of Psychological and Psychoanalytical Terms (New York: Longmans, Green and Co., 1958), p. 77.

¹⁶Berelson, op. cit., pp. 135-136.

¹⁷Pool, op. cit., p. 7.

Item: Unit of analysis used to classify material as a whole whenever the variations within the item are small and unimportant.¹⁸ The item commonly cited in this study is the journal article.

Quantitative content analysis: "A statistical technique for obtaining descriptive data on content variables . . . (which) offers the possibility of obtaining more precise, objective, and reliable observations about the frequency with which given content characteristics occur. . . . (it) substitutes controlled observation and systematic counting for impressionistic ways of observing frequencies of occurrence."¹⁹

Requirement of objectivity: The stipulation that "categories of analysis should be defined so precisely that different analysts can apply them to the same body of content and secure the same results."²⁰

Unit of classification: "The basis on which the content of communication is analyzed or classified."²¹ The item (article) is the unit used in this study.

¹⁸Berelson, op. cit., p. 141.

¹⁹Alexander L. George, "Quantitative and Qualitative Approaches to Content Analysis," Trends in Content Analysis, ed. Ithiel de Sola Pool (Urbana, Illinois: University of Illinois Press, 1959), p. 8.

²⁰Berelson, op. cit., p. 16.

²¹Ibid., pp. 135-136.

Unit of enumeration: "The basis on which the content of communication is tabulated."²² In this study it is the frequency of occurrence within a given category.

Vocational Guidance: "Helping a person to find and select the opportunities and activities that will yield maximum satisfaction and profit in his life work."²³ Any process (instruction, counseling, testing) whose "purpose is to fit an individual for effective pursuit of a recognized profitable employment."²⁴

Organization of the Study

The first chapter of the study contains an introduction, background of the study, statement of the problem, purpose of the study, limitations of the study, definition of terms, and an organizational arrangement of the study. Chapter two is devoted to the collection and presentation of data. Chapter three presents an interpretation of the data. Chapter four contains a summary, discussion, and conclusions.

²²Ibid., p. 135.

²³English and English, op. cit., p. 234.

²⁴Ibid., p. 586.

CHAPTER II

COLLECTION AND PRESENTATION OF DATA

The primary concern of this study was the identification of trends in vocational guidance as evidenced by a systematic examination of the articles contained in the official organ of the National Vocational Guidance Association during the decades beginning in 1925 and ending in 1965. A further concern was the identification of the shifting emphases of interests in vocational guidance inherent within those trends.

Procedure Used in the Study

A quantitative content analysis was made of the entire periodical output of the official organ of the National Vocational Guidance Association for every tenth year beginning in 1925 and ending in 1965.¹ Since the body of literature available for the 1925 analysis was preceded only by publications since December, 1922, all of these were combined. Thus, the samples for the first decade have been augmented by all of the previous existing publications.

¹See Appendix A for list of journals analyzed.

Determination of Specific Categories

Since the ultimate analysis was concerned with determining the relative emphases given to different topics in the body of communication content, the basic question asked of each article within the designated year was: What is it about? Substance and characteristic of the content were considered rather than form. Each article was examined and classified according to determined categories. Categories were determined on the basis of obvious subject-matter content which Pool² and Lasswell³ refer to as "manifest" content. Classification was formulated after Berelson's plan of "discovering, defining, and re-defining the indicators for major categories."⁴ All of the articles from the first decade's sampling were used to construct a nucleus of headings under which the articles were subsumed. Redefining and addition of categories continued until there was a workable set of thirty-six categories appropriate to and inclusive of all of the content being considered. The rubrics for classification are delineated in Appendix B. All articles were then reexamined and ordered into the evolved categories. These specific categories are presented in Table 1. Often the nature and emphasis of an article

²Pool, op. cit.

³Lasswell, op. cit.

⁴Berelson, op. cit., p. 163.

TABLE 1

SPECIFIC CATEGORIES FORMULATED FROM JOURNAL CONTENT

Category
(1) Automation and technology.
(2) Coordination between educational institution and employment services.
(3) Cost of vocational guidance program.
(4) Disadvantaged and the world of work.
(5) Discriminatory practices and minority groups.
(6) Establishing a vocational guidance program.
(7) Junior workers.
(8) Legislation relating to aid to vocational guidance.
(9) Legislation relating to employment.
(10) Military related occupations and employment opportunities for veterans.
(11) Need for change in vocational guidance program.
(12) Occupational information and materials.
(13) Older workers.
(14) Part-time school for workers.
(15) Part-time work.
(16) Progress reports from individual fields or schools.
(17) Rehabilitation programs for the handicapped.
(18) Research and the vocational guidance program.
(19) Research in the use of test data for occupational purposes.
(20) Rural guidance services.
(21) Status of women in the world of work.
(22) Theory and philosophy of vocational guidance.
(23) Theory of occupational choice.
(24) Union activities.
(25) Vocational biography.
(26) Vocational counselor preparation, training, and selection.
(27) Vocational courses in school.
(28) Vocational guidance in colleges and universities.
(29) Vocational guidance in other countries.
(30) Vocational guidance for high school girls.
(31) Vocational guidance of the gifted.
(32) Vocational guidance of the marginal student, mentally retarded, or the emotionally disturbed.
(33) Vocational problems of school leavers.
(34) War related work.
(35) Welfare of the young worker.
(36) Work of the visiting teacher.

qualified it for inclusion into more than one category. No article, however, appeared under more than three headings.

Determination of Broad Categories

Early in the study it became evident that the results of material gleaned from thirty-six categories were too unwieldy to yield satisfactory and workable data. Consequently, the thirty-six headings were subsumed under seven broad classifications. The broad categories were determined by following closely the divisions of interest established by the National Vocational Guidance Association in accordance with the new Constitution which went into effect July 1, 1944.⁵ These areas of interest are: Administration; Programs; Special Groups; Personnel; Research/Development; Goals, Objectives, and Purposes; and External Influences. The broad categories with specific headings subsumed under them are presented in Table 2.

Tabulation of Data

The unit of classification was the item (article) and the unit of enumeration was the number of times the item appeared within a particular category. A check sheet was prepared for each decade with all of the thirty-six categories represented and a count was made and recorded

⁵"National Vocational Guidance Association Divisions and Committee Chairmen," Occupations, XXIII (April, 1945), p. 380.

TABLE 2

BROAD CATEGORIES WITH SPECIFIC CATEGORY SUBSUMPTIONS

ADMINISTRATION

Coordination between educational institution and employment services.
Cost of vocational guidance program.
Establishing a vocational guidance program.
Need for change in vocational guidance program.
Progress reports from individual fields or schools.

PROGRAMS

Military related occupations and employment opportunities for veterans.
Occupational information and materials.
Part-time school for workers.
Part-time work.
Rural guidance services.
Vocational biography.
Vocational courses in school.
Vocational guidance in colleges and universities.
Vocational guidance in other countries.
War related work.

SPECIAL GROUPS

Disadvantaged and the world of work.
Discriminatory practices and minority groups.
Junior workers.
Older workers.
Rehabilitation programs for the handicapped.
Status of women in the world of work.
Vocational guidance for high school girls.
Vocational guidance of the gifted.
Vocational guidance of the marginal student, mentally retarded, or the emotionally disturbed.
Vocational problems of school leavers.
Welfare of the young worker.

PERSONNEL

Vocational counselor preparation, training, and selection.
Work of the visiting teacher.

RESEARCH/DEVELOPMENT

Research and the vocational guidance program.
Research in the use of test data for occupational purposes.

GOALS, OBJECTIVES, PURPOSES

Theory and philosophy of vocational guidance.
Theory of occupational choice.

EXTERNAL INFLUENCES

Automation and technology.
Legislation relating to aid to vocational guidance.
Legislation relating to employment.
Union activities.

of the number of articles published within each decade's consideration. On this check sheet was entered the frequency of occurrence of topics of similar content within specific categories. Specific category frequencies are presented in Appendix C.

After assigning each specific heading to one of the seven broad classifications, a new set of figures was obtained which involved the frequency of occurrence of all topics within a broad category. These figures were translated into percentages and a table was constructed for each broad category. Percentages of articles concerned with specific categories pertinent to the broad category furnished a basis for examining the changing interests within broad areas. The obtained data are presented in Tables 3 through 9.

The percentages of articles which dealt with the various aspects of Administration are shown in Table 3. Articles concerned with the establishment of vocational guidance programs to provide assistance to veterans claimed the highest degree of interest (57.1%) in 1945. Coordination between educational institutions and employment services dominated the decades 1915-1925 and 1956-1965. Lowest overall concern within this category was with the cost of establishing and maintaining vocational guidance programs.

The broad area of Programs embodied ten specific categories. Percentages of articles concerned within this area are presented in Table 4. Articles dealing with occu-

pational information, vocational biographies, military related occupations, and again, occupational information and vocational information and vocational biographies, characterized the major concern of each of the respective decades. Journal content was consistently low in the categories of part-time work and rural guidance services.

TABLE 3

PERCENTAGES OF ARTICLES DEALING WITH SPECIFIC CATEGORIES
CONTAINED WITHIN THE BROAD AREA OF ADMINISTRATION
IN THE NVGA OFFICIAL ORGAN FOR EACH
DECADE--1925 THROUGH 1965

Specific Category	1915- 1925	1926- 1935	1936- 1945	1946- 1955	1956- 1965
Coordination between educational institution and employment services.	51.0	22.6	14.3	36.4	55.6
Cost of vocational guidance program.	10.8	6.5	0.0	9.1	0.0
Establishing a vocational guidance program.	7.6	12.9	57.1	0.0	0.0
Progress reports from individual fields or schools.	17.3	16.1	28.1	27.2	11.1
Need for change in vocational guidance program.	13.0	41.9	0.0	27.2	33.3

TABLE 4

PERCENTAGES OF ARTICLES DEALING WITH SPECIFIC CATEGORIES
CONTAINED WITHIN THE BROAD AREA OF PROGRAMS IN THE
NVGA OFFICIAL ORGAN FOR EACH DECADE--
1925 THROUGH 1965

Specific Category	1915- 1925	1926- 1935	1936- 1945	1946- 1955	1956- 1965
Military related occupations.	1.0	0.0	54.9	7.1	15.8
Occupational information.	34.4	8.3	6.0	42.9	15.8
Part-time school for workers.	19.3	5.6	2.4	0.0	2.6
Part-time work.	5.3	0.0	0.0	7.1	2.6
Rural guidance services.	2.1	5.6	1.2	7.1	0.0
Vocational courses in school.	19.3	5.6	0.0	0.0	0.0
Vocational guidance in colleges and universities.	11.5	19.4	3.7	21.4	28.9
Vocational guidance in other countries.	1.0	25.0	4.8	7.1	0.0
War related work.	0.0	0.0	17.1	0.0	0.0
Vocational biography.	5.3	30.5	9.7	7.1	34.2

The general heading of Special Groups included percentages of articles concerned with eleven specific groups. These are shown in Table 5. In this broad category consistent high interest was concentrated in articles which dealt with the junior worker (12 to 18 years of age). Vocational problems of school leavers claimed a notable amount of —

article interest during the first decade and again in 1956-1965. Articles dealing with vocational guidance for high school girls and the gifted were rare during the five decades under consideration. Welfare of the young worker was no major concern after 1925. Early Child Labor laws provided solutions to these problems.

TABLE 5

PERCENTAGES OF ARTICLES DEALING WITH SPECIFIC CATEGORIES
CONTAINED WITHIN THE BROAD AREA OF SPECIAL GROUPS
IN THE NVGA OFFICIAL ORGAN FOR EACH DECADE--
1925 THROUGH 1965

Specific Category	1915- 1925	1926- 1935	1936- 1945	1946- 1955	1956- 1965
Disadvantaged and the world of work.	2.0	12.0	0.0	0.0	13.8
Discriminatory practices and minority groups.	2.0	12.0	11.1	0.0	6.9
Junior workers.	36.9	44.0	14.9	29.4	20.6
Older workers.	2.6	20.0	44.4	23.5	17.2
Rehabilitation programs for the handicapped.	4.0	0.0	11.1	17.6	3.4
Status of women in the world of work.	3.3	0.0	11.1	5.9	3.4
Vocational guidance for high school girls.	7.3	0.0	0.0	0.0	0.0
Vocational guidance of the gifted.	3.3	0.0	0.0	5.8	3.4
Vocational guidance of the marginal student, mentally retarded, or emotionally disturbed.	4.0	4.0	7.4	17.6	10.3
Vocational problems of school leavers.	16.1	4.0	0.0	0.0	20.6
Welfare of the young worker.	18.1	4.0	0.0	0.0	0.0

Data concerned with Personnel are presented in Table 6. Although the relative number of articles concerned with this broad category was quite small, those that were published dealt mainly with vocational counselor preparation and training. The decade 1936-1945 was characterized by no articles of this nature.

TABLE 6

PERCENTAGES OF ARTICLES DEALING WITH SPECIFIC CATEGORIES
CONTAINED WITHIN THE BROAD AREA OF PERSONNEL IN THE
NVGA OFFICIAL ORGAN FOR EACH DECADE--
1925 THROUGH 1965

Specific Category	1915- 1925	1926- 1935	1936- 1945	1946- 1955	1956- 1965
Vocational counselor preparation and training.	62.5	100.0	0.0	100.0	100.0
Work of the visiting teacher.	37.5	0.0	0.0	0.0	0.0

The percentages of articles concerned with Research and Development are listed in Table 7. These articles were divided into research which concerned the vocational guidance program as a whole and research which utilized test data for occupational purposes. Research involvement during the first decade (1915-1925) was divided fairly evenly between the two specific categories. Each succeeding decade showed a decline in vocational guidance program research and a rise in research in the use of test data for vocational purposes.

TABLE 7

PERCENTAGES OF ARTICLES DEALING WITH SPECIFIC CATEGORIES
CONTAINED WITHIN THE BROAD AREA OF RESEARCH/DEVELOP-
MENT IN THE NVGA OFFICIAL ORGAN FOR EACH
DECADE--1925 THROUGH 1965

Specific Category	1915- 1925	1926- 1935	1936- 1945	1946- 1955	1956- 1965
Research and the voca- tional guidance program.	45.2	66.7	63.7	44.4	33.3
Research in the use of test data for occupa- tional purposes.	54.8	33.3	36.3	55.6	66.7

The broad area of Goals, Objectives, and Purposes was concerned with percentages of articles which dealt with theory and philosophy of vocational guidance and theory of occupational choice. Both specific categories showed erratic patterns. The seemingly high percentages were only meaningful when the broad category was considered. The figures were not truly significant when it was noted that the broad category itself never accounted for more than 34.2% of overall article interest (See Table 10). Specific category involvement with Goals, Objectives, and Purposes is depicted in Table 8.

Data concerned with the broad area of External Agencies are presented in Table 9. A steady rise and fall in percentages of articles which dealt with legislation relating to employment practices can be noted. Within the consideration of External Agencies, the decade 1926-1935 was

totally concerned with legislation which related to the various federal programs of aid to vocational guidance. Articles concerned with automation and technology did not appear until the decade 1956-1965.

TABLE 8

PERCENTAGES OF ARTICLES DEALING WITH SPECIFIC CATEGORIES
CONTAINED WITHIN THE BROAD AREA OF GOALS, OBJECTIVES,
PURPOSES IN THE NVGA OFFICIAL ORGAN
FOR EACH DECADE--1925 THROUGH 1965

Specific Category	1915- 1925	1926- 1935	1936- 1945	1946- 1955	1956- 1965
Theory and philosophy of vocational guidance.	73.3	80.8	66.7	100.0	35.3
Theory of occupational choice.	26.7	19.2	33.3	0.0	64.7

TABLE 9

PERCENTAGES OF ARTICLES DEALING WITH SPECIFIC CATEGORIES
CONTAINED WITHIN THE BROAD AREA OF EXTERNAL
AGENCIES IN THE NVGA OFFICIAL ORGAN
FOR EACH DECADE--1925 THROUGH 1965

Specific Category	1915- 1925	1926- 1935	1936- 1945	1946- 1955	1956- 1965
Automation and technology.	0.0	0.0	0.0	0.0	30.7
Legislation relating to aid to vocational guidance.	20.5	100.0	0.0	0.0	15.3
Legislation relating to employment.	73.5	0.0	66.6	0.0	30.7
Union activities.	5.8	0.0	33.3	0.0	23.0

When the component parts of each broad category were examined, it was possible to determine interest changes within the general classifications. Several high points of interest emerged. Administration was concerned primarily with job placement. Special Groups were involved with the young or junior worker and Programs observed a close kinship with Special Groups by emphasizing programs which aided the young worker.

In order to secure data which presented an overall picture by broad category and decade-interval, percentages of interest were determined for the seven general classifications for each decade. These figures were obtained by basing total frequency occurrence within a broad category on overall number of articles considered during each decade. Table 10 was constructed to show the obtained percentages. Since an article could qualify for inclusion in more than one category, rows and columns did not sum to 100%.

Berelson supported this method of quantitative content analysis in his discussion of the uses of substance analysis to describe trends in communication content:

The classification into a single set of categories of similar samples of communication content taken at different times provides a concise description of content trends, in terms of relative frequencies of occurrence.⁶

⁶Berelson, op. cit., p. 29.

TABLE 10

PERCENTAGES OF ARTICLES CONTAINED WITHIN THE BROAD
CATEGORIES IN THE NVGA OFFICIAL ORGAN FOR
EACH DECADE--1925 THROUGH 1965

Decade	Administration	Programs	Special Groups	Research/Development	Goals, Objectives, and Purposes	External Influences	Personnel
1915-1925	52.0	53.0	80.4	17.8	17.2	19.3	3.4
1926-1935	40.7	47.3	32.8	15.7	34.2	2.6	3.9
1936-1945	24.4	95.3	31.4	12.8	3.5	3.5	0.0
1946-1955	34.3	43.7	53.1	28.1	3.1	0.0	12.5
1956-1965	16.3	69.0	52.7	60.0	30.9	23.6	5.4

Requirement of Objectivity

The requirement of objectivity was met by submitting both sets of categories (specific and broad), together with sample journal articles, to a jury of experts (five members) for independent categorization. Berelson⁷ suggested this procedure for testing categories in order to insure a satisfactory degree of observer reliability. Criteria for jury selection were: (1) present active participation in the

⁷Berelson, op. cit., p. 16.

vocational guidance field, (2) acquaintance with and current knowledge of Vocational Guidance Quarterly and its predecessors, and (3) an advanced degree in Guidance and Counseling. This panel is listed in Appendix D. After tabulating the results of jury evaluation, an agreement of 95.5% was found between the panel members and the investigator concerning the specific categories. For the broad classifications, the percentage of agreement was 94.2%. Overall agreement between jury and investigator was 94.8%.

In Language of Politics⁸ the importance of reliable categories was stressed. Lasswell explained that content analysis aims at a classification of content in more precise numerical terms than is provided by impressionistic "more or less" judgments of "either-or". He added:

The results of content analysis, like those of other processes of measurement, must meet certain conditions of reliability before they can be accepted as data for hypotheses. . . . The importance of reliability rests on the assurance it provides that the data obtained are independent of the measuring event, instrument or person.⁹

Summary

The study was made for the purpose of identifying trends in vocational guidance during the past fifty years from a careful examination of the articles published in the official organ of the National Vocational Guidance Associa-

⁸Lasswell, op. cit.

⁹Ibid., p. 83.

tion. A further concern of the study was to determine the shifting emphases of interests in vocational guidance inherent within those trends.

The entire periodical output for every tenth year of the National Vocational Guidance Association official journal, beginning in 1925 and ending in 1965, was subjected to a quantitative content analysis. All of the articles from these five decades were classified under thirty-six categories of similar content material. These thirty-six categories were further subsumed under seven broad classifications of vocational guidance interest.

Manifest content of the article itself was used as the unit of classification. The unit of enumeration was the frequency with which the item appeared within the respective category. Collection of the data was made by recording frequencies of occurrence of the topics within their broad categories on a master chart. The obtained frequencies were converted into percentages from which Table 10 was constructed.

Requirement of objectivity was met by submitting specific and broad categories, together with sample journal articles, to a jury for independent categorization. Overall agreement between jury and investigator was 94.8%.

CHAPTER III

INTERPRETATION OF THE DATA

Introduction

An analysis of the content sampling of fifty years of vocational guidance articles revealed some decisive trends. However, fluctuations occurred which may be explained by looking within the broad category for shifting emphases of interest. An attempt to identify vocational guidance trends and emphases of interest within a body of content which covers a long span of time must necessarily involve itself with the social and economic aspects of those times. Although it is not a major concern in this study, it is well to remember that the particular decades considered here were influenced by these general conditions: aftermath of World War I, the depression, World War II, the Korean conflict, and a general reexamination of existing programs.

The percentages of articles of similar content contained within each broad category for each decade, 1925 through 1965, are presented in Table 10. Interest shown in the articles throughout the fifty year period furnished the basis for trend analysis by decade and by broad category.

In reading Table 10 horizontally, the obtained percentages of occurrences of relatively similar content material made it possible to determine patterns characteristic of the respective five decades under consideration as reflected by journal articles. In reading vertically, it was possible to trace fluctuations of interest shown in the broad categories throughout fifty years. Data presented in Tables 3 through 9 provided a closer examination of shifting emphases within categories.

Characteristics of Each Decade

1915-1925

The tone of this period was predominantly experimental since the vocational guidance program was busily gaining a precarious foothold. However, one outstanding trend emerged: an emphasis on special groups (80.4% of total decade articles). Figures in Table 5 gave evidence that major consideration within this broad category was the young worker. "Young" was interpreted as 12 to 18 years of age. The junior worker was listed specifically in the titles of 36.9% of this decade's articles. These articles were concerned mainly with the training and placement of the young worker. A recurring theme was the problem of keeping the child in school until he attained the necessary age for issuance of a work permit. Vocational problems encountered by the school leaver or dropout were dealt with in 16.1% of

articles. Warnings were repeated that entry of the school non-continuer into the labor market would further aggravate the already precarious condition of the vocational situation.

Programs and Administration shared approximately equal consideration during this era, 53% and 52%, respectively. Programs dealt mainly with counseling, information, training, education, and assistance available to the young person. Administration concentrated on coordination between the educational institution and employment services--placing the youth on the job. The category of External Influences (19.3%) was concerned primarily with legislation relating to child labor laws and the protection of the working child in general. Within this major area 73.5% of articles dealt with welfare of the child by means of federal legislation. The plight of the newsboy was singled out as one glaring example of child exploitation. A typical article in the December, 1923 issue of The National Vocational Guidance Association Bulletin was "Juvenile Street Traders and the Law."

Approximately 17% of articles dealt with Research/Development. These were fairly evenly divided between research involving the vocational guidance program as a whole (e.g., follow-up studies) and research utilizing standardized test data. Examples of articles in the latter category were: "What Is Your Mechanical Ability?" and "Predicting Vocational Success From Intelligence and Personality Tests."

Seventeen percent of this decade's articles were also concerned with Goals, Objectives and Purposes. Seventy-three percent of material pertinent to this category examined various rationales of vocational guidance. The necessity for setting up philosophical bases before establishing a vocational guidance program was stressed.

Small attention was accorded personnel matters (3.4%). Articles which discussed possible training opportunities available to counselors comprised 62.5% of this slight interest. The visiting teacher's liaison role between home and school made up the remaining 37.5%.

1926-1935

This era was marked by several high points of interest of approximately the same intensity. The most concern was shown for programs (47.3%), but now the programs reflected varied interests: vocational biographies which extolled the merits of "blue-collar" jobs (30.5%), vocational guidance in other countries (25%), and vocational guidance in colleges and universities (19.4%). Among the jobs described in vocational biographies were plumbing, automotive and other skilled mechanics, foundry work, housing management, and city or county managerial positions. Vocational guidance programs of other countries which were examined included those of Germany, Australia, Japan, India, Turkey, China, and South Africa.

Administrative matters comprised 40.7% of the total articles of this decade. Concern had changed from coordinating to criticizing, with 41.9% of articles taking the form of recommendations from administrators for the betterment of the vocational guidance program. These recommendations were guidelines from administrators and suggested needed changes in the program.

Discussions of theory and philosophy of vocational guidance accounted for a rise to 34.2% in the category of Goals, Objectives, and Purposes. Many of these articles probed the philosophies supporting need contentions for the existence of vocational guidance programs. Mental hygiene's role in vocational guidance was considered in five articles in the November, 1934, issue of Occupations.

Special Groups involvement (32.8% of total articles) was primarily with the junior worker (44%), but the older worker came in for a sizable share of attention for the first time. Twenty percent of the broad category involvement was with problems encountered in placement of adult workers. The theme of these articles was too many workers for too few jobs.

Research and development articles accounted for 15.7% of overall articles. Of these, 66.7% dealt with instruments designed to trace job needs in specific locales, evaluation of school guidance programs, and follow-ups of vocational guidance counselees. Thirty-three and three-tenths percent of article interest was involved with the use of standard-

ized testing in the guidance program. Personnel and External Influences articles combined amounted to less than 7% of this era's consideration as exhibited by journal publication.

1936-1945

This decade could be characterized as Vocational Guidance and the War. Over 95% of articles dealt with a program suggestion for military-related occupations and employment opportunities for veterans. These programs dealt also with post-war reconversion; federal agencies and their handling of war-induced employment problems; training, placing, or reabsorbing the draft-age man or woman, and counseling the pre-inductee.

Special Groups emphasis (31.4% of total era articles) shifted primarily to the older worker. Articles concerned with the draft-age man and the war worker accounted for 44.4% of this category's interest. This was the only decade in which greater concern was exhibited for any group other than the junior worker.

Administrative articles (24.4%) were occupied with the establishment of vocational guidance programs where none then existed. Of these articles, 57.1% offered advice for founding centers of information for veterans and war workers. War related articles so dominated the editorial scene that all other categories had minimal consideration.

1946-1955

Journal articles concerned with Special Groups claimed the major emphasis during this period (53.1%). This emphasis was divided fairly evenly among the junior worker (29.4%), the older worker (23.5%), the physically handicapped (17.6%), and the marginal or mentally retarded person (17.6%). The vocational problems of these groups received mention, but no one group was singled out for special consideration. Vocational problems of women and the gifted accounted for 5%, respectively, of the area's concern. No mention was made of the disadvantaged, minority groups, or the dropout.

Programs (43.7% of total articles) were dealt with mainly through discussions of occupational information and materials. Vocational counseling techniques and audio-visual aids were included. These accounted for 42.9% of the articles in the broad area of Programs. Several writers were concerned with administrative articles (34.3%). These were concerned with coordination problems between educational institutions and employment services (36.4%), progress reports from individual fields or schools (28.1%), and suggestions for change (27.2%).

The category of Research/Development claimed over 28% of articles of this era. Research related to the vocational guidance program (44.4%) and research based on the use of test data (55.6%) represented this general heading.

Data in Table 9 indicated that 12.5% of the fourth decade's articles were concerned with Personnel. These depicted certification programs from different parts of the country. A typical article was entitled "Child Centering the Certification Program." This was the only decade which exhibited more than 6% interest in Personnel.

Percentages of articles which dealt with Goals, Objectives, and Purposes were negligible (3.1%). No article observed during this decade mentioned any of the four specific categories listed under External Influences: automation and technology, legislation relating to employment, legislation relating to aid to vocational guidance, and union activities.

1956-1965

Sixty-nine percent of the total attention of this era was focused on the Programs category. However, emphasis within this category shifted to vocational biographies (34.2%) and vocational guidance in colleges and universities (28.9%). Vocational biographies were presented primarily as job analyses of current careers in industry. Typical careers presented were: life insurance, nursing, podiatry, banking, printing, and occupations within labor unions.

Trailing only slightly in interest was Research/Development (60%). Sixty-four percent of articles within this broad category dealt with the use of test data for

occupational guidance purposes. These included the application of statistical methodology, use of tests for prediction and counseling purposes, and research based on test results.

Major emphasis, too, was placed on Special Groups (52.7%). Investigation revealed this to be a result of many diverse groups represented by one or two articles. No clear-cut emphasis within this category emerged. Interest range included 20.6% for junior workers and school leavers; 17.2% for older workers; 13.8% for disadvantaged; 10.3% for the marginal student, mentally retarded, or emotionally disturbed; 6.9% for minority groups; 3.4% respectively for the physically handicapped, the gifted, and women. No article dealt specifically with vocational guidance of high school girls or welfare of the young worker. It was observed that earlier legislation had insured the protection of the young person at work.

Goals, Objectives, and Purposes was a category dealt with in 30.9% of the material during this period. The articles were concerned chiefly with the theory and philosophy of vocational guidance and seemed to be reexamining and seeking to redefine it. Of the External Influences (23.6% of total decade articles), there was a distribution of 30.7% of articles concerned with automation and technology and legislation pertaining to employment--mainly Right-To-Work laws. Union activities accounted for 23% of the area interest and federal legislation relating to aid to vocational

guidance comprised the remaining 15.3%

Administrative articles fell to 16.3% of the total era coverage. These consisted of public relations suggestions for administrators. Personnel was represented by 5.4% of articles of this period.

Analysis of broad categories was also based on the data contained in Table 10. Identification of shifting emphases within categories was made possible by examining the data obtained for each broad area. This information is contained in Tables 3 through 9.

Analysis of Broad Categories During Fifty Years

Administration

Discounting the war years, which upset the balance of most categories by its major concern with Programs (95.3%), the trend in the area of Administration has been a gradual, but steady, decline. Fifty-two percent of the first decade's total number of articles was concerned with administrative process. This gave way to occasional articles in 1956-1965 which dealt with administrative public relations problems and administrative recommendations for betterment of the vocational guidance program (16.3%).

Fifty-one percent of articles of 1915-1925 were based on placement of the boy on the job. Titles typical of this era were: "Working With the Employment Services," "School Personnel and Vocational Guidance Departments Keep in Touch With Industry," and "Contact With Employers." Major concern

within this category in 1926-1935 was with the need for change in vocational guidance programs (41.9%). Articles in 1936-1945 dealt mainly with the establishment of new programs for adults and in 1946-1955 with coordination between educational institutions and employment services. Again, this liaison function concerned the junior worker. A perceptible waning of interest has characterized this major category.

Programs

The high degree of interest in Programs was one of the predominant features of the fifty year period. With the exception of the extremely high figure for 1936-1945 (95.4%), the trend was for articles concerned with programs to occupy approximately 50% of total article interest. The last decade's figure of 69% seemed to reflect the beginning of an upswing of interest here. Chronologically, the peaks of interest within this category were: occupational information (34.4% in 1915-1925), vocational biography (30.5% in 1926-1935), military related occupations (54.9% in 1936-1945), occupational information (42.9% in 1946-1955), and careers in industry (34.2% in 1956-1965). Both decades which evidenced a high degree of interest in occupational information were concerned mainly with information and materials for the young worker. Vocational biographies in the second decade dealt chiefly with "blue-collar" jobs and how to

- - -

enter them within a short period of time. The later interest which dealt with careers in industry (1956-1965) was concerned with presenting an analysis of professional and semi-professional occupations. These articles explored training requirements, qualifications needed for the job, and rewards or drawbacks to be expected. A close relationship was observed between the broad categories of Programs and Special Groups.

Special Groups

Beginning with an interest indication of 80.4% during the first decade and declining to 31% during the war years, the category of Special Groups leveled off and assumed a position of major importance which it has maintained during the past twenty years, approximately 52%. One of the continuing patterns within this category throughout the years was its major preoccupation with the junior worker. Forty-four and four-tenths percent of Special Groups articles in 1936-1945 concerned the older worker, particularly the returning serviceman and the war worker.

Concern with the school leaver in the earliest decade was encountered in 16.1% of articles. This interest declined until the past era revived it somewhat (20.6%). A distinct change in the nature of dropouts was observed over the years. Articles indicated that young people who left school prematurely during the decade 1915-1925 were forced to do so

from an economic standpoint. Specific titles observed during this era were: "How to Get School Leavers to Attend Evening School" and "Scholarship Programs to Help the Deserving Needy to Continue in School." The tone of dropout articles in 1956-1965 was a plea for increased attention to the needs of the potential leaver to keep him interested in school continuation.

Small sporadic interest was evidenced in the vocational problems of the disadvantaged, minority groups, the gifted, women, and the marginal student. No distinct categorical pattern emerged and no trend could be defined from the collected data.

Research/Development

Downward and upward trends in research and development were rather decisive. Beginning with moderate concern (17.8% of total decade articles), this category showed a slow downward trend through 1936-1945 (12.8%). Articles in the first decade were quite evenly divided between research pertaining to the evaluation of the guidance program as a whole and research utilizing test data for occupational purposes. During the past two decades, however, the broad area of Research/Development experienced a 32% rise, promising to overtake all other interests if the trend continues in intensity. The most noteworthy feature of the upward trend was the overwhelming emphasis placed on research which is

based on standardized test usage and statistical methodology (66.7% of area articles in 1956-1965). Whatever the writer's intent, 60% of the articles of the last decade relied on test data in some form as substantiation of findings. Typical articles of this type were: "Interest Patterns of Male Technical and Commerce Graduates," "Performance Scale for Blind Persons," and "Differential Interests Among Medical Students."

Goals, Objectives, and Purposes

In 1915-1925, 17.2% of the total number of articles dealt with Goals, Objectives, and Purposes. This increased to 34.2% in 1926-1935. During the subsequent twenty years, data indicated an interest drop to 3%, followed by a rise to 30.9% during the last decade. Within the broad category, interest was exhibited primarily (65% to 100%) in articles which dealt with the theoretical and philosophical bases underlying vocational guidance. During the last decade this declined to 35.3% of categorical interest, while 64.7% of the articles were concerned with theories of occupational choice.

The overall pattern in this category of article interest suggested that satisfactory theories and philosophies of vocational guidance and occupational choice were formulated early in vocational guidance history and neglected for twenty years. When interest was again manifested, it con-

sisted of an examination of existing theories and philosophies to ascertain whether or not they were still realistic and applicable in today's world of work. Articles of the past decade were concerned with a more timely theory of occupational choice. They pointed out that the factors influencing choice have changed greatly since the 1920's.

External Influences

The broad category of External Influences was represented by 19.3% of total journal articles in 1915-1925 and by 23.6% in 1956-1965. The three decades intervening showed 2.6%, 3.5%, and 0.0%, respectively.

Total concern in 1926-1935 was with federal legislation which provided aid to the vocational guidance program. Attention was paid the various legislative acts which proposed financial support. However, this was rather meaningless in view of the 2.6% overall concern in this broad area during that decade. No articles were observed which dealt with External Influences in 1946-1955. Interest in 1956-1965 was divided between automation and technology (30.7%), legislation relating to employment (30.7%), union activities (23%), and legislation pertaining to aid to vocational guidance (15.3%). The number of articles is relatively small when they are considered within the framework of a figure of 23.6% of total articles for this decade. It was found that no articles dealt with automation or technology's role in vocational guidance until 1956-1965.

Personnel

Evidence of interest in Personnel was uniformly low. A slight interest in certification programs in 1946-1955 was evidenced (12.5% of total era articles). In other decades less than 5% of journal interest was concerned with training, selection, or placement of vocational guidance workers during the fifty year period. Figures indicated that the first decade showed 3.4% of total articles concerned with Personnel. These dealt with the qualifications and duties of the visiting teacher. In subsequent decades no further mention was given this subject.

Personnel had the lowest overall percentage of interest of all categories. No article was observed throughout the study which attempted to discuss qualifications needed by guidance personnel. Although some articles were examined which described the need for additional workers, there was no delineation of need into requirements.

Summary

Through an analysis of the data contained in Tables 3 through 10, it was possible to identify the characteristics of each decade of the study. Broad categories were examined in the same manner and shifting emphases within each category were noted.

There was no consistent pattern of trends from one decade-interval to the next. Each era appeared to be characterized by the societal and economic influences of the

time. The initial decade under consideration was concerned primarily with training, placement, and welfare of the junior worker. The second era divided its major interests between Programs and Administrative matters. 1936-1945 was 95% involved with war related programs. The fourth period of the study was characterized by a concern for Special Groups--the junior worker was again predominantly considered. Programs which would serve these groups were also of major consideration. Article interest in the last decade was focused on Programs (vocational biographies) and the use of test data in research.

Within broad categories a shifting of interests was observed. Implementing the programs was of major interest in the first decade's administrative material, but it showed a steady decline throughout the remaining years. The tone of current public relations articles is almost "folksy" in comparison to the rather authoritarian early writing which brooked no nonsense as to administration's role: taking the boy off the street and placing him in a suitable job.

Special Groups emphasis was concerned primarily with the junior worker. However, the older worker was considered during the war years. Later decades did not exhibit more than passing interest in the disadvantaged, minority groups, women, or the marginal student.

Research which utilized statistical data rose to 60% of total interest in the decade 1956-1965. It gave promise

of rising further as interest in standardized testing grew in intensity.

In the category of Goals, Objectives, and Purposes, an initial concern with theory and philosophy of vocational guidance was followed by two decades of disinterest. In 1956-1965, interest shifted to an examination of philosophies underlying occupational choice.

External Influences showed a pattern of involvement with legislation relating to employment of the young worker in the first decade. Some interest was exhibited in automation and technology and Right-To-Work laws in 1956-1965. However, interest in this category and Personnel was uniformly low. No articles dealing with counselor qualifications, training, or placement were observed during 1936-1945. As with decade characteristics, category data revealed no repeated consistent patterns within categories.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

The primary problem of this study was the identification of trends in vocational guidance through a systematic examination of the articles contained in the official organ of the National Vocational Guidance Association during a fifty year period. Attention was also given to the identification of shifting emphases of interests in vocational guidance inherent within those trends. The purpose of the study was to determine the incidences of change within the vocational guidance field since 1925 and thus provide a review of trends in vocational guidance for counselors, counselor-trainees, administrators, and teachers. This review would embody a knowledge of the upward and downward trends in selected categories of vocational guidance interest and activity, contributions to the study of vocational guidance epochs, and information which might suggest trends that vocational guidance will take in the future.

Articles analyzed were those contained in the official organ of the National Vocational Guidance Association which has had continuous publication since 1922. Analysis

was limited to the entire periodical output of this organ for every tenth year beginning in 1925¹ and ending in 1965.

A quantitative content analysis was made of the pertinent material. Each article was examined and classified under categories which had been determined by using Berelson's plan of discovering, defining, and redefining the indicators for major categories. A workable set of thirty-six specific categories evolved (Table 1, Chapter II) which were appropriate to and inclusive of the body of content. A set of broad categories was established (Table 2, Chapter II) which followed closely the divisions of interest established by the National Vocational Guidance Association in their Constitution in 1944. The specific categories were further subsumed under the broad categories.

Quantification of the content material was based on units recommended by Berelson for content analysis. Tables were constructed which involved the frequency of occurrence of topics within the specific categories and their reclassification into the broad categories according to decades. The percentages of articles of the National Vocational Guidance Association official organ contained within each broad category for each decade under consideration are depicted in Table 10.

¹See the discussion under Limitations, Chapter I, for the augmented basis of the first decade's sampling.

Findings and Conclusions

Examination and analysis of the vocational guidance articles sampled over a fifty year period revealed distinctive changes when viewed from one decade-interval to the next. Within a given decade there was apparent relationship between the findings and societal and economic events. There was no consistent decade trend evidenced by content material. Instead, articles seemed to be responsive to variables which go beyond an inference to editorial policy.

The clearest discernible trends were traced by observing the fifty year patterns of the broad categories. Consistently the major concern was with particular people or groups who need assistance with their vocational problems (Special Groups) and with the programs which are planned to provide this assistance (Programs). During the first decade under consideration, over 80% of journal articles dealt with Special Groups. The categories of Administration, Research/Development, External Influences, and Goals, Objectives, and Purposes evidenced erratic interest patterns. Lowest concern was shown for matters dealing with Personnel. The highest interest observed in this category was 12.5% in 1946-1955. All broad areas were best understood by observing the shifting emphases within them.

The findings in content concerned with administration indicated that 52% of articles in the first decade dealt with some phase of this interest. Fifty-one percent of these

articles were concerned with placement of young people in jobs. In successive decades data showed that 41.9% of administrative articles dealt with a need for change; 57.1% (during war years) concerned with establishing a vocational guidance program; 36.4% and 55.6% dealt with coordination between educational institutions and employment services. One may conclude that articles concerned with administrative matters followed no apparent editorial policy. A "hit or miss" quality appeared to permeate the findings in this area.

Programs were a concern of approximately 50% of the articles of each decade. The figure reached 95.3% in 1936-1945 when 54.9% of program content dealt with military related occupations. In the first decade 34.4% of similarly classified articles and 42.9% in 1945-1955 were concerned with occupational information, principally for the junior worker. Figures of 30.5% in 1926-1935 and 34.2% in 1956-1965 were shown for Vocational Biography. These articles presented vignettes of job possibilities aimed primarily at the younger worker. These findings indicated that interest in programs was concerned mainly with the junior worker. It also followed that there was a close relationship between the categories of Programs and Special Groups.

The span of interest displayed in Special Groups ranged from 80.4% in 1915-1925 to 31.4% in 1936-1945. Figures for the last two decades of the study revealed that over 50% of journal content material dealt with Special

Groups. Within this interest throughout the fifty-year period a consistent pattern of concern for the junior worker was traced. The only exception was the decade 1936-1945 when 44.4% of Special Groups articles offered assistance to the person of military and war work age. Percentages of articles which dealt with the vocational problems of the gifted, women, high school girls, disadvantaged, or minority groups seldom reached 10%. Other groups evidenced sporadic rises in interest, but no readily defined pattern. The conclusion can be drawn that articles concerned with the junior worker have claimed a disproportionate amount of interest over the five decades, 1925 through 1965.

Following an erratic pattern of slight dips and rises, articles dealing with research and development rose 32% during the decade 1956-1965. At this time it claimed 60% of the total journal articles. Of this number 66.7% dealt with research in the use of test data for occupational purposes. These figures indicated the appearance of a heightened awareness of the importance of standardized tests for vocational guidance purposes.

No clear-cut trend emerged from the current journal concern (30.9%) with theories and philosophies of vocational guidance after a twenty year period of 3% interest. Whether a revived interest in goals and objectives was indicated can only be conjecture. One might conclude that the questioning itself of existing philosophies is a sign of healthy growth.

Within the category of External Influences, the first and last decades of the period studied reflected a measure of interest in legislation, 19.3% and 23.6%, respectively. In 1915-1925, 73.5% of these articles dealt with federal programs designed to assist or protect the younger worker. In 1956-1965, 30.7% of the articles were concerned with legislation relating to aid to the vocational guidance program. No articles dealt with the effects of automation and technology on the world of work until 1956-1965 (30.7%). These findings suggested that there was no consistent discernible trend in the area of external influences. However, the emphases indicated that no interest was evidenced in the role of automation and technology in vocational guidance until 1956-1965.

The uniformly low concern with personnel matters in the journal delineated an easily traced pattern. The highest interest evidenced was 12.5% of overall articles in 1946-1955. These dealt mainly with qualifications for counselor certification. The remaining four decades showed less than 5% of article interest in vocational counselor preparation and training. During the decade 1936-1945, no articles were observed which dealt with the selection or placement of vocational guidance personnel. Less than 3% concern was shown for the role of the visiting teacher in 1915-1925. The conclusion was drawn that the journal had a limited emphasis in dealing with problems of vocational counselor preparation, training, and placement.

Conclusions were based on journal content findings for each broad category for each decade. However, it should be repeated that the sampling for each decade was limited to every tenth year of the journal and consisted of one year's topical content.

The conclusions reached were:

(1) There was no consistent decade pattern delineated by content material.

(2) Content material which dealt with administrative matters followed no apparent editorial policy.

(3) There was a close relationship observed between the categories of Programs and Special Groups.

(4) Articles concerned with the junior worker claimed a disproportionate amount of interest over the period studied.

(5) There appeared to be a heightened awareness among writers of the importance of standardized tests for vocational guidance purposes.

(6) Article content did not seem to emphasize the role of automation and technology in vocational guidance until 1964-1965.

(7) The journal had a limited emphasis in dealing with problems of vocational counselor preparation, training, and placement.

Implications and Recommendations

The findings and conclusions of this study indicated several clearly defined implications:

(1) Topics within the journal coverage seemed to occur belatedly, rather than currently, when dealing with vocational guidance problems peculiar to each era.

(2) Journal material did not reflect that vocational counselors and other guidance workers are concerning themselves with groups causing the major problems in the labor market. These groups are the older worker, women, the disadvantaged, school dropouts, and minority groups.

(3) It appeared that topics within the journal have not approached an adequate program for assisting counselors in improving themselves professionally.

Since the findings in this study reflected only those trends evidenced by content of articles appearing in the official journal of the vocational guidance discipline, it is recommended that further study be made to determine if these trends and shifting emphases are representative of vocational guidance periodicals in general. A further recommendation is that future researchers evaluate journal content of articles in depth and relate this content to research findings and trends observed in the field of guidance and counseling. It is also recommended that a survey be made among active vocational guidance personnel to determine the extent to which this personnel relies on monthly or quarterly vocational guidance periodicals as a source for obtaining current information in the vocational guidance field.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Barzun, Jacques, and Graff, Henry F. The Modern Researcher. New York: Harcourt, Brace and Company, 1957.
- Berelson, Bernard. Content Analysis in Communication Research. Glencoe, Illinois: The Free Press, 1952.
- Brewer, John M. History of Vocational Guidance. New York: Harper and Brothers, 1942.
- English, Horace B., and English, Ava Champney. A Comprehensive Dictionary of Psychological and Psycho-analytical Terms. New York: Longmans, Green and Co., 1959.
- Farwell, Gail F., and Peters, Herman J. eds. Guidance Readings for Counselors. Chicago: Rand McNally and Co., 1960.
- Good, Carter V. Dictionary of Education. New York: McGraw-Hill Book Company, Inc., 1945.
- Hawkins, Layton S., Prosser, Charles A., and Wright, John C. Development of Vocational Education. Chicago: American Technical Society, 1951.
- Lasswell, Harold D., Leites, Nathan, and Associates. Language of Politics. New York: George W. Stewart, Publishers, Inc., 1949.
- National Society for the Study of Education. Yearbook. Vol. XXIII: Vocational Guidance. Bloomington, Illinois: Public School Publishing Company, 1924.
- _____. Yearbook. Vol. XLII, Pt. 1: Vocational Education. Chicago: University of Chicago Press, 1943.
- _____. Yearbook. Vol. LXIV, Pt. 1: Vocational Education. Chicago: University of Chicago Press, 1965.

- Parsons, Frank. Choosing A Vocation. Boston: Houghton Mifflin Company, 1909.
- Pool, Ithiel de Sola. ed. Trends in Content Analysis. Urbana, Illinois: University of Illinois Press, 1959.
- Sears, William Paul. The Roots of Vocational Education. New York: John Wiley and Sons, Inc., 1931.
- Snedden, David S. The Problem of Vocational Education. Boston: Houghton Mifflin Company, 1910.
- Struck, F. Theodore. Vocational Education for a Changing World. New York: John Wiley and Sons, Inc., 1945.
- Wrenn, C. Gilbert. The Counselor in a Changing World. Washington, D. C.: American Personnel and Guidance Association, 1962.

Articles

- Avritch, Richard T. "Vocational Education: A Continuing Problem." Journal of Education, 148:1 (October, 1965), 35-42.
- Bruner, Jerome S., and Allport, Gordon W. "Fifty Years of Change in American Psychology," Psychological Bulletin, XXXVII (December, 1940), 757-776.
- Benham, Lloyd G. "Vocational Challenge," Bulletin of National Association of Secondary School Principals, CCCXVII (March, 1967), 15-23.
- Blackwell, J. D. "Trends in Vocational Education," National Education Association Proceedings, LXX (1932), 803-805.
- Brewer, John M. "The First Twenty-five Years," Occupations, XXV (October, 1946), 12-15.
- Clague, Ewan. "The Occupational Outlook Program and Vocational Guidance," Occupations, XXV:8 (May, 1947), 489-492.
- Delougaz, Nathalie. "Some Significant Trends in Soviet Book Production," Library Quarterly, XIX:4 (October, 1949), 250-262.

- Estensen, E. V. "McGuffey--A Statistical Analysis," Journal of Educational Research, XXXIX:6 (February, 1946), 445-457.
- Hoppock, Robert. "Best Books of 1966 on Vocational Guidance," Bulletin of National Association of Secondary School Principals, CCCXVII (March, 1967), 41-46.
- Kaplan, David L. "Occupational Trends During the Last Decade," Occupations, XXX (January, 1952), 248-251.
- Kitson, Harry D. "Trends in Vocational Guidance," in E. A. Lee (ed.), Objectives and Problems of Vocational Education. New York: McGraw-Hill Book Company, Inc., 1938. 257-280.
- Pence, Edith E. "Social Trends and Vocational Guidance," Occupations, XIV:1-6 (1935-1936), 139-143.
- Reeves, Perry W., and Cushman, Frank. "Trends in Vocational Education," American Federationist, XXXIX (August, 1932), 924-933.
- Sargent, S. S., and Saenger, Gerhart. "Analyzing the Content of Mass Media," Journal of Social Issues, III:3 (Summer, 1947), 33-38.
- Venn, Grant. "Vocational Education for All," Bulletin of National Association of Secondary School Principals, CCCXVII (March, 1967), 32-40.
- Weglein, David E. "Guidance in a Large City," Occupations, XIV:1-6 (1935-36), 10-20.
- Wrenn, C. Gilbert, and Parker, Clyde A. "Counseling Theory," in Chester W. Harris (ed.), Encyclopedia of Educational Research. New York: MacMillan Company, 1960. 344-350.

Public Documents

- U. S. Office of Education, Department of Health, Education, and Welfare. Education for a Changing World of Work. Report of the Panel of Consultants on Vocational Education. Washington: Government Printing Office, 1963.

APPENDIX A

LIST OF JOURNALS ANALYZED IN THE STUDY

LIST OF JOURNALS ANALYZED IN THE STUDY

National Vocational Guidance Association Bulletin
I:5 (December, 1922) through II:5 (February, 1924)

The Vocational Guidance Magazine
II:6 (March, 1924) through III:8 (May, 1925)

Occupations
XIII:1 (October, 1934) through XIII:9 (June, 1935)
XXIII:1 (October, 1944) through XXIII:8 (May, 1945)

Vocational Guidance Quarterly
III:1 (Autumn, 1954) through III:4 (Summer, 1955)
XIII:1 (Autumn, 1964) through XIII:4 (Summer, 1965)

APPENDIX B

RUBRICS FOR CLASSIFICATION OF SPECIFIC CATEGORIES

RUBRICS FOR CLASSIFICATION OF SPECIFIC CATEGORIES

- (1) Automation and technology. Articles classified here deal directly with the implications for vocational guidance and education inherent in automation and/or technology.
- (2) Coordination between educational institution and employment services. Liaison services between schools (vocational or regular) and industry are considered here as well as between placement bureaus (educational, federal, or commercial) and industry. Public relations articles dealing with coordination are placed here. Included, too, are job placement of any type, adjustment of problems incurred on the job, and follow-up.
- (3) Cost of vocational guidance program. To be included here an article must deal with the financial considerations involved in establishing, maintaining, bettering, or enlarging a vocational guidance program. Philosophical discussions which rationalize the use of funds for such a program are included here as well as in (22).
- (4) Disadvantaged and the world of work. This category includes all discussions of job assistance for the disadvantaged person, including those whose jobs were terminated or threatened by the depression. Articles which explicitly mention difficulty in obtaining or holding jobs due to the economic condition of the country or due to the subminimal training of the individual are entered here. Rehabilitation of the adult criminal and released prisoner is also included.
- (5) Discriminatory practices and minority groups. Articles dealing with problems of training, placement, and maintenance on the job for any minority group are classed here.
- (6) Establishing a vocational guidance program. This category includes those articles which explicitly set forth suggestions for establishing or helping to establish a vocational guidance program where none now exists as such.
- (7) Junior workers. Variouslly called "junior" worker, "young" worker, "immature" worker, this category comprises all articles whose main theme is the worker

from 12 to 18 years of age. Many of these articles will necessarily be included also in Welfare of the young worker (35).

- (8) Legislation relating to aid to vocational guidance. All articles included here will be listed in (9) also when they have direct bearing on employment practices. However, to condense all legislation into one category would fail to take note of this important function. No differentiation could be made between aid to vocational guidance and the plethora of early child labor legislation, for example.
- (9) Legislation relating to employment. This may take the form of labor laws, minimal wage problems, right-to-work proposals or any matter considered by state or federal government which has bearing upon employment practices.
- (10) Military related occupations and employment opportunities for veterans. Included in this category are articles dealing with any of these: (a) post-war reconversion, (b) federal agencies and their handling of war-induced employment problems (such as Office of War Mobilization), (c) armed forces branches and their efforts in behalf of training, placing, or reabsorbing the draft age man or woman, (d) counseling the pre-inductee.
- (11) Need for change in vocational guidance program. Most articles included here contain a measure of criticism of some phase of the existing vocational guidance program. They may take the form of recommendations for the betterment of the program and state explicitly that their suggestions will alleviate some need for change or that they may contribute to the betterment of the program.
- (12) Occupational information and materials. Any materials, techniques, methods, or aids which enable the vocational guidance worker to assist the prospective worker in making a vocational choice are included here. This comprises discussions of "things" (brochures, cumulative files, film strips, books) as well as "how to" (role-playing techniques in simulated interviews, group discussion). Articles relating to vocational counseling are listed here when they deal with it as a technique rather than in reference to the counseling of some specific group or person.
- (13) Older workers. To be included here the article must deal primarily with the training, retraining, placement,

replacement, or adjustment problems of the older (adult) worker. The assumption is made that this does not deal with the person's first entry into work. Considered in another bracket (21) is the older woman who first enters the work field at a later time in life.

- (14) Part-time school for workers. Under this heading is subsumed any schooling (outside of regular public day school) which a worker pursues in addition to holding a job. This may take the form of trade or vocational school, continuation school, night school, short term schools, or correspondence school. The vocational high school is included here even though it is full time rather than part-time, inasmuch as a major part of its curricula includes work on the job. Its very nature excludes it from category (27). No article is included here which deals with vocational courses offered within the framework of the regular public school.
- (15) Part-time work. Articles describing preparation for, placement in, or problems encountered in work that is done on a part-time basis qualify for inclusion here. Part-time has no definite hour limit, but carries the assumption that it does not consume the entire normal working time of the individual nor does it financially satisfy his minimum basic needs.
- (16) Progress reports from individual fields or schools. Included in this category are articles which report progress made in vocational guidance in specific places--either areas, cities, or schools. These are usually in the form of an administrative report. The main theme of the report will also be subsumed under another appropriate heading.
- (17) Rehabilitation programs for the handicapped. This category includes any phase of the vocational problems encountered by the deaf, deaf mute, paralytic, aged (infirm), crippled, speech impeded, or eye defective. Included in another category (10) are the war-incurred handicapped. Although a few writers refer to conditions (such as undertraining of the Negro) as handicapped, these are considered under category (4).
- (18) Research and the vocational guidance program. Listed under this heading are all articles whose central theme depends upon the results of some research which has been carried out pertinent to the vocational guidance program. Examples of this are the follow-ups

(not of the individual--category 2--but of the program as a whole), evaluation of programs, results of surveys, opinionnaires, or questionnaires. An example of this would be how the graduates of a DE program are faring in industry five years after graduation.

- (19) Research in the use of test data for occupational purposes. Included here are discussions and application of statistical methodology, use of tests for prediction and counseling purposes, research based on test results, relative merits of specific standardized tests, and the changes being brought about in vocational guidance as a result of testing.
- (20) Rural guidance services. These may take the form of vocational guidance for those presently engaged in, leaving, returning to, or planning to enter the field of agriculture.
- (21) Status of women in the world of work. These articles discuss problems of the working woman from many angles. Excluded are articles concerning the working girl (high school age).
- (22) Theory and philosophy of vocational guidance. Any article whose implicit or explicit theme is the "why" of vocational guidance is classed here. These may be expressed as speculations on the nature of vocational guidance, its connection with religious beliefs, mental hygiene, or reflections upon whether vocational guidance has kept to its original philosophical goals.
- (23) Theory of occupational choice. An investigation of the factors which influence occupational choice are classified here. Although some of these articles would qualify also for inclusion in category (19), most of them appear as theoretical discussion.
- (24) Union activities. The articles included here have as their main theme some phase of labor union activity and its bearing on the individual or the world of work.
- (25) Vocational biography. Each article included here explains some specific occupation--entrance requirements, work done on the job, rewards, drawbacks, demand for, or importance of. How to choose a school offering training in the particular field is also classed here. These careers in industry may be revealed by biography, profile, fiction, or report.

- (26) Vocational counselor preparation, training, and selection. To be included here an article must deal with any phase of the training of a vocational guidance worker--certification, course requirements, experience, where courses are offered, or philosophy underlying the need for specific preparation.
- (27) Vocational courses in school. Qualifying for inclusion here are those articles discussing any phase of vocational education which is offered in connection with the regular public school. Semantically, these have been referred to as try-out courses, exploratory courses, or vocational courses.
- (28) Vocational guidance in colleges and universities. Any phase of vocational guidance carried on within the framework of the college or university is included here. These articles may discuss counseling, vocational courses, placement, or arguments for or against college-level vocational guidance.
- (29) Vocational guidance in other countries. All articles reporting vocational guidance work or procedures used in another country are included here. This category assumes a composite nature in that each of these articles will, in addition, be listed under another appropriate category depending on actual content.
- (30) Vocational guidance for high school girls. Although it may be assumed that many articles are intended for assisting the high school age girl, those included here state that this is the specific aim of the article.
- (31) Vocational guidance of the gifted. The person assumed to possess a high degree of intelligence or a natural talent (music, art, writing, etc.) is considered here vocationally.
- (32) Vocational guidance of the marginal student, mentally retarded, or the emotionally disturbed. Listed under this category are those articles pertaining to problems encountered by these people in training for, securing, or maintaining jobs. In this class will also be found the illiterate, the backward, dull, and the reluctant learner.
- (33) Vocational problems of school leavers. This category includes articles whose main theme is dealing vocationally with that group known variously as school leavers, non-continuers, dropouts, or elimination

problems. Why they leave, how to hold them, where to place them, how to encourage their return, how to train or retrain them, how to counsel on the job--all are aspects considered here. Handling of delinquents is also included in this category.

- (34) War related work. This category includes articles which explain the demand for, counseling, or placement in any work related to the war effort. Job problems peculiar to the government branches (such as Civil Service) as they relate to war work are included here.
- (35) Welfare of the young worker. Included here are articles making specific mention of the problems concerned with protecting the young (12-18) worker. This may be protection from health hazards, unscrupulous employers, or exploitation by parents or relatives. Discussions or legislation dealing with the young person's well-being are classified here. Many of these articles will necessarily be categorized in category (9) also.
- (36) Work of the visiting teacher. In the formative years of the vocational guidance movement the teacher who visited in the student's home made significant contributions to the handling of vocational difficulties. All reference to her work, suggestions for bettering it, or results of her endeavors are listed here.

APPENDIX C

APPENDIX C

FREQUENCY OCCURRENCES OF ARTICLES WITHIN SPECIFIC
CATEGORIES IN THE NVGA OFFICIAL ORGAN FOR
EACH DECADE--1925 THROUGH 1965

Specific Category	Decade				
	1915- 1925	1926- 1935	1936- 1945	1946- 1955	1956- 1965
Automation and technology.	0	0	0	0	4
Coordination between educational institution and employment services.	45	7	3	4	5
Cost of vocational guidance program.	10	2	0	1	0
Disadvantaged and the world of work.	3	3	0	0	4
Discriminatory practices and minority groups.	3	3	3	0	2
Establishing a vocational guidance program.	7	4	12	0	0
Junior workers.	55	11	4	5	6
Legislation relating to aid to vocational guidance.	7	0	0	0	2
Legislation relating to employment.	25	2	2	0	4
Military related occupations and employment opportunities for veterans.	1	0	45	1	2
Need for change in occupational guidance program.	12	13	0	3	3
Occupational information and materials.	32	3	5	6	6

APPENDIX C--Continued

Specific Category	Decade				
	1915- 1925	1926- 1935	1936- 1945	1946- 1955	1956- 1965
Older workers.	4	5	12	4	5
Part-time school for workers.	18	2	0	0	1
Part-time work.	5	0	2	1	1
Progress reports from individual fields or schools.	16	5	6	3	1
Rehabilitation programs for the handicapped.	6	0	3	3	1
Research and the voca- tional guidance program.	14	8	7	4	11
Research in the use of test data for occupa- tional purposes.	17	4	4	5	22
Rural guidance services.	2	2	1	1	0
Status of women in the world of work.	5	0	3	1	1
Theory and philosophy of vocational guidance.	22	21	2	1	6
Theory of occupational choice.	8	5	1	0	11
Union activities.	2	0	1	0	3
Vocational biography.	5	11	8	1	13
Vocational counselor preparation, training, and selection.	10	3	0	4	3
Vocational courses in school.	18	2	0	0	0

APPENDIX C--Continued

Specific Category	Decade				
	1915- 1925	1926- 1935	1936- 1945	1946- 1955	1956- 1965
Vocational guidance in colleges and universities.	11	7	3	3	11
Vocational guidance in other countries.	1	9	4	1	0
Vocational guidance for high school girls.	11	0	0	0	0
Vocational guidance of the gifted.	5	0	0	1	1
Vocational guidance of the marginal student, mentally retarded, or emotionally disturbed.	6	1	2	3	3
Vocational problems of school leavers.	24	1	0	0	6
War related work.	0	0	14	0	0
Welfare of the young worker.	27	1	0	0	0
Work of the visiting teacher.	6	0	0	0	0

APPENDIX D

JURY MEMBERS WHO ASSISTED WITH CATEGORY VALIDATION*

JURY MEMBERS WHO ASSISTED WITH
CATEGORY VALIDATION

In addition to meeting the criteria established for jury selection, the members of this panel have backgrounds of experience in public school, college or university, vocational rehabilitation, and/or programs of education for adults. Jury members are:

Dr. William D. Anderson, Jr.
Assistant Superintendent of Schools
Director of Guidance Services
Midwest City, Oklahoma

Mr. Jack Barbee
State Vocational Rehabilitation Services
Will Rogers Building
Oklahoma City, Oklahoma

Dr. Joe A. Leone
Director of Evaluation and Testing
of Adult Guidance Services
Oklahoma Center for Continuing Education
Norman, Oklahoma

Dr. Howell W. McGee
Director of Adult Admissions and Records
Oklahoma Center for Continuing Education
Norman, Oklahoma

Mr. James H. Petree
Special Consultant
Title 1, Higher Education Act Programs
Oklahoma Center for Continuing Education
Norman, Oklahoma