

IMPLEMENTATION OF A JUNIOR HIGH SCHOOL
VOCATIONAL GUIDANCE PROGRAM IN CONJUNCTION
WITH A DISTRICT VOCATIONAL SCHOOL PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

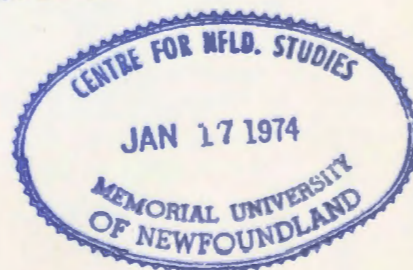
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EDNA F. TURPIN

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MEMORIAL UNIVERSITY OF NEWFOUNDLAND

IMPLEMENTATION OF A JUNIOR HIGH SCHOOL
VOCATIONAL GUIDANCE PROGRAM IN CONJUNCTION
WITH A DISTRICT VOCATIONAL SCHOOL PROGRAM

by



Edna F. Turpin

A PROJECT
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ABSTRACT

The purpose of this project was to plan and implement a career guidance program for grade eight students, in conjunction with a District Vocational School Pilot Project. This project was undertaken in response to the recognized need for Junior High Schools feeding students to pre-vocational courses.

The Seal Cove Vocational School Pilot Project, of which this career guidance project was a part, was undertaken to provide a more diversified curriculum, hopefully reducing the drop-out rate in the three involved school districts. It is planned that students doing vocational courses will spend part of their time in the vocational school during grades nine to eleven, while the remainder will be spent in their present schools. The need for educational and vocational guidance to help students coordinate their academic programs, then, was apparent, and led to the initiation of a career guidance program having the following goals:

1. To design an overall guidance plan for use by all involved school districts and the Harbour Main Vocational School District in their implementation of the Seal Cove Vocational School Pilot Project.
2. To plan and implement the vocational guidance program related to the Seal Cove Vocational School Pilot Pro-

ject in the Conception Bay Center school district.

Of the second, the major sub-goals to be achieved were:

- A. The development of self-understanding by grade eight students, as relevant to the decision to be made concerning pre-vocational courses.
- B. The provision of career and educational information, again relevant to decisions to be made concerning pre-vocational courses.
- C. The fostering of decision-making skills by students, leading to decisions about grade nine courses. These decisions were to be made by the students no later than 15 April 1972.

There were no resources on hand at the beginning of the project which cost \$1,973.00 to implement. \$1,383.00 of this amount were non-recurring expenditures. One hundred and thirty-five students in five classrooms were served by a part-time guidance specialist and the district supervisor of guidance.

The program used orientation activities for students and teachers, some communication with parents, and a variety of guidance activities including large group guidance classes and small group discussions. One field trip was organized and a student project was based upon this. A resource center was set up to make occupational and educational information available to students. Finally, a fairly extensive program of testing with some interpretation activity was implemented.

Several problems became apparent as the project was implemented. The problems generally were organizational or administrative in nature.

The first project goal was achieved. The career guidance plan which was developed was adopted by the Vocational School planning committee and implemented in all the districts.

The second project goal was achieved only marginally, primarily because of the organizational and administrative problems which were encountered. It was found that students did learn a considerable amount about their vocational and educational opportunities, but their achievement in self-understanding and in decision-making was not as much as was hoped for at the beginning of the project.

As a result of the experience of the project a number of recommendations were made for the improvement of career guidance programs when they are implemented in other areas. The major recommendations involved insuring understanding of the program goals at all levels of operation, the implementation of procedures for early recognition of students with special problems, and a thorough study of testing programs.

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SECTION I

STATEMENT OF PURPOSE AND SIGNIFICANCE

I. STATEMENT OF PURPOSE

The purpose of this project was to plan and implement a career guidance program for grade eight students, in conjunction with a District Vocational School Pilot Project.

This project was undertaken in response to a recognized need for a co-ordinated guidance program for Junior High School.

The project involved the drawing up of a standard approach to Career Guidance for three School Board districts involved in the Vocational School Project. Detailed planning and implementation was to be done within one School Board area.

II. BACKGROUND AND SIGNIFICANCE OF THE PROJECT

Organization of this Section

This section will present a summary of literature and opinions on the following points related to the significance of this project:

- (a) Concerns leading to initiation of the Seal Cove Vocational School Project.
- (b) The importance of Vocational Education in public education.

- (c) The importance of career development programs in public education.
- (d) History of the Seal Cove Vocational School Project.
- (e) The objectives of the Seal Cove Vocational School Project.
- (f) The history of the career guidance project as an adjunct to the Seal Cove Vocational School Project.

Overview of the Seal Cove Vocational School Project

Pre-Vocational Project. For the first time in Newfoundland, an attempt is being made to integrate pre-vocational courses into the regular high school program, providing students with practical experience in vocational areas. An additional thrust is an attempt to relate the academic curriculum directly to the practical experiences of the students.

Curriculum Plan. Students will make course program choices in the areas of Academic, Business, and Vocational, with each area having a varying amount of stress on both academic and pre-vocational courses from grades nine to eleven. Grade nine students will begin the program in September 1972, while grades nine to eleven will be phased in over the three year period, 1972 to 1974 inclusive.

Schools Involved. Involved in this "pilot project" are the school districts of The Integrated School Board for Conception

Bay South, The Roman Catholic Consolidated School Board for Conception Bay Centre, and one school of The Roman Catholic Consolidated School Board for St. John's. The Seal Cove District Vocational School will act as the pre-vocational training area, as it is central for all school districts. The Director of Vocational Education for Newfoundland is responsible for the overall direction of the project.

The Dropout Problem

The Local Dropout Problem. The future prospects for school dropouts in today's society are indeed hopeless. In an age of rapid technological development the unskilled labourer is finding no place in the labour force. Because he has neither professional, clerical or vocational skills he has great difficulty in finding employment, either in the province of Newfoundland or elsewhere. The present vocational education policy which requires that students spend three years out of school before qualifying for allowances from the Government of Canada and which gives preference to such students must be considered unsatisfactory in many ways. Three years of idleness or only part employment probably develops undesirable attitudes so debilitating that in some cases rehabilitation is required.

Local Concern. The problem which initiated interest in a pre-vocational program in the Seal Cove area was the disproportion of students who were dropping out before finishing high school.

These school districts were greatly disturbed by the dropout problem in the schools under their administration. These two districts make up the Provincial District of Harbour Main and the concern of the School Boards was shared by the majority of parents and teachers in the area.

Local Dropout Statistics. An unpublished study of pupil records by the Superintendent of the School District of Conception Bay South for both educational districts in the area shows that the retention rate for the schools in these districts is not quite as high as for the province as a whole. Out of 157 pupils enrolled in grade two in the schools of one district in 1960-61, only 55 reached grade eleven nine years later and 56 had dropped out of school altogether.¹

Dominion Bureau Statistics. Statistics compiled by the Dominion Bureau of Statistics show that for the nine year period ending with the school year 1964-65, 43 out of every 100 boys and 41 out of every 100 girls enrolled in grade two in Canada at the beginning of the period continued through school to grade eleven.

¹Fred Kirby and Terrence Boone, "Brief to the Provincial Government concerning a proposal for Vocational Education at the Secondary School Level for the District of Harbour Main." Submitted to the Minister of Education, the Honourable Fred Rowe, January 9, 1970.

Warren Commission Report. The Royal Commission on Education and Youth refers to the seriousness of the dropout problem in the province as a whole. After analysing pertinent data the report states: "The above analysis suggests that the problem of school dropouts is a very serious one requiring immediate attention of parents and educators throughout the province."

The Theoretical Solution

The Relevance of Education. As Sidney Marland remarks, "Dropouts are not created in freshman year in college. Their aimlessness is usually the product of 12 prior years of non-career oriented education."² This aimlessness, the failure to establish goals, the failure to motivate, and failure to build pride in oneself - are characteristics of schools which Marland believes are at the root of the dropout problem.

Academic Education Irrelevant. The National Advisory Council on Vocational Education, in their last report to the United States Congress, stated that "social unrest, violence, and the unemployment of youth have their roots in inadequate or irrelevant education."³ Academic education, aimed at prepar-

²Sidney P. Marland, "Marland's Philosophy of 'Preventive Medicine': Will it work?" Nation's Schools, LXXX (December, 1971), p. 38.

³Ralph C. Wenrich, "Is Your District Neglecting Most of its Students?" School Management, XV (July, 1971), p. 27.

ing students for four year colleges and universities, as far as they are concerned, has dominated our public education system.

James Rhodes - Outdated Education. This problem is brought into sharp focus by James A. Rhodes, a former Governor of Ohio, who refers to this in his book, Alternative to a Decadent Society: "The chief contributor to the decadent society is our out-dated educational system, which refuses to recognize the basic problems of society; yet it is this system which holds our only hope for the future."⁴ Also, he states that "it refuses to be responsible for the job preparation of the youth of America."⁵

Making Education Relevant

Purpose of Education. The central purpose of education according to Arthur Hardwick is "to prepare the young to accept the reality of constructive pathways to adulthood, and to help them engage these pathways successfully."⁶ Also it is important to assist them in "finding personal relevance in the life options available to them."⁷ These, he says, are not being effectively

⁴Wenrich, p. 27.

⁵Ibid.

⁶Arthur Lee Hardwick, "Career Education - A Model for Implementation", Business Education Forum, XXV (May 1971), p. 3.

⁷Ibid.

accomplished for large numbers of youth in the school systems of our nation. The day in which academic preparation needed to be the sole end product of the school system has long ago passed; yet schools are still operating on that basis, with learning for the world of work occurring on a fragmented basis.

Specific Forms of Education

Vocational Training Program. Wenrich stresses the idea that a good vocational program in which a young man or young woman can find success is probably the best preparation for further study as well as preparation for employment.⁸

Sidney Marland, Commissioner of Education in Texas, in a speech to school principals indicated his concern for the nation's young people and their opportunity to prepare realistically for today's world of work. He asked:

Shall we persevere in the traditional practices that are obviously NOT properly equipping fully half or more of our young people OR shall we immediately undertake the reformation of our entire secondary education in order to position it properly for maximum contribution to our individual and national life?⁹

Career Planning. Wenrich says that career planning and career development should permeate the whole educational system. He considers preparation for the world of work a part of everyone's education which should especially be made available on the

⁸Wenrich, p. 29.

⁹Marland, p. 3.

elementary and junior high school levels. In his opinion, more effort should be made during the junior high school years to help young people assess their interests and abilities in relation to occupations and do more deliberate career planning.¹⁰

According to some educators, school programs, in order to become relevant, must be restructured. From recent literature it is evident how educators feel about public education. They say it should be focused to an extent around the theme of career development. Recognizing this fact, the United States Office of Education has selected career education as a major program priority. Their suggested program for junior high students includes the following objectives:

- (a) To provide experiences for students to assist them in evaluating their interests, abilities, values and needs as they relate to occupational roles.
- (b) To provide students with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for in depth exploration at the ninth grade level.
- (c) To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and

¹⁰Wenrich, pp. 27-28.

focusing it around a career development theme.¹¹

The Vocational School Pilot Project

The School Board Brief. The School Boards in the Seal Cove Area of Newfoundland, in an attempt to attend to the local dropout situation, presented a brief to the Minister of Education, regarding a proposed "Pilot Project" which would integrate pre-vocational courses into the regular high school program.¹²

Critique of present curriculum. This brief noted the following points regarding the school curriculum: (1) The current high school curriculum offered only two courses, a matriculation course and a general course, both of which were academic in nature; and (2), there was nothing to interest the pupil whose aptitudes are not inclined toward academic studies.

Curriculum in other areas. In the other provinces of Canada in every state in the United States and in nearly every country in Europe, a vocational course is provided as an alternative for high school pupils whose interests and values are less academic in character.

¹¹Hardwick, p. 4.

¹²Kirby and Boone, Brief on Vocational Education, (1970)

Conclusion of school boards. It was the opinion of the School Boards that if dropout rates were to be reduced, the example of other provinces should be followed.

Pilot Project Proposal

Extension of Vocational School. The brief had the following proposals: first, the two boards requested that the District Vocational School be extended to provide the variety of courses necessary to meet the needs of vocational minded students. The second was that the extension should include classrooms equipped for a variety of courses, for example in agriculture, and for those courses for female students. The third was that the services of the school be made available a number of periods a week to those high school students who wished to take advantage of them. Students doing vocational courses would spend a definite number of periods each week in the vocational school and the remainder of their school time in related studies in their present grade schools. The brief concluded by saying that if the experiment succeeded in Seal Cove, vocational education could be introduced to other areas of the province as well.

The Planning Committee. The proposals outlined were accepted. A planning committee was set up for their implementation. This committee consisted of the Director of Vocational

Education and representatives of the school districts involved. The Assistant Director of Curriculum from the Department of Education and the consultant in Curriculum from the Division of Vocational Education were also members. It is worthy of note that a guidance representative from the Department of Education was not included at the planning level.

Objectives of the Vocational School Pilot Project

General. At the present state of development, the overall objectives of the Vocational School program are to provide a curriculum for secondary school students, as broad as the means and the size of the schools involved will allow.

While one cannot hope to meet fully the needs of all students, the new program should provide courses that will interest a much higher proportion of students than the present program.

The committee sees the Pilot Project as an attempt to investigate the possibilities of providing a broader curriculum for high school students in the project area. This is seen to involve:

- (1) the addition of new courses to the high school curriculum, and
- (2) the modification of present courses.

Pre-vocational Courses. These courses are not pre-

employment courses. They will be pre-vocational courses, intended to prepare students to enter vocational and technical courses upon graduation from high school. The courses will serve as well to develop students' avocational interests. Also, it is important to note that certain courses will provide a good background for some University programs.

Specific Objectives. The aims in introducing these courses will be fourfold:

1. To provide for students experience with basic skills used in industry.
2. To give pupils insight into various occupations and into their own abilities so that they will be able to make a wise choice on their future careers.
3. To give greater relevance to the academic content of the curriculum.
4. To improve the retention rate in high schools.¹³

Career Planning in the Vocational School Pilot Project

Guidance Committee. Since guidance was considered a key factor in a project such as this a guidance committee was established. Counsellors from each area and a representative from the Seal Cove Vocational School made up the committee.

¹³Kirby and Boone, Brief on Vocational Education, (1970)

Again there was no representative or guidance consultant from the Department of Vocational Education.

The committee saw the need for the provision of guidance personnel who would advise students on courses best suited to their interests, aptitudes, and abilities.

Recommendations for Career Planning. This committee, therefore, recommended that a co-ordinated vocational guidance program be established, embodying a standard approach for the school districts and the vocational school involved. Deviation from the general plan was to be permitted to accommodate the differences between the districts. Detailed planning and implementation was to be the responsibility of the districts.

Overall General Thrust of Career Planning. The program was not to be aimed at career decision-making as such, but at providing all students with an opportunity to become exposed to as many different kinds of jobs and careers as possible, either directly or indirectly, over a three-year period. Also it was hoped that the students would gain the necessary experiences and understanding that would not only help them make proper course choices, but also a more accurate decision concerning their vocational goals.

III. ORGANIZATION OF THE REMAINDER OF THIS REPORT

The remainder of the report is organized into four sections. The next section will give a statement of objectives of this Vocational Guidance Project. Section III will describe the initial plan that was developed and the rationales which formed the basis of the plan. Section IV will describe the implementation of the project, discuss its evaluation, and present conclusions about the success of the project. Section V will give recommendations which resulted from experience in the project.

SECTION II

OBJECTIVES OF THE GUIDANCE PROJECT

This project was undertaken in response to the recognized need for a co-ordinated guidance program for the three school boards and the Vocational School involved in the Seal Cove Vocational School Pilot Project.

A standard approach to career guidance for all three areas was to be set up, assuring that all grade eight students would be given the same chance to obtain information for decision-making about pre-vocational courses.

Detailed planning and implementation was to be done within one school district - Conception Bay Centre. It was planned to provide a guidance service such that the students would be adequately prepared to obtain maximum benefits from their subsequent educational experiences.

A major focus was to be on a program designed to meet the needs of pupils in early adolescence.

In this program, it was hoped that through organized activities the student would be made aware of a wide range of careers, and that they would see education as a part of the preparation for life and work, rather than as separate from it.

This program was to provide all students with opportu-

nities for self-understanding and self-acceptance. Each student would be given the opportunity, in so far as this would be possible, to gain an understanding of his abilities, aptitudes, and interests as they relate to the world of work. In addition he was to be helped to develop decision-making skills.

Through this program it was hoped to contribute to the attainment of one of the ultimate aims of education; that the student should be able to direct his life in a more knowledgeable manner, thus fulfilling his human potential.

The major goals of the project were as follows:

- (1) To design an overall guidance plan for use by all involved school districts and the Harbour Main Vocational School District in their implementation of the Seal Cove Pilot Vocational School Project.
- (2) To plan and implement the vocational guidance program related to the Seal Cove Vocational School Pilot Project in the Conception Bay Center school district.

There were three goals to be attained, related to the second major goal of the project:

- (a) The development of self-understanding by grade eight students, as relevant to the decision to be made concerning pre-vocational courses.

- (b) The provision of career and educational information, again relevant to decisions to be made concerning pre-vocational courses.
- (c) The fostering of decision-making skills by students, leading to decisions about grade nine courses. These decisions were to be made by the students no later than April 15, 1972.

The fuller purposes and meanings of these goals will be explained in greater detail in the section discussing the initial plan.

SECTION III

PROJECT PLANNING

THE INITIAL PLAN

Organization of this Section

The purpose of this section is to discuss the rationale considered in developing the project plan, and to describe in detail the purpose of the procedures which were planned. The first part of the section will give a discussion of the historical and theoretical aspects of career development. Next, a general outline of the plan will be described followed by a discussion of the specific procedures which were planned. Finally, the approach taken to evaluation by this project will be outlined.

I. HISTORICAL PERSPECTIVE ON CAREER DEVELOPMENT

Determinants of Education about Vocations

One specific area of concern in the preparation of an individual to enter into and progress in the world of work, is the provision of vocational guidance. The responsibility to provide adequate guidance to individuals resulted from four conditions which have been depicted by Brewer (1942) as:

(1), the increasing division of labour; (2), the growth of technology; (3), the spread of democracy; and (4), the exten-

sion of vocational education.¹

Conditions 1 and 2 provide for what Katz terms the content of vocational guidance. In other words, as the division of labor continues and technology gains in momentum, the world of work becomes increasingly more complex, more specific, and less discernible.² Thus, he suggests, that methodologies need to be developed to provide individuals with information concerning the world of work so that they may make realistic decisions concerning their future.

Condition 3, according to Katz, provides the objectives of the vocational guidance process. Its theology rests in the humanitarian aspects of life and suggests societal responsibility to improve man's condition through formal guidance process.³ Finally, since the addition of Vocational Education to school curricula carries a requirement for student decision, vocational guidance becomes a necessity.

The content, purpose and setting of this educational process, therefore, is by no means static. The nature of vocational guidance depends upon the conditions affecting our changing society, the needs of individuals experiencing the changes,

¹Ayre's G. D'Costa. A First Report - "The Career Development of Dental Health Professionals," The Ohio State University, June, 1970, pp. 18-46, citing John M. Brewer, History of Vocational Guidance (New York: Harper, 1942).

²D'Costa, p. 19.

³D'Costa, p. 19.

and the degree of commitment by the educational system to provide this function.

Theories of Career Development

The acceptance of the responsibility to provide adequate preparation for the individual to enter the world of work has been demonstrated in the development of several theories to explain the career decision-making process.

The following are some recognized theoretical viewpoints which have been examined in a number of research reports.

Roe. Roe developed a theory to explain how early childhood experiences may influence later vocational behaviours. The theory is tied to the development of personality although "personality is not an independent variable of occupation in any strict sense Personality at first shapes career behaviours leading to a choice, but later in life, the career in which the person finds himself impinges on the personality."⁴ Roe uses Maslow's theory of a hierarchy of needs in formulating her hypotheses.⁵

Bordin, Nachman and Segal. Bordin, Nachman and Segal

⁴Anne Roe, "Early Determinants of Vocational Choice." Journal of Counselling Psychology, IV (1957), pp. 212-217.

⁵Samuel H. Osipow, "Early Determinants of Vocational Choice." Journal of Counselling Development, (New York: Appleton-Century-Crofts, 1968), p. 17.

developed a vocational theory which was based on the Psycho-analytic view of personality development.⁶

They hypothesized that all experiences from infancy onward are important as factors determining the ultimate career choice of the individual.⁷

Holland. Holland developed a theory of vocational choice as a theory of personality, classifying individuals on the basis of their responses to a scale composed of occupational titles. He suggested that one's personality can be characterized by one's adjustment to six occupational environments.⁸

Ginzberg, Ginzberg, Axelard, and Herma. The developmental nature of occupational choice became the center focus of the theory constructed by Eli Ginzberg et al (1951) and Ginzberg (1952). According to Ginzberg,

The basic elements in the theory which we developed were three: occupational choice is a process; the process is largely irreversible; compromise is an essential aspect of every choice. Choice is a cognitive process that extends over some fifteen years, during which the individual matures in his perception of many factors the impinge on the choice. The most critical of all the factors is the development of a system of values.⁹

⁶Osipow, p. 95.

⁷Osipow, pp. 95-101.

⁸Robert Heppick, "Theories of Vocational Choice and Development," Occupational Information, (New York: McGraw Hill, 1967), pp. 88-89.

⁹Herman J. Peters and James C. Hansen, "A Theory of Vocational Development," Vocational Guidance and Career Development (New York: The Macmillan Co., 1971), pp. 112-115.

He states that, "true crystallization and specification cannot take place until a clarification of goals and values have been made."¹⁰

He discusses the following stages of development:

1. Period of fantasy choices (before age 11).
2. Period of tentative choices (ages 11-17)
 - (a) Interest stage- choices expressed as a result of interest (ages 11 and 12).
 - (b) Capacity stage- introducing reality elements such as capacity, rewards, preparation, and more numerous alternatives (ages 13 and 14).
 - (c) Value stage- attempting to find a place in society; employs syntheses, assessment, and evaluation (ages 15 and 16).
 - (d) Transition stage- forced to choose between college and work; shifts from subjective considerations to awareness of external reality (age 17).
3. Period of realistic choices (ages 18 and above).
 - (a) Exploration stage- hesitant to make a definite choice; conscious of alternatives.
 - (b) Crystallization stage- conscious of particular interests or aversions leading toward one or away from another; synthesis of factors, both external and internal.

¹⁰Ibid.

- (c) Specification stage- closure, decision finally made; willingness to specialize; resistant to deflection.¹¹

The students involved in this project ranged in age from twelve through sixteen, although a few were as old as twenty. Thus, according to Ginzberg, a wide range of vocational development could be expected. For most students, however, decision-making could be expected to focus in the interest and capacity stages.

Super. In the form of 10 propositions, Super set forth what he considered to be a comprehensive theory of vocational development.¹²

Some of his more pertinent propositions were as follows:

1. People differ in their abilities, interests and personalities.
2. Development through life stages can be guided partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self-concept.
3. The process of compromise between individual and social factors, between self-concept and reality, is one of role-playing, whether the role is played in fantasy, in the counselling interview or in real life activities

¹¹Peters and Hansen, p. 113.

¹²Donald E. Super, "A Theory of Vocational Development," American Psychologist VIII (1953), pp. 185-190.

such as school classes, clubs, part-time work and entry jobs.¹³

Subsequent elaboration of this theory has tended to emphasize the developmental nature of vocational behaviour and has given increased attention to the role of the self-concept and the use of role playing. Super formulated developmental stages which are essentially the same as used by Ginzberg. He states that, "the essence of development is progressive increase and modification of the individual's behavioural repertoire through growth and learning. This process occurs every time and is marked by sequential stages of increasing competence."¹⁴

Super has stated several factors that need to be considered as influences on career development. They are:

- i) Aptitudes.
- ii) Intelligence as it affects aspirations and level of job desired.
- iii) Interests as they are expressed manifested or inventoried.
- iv) Personality in terms of traits, social role and perceptual.
- v) Family characteristics as they bear on education, status, income, siblings, religion and closeness.

¹³Ibid. pp. 189-190.

¹⁴Donald E. Super, "Critical Ninth Grade: Vocational Choice or Vocational Exploration," Personnel and Guidance Journal, XXXIX (1960), pp. 106-109.

- vi) Economic conditions in the society.
- vii) Individual disabilities.
- viii) Chance.¹⁵

Research conducted by Super and his associates has given empirical support to his formulations. Also, his theory has stimulated other research which has resulted in favourable findings.

First, Raygor, Crofoot employed several inventories, questionnaires, and other techniques to ascertain the relationship between concepts of self and work and their interrelation with basic personality needs, finding the expected relationships.¹⁶

Morrison tested Super's theory with a Q-sort technique in which groups of nurse trainees and education majors indicated perceptions of themselves and of certain occupational roles. Self and chosen occupational role perceptions were more similar than were perceptions of self and roles not taken.¹⁷

A Basic Rationale for Vocational Guidance

The theories summarized above differ in emphasis, but

¹⁵Peters and Hansen, pp. 115-119.

¹⁶Edward J. First, Allan W. Raygor, and Alan P. Crofoot, "Basic Motivation and Concept of Nursing as Chosen Profession," Psychology Journal, LIV, (1962), pp. 85-100.

¹⁷R.L. Morrison, "Self-Concept Implementation in Occupational Choices." Journal of Counselling Psychology, IX, (1962), pp. 255-260.

take into account many of the same factors. They all deal with the abilities and interests of the individual, relating them to unconscious personality development; but, they recognize the influence of outside agencies as significant in influencing the final outcomes of vocational development. The idea of occupational choice as a singular event seems foreign to all theories and the idea of development seems basic to all.

The above writers suggest that vocational decision-making is a part of man's developing self-concept. As a process career guidance then cannot be a single event but rather must be a series of actions leading to the attainment of one or more vocational goals. This process would include exploratory experiences the purpose of which, at the age of the typical grade eight student would be to:

- a) to begin to understand self,
- b) gain a knowledge of careers and career opportunity,
- c) begin to understand the decision-making process.

II. SETTING OF THE PROJECT

The school district of Conception Bay Centre is a Roman Catholic School Board with approximately ten schools under its jurisdiction. The district itself covers a very wide area from Holyrood around the head of the Bay to

Conception Harbour.

Avondale, approximately forty-five miles from St. John's, is the central location for the high schools in the district. Two high schools, operated by religious orders are located there. Roncalli is a central high school with about five hundred students and twenty-two teachers. Assumption Junior High, for girls only, has about three hundred students and eight teachers. There are about one hundred and thirty-five grade eight students.

Assumption Junior High has two classes of grade eight girls. One class is considered by the teachers to be of average to above average in academic ability. The other class is considered to be below average to average in academic ability.

Roncalli Central High has three classes of grade eight boys. Only a small number of these students are considered to be of high academic ability. One class in particular is considered to be of below average academic ability. Another is considered to be slightly above average in academic ability.

A large proportion of the students are bussed to the two schools. This tends to restrict all student activity to the normal school day, eliminating the possibility of after school activities.

The area in which the school district is located has a varied economic outlook. The only industry is located at Holyrood. Much of the fishing industry has died away leaving either seasonal employment, employment away from home, or welfare.

III. THE INITIAL PLAN

Several career guidance activities were planned to accomplish the goals of the project as outlined in an earlier section. These activities are described briefly below, and their relationship to project goals may be seen in Table I.

Activity Description

Ideas about Decision-Making Process. This was a group guidance activity intended to convey an understanding of the role of the process of planning in vocational and educational development and the factors entering into vocational-educational decision-making.

Pre-Interest Testing. The Safran Interest Inventory was administered to help students have an objective look at their interest patterns, and stimulate them to explore related career areas.

TABLE I
RELATIONSHIP OF PLANNED ACTIVITIES TO PROJECT GOALS

ACTIVITIES (Planned)	GOAL A*	GOAL B**	GOAL C***
1. Student Orientation		x	
2. Testing	x		x
3. Resource Centre	x	x	
4. Group Guidance	x	x	x
(a) ideas about decision- making	x		x
(b) ideas on pre- vocational courses		x	
(c) interpretation of tests	x		x
5. Orientation Activities		x	
6. Speakers		x	
7. Films & Filmstrips	x	x	x
8. Field Trips		x	
9. Group Discussions	x		x
10. Tours		x	

* Goal A - acquisition of self-understanding.

** Goal B - acquisition of education and career information.

*** Goal C - knowledge of career decision-making process.

A post-interest test was planned for the end of the project to gauge the effects of the program in altering interest patterns.

Group Interviews. This small group activity was intended to reinforce the classroom work of all the grade eights. Its purpose was to facilitate discussion about themselves and their possible choices of pre-vocational courses.

Pre-Orientation Activities. This activity was planned in order to familiarize the students with the post-secondary institutions that they were to visit.

Overall Tours. It was planned to give students a first hand knowledge of programs offered at the post-secondary institutions by taking field trips to the various schools.

Guidance Activities. For a two-week period instructors from the College of Trades and Technology, and the Seal Cove Vocational School, would explain the pre-vocational course areas. For the following four or five weeks students would view relevant films, initiate vocationally oriented projects and take part in group discussions.

Aptitude Testing. The purpose of this test was exploratory. It was to help familiarize the students with their different areas of ability.

Occupational Resource Center. An occupational resource center, conveniently located so as to provide the students with a continuous source of information, was to be set up in each school. This information would pertain to different career opportunities available.

Final Interviews. The objective of a final interview was to see all the grade eight students either individually or on a small group basis for the second time to help them make sound decisions relative to choice of courses for September 1972, and to clear up any confusion that might still have existed relative to the required decisions.

Overall Review. The planned purpose of an overall review was to identify students with special needs relevant to their curriculum choice so that action could be taken to meet those needs.

Decisions. In the second week of April each student was to decide whether or not he would participate in the Pilot Project. He would also decide on a program of studies for the coming year.

Resource Requirements

Table II summarizes the planned resource requirements. Total student time required was forty-nine school periods per student. The project planned for two hundred and twenty-five

TABLE II
PLANNED RESOURCE REQUIREMENTS

ACTIVITIES	STUDENT TIME (periods)*	COUNSELORS' TIME (Execution)	TEACHER TIME	MATERIALS	FACILITIES	COST
1. Teacher Orientation		1 period	1 period	-Guidance Program Outline & Schedule	Staff Room	
2. Student Orientation	2 periods (per class) T=10 periods	2 periods (per class) T=10 periods		-Pilot Project Outline -Guidance Program Schedule	1 classroom	
3. Parent Orientation		2½ hours			School Gymnasium	
4. Testing**	10 periods (per class) T=50	5 periods (per class) T=25	5 periods (per class) T=25	-Interest Tests - Stud. & Counselor Manuals - D.A.T. Tests & Manuals - Individual Profile Sheets	1 classroom (per period) (per class)	\$550.00

TABLE II (Continued)

ACTIVITIES	STUDENT TIME (periods)*	COUNSELORS' TIME (Execution)	TEACHER TIME	MATERIALS	FACILITIES	COST
5. Resource Centre	-Free periods -Lunch & after school hours -some periods of prefect duty	-Student supervision		-Occ.Info. kits -Monographs -Texts -Pamphlets -Career Info. Folders -S.R.A.Explor. kit -Posters -D.O.T.		\$137.00 142.00 97.00 160.00 27.00
					- Room - Files - Cabinets - Caroussel - Stamps	 40.00 260.00 60.00 30.00
6. Group Guid- ance						
(a) ideas about decis- ion-making	4 periods (per class) T=20	4 periods (per class) T=20		-Texts -Pamphlets	-1 class room (per class) (per period)	

TABLE II (Continued)

ACTIVITIES	STUDENT TIME (Periods)*	COUNSELORS' TIME (Execution)	TEACHER TIME	MATERIALS	FACILITIES	COST
6. (b) ideas on pre-vocational courses	-to occur over 3-week period (10 periods) (per student)	(approx. 6 - 10 periods)	-approx. 20 periods of teacher supervision	- Speakers - Films & Film-strips - Bulletin board displays	- Audio-visual room as required - bulletin board - 1 classroom (per speaker) (per period)	\$80.00
(c) interpretation of tests	-2 periods (per class) T=10	2 periods (per class) T=10		- Student manuals - Individual Profile Sheets	- 1 classroom (per period) (per group)	
7. Orientation Activities	-to occur over a two-week period*** -4 periods (per class) T=20	-4 periods (per class) T=20		- Picture displays - Films & film-strips	- bulletin board - audio-visual room	
8. Field Trips****	-3 periods (per class) T=15	-3 periods (per class) T=15	1 teacher (supervision) 3 periods (per class) T=15		- bus	60.00 (per bus) T=5

TABLE II (Continued)

ACTIVITIES	STUDENT TIME (Periods)*	COUNSELORS' TIME (Execution)	TEACHER TIME	MATERIALS	FACILITIES	COST
9. Group Discussions	- approx. 5 periods (per group) T=165 per- iods	- approx. 5 periods (per group) T=165		- Pamphlets - Monographs - Test manuals	- small room for dis- cussions	
10. Tours	- 1 day (per class) T=5 days	- 1 day (per class) T=5 days	- 1 day (per class) T=5	- Student Outline	- bus 1 (per class)	\$250.00

*1 period = 40 minutes.

**Doesn't include I.Q. testing and Basic Skills given prior to project beginning in November.

***Depending on films available.

****Only one planned to an Experimental Farm.

hours of counselor time. In implementation, no estimate was made of requirements for time for planning or administration. The total planned cost of the project was \$1,973.00.

Schedule

The planned schedule of activities is shown in Figure I. Planning began November 30th, for the activities which were planned to begin December 3rd. All activities had to be completed by April 15th, the date student decisions were to be forwarded to the scheduling committee.

IV. DETAILED ACTIVITY DESCRIPTION

The preceding section gave an overview of the activities which were planned for this guidance project and related each activity to the project goals. Following is a more detailed explanation of each activity as it was originally planned.

Orientation of Pupils

It was planned to discuss the purpose of the overall "Pilot Project" with the students, since this had not been done prior to initiation of the guidance project. They needed to be made aware of the purposes of the Vocational School Program, and the opportunities it offered. The guidance program and the activities it would involve were to be explained to the students at this time.

The most important aspect of the career guidance pro-

PLANNED PROCEDURES

1. Teacher Orientation
2. Student Orientation
3. Parent Orientation
4. Ideas about Decision Making Process
5. Pre-Interest Testing
6. Group Interviews
7. Pre-Orientation Activities of Post-Sec. Institutions
8. Overall Tours
9. Guidance Activities (e.g. speakers, projects, films, group discs., field trips)
10. Aptitude Testing
11. Student Use of Res. Center
12. Post Interest Testing
13. Final Interviews
14. Overall Review
15. Decisions

gram was that it focused on the student as a decision-maker influencing his own future.

The importance of involvement in this process is self-evident. It was necessary too, that students see the relationship of career development to their other school work and to understand that their ability to avail themselves of the opportunities of the Vocational School program would depend on their achievement at the grade eight level.

Two school periods were planned for this orientation, to occur in classroom size units. This then would have involved about ten hours of counselor time.

Orientation of Parents

A meeting with parents was planned by the Conception Bay Centre School Board to orient them to the Vocational School Project. It was planned to orient parents to the career guidance aspects of the project and give them an opportunity to meet the guidance personnel at this time.

The importance of involving parents is obvious and needs no justification. The responsibility for the education of the students ultimately rests with the parents, and in any case, the influence of the home on the motivation of a student is likely to be a crucial factor in his success at school.

Orientation of Teachers

Since the success of the program would be dependent

upon securing the cooperation of the faculty, it was considered imperative that there be agreement with program goals, understanding of the administrative requirements of the career guidance project, and where possible, involvement in the actual program. To accomplish this, a teacher orientation of two class periods was planned.

According to Hansen, an effective program of career guidance involves the total school staff and if possible members of the community.¹⁹ The school staff certainly is in a position either to assure the success of the program or guarantee its failure through their daily contacts and influences with students. Therefore they needed to be thoroughly informed.

It was hoped to secure teacher involvement in the testing program and in pupil appraisal. Also, teacher cooperation in relinquishing class time was necessary.

A short presentation by the counselor was planned, to be followed by discussion.

Ideas About the Decision-Making Process

A four period sequence of group guidance was planned to discuss the decision-making process with students.

The principal idea to be discussed was that overall

¹⁹Lorraine Sundal Hansen, "Principles, Trends, and Concepts of Career Development," Career Guidance Practices in School and Community, (Washington, D.C.: National Vocational Guidance Association, 1970), p. 20.

planning of one's education is necessary. In addition, the idea that, generally, the more education one has the easier it is to achieve one's goal, was to be included. Also to be stressed was that the student's ambitions, personality, and personal satisfactions, interests, abilities, aptitudes, and work experiences, all need to be assessed in order to arrive at sound decisions.

Vocational guidance depends very much on an analysis of the individual toward whom it is directed. According to Walton, without extensive knowledge about himself, the individual will find it impossible to effect the matching of ability, interests, values and personality, with a career. Self-appraisal, therefore, is a necessity. This analysis involves such things as home background, school progress, work experience, personality, health, interests, aptitudes and achievement.²⁰

Smith states that decision-making is a learnable skill and as such it may be taught to fairly young individuals. Regardless of the age level and the complexities of the decision, the essential tools for effective decision-making are accurate understandable information and a plan for using the information.²¹

²⁰Herman J. Peters and James C. Hansen, "The Scope and Function of Vocational Guidance by Lewis E. Walton," Vocational Guidance and Career Development, (New York: The Macmillan Co., 1971), pp. 246-248.

²¹Edward D. Smith, "Vocational Aspects of Elementary School Guidance Programs: Objectives and Activities." Vocational Guidance Quarterly, XVII, (June 1970), p. 278.

This information must contain data on external factors impinging upon the decision, insights concerning self, and clues to the probable utility for the individual of each option available. Therefore, according to Smith, teaching decision-making skills is a matter of "providing the learner a model for the systematic analysis of situational and self-information which, when blended, will trigger some course of action."²²

Many desirable careers require long and arduous educational preparation; and without adequate assistance in decision-making, young people are obliged to make decisions on an intuitive basis. In the long run, intuition is not likely to result in decisions which lead to actualization of individual potentials.

Interest Testing

The Safron Interest Inventory was to be administered to help students form an impression of their interest patterns. This test is not designed to fit students into specific job areas, but rather is to help the counselor and the student to explore the student's interest patterns in economic, technical, outdoor, service, humane, artistic and scientific areas. It was hoped to alert the students to recognize their interests and the relationships that they have with potential career areas.

Most theoreticians agree that interests play a vital role in career development. According to Smith, "verbal and non-verbal behaviour manifested by young children are fantasy expres-

²²Smith, p. 278

sions of work and adult worker role models."²³ Regardless of the reality level of these expressions, they must be recognized and nurtured because from fantasy evolves more realistic educational and vocational planning. This happens as the student becomes more aware of his strengths and weaknesses. The importance of this concept is that fantasy and early tentative expressions of career choice are manifestations of interest, clearly showing the importance of interest, especially at this age.²⁴

According to Wenrich, more effort should be made during the junior high school years to help young people assess their interest and abilities in relation to occupations and to do more deliberate career planning.²⁵

The Pennsylvania Department of Education has set up mandates to vocational guidance programs in the elementary grades. One of these is to provide experiences by which students can "identify, understand and interpret the significance of interests, capacities and values as dominant factors in the career process."²⁶ They feel it is incumbent upon school counselors to capitalize on the "inherent eagerness and curiosity of youth,"²⁷ by developing sequential experiences which will help the students think about such areas as interest and consider their relationship to occupations.

²³Smith, p. 277.

²⁴Smith, p. 277.

²⁵Wenrich, P. 28.

²⁶Smith, p. 273.

²⁷Smith, p. 273-274.

Sharf did a study designed to determine the relative importance of interest and ability in making vocational decisions. On the whole, students tended to stress interest rather than ability in their educational and vocational decision-making.²⁸

The Safran Interest Inventory is published by Nelson Co. Ltd., and takes approximately 50 minutes to administer. Approximately two class periods of student time were planned for this purpose, with about 12 hours of counselor time required for actual testing and interpretation for all five grade eight classes.

The Safran is simple to administer, colorful and interesting to the students, comparing favorably in these respects with other published interest inventories. Because the purpose was simply to create an awareness of interests and their relationships to career areas, reliability and validity were not of particular concern.

Two administrations were planned. The first was to stimulate student awareness of their interests. The second administration was planned to occur after the various guidance activities were finished to see if interests had changed.

Counseling Activity

Interviews were to be conducted in groups of four grade

²⁸Richard Sharf, "Relative Importance of Interest and Ability in Vocational Decision-Making," Journal of Counseling Psychology, XVII (Spring, 1970), p. 257-262.

eight students. The purpose was to reinforce the classroom work by facilitating discussion about themselves and their possible choices of pre-vocational courses. Course program purposes and objectives were also to be discussed. It was intended as well to give the counselor an opportunity to meet with students on a more personal level, leading to better assessment of each individual.

As Marion Roxborough stated that "counselling is considered to be one of the main functions of any career guidance program."²⁹ According to Roe's vocational choice mode, some of the goals of counseling are:

1. To assist the individual to identify and understand his needs - psychological and otherwise.
2. To identify and explore these occupations which appear to have the best potential for satisfying these needs most important to the individual.³⁰

Counselling was seen to be a major task of this program. It was the counselor's job to make students aware of the opportu-

²⁹Marion Roxborough, "A Parent's View of School Counselling: The Present and the Future," October, 1970.

Nancy Davies, "Vocational Guidance - An Educational Topsy," The School Guidance Worker XXVII (November/December, 1971), p. 18, citing Marion Roxborough, (above).

³⁰Dean L. Shappell, Lacy G. Hall, Randolph B. Tarrier, "An Application of Roe's Vocational Choice Model," The School Counselor, XIX (September, 1971), p. 47.

nities available, and counsel individuals and groups as to how their abilities and aptitudes were related to the course offerings.

It was hoped, too, that individual and group counseling would be an effective means of modifying the attitudes of the students toward studies and school in general.

Two class periods were planned for small group counseling for each group of four students. This was to be done in the counselor's office, consuming about seventy-five hours of counselor time.

Pre-Orientation Activities

Since many students miss a great deal on tours because they do not know what to look for, it was felt that the students should at least be familiar with the various institutions before making the visits which were planned.

Therefore, three class periods were to be devoted to alerting students to the significant aspects of the tours they were to take. This was to involve approximately 15 hours of counselor time, utilizing information, films and film strips that might be available. At the time of planning, however, a survey had not been made to determine the actual availability of these items.

General Tours of Post-Secondary Institutions

The main purpose planned for student tours of post-

secondary educational institutions was to give them a first hand knowledge of programs available after graduation from high school. It was hoped to provide tours to the College of Trades and Technology, the Fisheries College, Memorial University and the Seal Cove Vocational School, where they would observe the overall facility and its programs. In depth observation of aspects of these schools was to be avoided at this time.

This was an attempt to provide more direct educational information to students. It was hoped to provide the students with a meaningful and satisfying experience, through direct contact with the schools concerned. As Hansen indicates, an experience of this type would:

1. Encourage a critical appraisal of jobs through direct observation of the educational pre-requisites.
2. Provide students with a feeling of what a job is like through direct observation of what must be learned in order to be successful.
3. Establish communication between students and personnel of the institution.³¹

The planned tour, as Hoppick says, "provides a painless way of getting students to absorb information about occupations other than the one they currently expect to enter - an important objective with students whose ambitions exceed their abilities."³²

³¹Hansen, p. 64.

³²Robert Hoppick, "Plant Tour," Occupational Information (New York: McGraw Hill, 1967), p. 227.

He considers it a situation in which everyone learns, everyone enjoys learning, and no one feels that he has been overworked.

During the tours planned for this project, students would be encouraged to carefully examine the different job areas and especially those specific to the courses they would choose for the coming school year.

At the time of initial planning, it was hoped to have all grade eight students visit each post-secondary institution previously mentioned. Each tour was planned for one-half day, involving two days of student time. Eight days of supervisory time would have been required.

As an adjunct to the tours students were to be required to complete a project consisting of a written report about the trip. For this they would use an outline prepared and given to them in advance of the trip.

Guidance Activities

Through various types of activities, it was intended that the students be given opportunities to acquire exact information regarding themselves and the 'world of work'. For a two-week period instructors from the College of Trades and Technology, and the Seal Cove Vocational School were to visit the different classes and explain the pre-vocational course areas. For the following weeks the students were to view relevant films, take part in group discussions and projects.

Tiedeman, while talking about the concept of choosing says that "Career development is not all thought.....Career development is the exercise of thought in work activities in ways such that action is somewhat guided by thought."³³

On theoretical grounds, Hoppick states that it seems quite possible that "guidance activities may have a great influence on future career choice."³⁴ "Perhaps," says he, "the person who makes the good early choice has the opportunity to discover an appropriate occupation early in life."³⁵ To the extent that this is true, we might hope to help young people to reach wiser decisions earlier in life if we could increase the accuracy and the adequacy of the information concerning themselves and occupations. In particular, this information should be made available during what the theorist Ginzberg has called the "Fantasy" and the "tentative" stages.³⁶

The following guidance activities were planned.

Guest Speakers. Instructors from the College of Trades and Technology and the Seal Cove Vocational School were to speak on the programs offered at these schools. A total of eleven

³³Robert Hoppick, "Theories of Vocational Choice and Development," Occupational Information, (New York: McGraw Hill, 1967), p. 95.

³⁴Hoppick, p. 99.

³⁵Hoppick, p. 99.

³⁶Eli Ginzberg, "Toward a Theory of Occupational Choice." (Peter and Hansen), p. 108.

speakers were planned. Each talk and discussion was to take one and one-half periods of student time, a total of sixteen and one-half periods. Each speaker was required for a full day.

Test Interpretation. One class period was planned for the interpretation of the Safron Interest Inventory in a large group discussion format. This was to require about five hours of counselor time. The purpose of this activity was to help the students make the best use of the interest test scores by explaining how to use the self-interpretation device and subsequently explore occupational fields using these interpretations.

Films and Filmstrips. As indicated earlier, an inventory of available films and filmstrips had not been made at the time this project was planned. It was hoped that the post-secondary institutions would have some available describing their programs. It was also planned to use films if available in support of discussion of vocational decision-making.

Group Discussions of Tours and Project. In preparation for tours, an outline was to be prepared, giving students an idea of what they should think about on the tours. This was to be discussed by the students afterwards. It was also planned that students would do a written report about the tour and the things that interested them most, relating this to a career development theme. General discussion in the groups would focus on the tours, and especially the items on the outline.

The group discussions were to be one period in length and of regular classroom size. This would involve five hours of counselor time.

Aptitude Testing

The Differential Aptitude Test (DAT) was to be used to help to determine the students abilities in relationship to the ability or aptitude requirements of broad career areas. This test was of particular interest to the Division of Vocational Education in view of the emphasis placed on multiple aptitude testing by Canada Manpower.

Alex Wesman, an associate director of testing gives a total concept of 'aptitude'. He says it is simply a "capacity to learn."³⁷ The measurement of aptitude then is the assessment of knowledge, skill and other characteristics which serve to predict learning success. Multiple aptitude batteries such as the D.A.T. are used to predict learning in relatively specific areas.³⁸

The results provided by such a test are not infallible but do provide some idea of the extent of the testees various abilities. They cannot, however, be used exclusively to make decisions about vocational fields suitable for a student. As Chauncy says, all they will do is "permit the student to compare

³⁷Alex G. Wesman, "What Is An Aptitude?" School Guidance Worker VII (March 1952).

³⁸Wesman, pp. 27-34.

his current skills in a particular area with the skills of other students like him."³⁹ This, therefore, adds to his fund of knowledge about himself, which was a main purpose in this guidance project.

The measurement of aptitude, together with previous test data, would help to provide a picture of each student's ability and potential. This is certainly one of the factors involved in the choice the student has to make in course selection.

The D.A.T. manual states that it is usually neither possible nor advisable to direct pupils into highly specific or limited occupational patterns as early as the eighth or ninth grade.⁴⁰ Decisions should permit entry of the pupil into broad categories such as commercial, special trades, technical or general. For most pupils, a decision should be reached at this time as to whether or not they will plan for college entrance.

For a few students, completion of the eighth grade may be the end of their formal general education. Their next step is to secure training in some trade which will lead to employment within a year or two. For these students, use of suitable tests in the eighth grade may be useful to the counselor who is helping them select areas which are realistic in the light of their aptitudes.

³⁹Henry Chaunch, "Use of Tests in Guidance," School Guidance Worker, XVII (June, 1964), p. 29.

⁴⁰George K. Bennett, Harold G. Seashore and Alexander G. Wesman, Chapter I, "An Integrated Battery of Guidance Tests," Manual for the Differential Aptitude Test, (New York: The Psychological Corp. 1966), 4th edition.

The usefulness of the test in this project was questionable. There was no guarantee that the test could give useful prediction data for the situations described above. For example, validity coefficients between D.A.T. scores and typing course grades of grade eight girls and boys in Tennessee, were found to be low (boys .38 and girls .44).

As far as the students involved were concerned there were two possible uses for this test. The first use concerns dropouts, and the prediction of their success in specific vocational training programs, or entry level jobs, probably labor. There is no evidence published to indicate the usefulness of the D.A.T. for these purposes at a grade eight level. Validation studies for this purpose have not been reported and differences in social factors between the area and areas in which other validation studies have been conducted make the extrapolation of other validation studies for this purpose very questionable.

The second use could have been to help high school students make very general curriculum decisions, as for example the selection of pre-vocational courses which in grade nine are only exploratory and not career oriented. Again, reported validity studies are in areas considerably different culturally from the Seal Cove area. A question arising here as well is whether a knowledge of specific aptitudes is necessary to make very general curricular decisions. Further, it is not known whether the D.A.T., administered in grades eight, will remain a valid score in grade nine

assuming validity in grade eight.

It was decided to include the D.A.T. in the initial plan despite the above shortcomings. As earlier indicated, the Director of Vocational Education was interested in the test and was supported by the other counselors involved in the project. It was obvious, however, that the test results would have to be used very cautiously, if at all, in the guidance of individual students.

Occupational Resource Centre

The use of occupational information as a part of vocational guidance has been emphasized since Parsons, the originator of the vocational guidance movement. It seems obvious that up-to-date information about occupations is necessary in making vocational decisions.

The literature reveals an abundance of research devoted to the importance of single dimensions such as needs, status, self-concept, interest and values as basis for vocational choice. According to many writers, these factors clearly influence the individual's perception of the world and his decision-making processes. However, as Nelson has pointed out, there is little research to show how students actually use occupational information, how this knowledge develops, or what types of information are used by students in decision-making.⁴¹

⁴¹Julian L. Biggers, "The Use of Information in Vocational Decision-Making," Vocational Guidance Quarterly, XIX (March 1971), p. 171.

According to Webster, in the past, students typically have had few opportunities to acquire personally relevant information about educational-vocational alternatives. Often the information they have obtained has been based on myth and stereotype. Lacking good information, students sometimes have either delayed setting tentative long-term educational-vocational goals, or have made them based on limited contacts such as with members of their immediate family, relatives and friends.⁴² McDaniels has said, "Youth are not too young to choose, only too poorly prepared to make choices."⁴³

The need for occupational information is especially acute among students in small rural schools, who generally have less exposure to the modern world of work than these in urban centres. If the school does not help these students, they are left to their own resources. The result is that many are unable to cope adequately with problems of educational and occupational choice.

Slocum says that despite the great need for systematic information concerning the nature of the world of work, most students in small schools do not have an adequate opportunity to obtain occupational information. In this regard, evidence from

⁴²William J. Webster and Jack A. Hamilton, "Occupational Information and the School Curriculum," Vocational Guidance Quarterly XIX, (March 1971).

⁴³Charles McDaniels, "Youth: Too Young to Choose?" Occupational Guidance Quarterly, XVI (1968), p. 242.

recent studies indicates that very few students acknowledge that their plans have been influenced to an appreciable extent by their contacts with school personnel.⁴⁴ This indicates that school counselors are not now adequately coping with the responsibility of assisting youth in making educational and occupational decisions.

To meet the needs of the students involved in this project it was decided to set up a resource center with the materials available to all students. Career information through a variety of reading materials would provide a basis for exploration and perhaps help to broaden interests.

It was planned to have students write as many places as possible for information on careers. Some had already done so prior to the beginning of the project. Also, it was decided to buy a Career Exploration Kit, career pamphlets, monographs, texts, and other types of occupational information commercially available.

It was hoped to have a room available which could be set up as a Resource Center. Using student prefects as supervisors, it was planned to make this resource center available to students during most of the school day.

Overall Review

The planned purpose of an overall review was to identify

⁴⁴Walter L. Slocum and Ella Hilverda, "Vocational Guidance Through the Curriculum in a Small Rural School System," Vocational Guidance Quarterly, XIX (September 1970), p. 66.

students with special needs relevant to their curriculum choice so that action could be taken to meet these needs. Some of the anticipated special cases were special education students, students with potential for the matriculation program, failing students with average ability and students evidencing concern about their choice.

It was planned to construct a profile to identify these students in sufficient time to permit the necessary steps to be taken to meet their needs. Some activities anticipated for this were individual counselling, appraisal activity, and case studies.

It was impossible to estimate the numbers of students who would be involved in this activity; but a fairly large proportion of students was anticipated.

Once this activity was completed, decisions would be solicited from the students about their curriculum choice for the coming year.

V. RESOURCES AVAILABLE FOR THE PROJECT

At the time the project was initiated the following resources were available to the guidance personnel responsible for its implementation.

Money. A \$1,500 salary bonus was made available to the School District of Conception Bay Center by the Division of Vocational Education for career guidance in conjunction with the

Vocational School Pilot Project. A salary allotment, intended for a guidance specialist, was not used since the writer, a graduate student in the Department of Educational Psychology of Memorial University, undertook this responsibility without remuneration.

Time. At the beginning of the project, the following time for personnel was known to be available for the period from December 1st to April 15th. The Guidance Supervisor was prepared to be available as required, providing it was consistent with other responsibilities. The Guidance Specialist had thirty-four school days for actual work with students. This was not intended to include planning and administration time.

Facilities. Physical facilities were very limited. The Guidance Counselor's office was the only room space available. This had to be used for all guidance activities, except those conducted in classrooms available because of pre-empted class time.

Materials. There were no guidance materials on hand. All materials required had to be ordered. This school district had had no guidance program in previous years.

Teachers. No teacher time was committed by the superintendent at the beginning of the project. However, it was hoped that from time to time teacher time would be made available.

Speakers. At the beginning of the project the Seal Cove Vocational School committed instructors to be available for a three week period. It was understood that each of those instructors would be available for two class periods during that time.

Graduate Students. At the initiation of the project, it was known that graduate students would be available to conduct individual testing and to conduct guidance activities in conjunction with their counselling practices. If properly scheduled, approximately one hundred hours of time was available.

VI. GENERAL SUPERVISORY ARRANGEMENTS

On October 12, 1971, counselors representing the three involved school districts met with the Department of Educational Psychology, Guidance and Counselling, of Memorial University. At that meeting, they requested the assistance of the department in conducting guidance activities related to the Pilot Vocational School Project.⁴⁵

A meeting was held with the Planning Committee of the Pilot Project outlining possible involvement of graduate students

⁴⁵Minutes, Meeting of the Department of Educational Psychology, Guidance and Counselling, Memorial University of Newfoundland, St. John's, Newfoundland, 12 October 1971.

from Memorial University. The following guidelines were explained regarding this involvement.

Involvement had to be of:

- (a) Educational benefit to students
- (b) Adequate supervisory arrangements had to be arranged.⁴⁶

A meeting was held with the Superintendent, Conception Bay Center, outlining the proposed involvement in that school district. The following supervisory arrangement was agreed upon:

- (a) The writer would assume primary responsibility for planning and implementing the career guidance program for the School Board of Conception Bay Center.
- (b) The Board Guidance Supervisor would immediately supervise the activities of the writer. It was understood at that time that the Board Guidance Supervisor would be responsible for co-ordination with other members of the administration and faculty. The writer would not be directly involved in this activity.
- (c) The University advisor of the writer would be responsible for approving the technical aspects of the project, but would not intervene in administrative matters. The Board Superintendent could overrule the advisor when the policy of the Board was concerned.⁴⁷

⁴⁶Minutes, Meeting of Vocational Education Committee, 4 November, 1971.

⁴⁷Letter to Keith Dicks from Hubert Furey, 25 November, 1971; letter to William Spain from Keith Dicks 15 December, 1971.

VII. DELIMITING FACTORS

The following were considerations which had a bearing on the implementation of the project. They were particularly concerned with the guidelines and regulations which had to be followed.

Decision Date. The planning committee of the Vocational School Pilot Project set 15 April as the date upon which the Guidance Committee would submit the decisions of the students regarding the selection of pre-vocational courses for the following year.

This date was set to accommodate the requirements of the scheduling committee.

Student Non-Availability. During a period of about five weeks students would not be available because of exam or vacation time.

Student Availability. Students could only be available with the permission of teachers and principals involved. At the initiation of the program the principals had not yet been approached about the availability of student time.

Facilities. As previously noted, only one room was available for guidance purposes. This had to be sufficient for all requirements of the program. This same room had to be available

for all other guidance purposes as well. It is sufficient to note that this room was in a school with grades seven to eleven, involving about seven hundred students.

VIII. APPROACH TO PROJECT EVALUATION

The purpose of evaluation in this project was to provide the basis for making decisions about project activities, with a view toward maximizing attainment of project goals. The degree to which goals had been accomplished was the information sought by evaluation. There was to be no attempt to relate goal attainment to specific project activities, or even to attribute attainment of goals to the overall project activity. This view of evaluation is currently expressed by Guba and Stufflebeam, Stake and other experts prominent in the field of educational evaluation.⁴⁸

Evaluation of a project like this is not an easy task, especially when, as in this case, many significant changes are made in the project as originally planned. A decision often depends on a subjective weighing of data available, and is subject to the attitudes and values of the decision-maker.

⁴⁸Guba, Egon G. and Daniel Stufflebeam, Evaluation: The Process of Stimulating, Aiding and Abetting Insightful Action, an address delivered at the Second National Symposium for Professors of Educational Research, Boulder, Colorado, 21 November, 1968.

Stake, Robert E. "The Counterman of Educational Evaluation," The Teachers College Record (Vol. 68, No. 7, April 1967), pp. 523-540.

Many factors should be considered in deciding upon techniques of evaluation. Of great importance are scientific characteristics such as reliability and validity; but, frequently, sacrifices in these areas must be made to satisfy prudential criteria such as relevance, economy, and time. These were especially important to this project. The time allotted to the project was reduced so drastically that the proportion of time allotted for evaluation alone could only be very small. Therefore, several techniques were relied upon to provide feedback for the project.

Anecdotal Comment. Great reliance was placed upon spontaneous comment or reaction from persons involved in the project. In a sense the impressions formed by counselor about students as a result of group and individual interviews fall into this category. Reliability and validity were introduced into this technique through the use of interview check lists.

Student Projects. Students were asked to write about their trip to the College of Trades and Technology, and were given an outline to guide them in this task. While the primary purpose of this activity was guidance oriented, it also served as an evaluative vehicle to see if students had learned what they should have learned from the tour, and to identify those who did not seem to get much from the experience.

Questionnaires. Questionnaires were administered at the close of the project to gain insight into the attainment of the information and decision-making goals of the project. Three questionnaires were administered to three groups of thirty students. The questionnaires were to be randomly distributed to students in four classrooms representative of grade eight in that school district. Fifteen minutes were planned for this activity. Copies of the questionnaires which were used are included in Appendix I.

SECTION IV

PROGRAM IMPLEMENTATION

I. GENERAL SUMMARY

The implementation of the program actually began on 3 December, 1971, and continued through 1 April, 1972. Some activities related to the program were conducted after this date but had no actual bearing on the decisions made by the students. A summary of the schedule of actual activities may be seen in Figure 2. A comparison of this with the schedule of planned activities in Figure 1 in Section III, show several significant differences, especially as follows:

A. Testing

1. The Differential Aptitude Test did not take place until after the actual decision date.
2. An interpretation of the Differential Aptitude Test profiles was not given to students.
3. Post-Interest testing was cancelled.

B. Orientation Activities

(cancelled)

C. Guidance Activities

1. The planned tours did not take place.

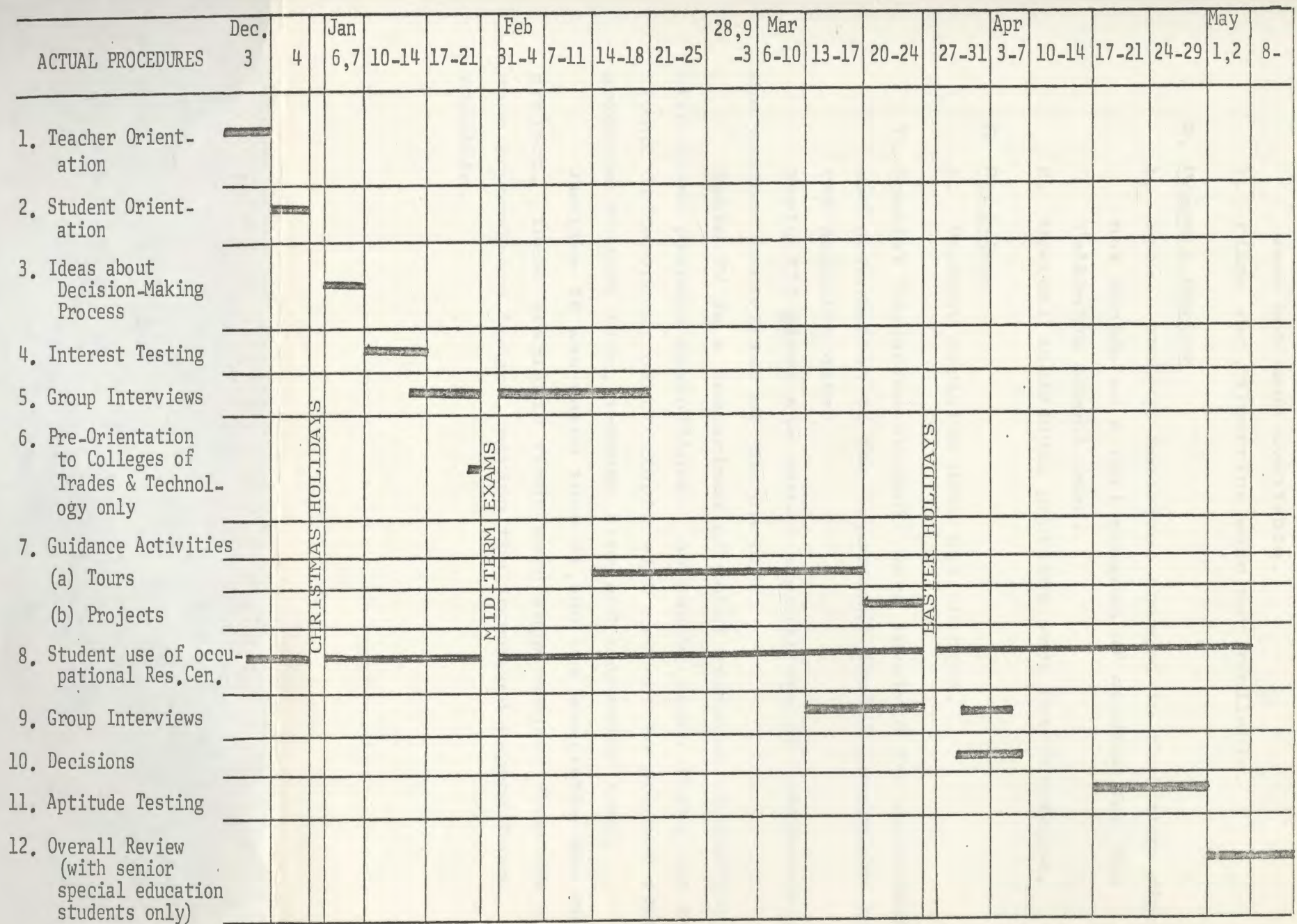


FIGURE 2. ACTUAL SCHEDULE OF ACTIVITIES

2. Instructors from the Seal Cove Vocational School were not made available.
3. Films and filmstrips were not available.

D. Overall Review

1. Actual student decisions changed in that they did not decide on a full program of studies for the following school year.
2. Overall individual profiles were not developed.

E. Decisions

1. Student decision date was changed.

- F. Special Education students were involved for appraisal and orientation to the vocational school subsequent to the decision date.

Table III gives the actual expenditure of resources for the various activities of the project.

Table IV is a comparison of total resource expenditure with total planned expenditure. As can be seen, there are significant differences, particularly with respect to student time, graduate student time, teacher time and counselor time.

Earlier it was noted that \$1,500 was available for the project. These available funds were supplemented from the guidance supervisors budget, making the increased expenditure possible.

TABLE III

RESOURCE EXPENDITURE

ACTUAL ACTIVITIES	STUDENT TIME (periods)*	COUNSELORS' TIME** (Execution)	TEACHER TIME	MATERIALS	FACILITIES	COST
1. Teacher Orientation	1 period	1 period	1 period	-Program Schedule and Outline	1 classroom	
2. Student Orientation	1½ periods	1½ periods		-Student Outline -Program Schedule	1 classroom	
3. Testing***	10 periods (per class) T=50	10 periods (per class) T=50		-Interest Tests -Student & Coun- selor Manuals -D.A.T. Tests & Manuals -Indiv. Profile Sheets	1 classroom (per period)	\$550.00
4. Resource Center	-mostly lunch & after school hours -recess periods -during school hours when was convenient -prefect duty	-lunch periods -after school hrs.		-Occ. Inf. Kit -Monographs -Texts -Pamphlets -Career Information folders -S.R.A. Exp. Kit -Posters -D.O.T.		137.00 142.00 97.00 Free " 160.00 Free 27.00
					-Guidance Office -Files -Cabinets -Caroussel -Stamps	40.00 260.00 60.00 30.00

T = \$1,503.00

TABLE III (Continued)

ACTUAL ACTIVITIES	STUDENT TIME (Periods)*	COUNSELORS' TIME** (Execution)	TEACHER TIME	MATERIALS	FACILITIES	COST
5. Group Interviews	$\frac{1}{2}$ period (per group) T=17	$\frac{1}{2}$ period (per group) T=17			Guidance Office	
6. Group Guidance						
(a) ideas about decision-making	2 periods (per class) T=10	2 periods (per class) T=10		-Texts -Pamphlets	1 classroom (per period)	
(b) interpretation of tests	1 period (per class) T=5	1 period (per class) T=5		-Student Manuals -Individual Profile Sheets	1 classroom (per period)	
7. Orientation Activity	1 period (per class) T=5	1 period (per class) T=5		Film	Audio- Visual Room	Free
(a) to College of Trades & Technology						
8. Projects	2 hours (per student) T=270 hours	$\frac{1}{2}$ hour (per report) T=67 hours		-Student Outline		
9. Tours	1 day (per class) T=5 days	1 day (per class) T=5 days	1 teacher (2 days with 2 classes) T=2 days	-Student Time	1 bus (per day) (per group)	\$250.00
(detailed to College of Trades and Tech- nology)						

TABLE III (Continued)

ACTUAL ACTIVITIES	STUDENT TIME (Periods)*	COUNSELORS' TIME** (Execution)	TEACHER TIME	MATERIALS	FACILITIES	COST
10. Senior Special Education Class						
(a) Testing	9 periods	9 periods		-Interest, D.A.T. & I.Q. Tests -Student Manuals	1 classroom	
(b) Tours	1 day	1 day		-Student Outline	1 bus	\$50.00
(c) Interviewing	$\frac{1}{2}$ period (per student) T=6	$\frac{1}{2}$ period (per student) T=6			Guidance Office	
(d) Group Guidance						
- orientation	1 period	1 period			Classroom	
- on decision- making	$1\frac{1}{2}$ periods	$1\frac{1}{2}$ periods			Classroom	
- on pre-vocational courses	1 period	1 period			Classroom	
- interpretation of Interest Tests	1 period	1 period		-Stud. Mans. & Stud. Prof.	Classroom	

*1 period = 40 minutes

**Time for planning and administration not included.

***Does not include I.Q. & B. Skills done previously in November

TABLE IV
COMPARISON OF PLANNED & ACTUAL RESOURCE REQUIREMENTS

	Student Time*	Counselors' Time in Implement- ation**	Teachers' Time	Speakers	Money***	Graduate Students' Time
Planned	49 periods (per class)	T=225	20 periods (per class) T=100	10 speakers T=1 day per speaker	\$1,973.00	120 hours
Actual	28 periods (per class) T=140	T=145	10 periods T=10	Cancelled	\$1,803.00	Cancelled

*Does not include time spent in Res.Center and small group interviewing.

**Time required for implementation of classroom activity.

***Some materials were purchased out of regular guidance bonus.

TABLE V
RECURRING AND NON-RECURRING
PROJECT EXPENDITURES

Establishment Cost	
Planned Expenditure	\$1,973.00
Non-Recurring	1,383.00
Recurring	590.00

Table V shows the amount required to run the present program for 5 classrooms - approximately 134 students, after initial outlay for non-consumable items.

This does not take account of recommended changes in program. For example, there may be changes in the numbers of tours and in testing, entailing increases or decreases in the recurring cost of the program.

TABLE VI
EVALUATION OF POTENTIAL SPECIAL EDUCATION STUDENTS

Spec. Ed. Stud. Time	Counselors Time	Teacher	Money
T =(24 periods)	T= (16 periods)	T=(9 periods)	\$50.00 approx.

Table VI gives the resource expenditures for the un-planned activities involving special education students in the project.

TABLE VII
EXPENDITURE OF GUIDANCE SPECIALIST TIME

Classroom time	-	145 hours
Group and Individual Interviewing, non- scheduled	-	80 hours
Planning	-	130 hours
Administration	-	90 hours
Preparation of Report	-	300 hours
		<hr/>
		745 hours
		<hr/>

Table VII gives an approximate breakdown of the expenditure of time by the guidance specialist in the present project. As can be seen, a large portion of the time was devoted to the preparation of the report; but, this included project evaluation requirements of approximately forty hours. Time requirements for a repetition of this project would be much smaller. It is likely, however, that implementation of the recommendations of this report would result in much greater expenditures of counselor time.

II. GENERAL PROBLEMS IN PROJECT ADMINISTRATION

In the preceding section it was noted that the actual execution of the career guidance project departed significantly from the initial plan described in Section III. It is essential to remember that all events having an effect on the program implementation could not be anticipated at the outset of the program; but, that decisions had to be taken during the course of operations to respond to these unforeseen difficulties, and achieve as much of the project goals as was possible. Certain difficulties arose which had very broad effects on the program. These are enumerated and described below:

Planning Time

The course of events leading to the initiation of the project have already been described. Most notable is that only about two weeks of planning time were available before the project had to begin. Planning time could not be extended because this would have impinged on time for implementing, already inadequate because of the late date. As a consequence, time wasn't available to hold discussions with interested and concerned school personnel, adequately identify and schedule many of the resources it was hoped to use, and identify potential problem areas in advance. Much of the initial plan, then, was based on inadequate information, and involved assumptions which seemed reasonable at the time although events proved them invalid.

Administrative Arrangements

Staff Relationships. In the opinion of the writer, the major problem which affected this project was the relationships which existed between the chief administrators and supervisors involved in the overall Vocational School Project; particularly those in the school district of Conception Bay Center.

Division of Vocational Education. Earlier it was noted that guidance specialists were not included either in the initial planning or in the major policy committee of the project. The Division of Vocational Education does not have a staff guidance specialist, and a person with authority was not appointed to be responsible for the co-ordination of the guidance aspects of the Vocational School Project. Such a person would have been invaluable in co-ordinating field trips and in producing or procuring more expensive materials which could have been shared in the three districts, as well as bringing the influence of the Division of Vocational Education directly to bear on the implementation of the District Guidance Programs.

District of Conception Bay Center. Communications between chief administrators and supervisors of the Conception Bay Center district, and its teachers, seemed to be extremely poor, particularly in the initial phases of the guidance program.

The teacher orientation was planned with the expectation

that teachers would have been informed about the Vocational School Project and its goals. The orientation was held in December, fully six months after serious planning began on the project. The writer found that teachers were completely ignorant of the Vocational School Project.

The overall guidance plan was submitted to the guidance supervisor by the writer in accordance with the supervisory arrangements which have been previously described. This was for the purpose of obtaining the approval, and consequently the co-operation of the chief administrators in the Board. When the school principals were approached for approval to release students from class time, the principals expressed ignorance of the career guidance project, its relationship to the Vocational School Project and the requirements that students receive released time from class.

These two examples, among many that could have been selected, are demonstrative of entirely unexpected difficulties faced by the writer in undertaking a project in a school system which had requested the project, and which was assumed to be committed to its goals. As the project continued, many of these communication difficulties were overcome, chiefly by permitting the writer direct access to the principals and superintendents; however, the initial problems resulted in truncation of many of the project activities, and as will be seen, this had serious consequences for the outcome of the project.

Student Time

There was a problem in getting a sufficient amount of school time for the necessary guidance activities. It was realized that only a minimum number of school periods could be made available, and this only by exempting pupils from regular class periods. Again, because of the problem in communications and the general misunderstanding of the goals of the project, a difficult problem was made more difficult, and only enough student time was made available to accomplish the minimum activities required to complete the project.

Facilities

The lack of adequate facilities has already been noted. Only one room was available on a full time basis, and this had to serve all guidance purposes except those conducted in classrooms made available when class time was pre-empted. This difficulty was a serious limiting factor in dealing with students on an individual or small group basis.

Graduate Student Assistance.

When the project was initiated, it was planned to use graduate students during counselling practicum to conduct many activities with the students; however, the School Board made a decision not to permit practicum students in the district, eliminating this source of manpower. This meant that the writer and Guidance Supervisor had to devote more time to the project.

This could have had a bad effect on other aspects of the guidance program in the district, and in any case, activities again were curtailed because of the lack of qualified counselors.

Decision Date

Initially the date set by the planning committee for the Vocational School Project for student decisions was 15 April. Of necessity, student decisions had not only to do with selection of pre-vocational courses, but with the academic stream the student would enter, and an indication of his overall academic curriculum for the coming three years. However, the planning committee called for these decisions at the end of March, changing the date with no lead time. As a result, the program of overall review was particularly affected.

Pre-Vocational Course Development

The students could not be given adequate information regarding the pre-vocational courses or the high school curriculum. The course outlines had not been developed because of problems being met by the curriculum committee. The dates originally planned for their completion were exceeded by almost two months. This meant that course content could not be discussed with the students and the instructors scheduled as guest speakers would not be available.

In order to make a full range of options available to the students, new facilities were required by the high schools in Conception Bay Center. During the course of the guidance program, progress was not made toward the provision of these facilities, making the availability of some program options doubtful.

III. OVERALL EVALUATION

In the discussion of activities which will follow, there will be considerable evaluative comment. Below are comments on the attainment of overall goals as stated in Section II.

Goal #1

To design an overall guidance plan for use by all school districts and the Harbour Main Vocational School District in their implementation of the Vocational School Project.

The standard plan for the school districts was developed. It was adopted by the planning committee as workable in the three districts and it was published in a brochure relating facts pertinent to the Pilot Project implementation.

Further, outlines for various activities were used in the other districts as well as the District of Conception Bay Center.

Goal #2

To plan and implement the Vocational Guidance program related to the Vocational School Pilot Project in the Conception Bay Center school district.

The planned program seemed to contain the elements necessary for a workable Career Guidance program in Conception Bay Center. The actual plan, however, did not get a fair trial.

Experience indicated that this plan would work well providing adequate planning and co-ordination were done beforehand. Because of the difficulty in obtaining student time, as will be described in the following paragraphs on implementation of procedures, many activities were seriously effected; however, those activities which were conducted as originally planned did meet with a good degree of success.

Goal #2A

The development of self-understanding by students, as relevant to the decision to be made concerning pre-vocational courses.

To accomplish this goal, group counselling was done, in which the various aspects concerning self, involved in decision-making were discussed. Interest testing was done, followed by interpretation of results.

Although students may not have had in depth exploration of self, they were made aware of aspects of self related to career development. This seemed to be indicated in responses on the questionnaires. However, the majority of students did not make much progress in self-understanding. This is a sub-

jective impression gained by the counselor in individual and group settings. The lack of adequate group counselling was possibly contributive to this finding.

Some anecdotal comments, however, showed that students were thinking about themselves, their interest and abilities.

For example:

"I liked Drafting very much because I find that you design things and I like Art."

"I liked Clerk Typing. . . I would like to work in in an office because it gives you an opportunity to meet many people."

"I liked to work indoors and with people. . . I can do this if I become a secretary later on."

"I didn't like the architectural shop because I hate geometry and there seemed to be a lot of geometry in the course."

However, when questioned about their area of interest regarding type of work performed and why they'd enjoy doing that work, only a small number of students gave more than a superficial answer, eleven out of thirty, regarding type of work performed, and ten out of thirty, regarding why they would enjoy the work. Two stated they would rather work with people. Two stated they would rather work with things.

Goal #2B

The provision of career and educational information, again relevant to decisions to be made concerning pre-vocational courses.

Students received a basic knowledge about the pre-vocational courses during the class orientation period when they

were informed about the project.

The pre-orientation was limited to one film on the College of Trades and Technology, which did provide some information on the types of courses available there.

Through the reading of the various materials in the resource center, students became aware of many different career opportunities.

Students seemed to understand the pre-vocational courses and what was involved. They appeared also to have acquired a basic understanding of job areas, and were able to relate pre-vocational courses to career areas. This was brought out primarily on the student responses to the questionnaires, and through a reading of their field trip reports.

Twenty-seven out of thirty students remembered some of the courses one could study at the College of Trades and Technology.

Fourteen out of thirty students remembered what courses one would have to take in high school in order to be prepared for the area that most interested them.

Some anecdotal comments also helped to show a certain level of information obtained. For example:

"I liked drafting best because I like to work with the tools the draftsmen used and I think it would get me a good job in the future."

"I am not sure if I would like Electronics. . .because I think you would need a level head for that course. . . It seemed rather complicated."

"I am interested in Mechanics. . . this helped me see the types of machines and tools used by the workers. . . working conditions, etc."

Goal #2C

The fostering of decision-making skills by students, leading to decisions about grade nine pre-vocational courses. These decisions were to be made by the students no later than 15 April 1972.

Class sessions were held on the aspects involved in the career decision-making process. Further discussion took place during group guidance activities.

The student's understanding of the decision-making process was generally poor. Although there was some awareness of the aspects of the process, ability to use good career decision-making procedures was poor for the level of development of the students. Again, responses to the questionnaires, and interviews form the basis for this conclusion.

Students were interviewed in order to evaluate whether or not they remembered any of the factors involved in the career decision-making process. An interview checklist (Appendix II) was used.

The results of the interviews are given in Table VIII. As can be seen, just better than 50% of those interviewed listed the interest and capacity factors which Ginzberg stated are important at this age. Students also noted working conditions and employment outlook, perhaps reflecting cultural attitudes and the present economic situation. They did not attribute much

TABLE VIII
RESULTS OF EVALUATION INTERVIEWS

	Girls N=10	Boys N=10	Total N=20
Interests	6	7	13
Aptitudes	6	4	10
Intelligence	5	6	11
Personality	3	2	5
Values	1	0	1
Ambitions	1	2	3
Advantages and Disadvantages	2	0	2
Working Conditions	9	5	14
Demands (Physical, etc.)	2	1	3
Planning	1	2	3
Achievement	2	4	6
Needs	2	1	3
Training	3	3	6
Employment Outlook	7	5	12

importance to values, personality, and other more specific correlates of job satisfaction. It must be concluded, however, that 50% attainment on this checklist does not represent a high level of goal achievement for this project.

Evaluative Summary

Planning goals for the project were achieved. During the implementation many valuable lessons were learned which should be of good use to the project in the following years, and to other similar projects in the province of Newfoundland. The plan should form a basis for use in other Vocational School districts.

In general, achievement of student goals was marginal, and probably not adequate. Evaluation of this aspect of the project is based on very tentative data, but this conclusion seems justified in view of the overall truncation of the project from its original plan.

IV. DESCRIPTION OF PROJECT ACTIVITIES

The previous paragraphs have presented an overview of the implementation of the project together with a general evaluation of the project and the problems which influenced the project outcomes. The succeeding portion of this section will present a detailed account of the project activities as they actually occurred.

Orientation of Pupils

It was planned to discuss the purpose of the overall "Pilot Project" with the students. The guidance program and the activities it would involve were to be explained to the students at this time.

An outline was drawn up to follow in discussing the project with the students. This outline included overall points of information concerning the "Pilot Project." The purpose of the project was explained. Several important points concerning the curriculum were discussed. The guidance program itself was discussed and students were made aware of the activities in which they would participate. The purposes of the activities were explained to emphasize the importance of student involvement, especially through interest and cooperation.

The importance of classroom work in relation to the program was discussed and student responsibility for curricular decisions was stressed. A detailed copy of the outline used may be found in Appendix III.

This was the first time the students were exposed to the Vocational School idea. It was presented to them in two class periods. During the first period the total project was discussed. During the second the guidance program was discussed. It was a lot to present to them in two short periods; however, they did get a general idea about the program. They expressed great enthusiasm and interest, apparently because something different

and exciting was about to happen.

Total counselor time was ten hours.

Orientation of Parents

A meeting was planned to orient the parents to the career guidance aspects of the project, and to give them an opportunity to meet the guidance personnel.

Parents had not, as yet, been informed of the "Pilot Project." It had been planned for the District Superintendent to schedule a time to meet and discuss the project with them.

A meeting could not be scheduled immediately so it was decided to inform parents of the pilot project and guidance program by letter. A copy of the letter is included in Appendix IV.

No negative feedback was received in response to the letters. While talking to the students it was discovered that all parents, except two, were very much in favour of the idea. Both of the dissenting parents were opposed to their children becoming involved in other than the traditional matriculation program. There was no evidence indicating that they, or other parents were opposed to the idea of the vocational courses, or a career guidance program.

It should be noted that the Board Superintendent had assumed responsibility for parental involvement and that independent activity by counselors with parents perforce was limited, even for the purpose of evaluation.

Orientation of Teachers

It was considered imperative that the teachers be involved where possible in the guidance program. Therefore a teacher orientation was planned so as to have the teachers involved from the outset.

A time was set for the counselors to meet with all the grade eight teachers. An outline of the guidance program was prepared in advance and distributed to the teachers. A copy of this outline is included as Appendix V. They were told what would be happening in the months to come regarding various guidance activities, counselling and testing. The requirement for class time was explained.

The necessity for teamwork was stressed - working with the guidance counselor and the pupils to help the pupil choose his or her program for next year. They were asked to make grade marks and anecdotal records available to the counselors. Finally, the counselors expressed the hope that teacher enthusiasm for the project would interest and encourage student involvement.

It was noticeable that the teachers were unaware of the plans to implement a vocational school project and so they did not see the guidance program in its right context.

This meeting pointed out the necessity for the School Board to have done more Public Relations work concerning the overall "Pilot Project." It had been assumed that the Board had fully informed the teachers in the schools about the Vocational School

Pilot Project, so that a discussion of its guidance implications would have been appropriate.

The teachers had not been informed, however, so the result was confusion about the guidance program, and resentment because of its implications for the work of the teachers.

A handbook planned for teachers was not made available until March, and the Board took no action to remedy this problem.

Formal responsibility for informing the teachers about the vocational school project was with the School Board. The writer could only work informally to give this information to the teachers who must be commended for their cooperation throughout the rest of the guidance project.

Ideas of Decision-Making Process

Group guidance was planned to discuss the decision-making process with students. It was to familiarize them in a general way with the various aspects involved in the vocational decision-making process.

The outline included in Appendix VI was used by counselors for guidance sessions on the decision-making process. Some points covered were the following: (1) the necessity of overall planning; and (2) the student's ambitions, values, aptitudes, personality, interests, abilities, education, and work experiences as considerations in vocational decision-making. These were presented as aspects to be thought about in arriving at sound career decisions.

Due to lack of time this outline was discussed in each class during only two forty-minute periods. This amount of time was not sufficient to adequately discuss the various aspects of career decision-making. Actually, four to five periods would be a more realistic estimate of the time requirements for this activity. Although the outline received a rather summary treatment, the students were made aware, in a general way, of what is involved in the decision-making process.

Interest Testing

The main purpose in administering the Safran Interest Inventory was to help students form an impression of their interest areas. It was further planned that they would learn to recognize the relationship of interests to a potential career area.

Prior to the testing period the students were told about the Safran Interest Test and its main purpose. The students were told what the test was designed to do, and what kind of information might be gained from it. Afterwards the students were given the results of the test and an information booklet. This helped to stimulate the students further as by this time they seemed anxious to discover their interest areas.

Unfortunately, this testing, too, was done much faster than was planned, in that enough school time was not made available. However, it accomplished its main purpose - to get the

students to start thinking about their interest and their importance. The deficiency in time resulted in perfunctory interpretations, though, with a danger that some students misunderstood the outcome of the tests.

Through questions and comments made by the students, it was later obvious that some of them were having problems in interpretation. For others, however, the results were satisfactory. A few students had inconsistent results indicating that they had never really thought about their interests and did not know what exactly they were interested in. It was hoped that during the group counselling, these students could be helped further.

Originally it had been planned to readminister the Safran after the guidance program had run its course to get a gauge of the effect the program had on changing students' interest patterns. This activity was of minor importance and was cancelled because of the time problem.

Group Interviews

Restatement of Purpose. It was planned to interview students to reinforce group guidance work. This interview was intended to facilitate discussion about themselves and their possible choices of pre-vocational courses. Course program purposes and objectives were also to be discussed.

All the grade eights were interviewed in groups of four. In most cases the interview lasted about twenty minutes.

The reaction of the students during the interviews was favourable. They showed great interest and enthusiasm and asked questions regarding the program and courses.

The fact that activities up to this point were all taking place in a hurry was obvious during the interviews. A few students did not seem to have really grasped the significance of the Vocational School project, or the guidance activities which had taken place up to that time. It was unfortunate that more time could not have been spent with them. However, individual interviews were arranged with some. They came to the office either during recess or lunch time. The students having this problem came primarily from the below average stream in the school.

The interviewing helped reinforce the classroom work. The students had time to think before coming for the interview and were ready to ask questions which came to their minds regarding the classroom work.

These frequent meetings with different students helped the counselors and students to get to know one another within a short period of time. A better feeling of rapport was established in this way.

Time was not the only problem here. Space was a problem too, in that the guidance counselor's office was the only place in which group interviewing could be done. Since this was being

used for other purposes, it was very difficult to have private, uninterrupted counselling, especially as the counselling room was also used as the resource center and saw its heaviest use during lunch time.

Pre-orientation Activities

It was planned to familiarize the students with the post-secondary institutions before taking tours to visit them. Several group guidance sessions were planned for this purpose.

These activities did not take place as planned. It was discovered that information, films and slides were not available to use in the sessions. There was only one film available from the Trades College in St. John's. This was shown and it gave students a general idea of what they would see there.

Bulletin board displays were also to be set up. Because planning did not get under way until late, the photographer responsible did not have the pictures until late March. The displays finally provided, related work areas to the courses from which the students were to choose.

Because three of the four tours were cancelled, the pre-orientation activities were more important than originally planned, as this was the only opportunity for students to familiarize with post-secondary institutions. The difficulty in getting materials and student time which led to a de-emphasis of the pre-orientation activity no doubt had an adverse effect on the outcomes of the project.

Overall Tours of Post-Secondary Institutions

It was planned to take students to the Fisheries College, Seal Cove Vocational School, College of Trades and Technology, in St. John's, and Memorial University, giving them an overall view of each school.

None of the tours were taken as planned. The Fisheries College required several months notice to accommodate large numbers of visitors. Planning time for this project was not sufficient to allow adequate notice.

The Seal Cove Vocational School building program fell behind schedule so that the planned visits there could not take place.

The decision was made not to tour the University because of the possibility that students would receive a distorted picture of post-secondary education since the other trips were impossible. The University is the best known post-secondary institution, and it was felt that students would lose little by missing the tour.

A trip was taken to the College of Trades and Technology; however, the purpose and extent of the tour were altered considerably. This will be described in a later section.

Since the tours had been planned to be the principal source of information about post-secondary education, their cancellation was unfortunate. Most unfortunate, however, was the inability of the writer to obtain student time to offer a sub-

stitute in the form of group guidance classes.

Guidance Activities

The purpose of the various guidance activities was to provide students with information relevant to the curriculum choices they were to make, and to help them place this information in its proper perspective. The following is a description of the various activities as they actually happened.

Guest Speakers. The Seal Cove Vocational School was to provide eleven speakers over a two week period to discuss the planned pre-vocational courses with the students. Although this had been arranged in advance, the speakers were not made available. Two problems apparently affected the decision of the Seal Cove school to cancel this obligation. First, the curriculum planning was behind schedule and second, difficulty was being experienced in hiring instructors and the Seal Cove school decided it could not provide substitutes.

Test Interpretation. This group guidance activity was planned to help students use the self-interpretation device accompanying the Safran Interest Inventory, and to give them clues about using the test results as a basis for occupational exploration. This activity was held as planned. Student reaction was favourable with a subsequent increase in the use of the resource center.

Films and Filmstrips. The non-availability of films and filmstrips has been noted. This resulted in a cancellation of this activity. More planning time would have permitted an inventory avoiding some of this problem; however, photography which had been promised by the school photographer of Conception Bay South did not arrive until too late to be useful.

Trip to the College of Trades and Technology. A trip was organized to the College of Trades and Technology in an attempt to fill the voids left by the cancellation of the other tours, the pre-orientation activity and the speakers. The trip was a full day in length, with only one classroom going at a time. Each group was further divided upon reaching the College of Trades and Technology. Teachers assisted counselors in the supervision of the students.

An instructor took the students on a tour of the College. A longer time was spent in the areas pertinent to the types of courses that would comprise the pre-vocational curriculum. Where it was possible, students visited other areas and each student was free to visit any area in which he or she was particularly interested.

While visiting each shop or classroom the students talked with the instructors and students involved. They were free to ask any questions or see any demonstrations in which they were interested. The instructors and students in most areas were very

helpful in relating any necessary information concerning the courses. Students received a delicious dinner at a cost of sixty cents.

Considerable difficulty was experienced in relating the purpose of the trip to the personnel of the College of Trades and Technology. The tours were arranged through the administrators of the Seal Cove Vocational School, and it was discovered that the College of Trades administrator had not been informed that it was part of the pre-vocational school project. As a result, the tour they planned for the students did not really suit the planned purposes. They were very anxious to please, however, and after discussion with the writer, the tour was replanned to more adequately serve the student's needs. One of the best changes was to substitute College of Trades and Technology students for the instructors who had been used as tour guides. These students were found to be very enthusiastic and helpful, and in the writer's opinion, contributed greatly to the success of the tour.

The expense of these tours would be a limiting factor in extending them in the future. Although the budget was adequate, the cost of bus services indicated that more thought should be given in the future to planning large numbers of tours.

The time and money were well spent because the students saw a great deal in one day. Beforehand they were given an outline of what to think about, questions they could ask themselves and the instructors. This outline is included as

Appendix VII. Also, when they returned they were asked to write about the experiences which interested them most. This was a group experience, the one which they all enjoyed. Everyone appeared to benefit in some way as was seen in the various comments made afterwards on the reports. The reaction to the trip itself was favourable. Some of the comments were:

"I enjoyed the trip because I thought some of these jobs they were talking about were very interesting."

"I would like to apply there right now."

"For some of us, it is the first time we visited here. I had a good time. I discovered there were many more jobs than I ever knew about."

"I never thought too much about jobs or careers--except a mechanic or a carpenter. But now I've seen plenty to think about."

"Too bad we just can't only be interested. Most of these I'd never be able to do, I'm sure."

The students expressed a new awareness of many different jobs available. This appeared to make them very anxious to know more about themselves and the program in general. Some student comments indicated that some of them might have acquired more realistic attitudes towards jobs and themselves. For example:

"You would have to do well in school for that job."

"A good background in science is needed for that one."

"Even to be a mechanic you have to do really well."

"I think I'd rather work with things than with people."

"I'd like to work with my hands, but I don't know if I'd be able to do that."

Perhaps some of the students might have been a little more willing to stay in school and work towards a better job, and a better life.

There were no scheduled meetings with the students specifically to discuss the trip. However, events proved that this would have been very desirable. Some of the group discussions previously described were held after the trip. The trip provided a basis for quite lively and interesting discussion in these groups. As well, many students sought out the counsellors to talk over what they had seen. Again, lack of student time did not permit the program to capitalize on the momentum provided by the tour.

Aptitude Testing

The planned purpose for administering the Differential Aptitude Test Battery was to provide students a profile of abilities relevant to the curriculum choices they were to make.

This purpose was abandoned although aptitude testing did occur. The scheduled time for testing was shifted to occur after 15 April 1972, when the students would make their decisions about the curriculum.

Changing testing time in this way naturally meant that the original purpose for testing no longer held. At first it had been decided not to test at all for the following reasons.

1. The schedule of the school would have been completely disrupted for about one week. At the time, this was unacceptable to the school administration.
2. Adequate time for test interpretation could not be found, nor personnel to conduct the individual counselling sessions which would probably be required in the case of many students.
3. It was believed that the tests would be of limited use in grade eight. As this is at the minimum age for use of the test, reliability is lower than at older ages, and its ability to predict success in vocational courses in high school and college has not been established locally. There is some evidence that for grade eight students this would be quite low.

The administrators of the schools asked for testing when encouraged by the Director of the Division of Vocational Education. Testing was done with the assistance of the teachers who were very cooperative, but who also required close supervision.

One school provided a teacher-coordinator to work with the guidance specialist. This arrangement worked extremely well.

Results were scored, profiled and inserted into the student's cumulative record. Since they were not used during the program, interpretation activity was not absolutely necessary, and since exam time was approaching, it was not attempted; however, future use of this test should include interpretation at the time

of testing if possible to capitalize on student interest.

Student Use of the Occupational Resource Center

It was planned to have an Occupational Resource Center, the purpose of which was to provide up-to-date information about various occupations. This was to be conveniently located and available on a full time basis.

Due to lack of space it was impossible to set up the resource center as planned. The guidance counselor's office had to be used. Cabinets and racks were made to accommodate the various materials. Various kinds of materials were displayed, including kits of information, texts, monographs, pamphlets and folders.

The students were given the opportunity to write for materials themselves. A list of addresses and places where they could obtain information was put on the bulletin board. If a student was interested he could get a form letter from the guidance counselor and send away for the material. In this way a lot of material was made available to the students. It encouraged them to read more and look through the various careers available. A copy of the form letter is included as Appendix VIII.

Many professional organizations responded to the demands of the students. Business firms and industrial organizations responded almost immediately. Apprenticeship branches of some provincial departments of labour sent short brochures on apprentice-

able trades. The guidance center in Toronto provided some interesting texts. However, it was found that very few organizations are systematically preparing material covering the vocational aspects of their business in ways that would appeal to students at this level. One result of this was that some students experienced difficulty in reading this information.

Unfortunately, the office could only be made available during lunch time and after school. When students could go, a large number were always present. The students signed out materials for overnight or a few days. This was done mainly because there was not room or time for them to stay in the office and read.

Following are some comments made by students who used the resource center:

"I think everyone in high school should spend time doing this. It will help them see what they can get out of life."

"I've read about things in these texts, things I never realized about myself and other people."

"I find it strange when they say that in order to get along with people and understand them, I have to know myself."

"This program (meaning the tours and classroom work) has helped me see some possibilities I have never ever dreamed of."

"Why do they stress planning so much? Guess it's better than rushing into things."

"Some of this information really tells you everything about a career. It even makes some of them sound exciting."

Overall Review

The purpose of the overall review was to identify students with special problems requiring advice.

By the time scheduled for the overall review, it was hoped to have had enough information on each student such that he could discuss his abilities, achievements and interests with the guidance counselor.

The overall review did not take place as planned. First, as has been noted, much of the data which had been planned was not available, and counselor contact had been limited, thus rendering the identification of special problems more difficult. Second, the date for student decisions was suddenly and unexpectedly advanced so that the time allotted for the overall review was lost.

Three different problems arose which highlight the importance of a review activity and speak to its necessity as part of a career guidance program.

1. At mid-year it was apparent that a significant proportion of grade eight students were failing. If they did fail, they would not have been eligible to attend pre-vocational courses. It was important that some action be taken to help these students. The guidance program identified the problem, and could have identified the students involved and helped to provide solu-

tions if there had been a response from the school. One thing is certain. Students who knew they would fail lost motivation for the rest of the career guidance program.

2. After student decisions were submitted to the superintendent there was considerable consternation when it was discovered that all but two students had decided to include pre-vocational courses in their high school programs. The principals were particularly concerned about potential matriculation students who possibly should have emphasized academic subjects in their selection. They were also concerned that the physical plant was not prepared so that a more diverse schedule could be accommodated. Several points can be made concerning this problem. First, pre-vocational courses were being planned for matriculation students. If the School Board had wished to restrict matriculation student choices to academic subjects, this policy should have been enunciated at the outset of the program. Minutes of the planning committee imply agreement by the Conception Bay Center Board for matriculation students to take pre-vocational courses and so the guidance program was planned accordingly. In fact, an early prediction was that a majority of students would select pre-vocational courses. Second, if matriculation students were to be restricted to academic sub-

jects, a selection procedure was necessary and should have been developed; further, the guidance of these students should have emphasized their restricted educational opportunities.

This particular problem serves to further illustrate the difficulties in planning and communication suffered not only by the career guidance project, but by the vocational school project as a whole.

3. It had been announced that an effort would be made by the vocational school to accommodate special education students; however, no steps had been taken for their identification in the Conception Bay Center District. This was a function anticipated in planning the overall review and could have been done had sufficient time been released for this purpose. The schools subsequently devoted time to the identification of their special education students, but not until it was too late to insure their inclusion in the vocational school project.

Some individual counselling did take place before the decision date was changed. Selection of students for counselling, however, was non-systematic and many of those who could have benefited undoubtedly were overlooked.

Actual decisions made by students concerned only the selection of pre-vocational courses. They were not yet ready to declare their intentions respecting the stream they would enter. Students made their selections during a small group

interview with the counselors. Some students were unable to make a decision at that time and had to return for individual conferences. This possibly indicates that there was a need for advance notification of the interview and its purpose, and a need to involve parents in some way at this point.

SECTION V

RECOMMENDATIONS

In the preceding section the evaluation concluded that the overall guidance plan developed for this project had not been given a fair trial. Its deficiencies, noted in its failure to achieve two of three of its planned outcomes, could probably be corrected resulting in a much more satisfactory program.

Following are recommendations which would assist in overcoming the present inadequacies of the program.

General Recommendations

1. Meet with the entire school staff at the beginning of the school year, to explain the guidance program and its objectives and to describe the activities which will be undertaken. Discussion of teacher involvement should occur at this time. Every effort should be made to enlist the support and cooperation of the professional personnel of the Board since the evaluation identified this as being one of the major factors contributing to the lack of success of the present project.

2. Set up a guidance committee for the district composed of supervisors, principals, teachers and counselors to determine the guidance needs of the district, and to assist in the implementation of the career guidance program.
3. Parents should be involved in all aspects of the program. They should become familiar with the range of educational opportunities open to their children and should be involved in decisions about curriculum selection.
4. Plan for the use of necessary materials and facilities before the school year begins. Especially important are materials such as films and filmstrips, guest speakers, space for the resource center and materials for this resource center. Scheduling of classrooms for special events such as testing should be done as early as possible in the school year.
5. Tours should be arranged as early as possible in the school year. Counselors responsible for conducting tours should coordinate directly with the administrators at the tour location. Particular attention should be given to explaining the purpose of the tours, and checking to see if the activities planned will suit these purposes.
6. There should be early concentration on obtaining an overall integrated picture of each student involved

by developing individual profiles containing test results, school grades, teacher reports, personal information. This should be linked to a comprehensive cumulative records system established on a district-wide basis.

7. Plan to help those students needing special attention. Two groups of importance are those who should place greater emphasis on the traditional academic subjects, and those students in special education classes who could possibly move into a regular general grade nine class, enabling them to attend the Vocational School.
8. Efforts should be initiated early to identify potential failures from the grade eight classes and prompt remediation undertaken.

Recommendations Concerning Staffing

1. The School Board should plan for and actively seek the involvement of students from Memorial University to assist in the various guidance activities as part of their own educational programs. Student counselors doing practicum and field work would be particularly useful in conducting group guidance, individual and small group counselling, and individual and group testing. Student teachers could be used as student aids to assist in group testing and on field trips or tours.

2. The Division of Vocational Education should consider the appointment of a guidance specialist to their staff. This person could help new vocational school projects develop their guidance program, could develop and disseminate materials common to several programs, develop and coordinate standardized tours for guidance programs and other activities such as this. This person would give direction to the implementation of career education in the province. It is believed that significant savings in time and money could be realized.

Recommendations Concerning Testing

1. Differential Aptitude Test scores administered during the school year 1971-1972 should not be used for the guidance of students unless very cautiously and conservatively interpreted. The data collected through Differential Aptitude Test administration should be the subject of a long-term follow up validation study initiated in the school year 1972-1973. The purpose of the validation study would be to establish the usefulness of the test in the vocational guidance of the students in the district. Such a study should be generalizable to other areas in Newfoundland.
2. More attention should be given to the individual interpretation of interest test scores. Many students require

more time than can reasonably be given to group guidance, or experience individual difficulties, which require personal attention.

3. The testing program should be reviewed in its entirety to eliminate redundant procedures, tests not serving a well defined purpose and tests with questionable validity. A particular target of this review should be the Differential Aptitude Test and the Canadian Test of Basic Skills.

Recommendations for Program Change

1. Guidance activities should start in grade seven. In particular, the development of the student profile would provide benefits in identifying students with special problems early enough to plan for remediation in grade eight. In addition, most experts in vocational guidance recommend long term programs beginning no later than the start of Junior High School. Finally, a two year program would permit a more leisurely pace with benefits to all involved.
2. Consideration should be given to integrating aspects of the vocational guidance program into regular academic subjects. Reports of tours, and reading in guidance literature could be part of English course work. Studies of occupations could become part of Social Studies.

3. Make arrangements for guest speakers early in the school year, and plan to have them present talks over a fairly extended period of time. Since many of the speakers would come from the Seal Cove Vocational School, this would ease that school counselor's scheduling problem.
4. Develop materials, filmstrips and films, outlines of courses and other resources which will provide a more economical means of giving students wide experience in post-secondary educational and vocational opportunities. Apart from the scheduling problem, field trips or tours are expensive and will be increasingly difficult to arrange as more schools are developed in isolated areas.
5. Students identified as slow learners should be given more individual attention in the guidance program than students of average or above average ability.
6. The career guidance program should place greater emphasis on the vocational decision-making process. Small group discussion periods should be scheduled. This aspect of the program should occur over the extended period of time which would be available were a grade seven and eight program implemented.
7. The district should consider the inclusion of regularly scheduled guidance periods for the purpose of group

guidance programs. This would prevent the interruption of regular class work and would provide a good basis for planning the career orientation program.

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APPENDICES

APPENDIX I

EVALUATION QUESTIONNAIRE

1. List the four pre-vocational courses that you chose to do next year. Answer the questions which tell how they do or do not benefit you. Make a check mark.

(i) _____	a) Would this course benefit you in having a hobby? Yes _____ No _____
	b) Would this course benefit you in other school work? Yes _____ No _____
	c) Would this course benefit you in your future career? Yes _____ No _____
	d) Would this course benefit you if you go to university? Yes _____ No _____
(ii) _____	a) Yes _____ No _____
	b) Yes _____ No _____
	c) Yes _____ No _____
	d) Yes _____ No _____
(iii) _____	a) Yes _____ No _____
	b) Yes _____ No _____
	c) Yes _____ No _____
	d) Yes _____ No _____
(iv) _____	a) Yes _____ No _____
	b) Yes _____ No _____
	c) Yes _____ No _____
	d) Yes _____ No _____

2. List what you think you will like most about your courses.

3. If today you had to decide on a particular job, which job would you decide on? _____

a) Why would you decide on this job? Explain briefly:

EVALUATION QUESTIONNAIRE

1. From the eleven pre-vocational courses, which one interested you most? _____.
2. What kind of work is performed? Describe it in a few words.
3. Why would you enjoy doing that work?
4. What machines and tools are used by the workers?
5. Where will you work if you decide on this as your future career?
6. Why do you think it would be a good occupation for you to enter?
- OR Why do you think it would NOT be a good occupation for you to enter?
7. What kind of school would you have to attend to do this type of work.
8. Do you think you would be able to do this type of work?

EVALUATION QUESTIONNAIRE

1. Name some of the trade and science courses that are presently offered at the College of Trades and Technology.
2. What area most interested you? Tell why.
3. What courses would you have to take in high school in order to be prepared to go into this area of work?
4. Do you think your trip to the Trades College was worthwhile? If so, tell why in a few sentences.
5. What did you learn as a result of the trip to the College?

APPENDIX II

EVALUATION CHECKLIST

(Involved in Decision-Making)

1. Interests	— — — — —	— — — — —
2. Aptitudes	— — — — —	— — — — —
3. Intelligence	— — — — —	— — — — —
4. Personality	— — — — —	— — — — —
5. Values	— — — — —	— — — — —
6. Ambitions	— — — — —	— — — — —
7. Advantages and Disadvantages	— — — — —	— — — — —
8. Working Conditions (Situation)	— — — — —	— — — — —
9. Demands (Physical and otherwise)	— — — — —	— — — — —
10. Planning	— — — — —	— — — — —
11. Achievement	— — — — —	— — — — —
12. Needs	— — — — —	— — — — —
13. Training - (Quali- fications)	— — — — —	— — — — —
14. Employment Outlook	— — — — —	— — — — —

APPENDIX III

OVERALL POINTS OF INFORMATION CONCERNING "PILOT PROJECT"
FOR ALL GRADE VIII STUDENTS

- A. Mention districts involved and grades included.
- (1) Conception Bay Center, Conception Bay South and one school of St. John's R.C. Board.
 - (2) All Grade VIII students and orientation for Grade VII's.
- B. Purpose of "overall project".
- (1) emphasize first attempt in Nfld., to integrate pre-vocational courses into the high school program.
 - (2) main objective idea - to expand the present high school program to include a degree of Vocational Education.
 - (a) by providing a broader curriculum. (Elaborate here on this curriculum. With regard to math, science and English, there will be same basic stream between the academic and general).
 - still oriented for those who intend to go to University or Vocational Schools.
 - all students can choose pre-vocational courses.
 - credit for courses will be recognized at University, Trades College, Fisheries College and possibly other institutions.
 - core academics of English, Science and Math. Other courses can be all academic or pre-vocational (business or industrial).
 - students can still choose a general or academic program.
 - emphasize modification of present courses. (Present courses do not constitute programs in Fine Arts or Industrial Arts). A variety of about 2 courses in English, social studies, sciences and math, will be offered in that students can choose them in line with pre-vocational courses).
 - discuss also possible length of time to be spent in Vocational School. i.e. 2 half-days per week.

3. emphasis on providing students with practical experience in vocational areas.
 - (a) to provide students experience with basic skills used in industry.
 - give some ideas here on specific courses to be offered. i.e. name courses and brief description.
 - use given outline of one course to give an idea as to what it involves. e.g. typing course or drafting.
 - (b) present here ideas of courses being pre-vocational and pre-employment, oriented.
 - provision of experiences in basic skills.
 - insight into various occupations.
 - insight into abilities regarding future careers.
 - avocational, i.e. hobbies; part time jobs; etc.
4. students may make course program choices in the areas of Academic and General (Business and Vocational).
 - (a) the broader curriculum will provide individually oriented programs in industrial and business education. (Explanation here of Seal Cove courses and high school courses go together to form these programs). i.e. Core Academics plus pre-vocational options.
5. To give greater relevance to academic content of the curriculum.
 - emphasize ideas as to how it does relate to real world of work.
 - see how it is planned to correlate with interests and abilities. i.e. fit curriculum to own interest rather than a fixed program.
 - necessity of skills for any type of work.

6. Stress importance of insight into various occupations and into their own abilities, personality, interests. (To be able to make a wise choice in the future).

- a testing of interests and abilities will be part of these course programs. i.e. personality needs for types of jobs.

7. Present purpose of Guidance Project.

IDEAS TO BE PRESENTED CONCERNING "GUIDANCE PROJECT".

1. Present idea of real need which is to ensure all students are given the same chance for information getting and decision making.
2. To obtain all relevant information regarding pupils:-
 - concerning background, academic potential, abilities, and aptitudes, personality, interests and health.
 - in order to help pupils in choosing program best suited to their interests and abilities.
 - explain how information is to be obtained, e.g., individual and group testing (I.Q., Basic Skills, Aptitude Testing and Interest tests).
 - explain fully purposes of tests - to be used with other information obtained through individual and group counseling, grade marks, consultation with teachers.

APPENDIX IV

LETTER TO PARENTS

R.C. SCHOOL BOARD
FOR
CONCEPTION BAY CENTER
HR. MAIN

Feb. 1972.

Dear Parent: -

When should your child begin making plans for the future?
What should he know about himself to help him make such plans?
What should he know about choices and opportunities that may
be open to him now and later? These questions we hope you
will keep in mind as you read the following ideas.

This year an attempt is being made to integrate pre-vocational courses into the regular high school program to provide students with practical experience in vocational areas, while their core academic curriculum is related directly to their practical experiences. Grade 9 students will begin the program in Sept. 1972 and Grades 9 to 11 will be phased in over the three year period 1972-1974 inclusive. We want to emphasize, however, that these courses are purely optional and whether a student avails himself of them or not is directly his own choice, after consultation with Guidance Counsellors, Teachers, Principals and Parents.

Our present educational programs provide little opportunity for students to gain a realistic understanding of various occupations and careers. They need to learn about occupations and careers so that they have information necessary for establishing occupational goals in later years. In this program it is hoped that through organized activities the student will be made aware of a large range of jobs and careers. It is hoped also that students will see education as a preparation for life and work, rather than separate from it.

It is not to be inferred that the vocational courses introduced are primarily designed to prepare students for employment. They will be pre-vocational in that it will prepare them to enter pre-employment vocational and technical courses upon graduation from high school. If a student decides not to enter a technical school, that which he has learned in pre-vocational courses might be used as a profitable hobby. Also it is important to note that certain courses provide a good basic knowledge for University Programs, for example engineering.

The aim in introducing them will be four fold:-

1. To provide students with experience in basic skills used in industry;
2. to give pupils insight into various occupations and into their own abilities so that they will be able to make a wise choice on their future career;
3. to give greater relevance to the academic content of the curriculum;
4. to improve the retention rate in high schools.

It is important to understand that the Eighth Grade is one of several very important choice points. When the pupils select courses for this coming year they are making choices that may have an important influence on their lives. They can still change their plans during the years to come. However, by the time they are well along in senior high school it is rather late to begin planning. By then choices may have already been closed off. In addition, it takes time for a student to get to know himself and to extend his educational and vocational information.

These are complicated matters. He can't learn them all in the 8th. (or 9th.) grade but he can start then. If he is helped to start well and if he is helped to understand and use methods for continuing to learn about himself and his opportunities he should find himself better prepared to make wise decisions in high school and afterwards.

This is the first attempt made in Newfoundland to include pre-vocational courses in the high school curriculum, and we are fortunate that our area has been chosen for this "Pilot Project". We hope that all our students will take advantage of this great opportunity.

A list of courses is attached. If there are any questions you can contact the Guidance Counsellors, Principals, or the Superintendent and Supervisor of the School Board for your area.

A meeting will be held in connection with the project. All parents of Grade Eight students and any other interested parents, are encouraged to attend.

Yours truly,

REV. FR. E.A. WALSH, CHAIRMAN,
R.C. SCHOOL BOARD FOR CON. BAY CENTRE.

SR. REGINA QUIGLEY, PRINCIPAL,
ASSUMPTION JR. HIGH SCHOOL.

BR. G.I. MOORE, PRINCIPAL
RONCALLI C.H. SCHOOL

MISS EDNA TURPIN, GUIDANCE COUNSELLOR,
TEMPORARILY ATTACHED TO R.C. SCHOOL BOARD FOR CON. BAY CENTRE.

KEITH C. DICKS
SUPERVISOR OF GUIDANCE SERVICES.

The pre-vocational courses offered are:

1. Mechanics
2. Woodworking
3. Electronics
4. Drafting
5. Agricultural Science
6. Typing
7. Shorthand (Third Level Only - That is Grade XI)
8. Beauty Culture
9. Home Economics (1)
Cooking and Catering
10. Home Economics (2)
Home Management
11. Home Economics (3)
Sewing and Crafts

APPENDIX V

INFORMATION FOR TEACHERS CONCERNING PROJECT

- A. The following is an idea of the guidance project to be followed in the preparation of Grade VIII's for the Seal Cove Vocational Pilot Project.
- Testing (I.Q. Tests and Canadian Test of Basic Skills have been given. Interest and Aptitude Tests still to be given).
 - Norming of results for all three districts.
 - Development of Standard Guidance Plan for three districts.
 - Detailed planning for Conception Bay Centre.
 - Involved in detailed planning would be:
 - orientation of teachers and pupils (December 14 to 16)
 - type of sequence to be followed.
(generally referred to in lesson plan).
- B. The necessity for teachers involvement.
- Necessity of teamwork; working with guidance counsellor and pupils to help pupil choose programme.
 - Making available grade marks and anecdotal records, - special involvement by way of encouragement and interest.
- C. Classroom time will be required for:
- Various activities as mentioned in the lesson plan.
 - Group counselling and discussion.
 - Testing.

D. Other General Points: -

- Each Grade 8 pupil will have his own records so as to give a complete picture of himself re: test and academic results as well as teacher and counsellor impressions - this will facilitate easier decision making by pupil and counsellor.
- A career information center will be necessary as a resource and back up to class presentations and other activities.
- Each pupil will be seen either individually or in a small group of about 4, by the counsellor.
- Teachers are encouraged to give suggestions to help in planning classroom times; best hours for scheduling activities etc.; or suggestions in any matter of the guidance plan.

E. The following is a lesson plan to be followed to initially orient Grade 8's to the project.

OUTLINE FOR CAREER DECISION-MAKING

A guide to follow in dealing with grade eight students regarding the decision making process to help them know themselves and be familiar with the course from which they will choose.

I. PLANNING

- (A) -discuss how planning the future can be a puzzling process
 - career planning nowadays calls for:-
 - an earlier start
 - a longer look into the future
 - better preparation
 - greater flexibility than ever before
 - longer education
- (B) -discuss then how Vocational planning will help a student be the kind of person he wants to be and do the things he really wants to do.

This means relating yourself including your:-

- | | | |
|-------------|-------------------|-------------|
| - needs | - interests | - aptitudes |
| - ambitions | - abilities | - education |
| | - work experience | |

TO: OCCUPATIONAL FIELDS, including

- training & qualifications
- working conditions
- earnings & advancement
- employment outlook & security

Planning is important for many reasons and involves looking into the following:

(1) YOUR AMBITIONS

- Discuss questions. How do you want your occupation to work for you? What would you like to be doing five years from now? 10 years from now? What kind of person do you dream of becoming? What kind of satisfaction are you looking for?
- Discuss ambition and plans of parents. But what about special ones of their own?

- Discuss idea of ambitions changing from time to time. Necessity of understanding these changes and being able to plan on one's own.

(2) FIGURE OUT THE "REAL YOU"!

- Discuss fact that there are ways of studying yourself.
- We know that all people are different. They do not like the same things; they can not do the same things equally well.
- Idea is to sort out the things you like to do and can do well and try to find work that requires just such things. OR you can sort out the things you don't like to do and can't do well and avoid requiring just such things.
- Idea of satisfaction - If you cannot in your working life, be the kind of person you want to be, you will never really be satisfied.
- To be satisfied - one must be able to express one's interests, use one's abilities and achieve one's personal goals.

FIVE FACTORS OF SPECIAL IMPORTANCE IN STUDYING ABOUT YOURSELF.

- Interests
- Abilities & Aptitudes
- Personality
- Educational Attainment
- Work Experience

1. YOUR INTERESTS

Discuss everyone's wanting to enjoy life, to have fun, and to do interesting things.

If you can do these things on your job you should get more fun out of life.

Also discuss hobbies - sometimes they lead to occupations - e.g. the athlete who can make a go of coaching is near the things he likes best.

Idea of not being able to do only the things we like to do. But if one knows what basic interests are, one can line up interesting courses, hobbies and jobs.

Discuss difference between interest and ability. Interest, is what you like. Ability is what you can do. E.g. Many boys like football but not many are good enough to play on professional teams. Also a person may have what it takes to become an engineer but not like mathematics.

Likes and dislikes are not just temporary attitudes. Basic interests may go through life with you.

A lot can be learned by reviewing what you have liked most (& least) about different school courses, clubs and activities, hobbies, work you have done and things in general.

Interest inventories helpful in seeing more clearly your preferences.

Usually they cover many things you might not think of by yourself.

They help you to compare things you might not have thought of together.

Talk your likes and dislikes over with your friends, parents, counselors and teachers - to help clarify your own views.

Remember these are your interests and only you really can say what you like and dislike.

Attitudes and interests from family.

Awareness that family does not provide all the possible areas of interest and attitudes you may wish.

2. YOUR ABILITIES AND APTITUDES

Discuss idea that the most successful people are doing well the things that are easy for them to do.

(Get them to think back over experiences around home, at school and in the community. Get them also to see that they are good at some things and not so good at others).

Discuss idea of some people having a reputation for being good at certain things, e.g. repairing machines and gadgets; selling things - or perhaps someone is considered the worst athlete in the block. Or maybe you "just can't get" geometry.

Discuss that in addition to them - You have many potential abilities called aptitudes, which you may not even know about.

You will need to study both abilities and aptitudes as you consider your future work possibilities.

Discuss ways to find out aptitudes.

Aptitude tests - The results will help you compare yourself with other young people, or with employed workers, in many aptitudes required in the work world.

You can get a clear picture of your academic, artistic, clerical, mechanical, musical, physical, social, and other abilities and aptitudes.

There are no "magic formulas" about tests. They help to add to or take away from a picture you already have of yourself.

Tests will be looked at only along with information you get from your friends, parents, school records, teachers, counselors and most of all, from the study of your past performance.

3. PERSONALITY

Present idea "All people are different". They do not like the same things; they cannot do the same things; they have different personalities. This fits them each for different careers and life patterns.

To develop a picture of one's self-concept is very important. It is an on-going process, never really ending.

Requires study of various aspects and seeking views of other people.

Right now you probably can describe others better than you can yourself. However, there probably are some adjectives that represent you very well.

Are you calm or excitable, independent or dependent, aggressive or passive, self-centered or other-centered? Friendly.

Refer to fact that people are sometimes referred to as "a big bully", "a little lady", "the holy terror", "book worm", or "a wise guy". These are personality traits - one's that will continue to be present but can be modified.

Deal with characteristics of a mature person - His behaviour is consistent (explain with examples). He has learned self-control. Can adjust to that which cannot be changed.

Your Values & Standards

Ideas to be presented regarding the making of decisions.

You will need to check the many decisions in life against your personal system of values.

Your conscience will help you decide in accordance with your basic beliefs.

Your career should allow you to express what you believe.

Values reflect the ideas, activities, and persons an individual considers important. They refer to one's personal philosophy, his style of life, his attitudes toward the world around him.

They are really standards which unify his behaviour.

Discuss a "workable relationship" between an individual and society.

At certain times a person is a member of his family, at others a member of groups at school, at work, or at play. He is responsible for the group's welfare as well as for his own personal goals.

Different occupations make different demands upon a person's character.

If you believe that earning a lot of money is especially important, you might find certain business careers attractive.

If you attach great importance to humanitarian causes (explain) you might find jobs such as teaching and social work suitable for you.

Maybe you place value on the challenges of science or mathematics.

You may feel successful only if you can build things or make machines and motors work for you.

Whatever your goals or standards, they should play an important part in your career development. Some of them may have to be expressed through hobbies and or leisure time activities.

Before you choose an occupation or occupation field you must be able to say, "I am this (or that) kind of person".

To be happy you must be able to express your interests, use your abilities, and achieve your own personal goals.

He is realistic - self-sufficient (explain).

can laugh at those things that happen to him which may even be absurd.

Discuss other ideas -

As young people grow up they usually find they have to adjust to different types of people in many kinds of situations.

Social ability often makes a big difference in job success and satisfaction.

The thousands of different occupations can accommodate many different types of personality. Think of examples - an astronaut and a performing concert artist. Both require a good set of nerves, but temperament may help the musician and endanger the astronaut. (Explain)

Discuss roles played in school, sports at home and in jobs.

At different times a person may be in the position of follower, leader, team worker, performer, teacher, or any of the other positions.

The better one can handle the various roles, the better prepared he will be for more responsible jobs.

To clarify your images of yourself.

Check your rating of yourself with that done by the people who know you well.

4. YOUR EDUCATION

If you succeed in the job of going to school, you should be able to succeed in other jobs. If you don't succeed in school, you may have to change in order to succeed in the work world.

Generally, occupations that are the highest paid and have the highest social rating, require the most education.

Discuss large numbers that are finishing high school and college today.

If you are looking ahead to further training after high school, "getting by" in school isn't good enough.

Getting just passing grades doesn't build the background in math, science, English needed.

5. YOUR WORK EXPERIENCE

As you work at part time or summer jobs you can make mental notes of important factors:-

- what you do best
- what you like to do
- what your employer says or said about your work
- what kind of additional training will help you along the way

Discuss idea of sociability.

- You can practice getting along with people on or off a job.
- This includes getting along with parents, teachers and school friends right now.

Idea of "aptitude tests" here.

Question:

Significance of work experience so far?

Employers want satisfied and efficient workers.

APPENDIX VII

STUDENT OUTLINE FOR TOURS

The purpose of these field trips is to let you see College of Trades and Technology. It is hoped that you will get an idea of the Vocational Education Programs available in the Province.

Over thirty trade and science courses are presently offered at the College, e.g. auto mechanics, carpentry, electrical repair, plumbing and heating, refrigeration, cooking, barbering and beauty culture and all phases of office work. These courses provide a high standard of training for students entering into the various vocations.

Because of the lack of time you will be able to examine only those courses which you will have to choose from for this coming year. These courses are:

1. Woodworking
 2. Electronics
 3. Beauty Culture
 4. Cooking & Catering
 5. Household Management
 6. Sewing & Crafts
 7. Mechanics
 8. Drafting
 9. Typing
 10. Agricultural Science
- AT TRADES COLLEGE IN ST. JOHN'S
- AT THE EXPERIMENTAL FARM

You should ask any questions that come to your mind regarding any of the courses. Find out about the people who take these courses.

- I. WHAT DO THEY DO?
- II. WHAT IS IT THAT THEY MUST KNOW?
- III. WHERE WILL THEY WORK?

In each area look at these: -

- I. The kind of work performed.
- II. The machines & tools used by the workers.
- III. The working conditions. (e.g. Where will you work if you take this job. In what kind of situation?)
- IV. The physical demands of the jobs. (What will it demand of me - my ability etc.?)
- V. The kinds of hobbies you can have from them.

KEEP IN MIND THESE THINGS AND HOW THEY FIT YOU.

1. WOULD I HAVE WHAT IT TAKES TO DO THAT JOB?
2. WOULD I ENJOY DOING THAT JOB?

3. WOULD I ENJOY DOING THAT JOB?
4. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF THIS PARTICULAR OCCUPATION?
5. WHAT EDUCATIONAL BACKGROUND IS NECESSARY TO GET THE JOB?
6. WHAT ARE THE WORKING CONDITIONS?

AND ALSO

1. Would I be satisfied with this job?
2. Would I rather work INDOORS or OUTDOORS?
3. Would I rather have a job in which I worked mostly with PEOPLE or THINGS?
4. Would I rather work with PEOPLE at a job in which most of my time was spent INDOORS or OUTDOORS?
5. Would I rather work with THINGS at a job in which most of my time was spent INDOORS or OUTDOORS?
6. Would I prefer a job that required me to STAND UP?
7. Would I prefer a job that required me to SIT DOWN?
8. Would I rather work mostly with my HEAD (Mental) or with my HANDS (physical)?
9. Would I rather have a job that involves HEAVY work or LIGHT work?

APPENDIX VIII

LETTER TO REQUEST CAREER GUIDANCE INFORMATION

Supervisor of Guidance
R.C. School Board for
Conception Bay Centre
P.O. Box 29, Hr. Main
Conception Bay, Nfld.
Canada.

Dear Sir:

We are setting up two Career Information Centres to help students with career planning and choice, and as support to a new vocational programme.

Any free Occupational Information you have available will be very useful in helping set up this project.

Please send this material in duplicate to the above address so we may begin this work as soon as possible.

Yours truly,

CHURCH OF THE HOLY TRINITY
WYOMING, CANADA

1900

