

A STUDY OF THE EFFECT
OF A COLLEGE-PREPARATION PROGRAM
ON A GROUP OF STANBROOK HALL
HIGH SCHOOL SENIORS

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CHAPTER I

THE PROBLEM AND ITS SETTING

The primary purpose of this paper has been to determine whether or not the formally organized program of College Preparation at Stanbrook Hall High School has been of value to the students. A secondary purpose has been to discover the strengths and weaknesses of the program.

Introductory Statement

In view of the fact that each year an overwhelming majority of students enter Stanbrook Hall High School with the intention of preparing for college, and since the circumstances surrounding admission to college have changed greatly during recent years making it a rather competitive endeavor and a complex process, educators have encouraged high schools to help students.

The results of a preliminary poll of the students indicated that most students were vitally interested in all areas relative to college preparation; therefore, plans immediately went into effect to set up a program called College Prep, or CP. The program was the result of the combined efforts of the principal, counselor, and faculty, and was set in motion by October, 1963, to continue throughout the school year.

What effect did this program have on the students? Was it an answer to the needs manifested by the poll? Should the program be continued? Reorganized? Dropped? It was hoped that this study would provide some of the answers.

Stanbrook Hall High School

A knowledge of the philosophy and background of Stanbrook Hall is essential to the understanding of the study, since the whole guidance program is both augmented and restricted by the unique characteristics of this institution.

Stanbrook Hall, located in Duluth, is a small Catholic college-preparatory school for high school girls which is under the direction of the Benedictine sisters of St. Scholastica Priory. The school, in a setting of unusual beauty, adjoining the College of St. Scholastica, permits a view of lovely landscaped grounds, Lake Superior and Kenwood.

Within, observers will note nothing substantially different from other high schools in regard to the physical plant and facilities. However, the pervading spirit is different, and is undoubtedly due to the fact that here is a "woman's world," consisting of a convent, a girls' high school, and a girls' college.

The faculty of Stanbrook Hall consists of twenty well-qualified teachers: five lay women, fourteen sisters, and one priest. Faculty members of the College of St. Scholastica and Benedictine Priory sisters frequently serve as consultants and resource persons.

The majority of Stanbrook Hall students are day students. However, a group of twenty board at Sellwood Hall, located at 1931 East Second Street; while another group of twenty, aspirants to religious life, board at McCabe Hall, located at 2125 Abbotsford Avenue; both are in Duluth. While most of the students are Catholics, the school has always accepted qualified girls of other faiths.

According to a study made by the school in 1963, ninety-five per cent of the alumni come from homes where both parents reside. About half come from homes having college-educated parents. More than fifty per cent come from the eastern section of Duluth; smaller percentages come from each of the other areas. The mean intelligence quotient, according to the study, was one-hundred-eighteen on the Lorge-Thorndike Verbal and Non-verbal Intelligence Tests.¹

In view of the fact that ninety per cent of the Stanbrook Hall students enroll in colleges, the educational emphasis is on the so-called college preparatory subjects: mathematics, sciences, languages, and English. Most students carry five or six solid subjects yearly, in addition to religion (Catholic students only) which is a non-credit class. Students must take four units of English; one each of world History, American history, social problems, health; two units of mathematics, a language, and science. Four years of the latter three are available, and most students make use of the opportunity to take further work in these areas. Students who would not seem able to profit from a college-preparatory program are discouraged from attendance at Stanbrook Hall; however, admittance is not denied to those who wish to register on a trial basis. The primary basis for selection is the student's elementary school record and the SRA High School Placement Test results.

One might hypothesize as to the reasons parents have for sending their daughters to Stanbrook Hall. To a number of parents, a certain prestige value is associated with a girl's attendance at a small private

1. Stanbrook Hall, Duluth, Minnesota, unpublished study, 1963.

school; it is the means, some think, to defer the boy-girl problems for a while longer; the emphasis on academic achievement as college preparation, and the advanced college program for qualifying juniors and seniors entices others; some hope that girls who are problems at home will be duly influenced by the sisters and religious situation; others, aspirants to religious life, find that this is an opportunity to view and experience religious life as a possible future vocation.

Philosophy and Objectives

Stanbrook Hall's philosophy of education is stated below:

We believe that all true education consists in preparing the student so to live that she may attain union with God in this world and in the next. The student is a creature of God, dependent upon Him, and by nature a social being with consequent duties not only to herself and to her Creator, but to her fellowman. If she possesses a spirit of reverence for all creation, she will more readily understand and accept her role in the world. To the extent that she is directed and trained, morally, physically, and intellectually to fulfill her three-fold duties, to that degree she will be prepared to take the necessary steps as a citizen on earth to reach her sublime and rightful end as a citizen of heaven. Hence, any phases of an educational program which might serve to hinder or prevent her progress toward eternal happiness will be considered harmful and to be avoided; any phases which might contribute toward her proper development viewed in this light, will be considered worthwhile and to be fostered.²

In general, the aim of the educational program of the high school is to impart to young girls, thorough scholarship based upon religious principles in accordance with Catholic ideals.

The specific objectives of the school are stated as follows in the teacher's manual:

2. Manual of Stanbrook Hall, unpublished.

1. Spiritual and Moral Development: To develop the habit of self-control through the inculcation of the knowledge, love and practice of religion, and to impart a philosophy of life that teaches the individual to discriminate between what is essential to life's happiness and what is merely useful or even meaningless. This objective is based on the principle that man is composed of a material body and a rational soul; that the soul is spiritual and immortal; and should be accorded a primary place in the field of education.
2. Individual Culture: To enable the student to develop in accordance with her capabilities, a rich and integrated personality. We aim to give such training as will enable the individual to participate effectively in the cultural life that surrounds her by the development of judgement, good taste, and an appreciation of the beautiful and the true.
3. Command of the Fundamental Processes: To give the individual a command of those skills, knowledges and techniques that will enable her to use and enjoy the culture of the group....
4. Civic-Social Efficiency: To impart a just estimate of human relations so that the individual may be fitted for the various fields of social living--home life, citizenship and society....
5. Worthy Use of Leisure: To equip the student to utilize and enjoy leisure now, and more especially in later life. This connotes the development of cultural interests that will outlast school years. Chief among them is a knowledge and love of books, music, other fine arts, and nature.
6. Vocational Guidance: To give the student a basic preparation for collegiate study in the field of her choice.
7. Health: To impart a knowledge of the fundamental health laws, to awaken an interest in health movements, and to encourage participation in activities promoting community health.³

Guidance Services

In line with the objectives and philosophy stated above, the following pupil personnel and guidance services are offered at Stanbrook Hall:

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3. Ibid.

I. Orientation

- A. Spring: Information sheets are distributed to interested students in public and parochial schools in January. The SRA High School Placement Test is administered in February to eighth graders. A pupil-parent-principal interview is scheduled in April. In May, new freshmen go to classes and an assembly with the Stanbrook Hall students.
- B. Fall: Seniors act as "big sisters" during the opening weeks of school. Homeroom orientation classes are scheduled. A personal interview is scheduled with new upper-classmen within the first month of school. A handbook is given to new students.

II. Educational and Occupational Information

Vocational information files and college bulletins are maintained in the library. Units are covered in two classes: senior social problems has a unit on careers in general, and a unit on marriage is included in senior religion class.

III. Student Cumulative Records

Records are housed in a portable file which may be moved to the counselor's office when necessary. Confidential material is maintained in the counselor's file.

IV. Testing Program

- A. Grade Nine: SRA High School Placement Test
Differential Aptitude Test
Otis Quick Scoring Mental Ability Test
- B. Grade Ten: Lorge-Thorndike Intelligence Test, Verbal and Non-verbal
- C. Grade Eleven: Iowa Tests of Educational Development
Kuder Preference Record (voluntary)
Minnesota Scholastic Aptitude Test and English Test
Preliminary Scholastic Aptitude Test (voluntary)
National Merit Scholarship Exam (voluntary)
Scholastic Aptitude Test (voluntary)
American College Test (voluntary)
- D. Grade Twelve: American College Test (voluntary)
Scholastic Aptitude Test of College Entrance (voluntary)
Iowa Tests of Educational Development

V. Counseling and Group Guidance

A. Spiritual, Personal and Social

1. Opportunity is provided to discuss problems with the resident chaplain.
2. During a three-day retreat in January, students meet and discuss problems with the retreat master.
3. Religion teachers are called upon to counsel and advise students in areas related to religion and the application of Catholic principles.
4. Aspirants receive individual and group guidance by their mistress.
5. Boarders have frequent opportunities to meet with house mothers.
6. A half-time counselor is available to all students.
7. The "Anne Culkin Personality Course" is offered bi-annually.

B. Educational

1. Freshmen and their parents have an interview to discuss the placement test results.
2. Freshmen interviews are scheduled at the end of the first marking period.
3. Spring interviews are scheduled to discuss registration for the following year's course work.
4. Sophomores and juniors have scheduled interviews in the spring of the year for program planning.
5. Seniors have scheduled fall interviews to discuss college plans.
6. Additional interviews are scheduled as desired by the students.

C. Physical: The school nurse is available for consultation at all times.⁴

Since Stanbrook Hall is a Catholic college-preparatory school, it seems consistent that the services emphasize the spiritual, and educational. It seems, too, that given the facts that this is a girls' school, in close proximity to a girls' college, a community of nuns, and that it is a residence for girls thinking of becoming nuns, the consistency is even more obvious. If one agrees that the style of living of the counselor is an extremely important and effective technique in counseling, then he will understand why the writer feels that sister-teachers play a vital role in the guidance program of the school.

4. Ibid.

Purpose of the Study

It was the purpose of this study to determine whether the College Preparation program initiated during the 1963-1964 school year and offered to the Stanbrook Hall seniors, would significantly affect the college and career or major interest preferences they expressed as juniors. The underlying assumption of the program is that the majority of high school students, if given sufficient help, will make more desirable, realistic post-high-school plans. The basis for the assumption is derived from a review of the literature and studies on the subject of college choices made by students, and these studies are reviewed in the following chapter.

Our records would seem to indicate that college students frequently change schools and interests as sophomores, which might mean that their first choices were not the result of concrete thinking, planning and information in the first place. All but a small minority of Stanbrook Hall's students go on to college; hence the program was initiated to stimulate the kinds of thinking and planning in college-bound students which, hopefully, would result in realistic choices.

Formally stated, the problem dealt with in this study is as follows:

If one group of seniors is subjected to a formal college preparation program and another group is not, will there be a significant difference in the number of changes made in their final college choices and expressed career preferences as seniors? Will the program affect their opinions regarding what is necessary for college planning? And finally, will their opinions differ in regard to the adequacy of their preparation for college?

CHAPTER II

REVIEW OF THE LITERATURE

The role of counseling in preparing students for college is at its most dramatic when viewed from the individual student's point of view. For many a youngster deciding where to go to school is the first of the many major decisions he will have to make in his life. . .Teens need competent and understanding help in making these decisions, and they have a right to expect it....⁵

What kinds of information and counseling have our students a right to expect? The literature on the subject of college and college preparation is available in abundance. Material relevant to this study is reviewed on the following pages under these specific headings:

Who Should Go To College?

Decisions About College

Characteristics of Colleges By Areas

Test Interpretation

Motives for Attending College

Applying To Colleges

High School-College Communications

Interests

Who Should Go to College?

A popular argument intended to induce young people to go to college is that college graduates enjoy increased earning power. It is a common practice to compare lifetime earning of college graduates with non-college

5. College Admissions News Report, Guidance Information Center, Saxtons River, Vermont, January 15, 1963.

graduates, and very impressive differences are revealed.⁶ The emphasis on college merely as a means to increase one's earning power is misleading and unsound. The fact that some people lack the ability to pursue a college degree is omitted, as well as the fact that the goals and drives of intellectually able people may not incline them to seek college, though their earning potential may not be reduced in the least by not going.⁷ It is well known that some non-college people earn more than some college graduates will ever earn even if they go on for doctorates. There are many cogent and valid reasons for inducing young people to continue their education without resorting solely to financial inducements.

As pressures increase for young people to get some college education, only tremendous frustrations and resentments will develop unless guidance improves to a point where competent high school students may be directed toward college or programs outside of college where they will have a sense of acceptance and a reasonable chance of success.⁸

The proneness to attend college is the product of complex social, psychological, educational, economical forces, and bears much less relationship to ability to succeed in college than it should.⁹ However, the knowledge that one has ability to succeed contributes to this proneness.

While it is true that twice as many boys as girls are college-prone, at the present time more and more girls are going to college, and various reasons are offered as to why they should go. Boys who go to college will be

6. Kochnower, William. "Proper Inducement to Go to College." HIGH POINTS, 45, Jan. 1963, p. 30.

7. Ibid., p. 32.

8. Wornath, Charles F. and Fordyce, Hugh. "Inventoried Values of Entering College Freshmen," PERSONNEL AND GUIDANCE JOURNAL, Nov. 1961, 278.

9. Hill, George E. "College Proneness--A Guidance Problem," PERSONNEL AND GUIDANCE JOURNAL, Oct. 1954, 70-74.

seeking wives who are also educated. There are some statistics which indicate that such marriages are more likely to be successful.¹⁰ A college educated wife, it is said, is an asset to a husband who is advancing in business or a profession. Children benefit from the mother's education, for they acquire values and often their first understanding of cultural heritage from her.¹¹ In our complex society, higher education is becoming a necessity for those who wish to participate in our fast moving world. Women now play a variety of roles in our society, roles which require an education beyond that of high school.¹²

Most educators and admissions officers have their own ideas about the role of women in the world of education, and these ideas are as numerous as there are people to have them. Professor Mabel Newcomer, formerly of Vassar, maintains that education for women should deal primarily with our heritage, with basic knowledge that will not change, with the kind of training which will help the individual to think for herself, and to continue to educate herself for the rest of her life.¹³

The combined report of the President's Commission on the Status of Women and the Committee on Education published by the U. S. Department of Labor, Women's Bureau gives special attention to aspects of guidance and counseling which are necessary to help girls prepare for their dual roles of homemaker and paid employee. The following quotations taken from this report represent a view counter to Professor Newcomer's traditional ideas relative to women's education:

10. "What Should a Girl Do About College," CHANGING TIMES, 16, (April, 1962), 36.

11. Ibid., p. 36.

12. Ibid., p. 35.

13. Ibid., p. 35.

Among women of all levels of skill there is need for encouragement to develop broader ranges of aptitudes and carry them into higher education. Imaginative counseling can lift aspirations beyond stubborn assumptions about 'women's roles' and 'women's interests' and result in choices that have inner authenticity for their makers.

There have been both social and economic influences behind the long-term rise in the level of education achieved by women and men. . . There is a direct relationship between the educational attainment of women and their increased labor-force participation. The more education a woman has received, the greater the likelihood that she will be engaged in paid employment.¹⁴

Decisions About College

Two general concepts that pervade most of the thinking on the subject of college education these days are: that the college choice should be one's own, made without pressure or persuasion by anyone; and that it should be the result of careful study. "Steps to the right college" can be found in abundance in the literature as suggested by various educators. One such list, given below, was suggested by Dean Richard Armour of Scripps College.

1. Decide what you want to get out of college.
2. Get a clear picture of the courses you think you are going to take.
3. Determine the teacher qualifications of the faculty evidenced in part by degrees attained.
4. Find out if the library facilities are adequate.
5. Discover for yourself how much it is going to cost to go to college, and look up information on financial aid programs.
6. Decide on a location you might like, as well as a school that is desirable because of its size.
7. Find out what your chances are for being admitted.

14. Combined report of President's Commission on the Status of Women and Report of the Committee on Education, (Excerpts) U.S. Department of Labor, Women's Bureau, Washington, D. C., July 27, 1964.

8. Know that if you are inclined quite strongly toward a coed or one-sex school, that this may be a determining influence on your choice, and choose accordingly.¹⁵

Students are desperate for admission to college, and they make choices that are not always wise because they are dictated by wrong motives in some cases,¹⁶ or made very haphazardly.¹⁷ One-half of the Merit Scholars in a study conducted by Forrest¹⁸ changed colleges between their first and third years in college. There was a strong tendency for change in the major field to result in a vocational change, but this was not true in the reverse. The number of transfers made from college to college and major to major implies a need for counseling high school students about college choices and plans.¹⁹ Several educators suggest that the major factor responsible for unwise decisions about college has been the lack of readily available and meaningful information about colleges. Even talented students select colleges on the basis of vague thinking.

Prestige places are crowded, but there is plenty of room in many fine colleges for qualified students, and challenges exist in any college for the student who wants them. If this is so, why all the worry about getting into college? Students have been led to believe that only certain schools are worth attending; if one fails to be accepted by one of the "first" colleges, motivation seems to be blunted.

15. Ibid., p. 36.

16. Hill, op. cit., p. 73.

17. John S. Hammond, "Bringing Order Into the Selection of a College," PERSONNEL AND GUIDANCE JOURNAL, 43, (March, 1965), 654.

18. Aubrey Forrest, "Persistence of Vocational Choice of Merit Scholarship Winners," PERSONNEL AND GUIDANCE JOURNAL, 39, (Feb. 1961), 466-471.

19. Ibid., p. 469.

"I want my child in the best college," say parents, and one may counter with the question, "What makes a college best?" The disappointments and miseries resulting from rejections by the colleges are partially due to the fact that parents have been deluded into thinking that learning is a matter of geographical location and that it takes place only in certain schools.

Students concentrate so hard on getting into "the college" that many times the spark that is meant to be ignited by education is snuffed out by cramming for high marks, high test scores and high personality ratings.

One of the first major decisions made in the life of a young person is the choice of college; therefore information gathered in the early years of high school does not come too soon. Specific information during the latter high-school years regarding colleges should follow the serious thinking that should have taken place on the part of both the parents and the students in regard to the potential of the student. Of course, the final choice will have to be made in terms of the student's specific needs and interests.²⁰ This early studying of the subject will have many advantages, among them the following:

1. Information can be collected about many schools which may be suitable.
2. One can take time to select a school or several schools where one has a reasonable chance of being accepted.
3. A student has more time to learn about the atmosphere of the school by arranging a visit, or by reading and talking with former students.
4. Should a student be rejected by colleges of his choice, there is still time to look around, to make use of college admissions' services, if necessary.²¹

20. Hammond, op. cit., p. 654.

21. "Education for Higher Education," HIGH POINTS, 43, (Feb. 1961), 51-55.

Characteristics of Colleges by Areas

According to a survey reported by the U.S. News and World Report, the various geographical areas manifest distinct characteristics regarding college admission.

In the West where the population is growing fast, the college population is growing faster. The University of California is up 10,000 students in four years. Expansion is swift, and there is more room, but the competition and costs are rising all the time.

In the South the academic standards and size of the student bodies are rising fast. This is generally considered to be the region where the average student stands the best chance of getting into a college. A fact which might influence more to try this region is that costs here have risen least.

In the Mid-West are the big universities which are set up to take all comers. One finds there is more room, despite the fact that there has been rapid growth on nearly every campus. Applicants are outnumbering facilities, however, so the standards are tightening up a bit, and state legislatures are boosting fees, and ruling against non-residents.

In the Middle Atlantic area one finds the biggest of the privately endowed universities. The number of applicants for these schools has doubled in recent years, and the "average students are no longer welcomed" as the screening of students tightens up. Tuition and fees in these schools are up as well.

In New England one finds the area of keenest competition among applicants for admission to the nation's oldest and "finest" universities. Youth

must often be in the top tenth of the class to have a chance, and costs have mounted up to \$3,000 and more a year.

There are no uniform standards of admission to American colleges and universities. The two best tools for predicting probable future college performance are the high-school grade-point average (based on performance) and the aptitude tests, designed to equalize the various grading practices among high schools.²³ This fact has been confirmed in several studies. For example, those by Donahue,²⁴ Garrett,²⁵ and Jacobson.²⁶ The number and the qualifications of the students who apply to a college each year determines the combined score which will be required for admission, a fact which explains why it is so difficult to predict a student's chances for being accepted into a specific college.²⁷ The selective cut-off each year is rarely the same as the preceding year.

Test Interpretation

Students are interested in their test scores and want them to be interpreted. Tests are described as procedures that allow us to sample behavior in which interest is manifested. While some speak of interpreting

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23. "Academic Round Table," JOURNAL OF HIGHER EDUCATION, 33, (Oct. 1962), 395-402.
 24. Wilma Donahue, "Significant Research on the Prediction of Academic Success," THE MEASUREMENT OF STUDENT ACHIEVEMENT AND ADJUSTMENT, (Ann Arbor: University of Michigan, 1949), 147-190.
 25. H. F. Garrett, "A Review and Interpretation of Investigations of Factors Related to Scholastic Success in Colleges of Arts and Sciences and Teachers Colleges," JOURNAL OF EXPERIMENTAL EDUCATION, 18, (1949), 91-138.
 26. Sol Jacobson, "Judicial Review of College Admission Policies," JOURNAL OF HIGHER EDUCATION, 34, (1963), 432-437.
 27. Ibid., p. 434.

tests to persons, others say that tests should not be interpreted, but rather used to help people obtain better understanding of themselves.²⁸

The aim appears to be the same. There are advantages and disadvantages in the use of tests. In general, they are less subject to bias than most other methods, in that biases of the observer are easier to control when the observer is making use of the standardized test.²⁹ Perhaps the chief danger in using tests is "that scores can easily become the center of attention, displacing the individual with whom one is, or should be concerned."³⁰ Students should be aware of the fact that a score, to be meaningful, must be considered in the light of the performance of a known group who also took the test.

Norms can be helpful in interpreting a student's score in terms of the scores of defined groups. Expectancy tables might also be used to help a student estimate the degree of success he might have in the college he is considering. It is important to remember that the reliability of the prediction is directly related to the size of the group on which they were based; therefore certain limitations must be recognized, and overgeneralizations of concepts should be avoided.

College scholastic progress patterns are also available. Basically, these patterns are descriptions of the actual in-college performance on the part of former students, used as a pattern for expected progress of prospective or currently enrolled students. Progress is charted over a period of four semesters; achievement and persistence aspects are noted.

28. Ralph Berdie and Associates, COUNSELING AND THE USE OF TESTS, (Association of Minnesota Colleges and Student Counseling Bureau), 1962, p. 36.

29. Ibid., p. 36.

30. Ibid., p. 37.

What should be included in test interpretations? The following list of suggestions would seem to be quite typical of the thinking manifested on the subject.

1. Give the client simple statistical predictions based upon the test data.
2. Allow the client to evaluate the predictions as they apply to himself.
3. Remain neutral toward test data and the clients' reactions.
4. Facilitate the clients' self-evaluations and subsequent decisions.
5. Avoid persuasive methods.³¹

In contrast to the above, Frank Womer points out some common errors made in test interpretation:

1. Categorizing a pupil at specific ability and/or achievement levels.
2. Use of a single score to predict human behavior.
3. Confusion of norms and standards.
4. Assumption that test scores predict success or failure for individual pupils.
5. Assumption that interests and aptitudes are synonymous.
6. Misconception of the meanings of certain derived scores.
7. Failure to consider standard error of measurement of a test score.³²

Womer goes on to suggest that routine individual interpretation is unnecessary for most students, while group interpretations may prove more effective if the counselor provides an opportunity for individual interpretation upon request. The thinking seems to be that the counselor's image may well be one of an authority figure, and thus, is to be avoided.

31. Angelo Bay and Gerald Pine, CLIENT-CENTERED COUNSELING IN THE SECONDARY SCHOOL, (Boston, 1963), p. 136.

32. Frank Womer, "Testing Programs--Misconceptions, Misuse, Overuse," MICHIGAN JOURNAL OF SECONDARY SCHOOL EDUCATION, (Spring, 1961), p. 153.

Students should be made to realize that there is more to learn about themselves than test scores, which are a very small part of the whole picture. Over-emphasis on interpretation may well lead students to conclude that the real "self" can be found only in test scores.

Can tests give us all the answers we need to know regarding a student's capacities and abilities for college?

In a talk addressed to teachers, college educators and parents, Eugene Wilson, head of a testing service agency, made this statement:

Enough is now known about evaluating individual abilities and achievements so that any parent who really wants to may view his child as the child will be viewed by the college.³³

A scrutiny of college bulletins, class analysis sheets, and letters from admission officers leads the author to conclude that such is not the case. Test results, after all, can only be compared with state and national groups. This does not mean that the college admissions' committees will select on the basis of these comparisons. It has proved quite impossible to outguess these committees, and efforts to do so often result in frustrations for parents, students, and even counselors. The weight given to marks and test scores varies from college to college and from year to year. Factors like geographical distribution, achievement in extracurricular activities, drama, etc. are weighed differently from one school to another every year. No matter how well one may know a particular student from tests, one cannot know the quality and quantity of the other candidates.

33. "Your Child Prepares For College," NATIONAL ASSOCIATION SECONDARY SCHOOL PRINCIPALS' BULLETIN, 46, (Nov. 1962), p. 19.

Motives For Attending College

One's motives for going to college must be scrutinized if a student is to make his evaluation of himself accurately. According to at least one study which analyzed students' motives for attending college in an attempt to determine if one can significantly predict achievement and persistence in college, the results proved negative, and no significant relationship was ascertained.³⁴ However, one such study does not mean an evaluation of motives is worthless.

One classification of motives for attending college is as follows: occupational-economic; academic-idealistic; conformity-social.³⁵ Recognizing what prompts one to seek a college education may provide a basis for determining, for example, how competitive a school one really wants. A motive basically social may not be an adequate reason for selecting a highly competitive school.

Students wanting to attend college should be encouraged to examine their motives, for after such a basic analysis one may become more realistic about the final college choice.

Applying to Colleges

The school's responsibility in the matter of guidance for students considering college is inescapable. Steps should be taken to provide college preparatory services early enough for students to find them useful.³⁶

34. Gerhard Lang and associates, "College Freshmen's Motives For Going to College and Academic Achievement," JOURNAL OF EXPERIMENTAL EDUCATION, 31, (Dec. 1962), 177-182.

35. Ibid., p. 178.

36. Hammond, op. cit., pp. 654-657.

In other words, this information and counseling must be provided well in advance of the senior year since the final dates for being accepted by most colleges are between December and March of the senior year. Colleges with an Advanced Placement program accept students at the end of the junior year of high school.

It is frequently advised that college-bound students take college aptitude tests in the spring of their junior year, especially if they are considering a college out-of-state. The majority of students, however, continue to take these tests early in their senior year. At this time, also, they are advised to pick from three to five colleges which appeal to them, and which offer them reasonably good chances for admission. Applications should be in the mail by November. Early acceptance is possible if the students are strong scholastically, otherwise notification of acceptance comes around April or May.³⁷ In the event one has been rejected, he may look around some more, perhaps at state universities, if he has neglected to apply there. These schools have educated a high proportion of top talent. Three out of every five, for example, of those listed in WHO'S WHO IN ENGINEERING were products of state universities; the highest percentage of students who went on for medical degrees during the 1950-1959 period came from state universities.³⁸ These schools offer more openings than private schools, although the admission policies for out-of-state students are more demanding than for in-state applicants. If an acceptable school record is lacking, a student might well be encouraged to attend a branch school, or take some courses in the summer to see if an acceptable record can be made.

37. Clyde Vroman, "College Admission Counseling," NEA JOURNAL, 48, (Jan. 1959), 24-27.

38. Ibid., p. 26.

Clearing centers, such as the College Admissions Center in Evanston, Illinois, the College Admissions Assistance Center in New York, and the Catholic College Admissions Center in Worcester, Massachusetts, can be invaluable to students who are having difficulty getting accepted into a college or university. Ninety to ninety-seven percent of those who apply to these centers are accepted by one or more colleges.³⁹

In combination with other information, one of two tests is used by most colleges to determine aptitude for college. The Scholastic Aptitude Test (SAT) purports to indicate native and developed ability. Results are expressed in two scores, Verbal and Mathematical. The American College Test (ACT) consists of four sub-tests: English, mathematics, social studies, and natural science, and purports to measure the general educational development of the student. Students who are informed about which tests they will be required to take may save time and money.

The Early Decision Plan of admitting students before their senior year in high school is a partial answer to the problems which beset colleges when hundreds of applications pour in every fall and spring. According to this plan, superior students may be admitted on the basis of an excellent school record, high test scores, strong school recommendations, and the students' agreement that the colleges are their first and only choices. In addition, advanced payments are usually requested by February. However, this plan is considered by some educators to be ineffective and unfair to the students involved.

39. "Some Practical Advice On Getting Into College," U.S. NEWS AND WORLD REPORT, 53, (Feb. 26, 1962), 83.

High School-College Communications

The most effective, easily available way to reduce the problems accompanying admission to college would seem to be to increase the amount of communication between colleges and high schools. Recent developments along this line are the college freshmen class profile sheets, and the school characteristics sheets prepared by high schools.⁴⁰

The profile sheets are distributed by some colleges to high schools and include some basic characteristics about the last freshman class enrolled. Included are:

1. The size and nature of the class, including the number of alumnae children.
2. Qualitative measures of the class; rank and college aptitude test scores.
3. The kind and geographical distribution of the schools from which the freshmen come.
4. The amount of federal aid and the number of scholarships awarded.
5. The number of applications received; the number accepted, and the number who finally enrolled.
6. Information on admission policies and procedures.

The School Characteristic Statements sheet which has been prepared by some high schools and distributed to colleges receiving applications from the schools provides, not only supplementary information admission officers want to know, but also information and understanding about the school which it wants the colleges to have. These factual and descriptive statements are welcomed by colleges and might include all or most of the following:

40. Vroman, op. cit., p. 26.

1. Community characteristics--size, nature, economics, and cultural opportunities of the area.
2. School system--size, number and kinds of high schools.
3. The specific high school--kind, size, honors courses, facilities, library resources, faculty degrees and years of teaching, guidance program, counselors, writing requirements, types of diplomas.
4. Senior class--number in class, number taking college preparatory, number who plan on going to college, data on class aptitude and achievement levels, grade distribution and averages.
5. Main colleges and universities attended by recent graduates, success and grade point averages of those in institutions of higher learning.
6. Mechanics--marking system, college certifying mark, method of computing rank.⁴¹

Interests

Super tells us that there are four major interpretations of the term "interest." He classifies them as "expressions, manifestations, tests, and inventories of interests."⁴² The expressed interest is the verbal statement of interest in a task, activity, or occupation. In children, these interests are unstable. For adults, however, the picture is somewhat more optimistic. Super quotes a study by Strong which has shown that high school juniors reflect stability in their expression of interests over a six-year period.⁴³ Just how important these expressed interests are to the individual depends to a great extent on the maturity of the person.

Manifest interest, the second classification according to Super, is synonymous with participation in an occupation. Tested interest refers to

41. Vroman, op. cit., p. 37.

42. Donald E. Super, APPRAISING VOCATIONAL FITNESS, (New York, 1949) p. 377.

43. Ibid., p. 377.

interests as measured by testing, while inventories interests are assessed by lists of activities and occupations which bear some superficial resemblance "to some questionnaires for the study of expressed interests, for each item in the list is responded to with the expression of preference."⁴⁴

The question of the permanence of interests is closely linked with the interest changes associated with age. The patterns of interest which are manifested by age 15, however, would tend to be the same as those revealed at ages 25, and older.⁴⁵ Most of the change would seem to be over by age 18. Interest patterns have already begun to take shape in the early adolescent years, "and the exploratory experiences of the later adolescent years in most cases merely clarify and elaborate upon what has already begun to take shape."⁴⁶

Super and Overstreet pointed out in a detailed study in 1960 that "vocational preferences may be significant for exploratory purposes, for they can provide a starting point for orientation activities."⁴⁷ It is important to note that there is a distinction between vocational choice and vocational preference. Generally speaking, choices are not made by immature high school students. A measure of a student's general interest may help him by providing him with a foundation for making broader decisions necessary for the future.

In 1964 Kuder pointed out that interest preferences evaluated at any early age and again later on tended to show variety rather than stability,

44. Ibid., p. 379.

45. Ibid., p. 393.

46. Ibid., p. 406.

47. "Interest Measurement: Some Questions and Answers," THE EDUCATION DIGEST, (Feb. 1965), 43.

but he felt that this early evaluation enabled one to determine how realistic the young person's interest pattern was with respect to his abilities and aptitudes. "It has been suggested that perhaps an important role of the counselor is to help broaden the student's experiential base and thus perhaps cause his interest pattern to change."⁴⁸

How likely is it that a client will actually enter the occupation he avowedly selects at the end of counseling? Even if he does, how much of the eventual choice can be attributed to the counseling and guidance he received? The problems proposed are analogous to problems arising in research and in psychotherapy.

Much has been written about the so-called "stability" of interests. However, the term usually refers to the reliability of the measuring instruments, not the permanency of the interests themselves.⁴⁹ It is unreasonable to expect interest choices to be stable among students who have little or no occupational information or experiences. It is generally accepted that vocational interests are learned and necessarily reflect the previous experiences of the person.⁵⁰ Therefore, test-retest studies which indicate that interests are remarkably stable during the high school years (Dunkleberger and Tyler) should be looked at with some question. While some develop an interest "pattern" between the ages of 16-25, before they have a chance to build up extensive occupational experience, others develop patterns much later; and some never do.⁵¹

48. Ibid., p. 44.

49. Clarence Dunkleberger; Leona Tyler, "Interests, Stability, and Personality Traits," JOURNAL OF COUNSELING PSYCHOLOGY, 8, (Nov. 1, 1961), 70-74.

50. R. J. Steimel, and Sieziedelis, "Perceived Parental Influence on Inventoried Interests," JOURNAL OF COUNSELING PSYCHOLOGY, 10, (Nov. 3, 1963), 289.

51. Super, op. cit., p. 378.

Since interest in a vocation is likely to manifest itself in action, it should also result in an accumulation of relevant information. Interest may be measured or viewed in four ways as was mentioned above, and frequently there is a discrepancy between claimed and measured interests. In general, asking students to name occupations which interest them yields interesting though usually unstable results, and these often do not appear to have a close relationship to aptitude. Interest awareness is an aspect of self-awareness. The process of making a choice may be characterized as that of developing "a vocational identity."⁵² Concepts of identity and self are an intuitively satisfying way of attributing motivation for occupational choice to the person choosing. As individuals mature, self concepts must become clearer, and eventually are translated into occupational terms some time during adolescence.⁵³

According to Rebecca Neuman⁵⁴ the identity issue for boys is primarily an occupational-vocational question, while self-definition for the girls depends more directly on marriage. It is becoming increasingly obvious that men have to be educated to be working members of society, while the case is not so clear cut for women. While there is nothing wrong with women's abilities, and we know that society needs her, and that her family needs her, still, the consecutive educational curricula would seem not to be set up to match her life pattern. Most women have several life phases to face including the "split-life career, double career, child-bearing

52. R. P. O'Hara and D. V. Tiedman, "Vocational Self-Concepts in Adolescence," JOURNAL OF COUNSELING PSYCHOLOGY, 6, (Nov. 4, 1959), 292.

53. Ibid., p. 293.

54. Rebecca Neuman, "When Will the Educational Needs of Women Be Met?" JOURNAL OF COUNSELING PSYCHOLOGY, 10, (Nov. 4, 1963), 236.

period, and possible lonesome mature years.⁵⁵ Each of these has important educational implications which are gradually coming to be recognized. Is social motivation for college a respectable goal? Or, must we convert a woman's interest to scholarship? Advocates of both can be found, but Wrenn seems to feel there is room for both. There seems to be an increasing need for women to find activity outside the home; the greater percentage of working women are married.⁵⁶

In the study described by Dunkleberger and Tyler a follow-up revealed that very few of those who made decisions about careers after counseling were found to have pursued post-counseling objectives. However, the changes made during the post-counseling period were judged to be more appropriate than those made in the pre-counseling period. Hence, it would appear that the counseling enabled the students to make more realistic decisions. In other words, the interest change during adolescence may be thought of as an index of development rather than instability.⁵⁷

The whole process of career decision making is an imperfect process at best.⁵⁸ Hilton proposes that a reduction of the dissonance among person's beliefs about himself and his environment is the major motivation of career decision making, a proposal somewhat analogous to that of Dunkleberger and Tyler who suggested that the tentative inference one might make from the results of their study is that many well-adjusted individuals change attitudes and interests as they obtain more information about themselves.

55. Ibid., p. 234.

56. Dunkleberger and Tyler, op. cit. p. 71.

57. C. G. Wrenn, THE COUNSELOR IN A CHANGING WORLD, (1962) Washington, D.C., American Personnel and Guidance Association. 138.

58. Dunkleberger and Tyler, op. cit. p. 70-74.

Summary

One of the first major decisions a young person has to make today is his choice of college. The importance of this decision is universally recognized, yet many make the choice haphazardly. In view of the complexity of the problem, made so by the competitive scramble to get into certain colleges, many students take the easy way, and make decisions without thought, or with insufficient information as the basis.

The high-school student needs help with this difficult decision. Schools are encouraged to provide the guidance and counseling which will enable the student to select a college where he can develop his best potentials.

Career information and counseling should, also, be available to students. While they are not concerned that the final career choice be made in high school, educators recognize that developed interests are determinants of direction. A study of occupations is an effective way to introduce young people to some of the problems of educational and vocational planning.

CHAPTER III

METHODOLOGY

Hypotheses

To what extent does a formally organized college preparation program affect the plans and opinions of high school seniors in regard to college? This experiment sought at least a partial answer to this question. The experiment utilized an experimental group and a control group. A treatment, the College Preparation Program, was applied to the experimental group and was absent for the control group. The following null hypotheses were tested:

1. There is no significant difference in the number of changes made by the two groups when their junior and senior college choices are compared.
2. There is no significant difference in the number of changes made by the two groups when their junior and senior interest preferences are compared.
3. There is no significant difference in the opinions of the two groups regarding the adequacy of their preparation for college according to results obtained on a questionnaire.
4. There is no significant difference in the opinions of the two groups regarding what should be included in a high-school college-preparation program.

Pre-Test Data

Pre-test data was on record for both groups in the form of reported college choices and interest preferences made in the junior year of high school. As juniors in high school, both groups took the Minnesota Scholastic Aptitude Test, and various types of information were requested as a

preliminary part of the test. Each student was asked to contribute information about post-high school plans, and if she were going to college, she was to indicate her present choice. The undecided student was free to mark "undecided."

Interest preferences on the other hand were on file for each student in the cumulative-record folder kept on each girl. Again there was the opportunity open to the student to mark "undecided" if she preferred to do so. This information was solicited in the junior year, also.

Pre-test data is frequently of a more proximate type; however, the remoteness of the above data did not, the author and advisers felt, disqualify it as pre-test data.

Post-test Data

Post-test data consisted of college choice and interest preferences which were reported by each student in May of her senior year. Hence, this information was available for the control group in the cumulative folders for the year of their graduation, 1962. The same information was procured for the records of the experimental group in May of 1964.

Subjects of the Study

The subjects of the study were two groups of Stanbrook Hall graduates; the 1962 class of fifty-eight students served as the control group since they did not have a formal college preparation program available to them as seniors; the 1964 class of fifty-nine students was the experimental group. The two groups were not from the same population, and this imposed some

limitations on the findings of the study. However, it is recognized that at times an investigator has to use as his subjects individuals already organized into groups. When this is the case, he must then demonstrate that the groups are comparable for the purposes of the study.

The control group in the study was selected because it appeared to be the group most like the experimental group, and had not been influenced by the program. While the juniors of the 1965 class might have seemed a better choice, it was decided that due to the fact that Stanbrook Hall is a small school, the juniors would probably be influenced by the program. In addition, they were not a comparable group in many other ways considered essential to the study. Dividing the senior class was not deemed possible nor advisable at this time. Finally, due to the selectivity of the groups at Stanbrook Hall, it would be very difficult to find another group outside the school which would be comparable in as many ways as the 1962 class appeared to be.

In selecting the 1962 class as the control group, the author realized that the fact that these students were already in college, while the students in the experimental group were not, might influence their opinions about college preparation to some extent. However, it was decided that this influence could be minimized by a careful wording of questions and statements in the questionnaire.

The cultural backgrounds and economic status of the two groups were considered comparable. The largest number of students in both groups came from the same grade school, and thus, the same geographical area; while smaller numbers came from the various other grade schools in Duluth, and surrounding areas. Family backgrounds were relatively similar, though obviously not exactly so.

The mean intelligence quotient on the Lorge-Thorndike was 117.7 for the control group and 117.4 for the experimental group. The mean MSAT score was 55.7 for the control group and 58.9 for the experimental group. The means are not significantly different.

Admissions to Stanbrook Hall are on a selective basis. All of the students admitted must have demonstrated ability in grade school, and made a satisfactory showing on the placement test. Those with below average grades and poor scores are not encouraged to attend since only college-preparatory subjects are offered. Therefore, it comes as no real surprise to find the mean high school scholastic averages of the two groups very similar: 2.66 and 2.58. In addition, all of the students had indicated an interest in college at the end of their junior year.

A summary of these characteristics is charted below.

TABLE I
Comparable Characteristics of the 1962 and
1964 Classes of Stanbrook Hall
Seniors

Characteristic	Group I 1962	Group II 1964
Number in class	58	59
Mean I.Q.	117.7	117.4
Mean MSAT	55.7	58.9
Mean Scholastic Average	2.66	2.58
School	Stanbrook Hall	Stanbrook Hall
Sex	Girls	Girls
College-Bound	58	59

The Questionnaire

In order to add depth to this study, a questionnaire was developed. (See Appendices E - H.) It was not used as a pre-test instrument, however. Its primary purpose was to enable the experimenter to make further comparisons closely related to those made in reference to college and career and/or major-interest preferences.

Although many research studies have utilized questionnaires and have seemingly contributed significantly to educational literature, the use of questionnaires has been challenged as to their value as instruments of research. As a result, the questionnaire method has been the subject of study and analysis. A research bulletin devoted to the study of the questionnaire method substantiated the claims of many of its advocates with the following statement:

A broad and unbiased study of the questionnaire movement as a whole leads to the conclusion that this method of investigation, in spite of its abuse, has yielded far more on the credit than the debit side of educational advance. . . and for some time to come it will undoubtedly constitute a legitimate means of educational investigation and research.⁵⁹

Having determined that the questionnaire is an acceptable instrument of research, the experimenter utilized one, mindful of the fact that the data would have to be carefully interpreted in terms of general findings.

Part I of the questionnaire (Appendix E) used in this study consisted of statements in which students were asked to evaluate various aspects of their high-school college-preparation program. The purpose of this section was two-fold. First, to determine whether or not students felt guidance and counseling in the matter of college preparation was a necessary function of

59. "The Questionnaire," RESEARCH BULLETIN OF THE NATIONAL EDUCATION ASSOCIATION, p. 8.

the school; second, to obtain the students' evaluation of certain specifics of the program in relation to its effectiveness. A five-point evaluation scale was utilized to allow for a broad choice range.

According to the literature on the subject of a high school's responsibility to provide guidance and counseling relative to college preparation, the content of such programs should cover certain specifics. In Part II of the questionnaire (Appendix F) an attempt was made to include all of the aspects specifically related to college. Students were requested to indicate whether or not they felt these items were necessary to a college-preparation program and therefore should be included: secondly, they were asked to indicate whether or not such items were included in their own college-preparation program. The author felt the value in making such a distinction lay in the fact that the absence of certain specifics never considered necessary in the first place would be of no great loss. Whereas, services deemed necessary, but in the students' opinions absent from their program, would allow for more meaningful interpretations and comparisons.

Students are influenced in their selection of colleges by various things. However, one or two items usually exert more influence than others in helping them make a final choice. In Part III of the questionnaire (Appendix F) an attempt is made to obtain information regarding predominant influences in each group. In soliciting such information, the author is suggesting that a significant difference in the results of this section might be due to the presence or lack of information and counseling.

Up to this point, the questionnaire was the same for both groups. Part IV (Appendix G) is slightly different in make-up, but substantially the same. Each student was given the name of the college and the career preference she

had made as a junior in high school. Essentially, the questions that followed elicited information as to whether or not the students' choices were still the same, and if not, why not. This section merely provided further information and reasons for choices which were already noted in the records used as post-test information. In addition, the experimental group was asked to comment specifically on the strong and weak points of the College Prep Program as a brief evaluative aid to the experimenter. Both groups were encouraged to make comments, and space was provided throughout the whole questionnaire for reactions.

The College-Prep Program

Ideally, perhaps, a college coordinator, who is not the counselor, would be the right person to head this program, but since such a person is not available at Stanbrook Hall, the counselor assumed the position. According to her thinking, providing educational information is a valuable service, to the extent that it supports and makes the counseling process more meaningful. In spite of the "college admissions push" the counselor's primary job is not to get students into college, but to provide counseling. Every effort was made to make the college-planning program a constructive learning experience for students and parents by encouraging them to explore and participate actively in group, individual, and family sessions.

The experimental group of seniors began the college-preparation program in October of the 1963-1964 school year. Group sessions met on Friday during three periods, and students were allowed to choose the free

period most convenient for them to attend. In the beginning, group sessions were taped so as to make the material available to anyone who might not be able to avail herself of the group sessions because of schedule conflicts, but this proved unnecessary, and so it was discontinued.

Counseling sessions were arranged by the students with the counselor during free periods, usually after an initially scheduled interview made at the counselor's request. Several students had only three free periods a week, and so sessions were scheduled either at noon, after school, or on week-ends. It was hoped that the group sessions would facilitate the counseling program.

The subject content of the program, and procedures involved, are given on the following pages. An effort was made to utilize all available and known procedures which would enhance and facilitate the program. There was a definite attempt to vary the program from week to week.

Content and Procedures

I. Is College Really For You?

A. Test Interpretation

1. SRA High School Placement. . . . Group Session; General Information
2. DAT. Individual Interpretation
3. Lorge-Thorndike. Individual Interpretation
4. ITED Group; booklets (provided by testing company)
5. MSAT Group Interpretation
6. PSAT (voluntary) Individual; booklets
7. SAT (voluntary) Individual; booklets
8. ACT (voluntary). Individual; booklets
9. Nat'l Merit Scholarship Exam . . Individual and booklets if requested

B. Secondary School Preparation

1. College Preparatory Courses)
2. Grades) Group Sessions, Individual Counseling
3. Class Rank) and Guidance

C. Motivation: Desire for College Analyzed

1. Career Plans?)
2. Social Reasons?) Group Sessions, Films, Counseling
3. Prestige Reasons?)
4. Educational Reasons?)

D. Some Alternatives to College

1. Licensed Practical Nursing)
2. Business schools) Group Guidance, Indi-
3. Occupational Therapy Assistant Programs) vidual Counseling,
4. Medical Secretary Program) Printed materials,
5. Other non-professional occupations) Bulletins

II. Qualifications Needed For College

A. General Qualifications

1. College Preparation Courses)
2. High School Recommending Mark) Group Guidance, Counseling, Indi-
3. Required Tests and Scores) vidual Guidance and Counseling,
4. Rank in Class) Individual and Group Sessions
5. Scholastic Average)

- B. Requirements of Specific Colleges Group Sessions, Individual Guidance,
Study of Bulletins Independently,
Parent-Counselor and Parent-Counselor-
Student Sessions

III. Financial Aspects to Consider

A. Yearly Expenses

1. Tuition)
 2. Boarding)
 3. Incidental and Special Fees)
 4. Activity Fees)
 5. Transportation)
 6. Others) Group Guidance, Discussions, Coun-
- B. Sources of Money Available For Use Parent-Counselor and
Parent-Student-Counselor
Sessions

1. Parents' Contribution)
2. Savings (1/4 available))
3. Your Savings (1/4 available))
4. Summer Work Savings (Estimate))
5. Other Sources)

IV. Selecting the Right College

A. Type Which Appeals to You

1. Large or small)
2. Women's or Co-ed)
3. Private or public)
4. Specialized, university, or liberal arts)
5. Urban or rural)

B. Criteria By Which to Compare and Judge Colleges)

1. Accreditation--Regional)
2. Professional Accreditation)
3. Endowment)
4. Library)
5. Faculty)
6. Rating of Faculty)
7. Academic Standards--Competitive Level)
8. Plant and Equipment)
9. Campus life and activities)
10. Curriculum Offerings)

Group Guidance,
Independent Study
of Bulletins,
Counseling, Inter-
views with college
students

V. What to do to Gain Admission to a College

1. Application for Admission (Dates))
2. Test Requirements (Dates))
3. Interviews)
4. Transcripts)
5. Deposits)
6. Wait)
7. Re-applying)

Announcements,
Group Sessions, Counseling,
Parent-Student-Counselor,
and Parent-Counselor Sessions,
Bulletin Board Notices, Visits
with college representatives,

VI. Financial Aid

A. Scholarship programs available at specific colleges

B. Procedure for applying)

C. Requirements and obligations of recipients)

D. Types of aid)

1. Grants)
2. Loans)
3. Student service)
4. Scholarships)

E. Working your way - a Job)

Group Sessions,
Counseling,
Bulletin Boards,
Announcements,
Literature,
Correspondence,
Parent-Counselor-
Student and
Student-Counselor
Sessions

VII. That First Year

A. What? Besides Ability?

- 1. Health)
- 2. Self-Discipline)
- 3. Persistence)
- 4. Motivation)

College
Student Panel,
Group Discus-
sions,
Counseling and
Guidance

B. Academic Pitfalls

- 1. Poor study habits)
- 2. Lack of discernment; now knowing what is important)
- 3. Reading difficulties)
- 4. Poor budgeting of time)
- 5. Poor test taking)
- 6. Being unaware of scholastic troubles)

VIII. Career Information

A. Career File Independent Study

B. Career Unit Two-week class, career day

C. Specific Careers Reviewed (requested by students)

- 1. Teaching
- 2. Nursing (2, 3, 4 year programs and LPN)
- 3. Occupational Therapy
- 4. Psychology
- 5. Music
- 6. Languages
- 7. Social Work
- 8. Home Economist

D. Religious Life Speakers (engaged in the careers about which they spoke), Counseling, Slides, Films, Visits to career settings

IX. Personal and Social Adjustments in College . . Counseling, College Students' Discussion Groups

At least one general session was made available to parents, during which time they received an explanation of the program and some general college information regarding planning and application procedures. They were invited

to make appointments with the counselor if they wished to discuss anything further, and many parents availed themselves of this opportunity.

The school librarian cooperated with the program by making various pamphlets and books relative to college available. These were displayed in a prominent place, and students were encouraged to read and discuss them with their parents.

Procedures

What was the impact of this program on the college choices and interest preferences of the experimental group? To determine this the experimenter felt that if she found that the students had made new choices after being exposed to this program, and if the number of choice changes differed significantly from the number made by the control group, some assumptions might tentatively be made regarding the effect of the program. Questionnaire responses and comments, hopefully, would strengthen this assumption. The following were the procedures utilized:

1. From the cumulative records of all the students used in the study, the following information was obtained: college choice made in the junior year; college choice made in the senior year; interest or career preference indicated in the junior year; interest or career preference indicated in the senior year.
2. College choices and interest and/or career preferences were tabled for analysis.
3. Variations in the college choices between the junior and senior years were noted and recorded separately for both groups.
4. Changes in career and/or interest preferences from the junior to senior year were noted and recorded separately for both groups.
5. The total number of changes for each group were then statistically compared to determine whether or not the two groups differed significantly in the number of college choice and interest preference changes.

6. The questionnaire developed for use in this study was mailed out to the members of the control group May 30, 1964, together with a self-addressed envelope and a letter of explanation. (See Appendix B.)
7. The questionnaire was distributed to the experimental group June 1, 1964, during a homeroom period.
8. Follow-up cards were sent out to those members of either group who failed to return the questionnaire after a three-week period.
9. Questionnaire responses were tallied and significant differences were noted.
10. A summary of the results, together with implications of the results and recommendations for future programs concluded the study.

CHAPTER IV

TREATMENT AND ANALYSIS OF DATA

Types of Data

For purposes of analysis, four types of data have accrued from this study:

1. The number of students in the experimental and control groups who made new college choices as high-school seniors.
2. The number of students in both groups who manifested new interest and/or career preferences as seniors.
3. Responses to the four-part questionnaire.
4. Solicited and unsolicited comments by members of both groups.

While the latter qualified as data, the author realized its limited value in the scientific sense; however, it was felt that its importance was heightened when combined with the other data.

Testing the Hypotheses

The first null hypothesis in this study was: There is no significant difference in the number of changes made by the two groups when their junior and senior college choices are compared.

At this point, the question was: Do the observed changes constitute evidence for the rejection of this hypothesis? In calculating the value of chi-square (X^2), a measure of the discrepancy between the observed and expected frequencies, the significance of the differences in the number of changes made by the two groups could be determined. If X^2 was equal to or greater than the critical value required for significance, this null hypothesis could be rejected.

Of the fifty-eight students in the 1962 class, twenty-two were found to have changed their college choices at the end of their senior year. Thirty-nine of the fifty-nine students of the 1964 class made new college choices as seniors. Chi-square calculations which are summarized below, yielded a value of 8.11 which was greater than the critical value required for significance at the accepted 1% level of confidence, 6.64. (See Appendix O for complete calculations.)

TABLE II

Chi-Square Results of Changes
in College Choice

Class	College Choice Changes	College Choice Unchanged	
	30.2	27.8	
1962	22	36	58
	30.7	28.3	
1964	39	20	59
	61	56	117
$\chi^2 = 8.11$			

Therefore, the first null hypothesis was rejected, and we may state that the differences between the observed and expected frequencies were significant and could not reasonably be explained by sampling fluctuation.

The second null hypothesis tested was as follows: There is no significant difference in the number of changes made by the two groups when their junior and senior interest preferences are compared.

Chi-square was also employed to determine whether or not there was a significant difference between the number of seniors in the control group who indicated a new interest or career preference and the number of seniors in the experimental group who did so. Twenty-one of the fifty-eight seniors in the 1962 group had a new preference listed; thirty-five of the fifty-nine seniors in the 1964 group manifested a new interest or career preference. The chi-square calculations are summarized below:

TABLE III
Chi-Square Results of Changes
in Interest Preference

Class	Interest Preferences Changed	Interest Preferences Unchanged	
1962	21	37	58
1964	35	24	59
$\chi^2 = 5.3$	56	61	117

In view of the fact that the calculations yielded a χ^2 value of 5.3, a value less than the critical value of 6.64 required for significance at the 1% level of confidence, this second hypothesis was not rejected at the 1% level, but it could be rejected at the 5% level, 3.84. (See Appendix P for complete calculations.)

In order to test the third hypothesis quoted above, all of Part I, and only Part II, column 2 of the questionnaire were analyzed. Table IV is a

duplication of Part I of the questionnaire. It required evaluations on a five-point scale. Included in Table IV are the raw score summaries of the evaluations made by both groups. Summaries represent responses from all but seven students in the 1962 class who failed to return the questionnaire. After summing the digits corresponding to the evaluations (5, 4, 3, 2, or 1) for individuals in both groups, the t-test was applied to determine whether or not the Means of the two groups were significantly different.

The t-test (See Appendix Q for complete calculations.) was used since it was assumed that the population distributions did not depart too grossly from the normal, and that the population variances did not differ markedly from equality. In summary, then, the t-test calculations were as follows:

$$t = \frac{M_1 - M_2}{0 \text{ diff}}$$

$$t = \frac{251.2 - 185.7}{3.93} - \frac{65.5}{3.93} = 16.41$$

If the true difference between the M's were zero, that is, if the population M's were identical, a deviation of 16.41 would rarely occur as a result of sampling error.

TABLE IV

Response Summaries of
Part I of the Questionnaire Sent
to the 1964 and 1962
Classes of Stanbrook Hall

(Scores in brackets are 1962 summaries; those not in brackets are 1964 totals.)

1. It is necessary for the high school to provide information and counseling about colleges and entrance requirements to students.

[44]	55	[7]	3	[1]	1	[0]	0	[0]	0
Very		Moderately		Somewhat		Not too		Not at all	
Necessary		Necessary		Necessary		Necessary		Necessary	

2. The information and counseling provided by your high school relative to colleges and entrance requirements was:

[6]	27	[19]	25	[22]	6	[10]	1	[4]	0
Very Adequate		Moderately Adequate		Somewhat Adequate		Not too Adequate		Not at all Adequate	

3. It is necessary that students' test scores be interpreted to them.

[39]	44	[7]	12	[5]	3	[0]	0	[0]	0
Very Necessary		Moderately Necessary		Somewhat Necessary		Not too Necessary		Not at all Necessary	

4. Opportunity was provided to discuss your college plans with a qualified person during high school.

[4]	22	[7]	29	[20]	7	[18]	1	[1]	0
Very Often		Frequently		Sometimes		Not often		Never	

5. Prior to making your college plans, you were aware of all the financial aids available to students.

[2]	8	[9]	21	[12]	14	[21]	16	[6]	0
Very much Aware		Moderately Aware		Somewhat Aware		Not too Aware		Not at all Aware	

6. Your test scores were interpreted adequately to you.

[17]	34	[20]	19	[9]	3	[4]	2	[6]	1
Always		Most of the Time		Sometimes		A few times		Never	

7. The information received pertaining to careers during high school was:

[6]	18	[16]	29	[16]	11	[7]	1	[6]	0
Very Adequate		Moderately Adequate		Somewhat Adequate		Not too Adequate		Not at all Adequate	

8. You felt the need to discuss and formulate college plans with a qualified person during high school.

[24]	34	[15]	12	[6]	9	[7]	4	[0]	0
Very much		Moderately		Somewhat		Not much		Not at all	

9. You are satisfied that you have made the best college choice possible.

[28]	35	[9]	11	[18]	11	[5]	2	[1]	0
Very Satisfied		Moderately Satisfied		Somewhat Satisfied		Not too Satisfied		Not at all Satisfied	

10. You took advantage of the opportunities to discuss your plans with a qualified person during high school.

[2]	8	[48]	15	[17]	27	[12]	9	[5]	0
Very often		Frequently		Sometimes		Not often		Not at all	

In Part II (Table V) of the questionnaire, which is duplicated on the following page, the groups were asked to check those services which they felt should be included (Column 1) in a college-preparation program, and those which they felt were not included (Column 2) in their program of college preparation. It was quite obvious that the majority in both groups seemed to have considered the items listed as necessary to a program (Column 1). They were quite different in their opinions as to the inclusiveness of their own programs in regard to these same items, however (Column 2). In lieu of the combined results and information indicated above, namely the statistically significant difference manifested in Part I of the questionnaire, plus the obvious differences in responses to Part II, Column 2, of the questionnaire, the experimenter felt justified in assuming that there was some evidence of a possible relationship between these differences and the differential treatment of the two groups. Therefore, the third hypothesis was rejected.

The final hypothesis was: There is no significant difference in the opinions of the two groups regarding what should be included in a high-school college-preparation program.

Part II, (Column 1 in Table V) provided the raw data for testing this hypothesis. The overall picture was one in which marked differences did not exist, however, and again this fact was obvious enough to justify the elimination of tests for significant differences. The majority in both groups felt that the items listed should constitute material for any college-

TABLE V

Results of
Part II of the Questionnaire--
Items Which Should Be (Column 1)
And Were Not Included (Column 2)
In the College-Preparation Programs
Of the 1962 and 1964 Classes

Item	Should Be Included		Were Not Included	
	1962	1964	1962	1964
Use and limitation of tests	45	49	12	5
College Requirements: tests, dates, etc.	49	59	12	0
Information on Financial Aids:				
Scholarships	50	56	18	3
Loans	49	52	35	2
Grants	48	48	34	5
Tuition Plans	44	50	31	4
Part-time Work	44	45	30	12
Student Service	41	46	28	12
Criteria by which to judge a college	48	51	31	4
Pros and Cons of various types of colleges	43	54	36	5
What to expect the first year of college	46	51	25	7
Counselor-Student Sessions	48	56	32	0
Parent-Counselor-Student Sessions	30	49	41	16
Assistance in Personality Appraisal	42	46	27	3
Group Sessions with parents regarding college planning	21	41	39	12

preparation program. The comments made by individuals in both groups substantiated their opinions in this regard, as did the responses to statement 1 in Part I of the questionnaire. (See Table IV, page 46.)

Specific exceptions appeared in the two items which involved opinions about having parents as contributors to the college-planning team. More individuals in the 1962 group seemed to feel such a counseling arrangement was not necessary. The majority opinion in the 1964 group was that parents should be included in the college-planning sessions.

However, based on the majority of the evidence, we may not reject the fourth hypothesis. The two groups did not differ in their opinions regarding what should be included in a college-preparation program.

The remaining data on the questionnaire provided some interesting information which contributed evidence for an against the College Prep Program as it was originally organized, and envisioned by the experimenter.

College-Choice Influences

Very likely from ten to as many as twenty factors will influence a student's decision as to which college he is going to enter. However, certain decisive factors related to a student's individual needs and desires serve as primary influences.⁶⁰ In accordance with this thinking, in Part III of the questionnaire, a listing of influential factors was given, with space to include others. Students were asked to label as first and second, the primary influences on their college choices. Table VI is a summary of the results.

60. Hammond, op. cit., p. 655.

TABLE VI

Opinions of the 1962 and 1964
Classes of Stanbrook Hall
as to
What Influenced Them Most
In their Choice of Colleges

Influence	Number - 1964 Class	Number - 1962 Class
Location	34	24
Financial Considerations	27	19
Social Possibilities	1	6
Department Strength	17	13
Library Facilities	1	0
Co-ed School	5	7
Women's School	4	5
Religion	15	14
Prestige of School	2	6
School Record	12	2
Others	6	3

In choosing location and religion as basically influential to their college choices, the two groups did not differ significantly. Both groups considered the location and the cost of college major influences on choice, a fact which was not too surprising. There was a relatively similar emphasis manifested in the evaluations of most items by both groups.

The difference in the numbers who selected "scholastic record" as a major influence on the college choice may suggest that students in the CP program were made more aware of the need to be realistic about their records

since the admissions' information which was given to the students emphasized this fact.

Although many students are forced to face the financial aspects eventually, according to the literature this consideration often comes after the first year in college, and for some, this is too late. In the questionnaire 7.8% of the 1962 group gave financial reasons for not returning to college; 33.3% said they would change colleges if they were financially able to do so. These same students, according to Part II, Column 2 (Table V page 49) results of the questionnaire, felt that they were given very little information regarding financial aid during their high school college-preparation program, as compared to the 1964 group who felt that the subject of finances was covered adequately in the program offered.

Influence of the Program

In Part IV of the questionnaire, students in the 1964 group were asked to evaluate the College-Preparation Program in reference to how much it influenced their decisions about college. About half of the group felt the program influenced them in more than an average way, while a third felt an average amount of influence could be credited to the program. Only 4 out of the 59 felt that the program did not influence them at all. The following is a summary of the ratings:

TABLE VII

1964 Class' Evaluation of How
Much the CP Program Influenced
Them Individually

Very Much	Moderately	Somewhat	Not Much	Not At All
17	12	19	7	4

Strong and Weak Points of College Prep Program

In addition, the 1964 class was asked specifically to comment on the strong and weak points of the program. Generally, students mentioned the individualization aspects of the program as being the strongest points in its favor. The program provided the necessary motivation some students needed to make specific plans for college before summer. The fact that bulletins, pamphlets and other college materials were available during the program was the strongest point in its favor according to others. Students appreciated getting career information and commented favorably on the value of having had career speakers in addition to the printed information. Some students felt that the weekly group guidance sessions were the core of the program, and that future programs might include more than one session a week.

Students recognized weaknesses in the program. A few felt more individual help should be given. Some mentioned films that were not worthwhile or pertinent to their age group. Several felt that the program came too late to be of much help to them since college commitments had already been made on the Advanced Placement basis.

Table VIII is a summary of those comments which mentioned weak and strong points of the program. They have been grouped under general headings for convenience.

TABLE VIII

Strong and Weak Points of the
CP Program According to
Student Opinion
Class of 1964

Strong Points	Number	Weak Points	Number
Career Information	12	More than 1 group session weekly	4
Motivational Aspects	19	More individual help needed	6
Group Guidance	12	Some films weak	5
Printed Materials	16	Not enough films	1
Individualization Aspect	38	Inadequate test information	1
Entire program	7	Unvaried meeting days	2
		Lack of specific career information	4
		Program came too late	4

Unsolicited Comments

Students from both groups made comments on the questionnaire which the experimenter felt could be divided into three categories for analysis purposes: positive, negative, and neutral. (The original comments can be found in the Appendix, I - N.) In order to eliminate somewhat the subjectivity of the categorizing, a group of three persons not acquainted with the study read through the statements, and the resulting category placement was the product of the majority opinion.

TABLE IX

Comment Analysis: Number and Percentage
of Positive, Negative and Neutral Statements
Made by the 1962 and 1964 Groups

Categories	1964 Group		1962 Group	
	Percentage	Number	Percentage	Number
Positive	71.7	43	4.1	2
Negative	11.7	7	59.2	29
Neutral	<u>16.6</u>	<u>10</u>	<u>36.7</u>	<u>18</u>
Total	100.0	60	100.0	49

In some cases, comments referred to a previous statement or question, and their intent was not always clear when viewed in isolation. Therefore, when a reference to the questionnaire would clarify the meaning of the comment, this was done before it was classified by the group mentioned above.

Summary

In summary, then, the 1964 group made more changes in college choice and interest preference as seniors than did the 1962 group, and the number of changes was significantly different. According to the questionnaire results, the 1964 class was more satisfied with their program of college preparation than the control group in the study. However, both groups seemed to agree as to what should constitute the subject matter for a college preparation program; therefore, the last hypothesis could not be rejected on the evidence collected. Comments appeared to strengthen the case for the CP program. On the whole, the experimental group was more positive and enthusiastic about their college preparation than was the control group.

CHAPTER V

IMPLICATIONS AND RECOMMENDATIONS

Summary Statement

This study was conducted primarily to determine whether or not the students were influenced by the College-Preparation Program of counseling and guidance services at Stanbrook Hall. Having tested the four null hypotheses, the experimenter concluded that the two groups differed significantly in three areas; college choices, interest preferences and in their opinions regarding their own preparation for college. The groups did not seem to differ significantly in their opinions as to what should constitute a good college-preparation program in high school.

College-Choice Results

Certain implications would seem to be manifested by these results, and by specific responses on the questionnaire. Why did the experimental group make more college choice changes at the end of their senior year than the control group did after theirs? The results and comments of the students lead the experimenter to believe that the information and counseling enabled the former students to know themselves and college well enough to feel free to change, a concept found in Super, Tyler, and Cronbach, cited previously in the literature. In other words, knowledge stimulated the changes. In effect, this would imply that the junior year choices are made without sufficient information and serious thought, as suggested by

Hammond,⁶¹ Hill,⁶² and many others. This latter, it appears, is more than as assumption. The 1962 class, on the whole, felt that they never did have adequate college information and counseling, and the 1964 group, at the beginning of their senior year, admitted knowing very little about any of the proposed subject content of the program.

Interest Results

To delve too deeply into the implications of the program's influence on the interest and career preferences of the students would be foolhardy. Results seem to imply that the program may have influenced the interests of the students, but it would be difficult to take all of the variables possible into consideration. Therefore, the following statements are made cautiously.

If, as the literature states, young people tend to prefer occupations and careers which they perceive as capable of meeting their needs, aptitudes and abilities; if interest awareness is an aspect of self awareness; if adolescents change interests as they obtain more information about themselves and specific careers; then, perhaps the value of these manifested changes of interest may be more readily accepted. The problem is more than a vocational one, of course; social and sexual identity, social context and stereotypes influence the interests and career preferences of women. Because of these, it is difficult even for the individuals involved to determine how stable their choices will be since future pressures and self-knowledge will

61. Hammond, op. cit., pp. 654-657.

62. Hill, op. cit., pp. 70-74.

be continually changing. It was not the purpose of this program to provide such services that the individual would be capable of making lasting, final career choices. Rather, it was to help the individual in her search for self-identity, an ever-moving, growing, changing process, which would contribute to the changing concepts of her aptitudes and abilities, and perhaps result in an "appropriate" interest or career preference. In other words, these interest changes might be considered a sign that the individuals have learned more about themselves; enough to make some changes, a conclusion similar to one reached by O'Hara and Tiedman.⁶³ These changes, then, are not to be considered the results of instability, but probably the results of a program which may have influenced these students to think more carefully of their vocational decisions.

In spite of the quite negative comments and the apparent dissatisfaction of the control group with their college preparation program in high school, 47 per cent of the 1962 class said that they were very satisfied that they had made the best college choice possible. Twenty-nine per cent were moderately satisfied. (See Appendix, Part I; 9.) In addition, 55 per cent of the control group said they would not change schools even if they were financially able to do so. They are, also, the group who did not make many changes in colleges or interests between their junior and senior year in high school; (70 per cent did not change.) Several things may be implied here. The group on the whole may have been afraid to change because they were not secure enough in their knowledge of colleges, etc. They may have been unwilling to change for reasons like not wanting to make the college

63. O'Hara and Tiedman, op. cit., p. 292.

adjustment all over again, or because they had made friends they wanted to keep in college, etc. There are many possible reasons. This might very well prove to be a fruitful area for more research.

A Required Program?

Most of the students in the experimental group felt that the College Prep Program should be required for all juniors and seniors. A third of the group felt that sophomores should also be included. At the time, the program was voluntary, save for one or two scheduled interviews.

There seems to be good reasons for beginning the program earlier; however, certain unfavorable elements present themselves. The "getting into college" fever is a cause of high tension among seniors. Would we be introducing tension unnecessarily into the sophomore or junior years by beginning the program earlier? Again we might have here an area ripe for further study. Perhaps, the students would be less tense after a time knowing that they were acquainted with college information and procedures in time to make better plans. On the other hand, in these days of greater selectivity on the part of the colleges, getting ready for college seems automatically to mean getting ready for tension bouts. School counselors seem to agree that work is definitely affected; tempers are short, and personalities change; the vision of the future somehow colors the present, and students are not as interested in their high school and companions as they are in their future and college days. We rather expect this of seniors because they are straining for independence by the time they are eighteen or so, but it would be an unfortunate occurrence if this same phenomenon were to take place at the junior or sophomore level. So while the comments

of the students make it quite clear that such a program would be more useful were it to be started much earlier, the experimenter finds herself in a quandary about whether or not this would be advantageous. Obviously, this is a problem which cannot be settled without trying various plans and approaches.

The fact still remains that the college-bound students in the 1964 class would seem to have discovered that their knowledge of colleges and their understanding of the problems of admission made their steps to college easier to take. There is nothing which will ever take the place of the actual college experience, of course, but an awareness of the problems one will encounter before the actual encountering should facilitate matters greatly. It is the unknown that is so fearful.

The CP Program may not be the answer to selecting the right college, but in view of the response it got from the students one major factor in its favor would seem to be that students felt more secure about their coming college experience. They were positive in their thinking; they seemed to believe that the program was helpful to them. It may be that its real worth was its apparent capacity to allay, somewhat, the fears of students about college.

Limitations and Implications

The results of this study are not inconsistent with the findings in the literature and studies cited earlier. However, one must be mindful of certain limitations inherent in this study. The two groups used were not from the same population. The control group was one year removed from the

college-prep situation, a fact which may or may not have significantly influenced their questionnaire responses. Part I of the questionnaire is not entirely unidimensional which places certain restrictions on what we may say about the t-test results. However, the findings of this study do suggest a number of questions which may spark further Stanbrook Hall studies.

1. Would a follow-up study of the 1964 group reveal that they are significantly different from the 1962 group in the ways suggested by this study?
2. Would an experiment of this type, utilizing a control and experimental group from the same population yield similar results?
3. To what extent would similar results be found if the study were conducted with juniors, rather than seniors?

Future Programs

Several recommendations are suggested by this study in reference to future programs at Stanbrook Hall. Some of these stem from student comments. Although the experimenter stated that there was some indecision on her part to start the program at a lower level than junior year, the literature on the subject and the students' comments indicate that the program may well be started much earlier. One really cannot know which is best until some beginning is made, and so, with the intention of "beginning," a program which would be spread out over the four years is outlined below.

College Preparation Program

I. Freshman Year

A. Parents

1. Group sessions--explain the need for early thinking and planning.
2. General college information would be made available to parents in group sessions and in printed form.

B. Students

1. Group sessions--opportunity to discuss reasons for early thinking and planning about college.
2. Scholastic appraisal help.
3. Study skills unit.

II. Sophomores

A. Parents

1. Parent-Counselor-Student sessions to discuss future plans in the light of aptitudes, abilities, interests and financial status.
2. Group sessions with parents to discuss college admissions realistically with a qualified person other than the counselor, i.e., an admissions' officer.

B. Students

1. Group test interpretations.
2. Personality Inventory--individual interpretations if desired by the students.
3. Interest Inventory--group interpretation.
4. General career information.

III. Juniors

A. Parents

1. Parent-Counselor-Student sessions. (voluntary)
2. Group session with parents and students regarding admissions procedures and possible predictions one can make for acceptance chances.

B. Students

1. Career information--talks, interviews, "on the job" visits.
2. Group interpretations of tests.
3. Personality appraisal help.
4. Counseling.
5. Group sessions--financial aids available; procedures.

IV. Seniors

- A. Parent-Counselor-Student Counseling and Guidance.
- B. Counseling--Students.
- C. Group sessions--general college information.
- D. Open Forum--students and parents.
- E. Application procedures and deadlines.

The experimenter has had some time to apply a few of these recommendations, and has found that a major problem in spreading the program over the four years is that freshmen and sophomores, for the most part, are not really interested in college yet, because as far as they are concerned, it is still too remote a possibility to be influential. Freshmen are still adjusting to high school, and sophomores have just completed the adjustment. Neither group is prepared to deal with the specifics of college preparation at this stage. During these years, therefore, the program should be quite general. The counselor should concentrate on helping students make a realistic appraisal of themselves, and work with the parents on the specifics of college pre-planning. In view of the fact that no two school populations are ever the same from year to year, adjustments and adjusting will have to be continuous.

In closing, one might say that the accent on college preparation at Stanbrook Hall does not mean that the school is ignoring the fact that there may be students whose future plans do not include college as a possibility. These students are definitely a minority at Stanbrook Hall, but every effort is made to assist these students with their plans through counseling and guidance.

APPENDIX

A

Letter addressed to members of the experimental group.

Dear Senior,

Attached to this note is a questionnaire pertaining to the College Prep Program which was initiated this year, consisting of group sessions, individual counseling, parent sessions, career talks, parent-counselor sessions, and information pertaining to colleges, etc. In order to evaluate this program, we are running a comparative survey of your group with a group graduated from Stanbrook Hall two years ago. The information on the questionnaire will be most valuable to us in making this comparison. It should not take you very long to complete it.

Thank you very much for your cooperation!

Sister Enid
Counselor

B

Letter accompanying the questionnaire sent to the members of the 1962 class

Stanbrook Hall
Duluth
Minnesota

Dear _____:

Will you please do me a favor?

I am making a survey of the opinions and ideas of the 1962 class in regard to Stanbrook Hall's College-Preparation program. The information which only you can provide as a former student and post-graduate will be most helpful. To be of any value at all statistically, it is important that we have a return of all the questionnaires. So, please!

Your assistance will surely be appreciated. Please fill out the attached questionnaire and return it to me in the enclosed envelope as soon as possible--and not later than June 14.

Thank you so much!

Sincerely yours,

Sister M. Enid, O.S.B.
Counselor

C

Stanbrook Hall High School
Duluth, Minnesota
April 17, 1964

Dear Parents:

In an effort to facilitate the college plans of next year's seniors, we would like to meet with you, their parents, to acquaint you with the current college admission procedures. Many of the steps leading up to applying for admission should be made before school begins next fall. Some schools close admissions as early as December, January, or February. College aptitude tests, school records, rank in class, financial aids are a few of the topics which we will discuss. Knowledge can save time, money and unnecessary frustration for students and parents.

We hope that you will be able to attend one of the two sessions scheduled.

Sincerely yours,

Sister M. Enid, O.S.B.
Counselor

Time: 7:45 p.m.

Place: Stanbrook Hall

Dates: Wednesday, April 29
Saturday, May 2

D

Stanbrook Hall High School

Interview

Dear _____

I have scheduled you for the following day and time. If for some reason you are unable to make it at the time indicated, please feel free to call me and we will change it. My office is on third floor, room 316. I am looking forward to seeing you.

Sincerely yours,

Sister M. Enid, O.S.B.
Counselor

Month _____

Day _____

Date _____

Time _____

F

7. The information received pertaining to careers during high school was:

Very adequate	Moderately Adequate	Somewhat Adequate	Not too Adequate	Not at all Adequate
---------------	---------------------	-------------------	------------------	---------------------

Comment:

8. You felt the need to discuss and formulate college plans with a qualified person during high school.

Very much	Moderately	Somewhat	Not much	Not at all
-----------	------------	----------	----------	------------

Comment:

9. You are satisfied that you have made the best college choice possible.

Very Satisfied	Moderately Satisfied	Somewhat Satisfied	Not too Satisfied	Not at all Satisfied
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Comment:

10. You took advantage of opportunities to discuss your plans with a qualified person during high school.

Very often	Frequently	Sometimes	Not often	Not at all
------------	------------	-----------	-----------	------------

Comment:

Part II FOR THE FOLLOWING ITEMS, CHECK IN BOTH COLUMNS ACCORDING TO DIRECTIONS.

- In column one, check () those items which you feel should be included in the guidance program of a high school.
- In column two, check () those items which you feel were not included in the guidance program of Stanbrook Hall.

	Column I	Column II
Use and limitations of tests		
College requirements: tests, dates, etc.		
Financial aids available:		
Scholarships		
Loans		
Grants		
Tuition Plans		
Part-time work		
Student Service		
Criteria by which to judge a college		
What to expect that first year of college		
Career information		
Assistance in making a personality appraisal of self		
Pros and Cons of the various types of colleges		
Counselor-student sessions		
Parent-Counselor-Student sessions		
Parent Group sessions regarding college planning		

G

Part III

In order of preference, number two items that influenced you most in your choice of a college. (Number 1 and 2)

Location _____	Women's college _____
Financial considerations _____	Religion _____
Social possibilities _____	Prestige of the school _____
Strength of the department _____	Your school record _____
in which you hope to major _____	Others (indicate) _____
Library facilities _____	_____
Co-ed school _____	_____

Part IV 1962

The following information was provided by you for your records when you were a junior at Stanbrook Hall:

Career Interest _____
College Choice _____

PLEASE ANSWER THE FOLLOWING QUESTIONS IN REGARD TO THIS INFORMATION:

1. Did you attend the college you indicated above? Yes ___ No ___
2. If "Yes" do you intend to return to this college next fall? Yes ___ No ___
3. If "No" would you check your reasons for not returning?
 - a. Financial reasons _____
 - b. Realization that college is not what you want _____
 - c. Marriage plans _____
 - d. Low grades _____
 - e. Changing schools _____
 - f. Other reasons _____
4. Would you change schools if you were financially able to do so? Yes ___ No ___
5. Have you pursued the interest indicated above? Yes ___ No ___

Comment: _____

Thank you very much for your cooperation.

Sincerely,

Sister M. Enid, O.S.B.
Counselor, Stanbrook Hall

H

Part IV 1964

The following information was provided by you for our records when you were a junior at Stanbrook Hall.

1. College choice: _____

2. Career Interest _____

PLEASE ANSWER THE FOLLOWING QUESTIONS IN REGARD TO THIS INFORMATION:

1. Do you still intend to go to this college? Yes _____ No _____

2. If "No" would you check the reason you changed your mind?

a. Financial reasons

b. Realization that college is not what you want

c. Marriage plans in the near future

d. Low grades

e. You are entering a special program (LPN, X-Ray, etc) _____

f. You are going to a business school _____

g. Other reasons _____

3. Has the COLLEGE PREP program influenced you in regard to your post-graduate plans? (Please check along the scale line.)

_____/_____/_____/_____/_____
Very much Moderately Somewhat Not much Not at all

Comment:

4. Do you feel that the COLLEGE PREP group sessions should be required for: (Circle the groups you feel would benefit.)

Freshmen

Sophomores

Juniors

Seniors

5. Will you check any of the following statements which you feel pertain to the COLLEGE PREP program?

More group sessions needed _____

Fewer group sessions needed _____

More discussions needed _____

Fewer discussions needed _____

More individual sessions needed _____

Fewer individual sessions needed _____

6. What were to you some strong points of the COLLEGE PREP program?

7. What to you were some weak points of the COLLEGE PREP program?

Comments:

Thank you for your cooperation.
Sister Enid, Counselor

1964 Class Comments on the CP Program

1. I probably could have benefited more from this program if I had taken advantage of more of the group sessions.
2. We should have had this help sooner.
3. Very few of us knew anything about college entrance requirements before CP.
4. Test scores meant very little to us before, and we needed, and got some help with these.
5. I always thought financial help was only for the exceptional student before CP.
6. The bulletins and literature provided were most helpful.
7. If high schools don't provide help and information about college, we don't get it. The (name of school) kids were sure jealous of us this year.
8. I would like to know about tuition payments and when they are due.
9. The booklets were really helpful in interpreting our scores. You were good about helping, too. Thanks.
10. We could see you any time we wanted. That was nice....for us.
11. Bulletins alone don't help the student much, so high schools should provide the help we got.
- 1
12. For the first time since 9th grade, I wasn't afraid to think about my plans for college.
13. Test interpretations were sure helpful.
14. I made use of sessions with you (counselor) plenty often; whenever I wanted or needed to.
15. As a result of this program, I feel I know a great deal about the financial aid programs available.
16. My scores were interpreted honestly, and laid right on the line. I felt I knew where I stood in regard to everyone else who took those tests. (Not so good)
17. Career talks were excellent.
18. I felt quite a need to discuss with someone because I was concerned about my scores and how colleges would view them.

J

19. I'm satisfied with my college choice, and feel I have pretty adequate information about it.
20. I took advantage of opportunities to discuss plans and problems often, maybe too often, because I used a lot of your time. Thanks.
21. The sooner the Frosh start planning for college, the better. They should get "hep" fast.
22. I think this type of program is a vital necessity, especially since we have the opportunity of completing an education. I'm sure future classes will appreciate this as much as we did, and as I did as an individual.
23. CP didn't change me any, but it deepened my interests, and understanding.
24. I am as satisfied as one can be in regards to the future and college.
25. We probably have a larger number of alumni at Catholic colleges if this type of guidance had been available to Stanbrook earlier.
26. You (counselor) were never free when I was, so I never saw you as often as I would have liked. Only when you got me out of class once, and in the beginning of school once.
27. My parents chose my college for me, so this program of preparing me for a choice was a waste as far as I was concerned.
28. I don't think the program had any strong or weak points, if that is possible, but I appreciated all the help though.
29. I found a college with which I am completely satisfied with scholarship possibilities which will enable me to finance my education-- thanks to you.
30. Good idea to start this sooner than the senior year.
31. I applied to 4 highly competitive colleges last summer, and had no idea that they were so competitive until almost too late--and I was rejected by all of them. We made it though, didn't we? Thanks!
32. This was the first year we actually had real counseling. Thank you!
33. Since this is a college preop school, a program such as this is essential. Parents or college friends may be biased or ignorant of vital info about colleges, and an experienced person is essential here. We were lucky!
34. If it was not for high school guidance many would remain undecided and perhaps never go to college when they really should.

K

35. Bulletins, films and talks were adequate and instructive.
36. The counselor was always available and easy to talk to.
37. I was grateful to have my scores interpreted.
38. College is a big step and some are pretty uncertain about many things unless help is given.
39. I made my choice before this program began, but it was still a good program for others.
40. Too bad you weren't here before our senior year!
41. Perhaps we will be better able to relate our problems after we have had some college. Thanks for all the help, Sister. It is deeply appreciated.
42. It is vital that Stanbrook Hall provide college information and help especially for students with as much potential as most of our students have. It adds to the perspective of the school.
43. We were exposed to a variety of conditions we might meet in college and may now be able to cope with problems which arise better.
44. Test interpretations inspired me to work to my potential.
45. The counselor was available to anyone and always.
46. I feel a little more direct contact would be good, but since this was the first year, the program was terrific.
47. Many of my problems about college still remain, but no one can help those but my parents.
48. Thank you for all your time. You beneficially aided many people.
49. If a person is interested, she will find out about college, and such a program is not too worthwhile.
50. My questions never seemed to be answered.
51. I was a new student here and this is the first year I ever had any college prep help. Do you know I almost had decided not to go? Then...
52. The counselor was there for those who wanted to see her, and I am pretty sure she found a way to help those who were afraid to come for needed help.
53. It should be stressed that it is hard to get into a college away from home unless you are really a good student.
54. The program should definitely be continued.

K

55. I am glad I had a chance to take this course even though I am not strictly going to "college," but business u.
56. Juniors need group sessions, but seniors should be ready to sit down and discuss realistic plans individually.
57. Not knowing the possibilities for scholarship aid until my senior year, I made plans to go to (name of school). The importance of College Prep for those choosing a college is highly commendable. Good luck and keep up the good work.
58. My ideas were clarified, but not changed by this program.
59. My first interview was the turning point in my life.
60. This program is the best thing that could have happened to Stanbrook. High school students need plenty of help with their plans for the future. Our deepest thanks.

1962 Class Comments on the CP Program

1. I think it better to concentrate on preparing girls as competent and secure individuals, rather than illuminating the benefits of specific colleges.
2. Tests should be interpreted on the state and nationwide norms so a student knows her competition.
3. Information should be provided during the first years of high school so choices can be realistically made as seniors.
4. The summer after high school I had some experience in the field which made me realize the aggressiveness of the field (journalism) which changed my mind.
5. I was very confused in regards to my future plans upon graduating from high school and could have used the help you are giving now.
6. I pursued my major after two long years of indecisiveness and credit loss.
7. There was no qualified person to talk to about my plans or ideas in high school.
8. I floundered for 1 1/2 years before going to college, partially because I got no help.

L

9. I am grateful for all I learned at Stanbrook educationally and personally.
10. The excuse that a student's feelings will be hurt is not a valid reason for shading facts.
11. Any financial help information I received was of miscellaneous nature and not too helpful.
12. I am still undecided and more help would have remedied the situation.
13. My decisions are the result of circumstances and other's judgments.
14. I am very satisfied with plans as they turned out for me.
15. I was able to get a job with advancement possibilities so I did not go to college.
16. I went to a state college one year, got a job and am now continuing in night school.
17. Some people have an idea about what they want, but a talk with someone qualified to help would be welcome.
18. Information was in books, but I think many people fail to read the information and should have access to the material in other forms. Besides, discussions and having someone to talk things over with are different.
19. I never really bothered to look into the college situation much; just applied where I was sure I could get in.
20. I found I was not qualified for the degree program in nursing so I switched to LPN in my second year.
21. I think each girl should be made aware of persons and places she can contact to locate material about careers because it is impossible to provide information for every interest.
22. I feel that the stress on taking solids is overdone. My outside interests influenced my choice of major more than any class I took in high school. Home Ec and Art were always placed second--if you could get them in.
23. I wish I had attended a Catholic co-ed college instead of a public co-ed.
24. Keep up the good, it sure is necessary.
25. I found I was not suited for the major I had in mind but then I did not know anything about it really.
26. Test interpretations give one incentive to take tests. It's no good never hearing anything but the scores. Who knows what they mean?

M

27. Information about college is usually aimed at people who go away (can afford) to school.
28. Interested students don't have to have classes or counseling; just two eyes for reading. The material is there.
29. Comparative costs of public education and private are so different that those who can't afford private might just as well not think about it.
30. Information and counseling should begin with freshmen.
31. I would be more than happy to come to Stanbrook to speak to juniors and seniors about my college, a school which many Duluth girls do not know much about.
32. Test interpretations should begin to be given early so a student will be able to understand his abilities and personality better.
33. There was no qualified person to talk to about college preparation except the principal and she had plenth of other things to do.
34. The only time any score was explained to me was at the end of my senior year.
35. We obtained our own career information. It would have been helpful to have had the information presented this year.
36. I am still uncertain about whether or not to be a religious. I greatly feel the lack of some qualified person to talk to, and still do.
37. There were plenty of college bulletins around, but these don't give sufficient information.
38. Interpretation of test scores is a must if a student is to understand them.
39. College seemed like the thing to do in my senior year. Unless one has a goal, it can be disastrous. Purpose is important. Indecisive people should not be pressured, only helped to develop some positive purpose. I know what it feels like to drift--and I didn't like it.
40. We needed a counselor as seniors, because college is more real then.
41. I think you should prepare the girls more for the scholastic problems they may meet than the social. Also, I would suggest that a girl take a general liberal arts course the first year until she can adjust and get acquainted with college and courses.
42. We had one interview during high school about the careers we were interested in; that was all. Tests were interpreted, though.

N

43. The only thing we heard about college was the date to take the entrance exam.
44. I never heard about my test scores. Some did and some didn't; I didn't.
45. When I said I was going to a state college instead of a Catholic one, I was left alone.
46. I never knew and still don't know about financial aids, but I'm looking.
47. Every year we were advised about courses we should take as college preparation and this was excellent. However, I never did get to take typing and I sure wish I had.
48. I never had a chance to talk to a qualified person about my college plans
49. College information should be given in group meetings and not just posted.

Chi-Square Calculations

college choice

80

0

Formula:

$$\chi^2 = \sum \frac{(O - E - 0.5)^2}{E}$$

class	changed	unchanged	
1962	22	36	58
1964	39	20	59
	61	56	117

$$\frac{61}{117} = 52.1\%$$

$$\frac{56}{117} = 47.9\%$$

(E)

$$52.1\% \text{ of } 58 = 30.2$$

$$52.1\% \text{ of } 59 = 30.7$$

$$58 - 30.2 = 27.8$$

$$59 - 30.7 = 28.3$$

$$\frac{(30.2 - 22 - 0.5)^2}{30.2} + \frac{(27.8 - 36 - 0.5)^2}{27.8} + \frac{(30.7 - 39 - 0.5)^2}{30.7} + \frac{(28.3 - 20 - 0.5)^2}{28.3}$$

$$\frac{(7.7)^2}{30.2} + \frac{(7.7)^2}{27.8} + \frac{(7.7)^2}{30.7} + \frac{(7.7)^2}{28.3} = 1.96 + 2.13 + 1.92 + 2.10 = 8.11$$

$$\chi^2 = 8.11$$

$$8.11 > 6.64 (1\%)$$

Reject Hypothesis 1

Chi-Square Calculations

Interest
Preferences

Formula:

$$\chi^2 = \sum \frac{(|O - E| - 0.5)^2}{E}$$

class	changed	unchanged	
1962	27.8	30.2	
	21	37	58
1964	28.3	30.7	
	35	24	59
	56	61	117

$$\frac{56}{117} = 47.99\%$$

$$\frac{61}{117} = 52.19\%$$

$$47.99\% \text{ of } 58 = 27.8 \quad (E)$$

$$47.99\% \text{ of } 59 = 28.3$$

$$58 - 27.8 = 30.2$$

$$59 - 28.3 = 30.7$$

$$\frac{(|27.8 - 21| - 0.5)^2}{27.8} + \frac{(|30.2 - 37| - 0.5)^2}{30.2} + \frac{(|28.3 - 35| - 0.5)^2}{28.3} + \frac{(|30.7 - 24| - 0.5)^2}{30.7} =$$

$$\frac{(6.3)^2}{27.8} + \frac{(6.3)^2}{30.2} + \frac{(6.2)^2}{28.3} + \frac{(6.2)^2}{30.7} = 5.3 = \chi^2$$

$$5.3 < 6.64 > 3.84$$

t-test

Q

1964

X	x	$\sum x^2 = 12232$
290	+38.8	
255	+3.8	
277	+25.8	
249	-2.2	
198	-53.2	
260	+8.8	
241	-10.2	
301	+49.8	
257	+5.8	
184	-5.8	
<u>$\sum X = 2512$</u>	<u>$\sum x = 0.0$</u>	

1962

X	x	$\sum x^2 = 16065$
252	+66.3	
156	-29.7	
238	+52.3	
150	-35.7	
130	-55.7	
200	+14.3	
162	-23.7	
212	+26.3	
211	+25.3	
146	-39.7	
<u>$\sum X = 1857$</u>	<u>$\sum x = 0.0$</u>	

$$M = \frac{\sum x}{N} = \frac{2512}{10} = 251.2$$

$$\sigma = \sqrt{\frac{34.97}{1223.2}}$$

$$\sigma_M = \frac{\sigma}{\sqrt{N-1}} = \frac{34.91}{\sqrt{10-1}} = 11.66$$

$$M = \frac{\sum x}{N} = \frac{185.7}{10} = 185.7$$

$$\sigma = \sqrt{\frac{40.70}{1606.5}}$$

$$\sigma_M = \frac{40.70}{\sqrt{10-1}} = 13.57$$

$$\sigma_{diff} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2} = \sqrt{11.66^2 + 13.57^2} = 3.93$$

$$t = \frac{M_1 - M_2}{\sigma_{diff}} = \frac{251.2 - 185.7}{3.93} = 16.41$$

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