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ABSTRACT

This issue of a monthly publication directed toward practicing counselors focuses on practical applications for counselors of Hollands' Classification of Occupations. Also featured is a discussion on counselor tasks and responsibilities in the utilization of support personnel. Regular topics covered include recent research findings, and news of general interest to counselors. (CJ)

communique

June, 1973 resources for practicing counselors Vol. 2, No. 9

Practical Applications of the Holland Occupational Classification in Counseling

by Samuel T. Helms

Communique described the **Self-Directed Search** *in volume 2, number 5. This information is based on the Holland Occupational Classification System. Basically, Holland assumes that there are six major orientations one might take toward work—conventional (office and clerical occupations); enterprising (managerial and sales occupations); realistic (skilled trades, technical, and some service occupations); investigative (scientific and some technical occupations); artistic (artistic, musical, and literary occupations); and social (social welfare and educational occupations). From these six basic orientations, three-letter codes have been developed to classify all of the common occupations in the United States according to the orientations reflected in each. The following article by Samuel T. Helms discusses the areas within the counseling field where the Holland Occupational Classification can be practically applied: (1) the organization of occupational information, (2) the interpretation of work histories, and (3) the exploration of occupations. Examples are provided of the possible applications in each area.*

"Guide to Self Directed Career Program, A Practical and Inexpensive Vocational Guidance System." ED 064 496

Every year reams of occupational literature are written, published, and disseminated. It arrives in the counselor's office in various forms—booklets, pamphlets, leaflets, brieflets, and so on. How, then, can all this literature be organized so that counselors, clients, and students can use it productively?

Holland's classification demonstrates that occupations may be organized into homogeneous groups based on their psychological similarities. Furthermore, these homogeneous groups are interrelated. It makes sense, then, to consider organizing this mass of occupational information in the same manner—that is, grouping the *literature* about occupations in the same way that the occupations themselves have been grouped.

To implement this idea, the first step is to obtain an alphabetized listing of the occupations in Holland's classification, complete with assigned codes. (This listing is available in the Counselor's Manual for the Self-Directed Search). Using the list, the proper code may be assigned to each piece of information. Next, some bookcases can be placed in a high traffic area. One shelf may be assigned to each of the six major occupational categories—RIASEC. Each shelf could contain file boxes for the literature. The boxes could be labeled with two-letter codes indicating the primary and secondary characteristics of the occupations within that category. For example, the "Investigative" shelf would hold separate boxes labeled **IR, IA, IS, IE & IC.** An additional box, simply labeled **I,** could accommodate publications that discuss several different **I** occupations or that discuss broad **I** topics, such as "Careers in Science."

Also In This Issue

In high schools and colleges, financial aid and scholarship information, which is career-specific, may be similarly coded and filed. Likewise, directories of accredited institutions offering career programs may be included in the boxes. For instance, lists of schools offering nursing degrees and information about them would be found in the **SI** box. In employment and rehabilitation agencies, information on approved training facilities, MDTA programs, apprenticeships and on-the-job training opportunities would be coded and filed with the occupational literature.

The alphabetical list of occupations and corresponding codes should be available to all students, thereby accommodating those who are seeking information about specific occupations. For these people, there are two added advantages: first, exposure to literature describing occupations that are psychologically related to the original one of interest; and second, possible discovery of jobs not previously considered.

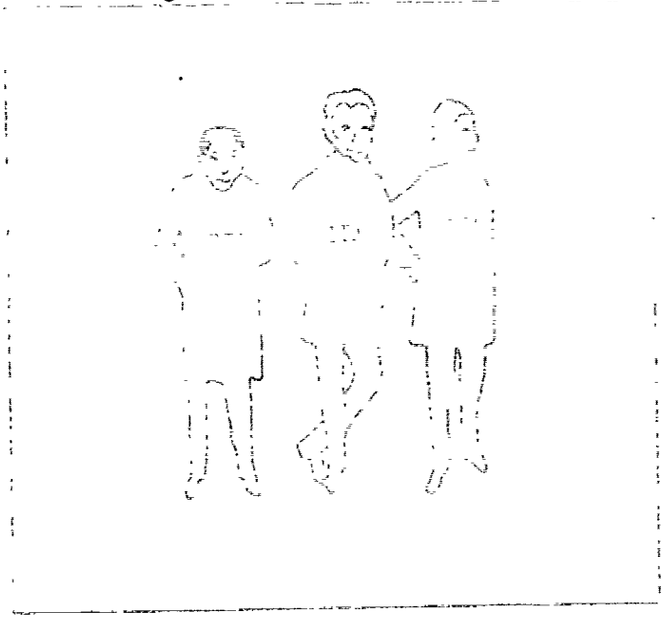
The complexity of organizing occupational information according to the Holland classification will, of course, depend on the amount of space available; the number of filing cabinets, bookcases, or shelves on hand; the size of one's collection of literature, and the time that may be devoted to the task. The use of two-letter codes on file boxes will save space, because a greater number of occupations may be grouped together. However, it would seem reasonable to employ three-letter coding for certain large categories; for example, the **RI** group may be too cumbersome and better organized into **RIA, RIS, RIE, & RIC.**

Some commercially available vocational guidance materials are quite easily organized according to the classification—namely, the Science Research Associate's 400 Occupational Briefs and the Krumboltz Job Experience Kits. Both of these have already been assigned appropriate codes, which can be found in the publication, *A Guide to the Self-Directed Career Program*. The Career Summaries, published by Career, Inc., also lend themselves to easy classification. This organizational system allows easy access and use of occupational information for counselors, clients, and students.

Another practical use of the classification is that it helps the counselor interpret adult work-histories.

Each letter of an occupational code provides a clue to understanding the nature of a work environment. For instance, let's look at the group of occupations coded **SEC.** **S** represents environments that primarily require, stimulate, and reinforce interpersonal contacts and relationships—cooperation, social skills, and helping and understanding others. The second letter, **E**, represents an environment that stimulates the person to engage in activities such as selling, or leading others; rewards the person for displaying enterprising values and goods such as money, power and status; and encourages the person to see himself as aggressive, popular, self-confident, responsible. The **C** component of the environment is third in importance. The environmental demands and rewards are for systematic manipulation of data such as records and files; operating business and data processing machines, conforming and orderly behavior; and practicability.

The *code*, then, conveys much more information about the prominent characteristics of work environments than occupational titles alone. From an occupation's code one can better understand what it would be like to work in the occupation. For example, if a counselor sees that a person has worked as a dormitory director, a job analyst, and a bartender, this list of titles reveals little. Noting from the classification that these are all **SEC** jobs, however, the counselor gets a more complete understanding of the occupational environments the person has experienced.



Elaborating on this idea, a counselor could take a work history composed of three or four occupational titles, find the three-letter codes for each, combine them, and obtain one three-letter summary code for the work history. The procedure for summarizing codes is this. Each time a letter appears in the first position, it receives a score of three; each time it appears in the second position, it receives a score of two; and each time it appears in the third position, it receives a score of one. By simple addition, the totals for each letter can be calculated and rank ordered with the three highest letters constituting the three-letter summary code for those occupations. The work-history summary code could provide some clues to the nature of the overall occupational environment represented by the three or four titles. This puts the counselor in a position to provide appropriate vocational guidance in accordance with whether the person's work-history has been a satisfactory one or a dissatisfactory one.

First, let's assume that the person is dissatisfied with his previous jobs—he did not like any of them. His work-history summary code, then, represents components of work environments that are incongruent and incompatible for that individual. The counselor can evaluate new career alternatives for this person in terms of the absence or presence of these incongruent environmental components. That is, occupations whose codes do *not* contain *any* of the letters appearing in the dissatisfactory work-history summary code might be considered first. Examining the separate codes for the job changes might show that the person has been moving from one incongruent environment to another.

As an example of how useful the work-history summary code can be, take the individual who has worked as a mechanic, plumber, electronics technician, and instrument repairman. These occupations are coded **RIE, RIE, IRE,** and **IRC.** If this person is dissatisfied with his work history, the counselor can suggest that he explore occupations that have no **R, I,** or **E** com-

ponents—that is, he should explore the **S, A** and **C** occupational categories.

If the person feels that his work history has been *satisfactory*, then the work-history code represents *congruent* work environments for him. The summary code could then be used to identify other jobs where the work environment is similar to those experienced in the past. This may be important if a person incurs a disability which precludes returning to his former job. The summary code obtained from his prior satisfactory work-history would provide a tool for the rehabilitation counselor to identify groups of occupations with similar work-environment characteristics. Each occupation thus identified would then be evaluated in terms of the limitations imposed by the disability. The basic idea is to *minimize* the stress of adjusting to a new job by identifying new work environments similar to pre-disability occupational environments, thereby allowing more time, effort, and psychic energy for adjusting to the disability itself.

The satisfactory work-history code may also be useful in counseling the person who, in spite of general satisfaction with his previous work, feels that he is, perhaps, not advancing quickly enough or not utilizing the full range of his talents. The occupational classification would point to similarly-coded occupations, some of which may provide greater opportunity for advancement.

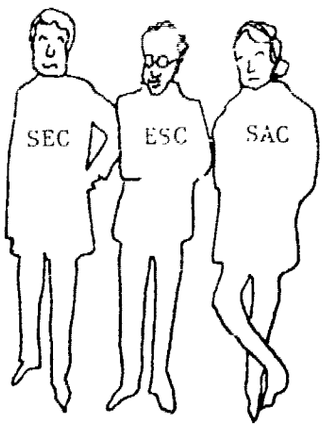
The third practical application of the Holland classification system is that counselors may use it simultaneously as a tool *and* a framework for developing an occupational exploration plan with a student or client.

Exploration might begin by identifying those occupations that are most congruent with the client's personality type; that is, ones closely in line with his competencies, self-estimates, and preferences for selected activities. Groups of congruent occupations may be identified by summarizing the codes obtained from various sources including interest inventories, vocational aspirations, college majors, avocational activities, and actual satisfactory work experiences. The technique for summarizing these codes is the same as for summarizing work-history codes, as explained previously.

Let us assume that a three-letter summary code of **ESC** has been derived from the above sources. Obviously, all occupations listed under **ESC** in the classification would constitute a first-priority list of exploration, along with all other occupations having **ES** and **EC** as their first two letters. This list would provide a person with some tangible direction in searching the career literature. It would give him a "handle" to begin his exploration and would make this activity more efficient and productive.

If, for various reasons, this first list of occupations is not productive or the person is interested in expanding his career alternatives, a second list may be generated by reversing the first and second letters of the code—in other words, **SEC** instead of **ESC**. All occupations coded **SEC**, along with those having **SE** and **SC** as their first two letters, would constitute the second list. Finally, to develop additional alternatives, a third list could be generated by placing the third letter first and reversing the first and second letters.

Taken together, the three lists will provide a large number of occupations to explore, but it is unlikely that many clients would require or use all three. Theoretically, at least, a person with a consistent and well-differentiated code may expect to find, from his first list, a cluster of congruent and appealing occupations that will provide reasonable outlets for expression of his personality.



At the other extreme, however, is the person whose code is undifferentiated and inconsistent. Undifferentiated means the person has a relatively flat personality profile; inconsistent means he resembles personality types which are themselves quite different, such as Conventional and Artistic or Enterprising and Investigative. In this case, it may be advisable to generate and use all three lists Perhaps other interventions such as therapeutic counseling may be indicated.

One approach for clients with undifferentiated codes might be to provide them with literature or expose them to simulated or real-life experiences that are *contrasting* in nature—that is, representative of opposed occupational categories. The contrasting pairs would be Realistic with Social, Artistic with Conventional, and Investigative with Enterprising. Exposure to these contrasting experiences might help the person to determine his main competencies and interests. For example, if a client is exposed to a Realistic experience (such as running a drill press), then exposed to a Social experience (such as helping a child with a homework assignment); he should be able to determine which experience he enjoys most and does best. By also offering contrasting experiences for **I** vs. **E** and **A** vs. **C**, three occupational categories can be eliminated and the remaining three used to form a three-letter code from which the three occupational lists can be generated. Exploration of these lists can then proceed. In this case, then, the occupational classification first provides a way to help the person differentiate his interests and abilities, then provides the framework for his occupational explorations.

In conclusion, three ideas for using the classification have been set forth: *first*, organizing career information; *second*, interpreting work histories; and *third*, conducting occupational explorations. As these three applications are comprehended, other applications of the system may become evident, such as clustering career education programs and experiences, conducting vocational evaluations based on work samples in rehabilitation centers, and facilitating the relationship of course-content of academic subjects to career alternatives. ■

VIBRATIONS

Work Outlook "Tight" for College Grads

Projected job openings for college graduates in the decade of the 70's will number about 9.6 million, which includes both growth and replacement. New college graduates are expected to number 9.2 million, while re-entrants, delayed entrants, or immigrants will raise the supply to 9.8 million, greater than the demand, and thus creating a tight labor situation for the college graduate. This somewhat bleak report was issued recently by the US Department of Labor. However, the Labor Bureau stresses that the professional and technical areas, those requiring the most educational preparation, will continue fast growth, increasing by 50% by 1980. Service occupations will show a 45% growth. The Bureau also reports that by 1980, for the first time, there will be as many professional and technical workers as blue-collar employees. Yet, there will be as many good jobs in the economy requiring no more than a high school education: 15 million in operative jobs; 17 million in clerical work, the largest occupational group. Jobs in craft skills will be increasingly well rewarded financially, reflecting a continuing need for highly skilled workers. For further information on this report, write US Department of Labor, Bureau of Statistics, 1515 Broadway, New York, NY 10036.

Student Search Service To Continue

The College Entrance Examination Board's Student Search Service will again be offered to high school juniors who have taken the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test. Students who grant permission to have the information obtained from these tests reported to participating institutions will be contacted by colleges looking for special categories of students. This service is particularly useful for students who might not be aware of specialized programs offered at many colleges across the country. The service is free for students and further information can be obtained by writing the College Entrance Examination Board, 888 Seventh Avenue, New York, N.Y. 10019.

Financial Aid Service Now in Operation for Graduate Students

Spiraling costs of graduate study over the past decade parallel those of undergraduate education. Each tuition increase swells the ranks of candidates for graduate study seeking financial aid. Students from low socioeconomic brackets and minority groups find that they can take advantage of educational opportunities opening up to them only if they also receive financial help. The needs have resulted in a proliferation of multiple forms and paper work for students and schools. A new service administered by Educational Testing Service is now providing a simpler central processing method for applications of students seeking financial aid at the graduate level. In June 1971, ETS and the College Entrance Examination Board sponsored an Invitational Conference on Financial Aid in Graduate and Professional Schools, to explore problems of applicant needs and the collection of information. A result of this meeting was the establishment in November, 1971 of the Graduate and Professional Financial Aid Council to direct policy for the Graduate and Professional School Financial Aid Service (already known familiarly to its users and administrators as "GAPSFAS"). There is no charge to participating institutions. Each applicant pays $4.00 for initial application processing and a report to the first school designated, plus $1.50 for each additional report requested at the time application is made.

Detailed information about the Service may be obtained from: Graduate and Professional School Financial Aid Service, Box 2614, Princeton, N.J. 08540.

APGA Releases Position Paper on Gov't. Relations

Earlier this year at the APGA National Convention in San Diego, the Federal Relations Committee developed a position paper on government relations for the American Personnel and Guidance Assn. This paper was presented both to the APGA Board of Directors and the APGA Senate. The resulting Senate action relative to this position paper was as follows: The Senate voted to accept the report from the Governmental Relations Committee as a top priority, and that appropriate funds will be determined after study by the Board of Directors.

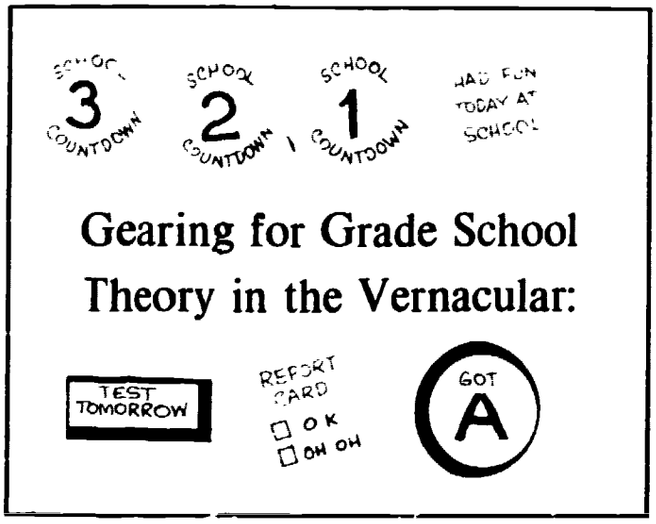
The major recommendations of this paper include:

1. A renaming of the Federal Relations Committee to the Governmental Relations Committee, and the reconstitution of the Committee so as to provide better regional and divisional representation on said Committee;
2. A strategy for action for the Association in the area of government relations;
3. The continuation of the APGA Legislative Internship program;
4. A proposal for a restructured budget coupled with a set of behaviorally developed goals for APGA's government relations program.

Copies can be obtained by writing the National APGA Headquarters, 1607 New Hampshire Ave., N.W., Washington, DC 20009.

Testing Under the Gun!

A leading testing expert calls the I.Q. and grade equivalency scores used in most public schools as measures of student potential and performance "psychological and statistical monstrosities." Dr. Henry S. Dyer, vice president of the Educational Testing Service recently told an educational accountability conference in Washington, DC that the scores from these tests were "the most convenient devices ever invented to lead people into misinterpretation of students' test results." His remarks placed a cloud over the most common means of assessing student performance in this country. Test results have helped to decide which students are "fast" or "slow," which programs of study students should enter, and what teachers should expect in student performance.



In recent years the guidance and counseling function at the elementary school level has come into focus. In the past, public school guidance programs were primarily limited to the junior and senior high school level. Historically, the guidance function in the schools has not been viewed as a developmental process beginning at the elementary level and proceeding throughout the total twelve-year period of public education. However, today, counselor educators as well as pupil personnel directors are gearing up their programs and activities to place new priorities in the area of elementary guidance. With this new thrust toward greater emphasis on guidance at the elementary level comes the very obvious problem of adequately preparing new counselors to function in a relevant manner within the elementary setting. In addition, problems facing the elementary counselor include those of expanded role expectations and definition, and a widening in the varieties of activities that his/her work requires.

In a past issue of *Communique*, the counselor as consultant to teachers was discussed as a major role and responsibility for the elementary counselor. As a follow-up to this article, we would like to describe another area in which the elementary counselor can identify a new role as well as an additional counseling "tool."

The use of nonprofessional help in the elementary guidance program is rapidly becoming a major avenue for increasing the effectiveness of the counseling function within the elementary setting. Programs that utilize support personnel are based on the rationale that large numbers of children are in need of a stable supportive adult to assist them in deriving as much meaning as possible from their educational experience. Since the counselor-student ratio in most schools is quite large, this limits the time a counselor can spend with individual students over an extended period of time. The use of noncredentialed counselors greatly enhances the opportunity for pupils to interact with adults. In addition to freeing the counselor's time to participate in a variety of other relevant activities, the use of support personnel requires that the counselor assume the role of program coordinator and supervisor. A series of very specific tasks and responsibilities can be readily identified in this new role of "coordinator."

1. The counselor must assume the responsibility of creating interest and support for the concept of incorporating lay people into public education. This may require visiting church groups, local service clubs, and telephoning prominent members of the community. (In Auburn, Maine, a pamphlet entitled, "An Auburn Child Needs You" was distributed to special interest groups throughout the community. This pamphlet included such information as the rationale for the program, the nature of volunteer activities, and the address and phone number of the director.)

2. It will be the counselor's task to identify and select support personnel to work within the guidance program. In programs currently utilizing support personnel, two major sources for locating lay counselors have been in the high schools as well as adult members within the community. In selecting support personnel, most programs in operation have found that the most successful helpers are those individuals who possess: (a) a sincere desire to be a part of the program and to be of service to a child; (b) a sense of humor; (c) understanding and acceptance of children; (d) enthusiasm; (e) flexibility; and (f) a well-balanced personality.

3. Pre-service and in-service training of helpers is critical and the counselor should play a significant role in providing this specialized training. The Auburn program provides a rather specific set of topics utilized in their in-service monthly meetings with community volunteers. Their training procedures typify the kinds of activities suggested for a relevant in-service program. In general terms, the guidelines suggested by Emory Coven in *Emergency Approaches to Mental Health Problems*, New York: Appleton-Century-Crofts, 1967, formed the basis for their monthly seminars. The sequence of seminar topics is presented below as a guide and frame of reference. Counselors who wish to initiate similar programs may find that different topics and activities are more appropriate for their communities.

Sequence of Seminar Topics
The Auburn Project

1) Classroom observation (Adults visit classes)
2) Development of the normal personality
3) Role of the volunteer
4) The volunteer and the teacher
5) Observation of experienced volunteer
6) Methods of teaching
7) Parent-child relationships
8) Motivation
9) Evaluation—held each May

General Objectives
To provide the adult with an overview and program objectives; To allow the adult to view the classroom environment and to introduce teachers as co-workers; To help the adult gain basic concepts of child development; To provide the adult with guidelines for his or her work, To enable adults to understand their role and the teacher's role in the learning process; To provide "new" or inexperienced volunteers with some useful techniques; To help adults develop teaching skills for their academic activities with children; To show the probable influence of the family on the child; To enable the volunteer to understand that children operate at different motivational levels and that love and worth are necessary pre-conditions for learning; To review the year's work and to allow the volunteer to make suggestions for change.

4. School counselors should take the major responsibility for getting lay counselors into the mainstream of guidance activities.
In most elementary schools, the process of providing individual help for a child is viewed as a team effort involving the teachers, administrators, counselor, and mental consultant. Generally, the teacher

initiates the procedure by completing a referral form that provides basic data on the child, including the reason for referral, background information, strengths, and weaknesses, and current level of functioning. If the child seems to need individual help, he or she should be "matched" by the counselor with a volunteer worker. Before meeting with the student, the counselor should discuss the various behavior patterns they might expect from the student, and the rationale behind the selection of the children. Lay counselors should have the opportunity to share their feelings of anticipation and concern. The supervisory counselor should make a special effort to advise the volunteers to structure realistic, but limited goals for each child, stressing that goals would change as the relationship developed. The counselor should stress cooperation between the lay counselor and teacher and encourage active participation and consultation of the instructional staff within the support personnel program. The counselor should further encourage such volunteer activities with students as (a) discussing mutual interest; (b) reading stories aloud; (c) playing games; (d) reviewing and completing school assignments; (e) engaging in arts and crafts; and (f) recording stories on tape recorders.

5. The supervising counselor should place a high priority on establishing specific evaluation and follow-up guidelines. Evaluation techniques used in other on-going programs have included sets of questionnaires designed to obtain evaluations from (1) parents (improved relationships at home); (2) teachers (changes in pupil achievement and behavior patterns); (3) lay counselors (personal feelings both positive and negative); and (4) students (depending upon elementary level—either verbal or written criticisms—regarding their experiences).

While the use of volunteers does not negate the more traditionally conceived role of the counselor, those who organize programs must view their work in a somewhat broader context. Counselors who firmly believe that individual and small group counseling are the prime reasons for their presence in the school may not be able to accept this approach. Others will balk at the screening and matching procedure as a task foreign to their personal philosophy of what constitutes sound guidance practice. Still others may frown on the administrative detail required to launch such a program. The counselor's role in a volunteer program appears to be a logical extension of his consultation activities in that he now becomes a consultant to a large staff of volunteers. He uses his specialized skills and knowledge to help others provide unique relationship activities for children. In addition, he may be able to free more of his time for the large numbers of children who need assistance beyond what the volunteer can provide. His preparation, school experience, and point of view make the counselor the natural organizer and leader of volunteer projects. As the only resident pupil personnel specialist working in the majority of the nation's schools, the counselor must begin to assume the responsibility for discovering new ways to make the educational experience a positive one for as many children as possible. The use of support personnel is a step toward this goal.

Muro, James J. "Community Volunteers: A New Thrust in Guidance." *The Personnel and Guidance Journal*, 49 (2), October 1970, pp. 137-141.

Winter, Wilbur and Arent, R. "The Use of High School Students to Enrich an Elementary Guidance and Counseling Program." *Elementary School Guidance and Counseling*, 3 (3), 1969, pp. 198-205.

Research from the Ivory Tower
(Dissertations)

How much does a client expect of a counselor whose ethnic background is similar or dissimilar to the client's? In a recent study, Harrison investigated this question using 191 unemployed black males and 19 counselors, 6 black and 13 white, in three manpower programs operating in Detroit. His principal findings were: 1) no differences were found in trainees' attitudes toward a white counselor based on age, sex, educational level, and program factors; 2) all trainees initially have positive attitudes toward counseling by a white counselor; 3) trainees shifted to a negative attitude toward white counselors in a post-assessment of attitudes; and 4) trainees assigned to black counselors become more negative and less positive toward white counselors, while trainees assigned to white counselors shifted from their initially positive attitude to an attitude more neutral. Interpretations from the findings were that those trainees with black counselors expected less and perceived that they received more than they anticipated, while those trainees with white counselors expected more and perceived that they received less than they expected from the counseling relationship.

Dissertation Abstracts International, v33 #5 pp. 2102-3-A•

Comment: Apparently the client's expectations of the counselor are more important in determining his satisfaction with the counseling relationship than has previously been recognized. These expectations seem to be critically important when ethnic match is the issue.

Does information about drugs and their use support a decision to continue or to discontinue drug use? Do drug users know more or less than non-users about drugs? Using a representative sample of junior and senior high school students in the Ann Arbor (Michigan) vicinity, Shuman provided evidence to support several statements: (1) the observed use patterns were predominantly casual, infrequent, and often experimental; a substantial number of users of every drug reported discontinuing use spontaneously after few occasions of use; (2) the more often a drug was used, the longer the duration of use, and the more likely the user was committed to continued use in the future; (3) commitment to drug use was often reflected in use of multiple drugs, buying and selling drugs, involvement with drug-using peers, use of drugs in free time, and use of drugs at school; (4) there was a strong relationship between drug information and frequency of past drug use; and (5) drug information can support either a decision

to continue or to discontinue drug use and is not necessarily linked to either decision. More importantly, the decision to discontinue drug use appears to be related to the user's feeling that he has no further need for the particular experience.

Dissertation Abstracts International, v33 #5 pp.2332-B•

Using the Minnesota Multiphasic Personality Inventory (MMPI) and 100 male college students matched one-to-one by age, academic major, and years of education, a recent doctoral investigation found no difference in type of degree of psychopathology between homosexual and heterosexual college men. Using subjects from the University of Oregon and its homophile organization, the study resulted in extreme similarity of the two mean profiles across 15 of the 16 scales of the MMPI. (The sixteenth scale was a measure related to overt homosexuality and, thus, was more salient for the homosexual subjects). More interesting than the main finding of the study were the three interpretations made concerning the psychological status of homosexual adaptation: (1) homosexuality as a clinical state does not exist; its expressive forms are just as varied as those of heterosexuality; (2) homosexuality is not necessarily evidence of or concomitant with psychopathology; and (3) the male homosexual's adjustment is, in part, contingent upon the extent to which his homosexuality is integrated into the matrix of his life experiences.

Dissertation Abstracts International, v33 #5 p.2347-B•

Are college students prejudiced against articles allegedly written by women as opposed to those allegedly written by men? Using 48 male and 48 female General Studies students at Columbia University and four articles, half whose authors are presumed to be men and half to be women, one investigator unexpectedly found a reverse-discrimination effect among males. That is, while only one group of females evaluated the articles by male authors more highly than those by female authors, all males evaluated the female-authored articles more highly than the male-authored ones. To further investigate this finding, the investigator used a different population, 74 males and 125 females from the University of Massachusetts, and manipulated information about the authors (college freshmen or scholars, contest winner or non-winner). The results of the second experiment, while indicating little overt anti-feminine prejudice, did reveal that the subjects evaluated the articles differentially according to the author's accomplishments (i.e., winner or non-winner), regardless of sex.

Dissertation Abstracts International, 33(6) p2790-B•

What major factors influence college students' perceptions of the counselor's role, functions, and personal-professional characteristics? Using survey instruments and 150 undergraduates (mostly white, single females between 18 and 20, with sophomore or junior standing) seeking counselor assistance, this researcher found that the preferred sources of assistance differed for academic and vocational concerns as opposed to personal and social concerns. When concerned about academic and/or vocational matters, the subjects sought help from counselors in student personnel offices, from faculty advisers, and from administrative deans. However, when their concerns were personal and/or social in nature, they sought assistance from their fellow students. Another dissonant finding was that students expected that the counselor would be administratively-oriented and preferred that he or she be student-oriented (i.e., primarily concerned with the individual's personal development and adjustment). The counselor characteristics preferred were two or more years of counseling experience and two or more years of university teaching experience.

Dissertation Abstracts International, 33(7) p3281-82-A•

A recent dissertation investigated the community power structure of Homestead-Florida City, Florida, and drew three potentially important conclusions: (1) that the lack of knowledge by racial counterparts of the power structure in the black and white communities may be a prime factor in the racial problems in the community schools; (2) that the lack of agreement on the priority of community issues may be partly responsible for the community racial problems; and (3) that the gaps in the recognition of the power structure and in the communication between school principals and the community leaders may be factors in the racial strife in the schools and community. Using nine public school principals and forty-three members of the community power structure, identified by the Kimbrough positional-reputational technique, the investigation seemed to justify the following findings: (1) one group of individuals were consistently named as members of the community power structure; (2) black positional-reputational leaders could not identify the white community power structure, nor could whites identify the black community power structure; (3) selected principals could not identify the community power structure, nor did they perceive community issues in the same order of priority as did members of the community power structure, (black or white).

Dissertation Abstracts International, 33(6), p2653-54-A•

Results of a study that compared student husbands and student couples suggests that, while finances and leisure time (or lack of it) were considered problem areas by couples in both categories, the husband-only group viewed all other categories as areas of greater concern than did the couples where both spouses were students. However, when it came to marital adjustment, the couples (particularly the wives) scored significantly lower when both were students. Several variables seemed related to this finding: presence of children (planned and unplanned), interruption of wife's education, employment of wife, length of marriage. The author feels that the "Test to Measure Marital Adjustment" (Burgess et al 1963) may not be applicable to non-traditional marriages such as those involving students who are both career-minded and independent in their thinking.

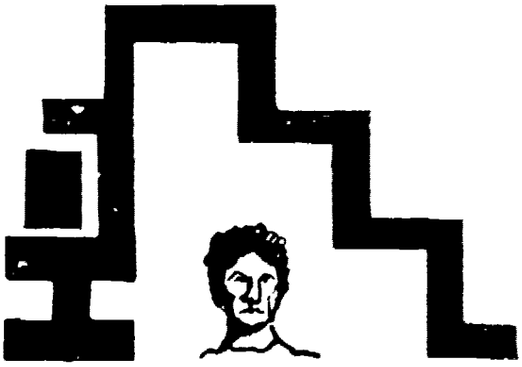
Journal of Marriage and the Family, v35 n1 p33-37•

What's in the book does not always reflect what kind of picture is on the jacket. A study of 628 students in undergraduate and graduate courses in educational psychology showed that both teachers and prospective teachers have serious misconceptions about the relative anxieties of lower-class, inner-city black youngsters and predominantly white middleclass suburban children. The only subgroup in this study with reasonable accuracy in prediction of problem areas were those teachers with experience of 3 years or more in both an inner-city and a suburban school. Undergraduate students from inner-city high schools were also somewhat more accurate than the total population. Those with high GPA's and/or more than 36 hours of psychology were much more inaccurate. The false hypotheses held by the majority of subjects reflected the conception that the inner-city child, living as he does in an anxiety-producing environment, becomes toughened by it and is unlikely to admit his fears. Furthermore, the inner-city child is purported to be unconcerned about school or life and is not seen as likely to manifest symptoms of anxiety similar to those of his middleclass counterpart. Actually, inner-city youngsters, on a previously administered anxiety scale, indicated considerably more concern than was anticipated by the college subjects of this study, and in many cases, inner-city youngsters exhibited far more concern than that exhibited by white suburban youngsters.

***Psychology in the Schools*, 10(1), p.23-32•**

Comment There seem to be two possibilities. (1) potential teachers of inner-city blacks need to be modest achievers with few hours in educational psychology or (2) potential teachers of inner-city blacks need to re-examine their expectations relative to the anxieties of black youngsters in order to promote those socio-educational strategies which will be most reinforcing to these youngsters.

Can a one-year precollege compensatory education program positively increase the academic self-concept of the urban disadvantaged student? According to a study of



a special New York State program for 121 disadvantaged students from the western part of the state, results look promising. Three types of courses were offered: (1) tutorial for those with serious academic deficiencies in specific areas; (2) prebaccalaureate, taught in small groups, for those with some academic deficiencies in specific areas; and (3) regular college courses for those with no specific subject area deficiency. Counseling and extensive financial aid were also provided. To determine the sociopsychological impact made by the program, a self-concept scale of academic ability was administered to the entire class at the start and finish of the school year. Data analysis indicated that the program had a positive effect on the students, and that the effect was greater for blacks than for whites, and for males than females.

***Phi Delta Kappan*, 54(5), p.351•**

Comment Such a program adds a year to a normal college stay, but for those who would not be likely to graduate otherwise it holds good promise

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