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# Analysis of Selected Socio-Political Influences Upon Career Decision-Making of College Freshman

Priscilla Colton-Ewing

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WALDEN UNIVERSITY  
DISSERTATION APPROVAL

ANALYSIS OF SELECTED SOCIO-POLITICAL  
INFLUENCES UPON CAREER DECISION-MAKING OF COLLEGE  
FRESHMEN

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ABSTRACT

ANALYSIS OF SELECTED SOCIO-POLITICAL INFLUENCES  
UPON CAREER DECISION-MAKING OF COLLEGE FRESHMEN

By

Priscilla Colton-Ewing

B.A., University of the Americas, Mexico, 1952

M.A., Loyola University of Los Angeles, 1957



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A Dissertation Submitted in Partial Fulfillment of  
The Requirements for the Degree of  
Doctor of Philosophy

WALDEN UNIVERSITY  
April 1979

## ABSTRACT

This study was conducted to determine whether or not three specific socio-political events influenced freshmen students' career decision-making at Sonoma State University, Rohnert Park, California during the academic years 1968-1974.

The format of the study was established by three descriptive hypotheses:

- 1) Analyze data from student questionnaires and determine whether or not three specified socio-political events influenced a majority or more college freshmen in their career decision-making during the 1968-1974 academic years. The three socio-political events identified were:
  - a) United States' withdrawal from military conflicts (Viet Nam)
  - b) Development of the counter social and values cultures
  - c) Acceleration of student political concerns
- 2) Analyze data from student questionnaires and determine whether or not a majority or more of university freshmen later changed their career decision-making after their initial choice.
- 3) Determine whether or not a majority or more of faculty members were similarly aware of freshmen opinions about the influences of socio-political events upon freshmen career decision-making.

The study sample included 103 freshmen and 56 faculty members and was conducted during the fall, 1974.

It was determined that 86 percent (86) of 103 students were affected by the acceleration of student political concerns. Eighty-four percent (84) of 103 students were affected by withdrawal from military conflicts (Viet Nam). Fifty-one percent (53) of 103 students were affected by the counter social and value culture. The conclusion was that 73 percent (75) students were affected by the impact of the identified socio-political concerns.

Twenty-one of 53 faculty (37.5 percent) were not aware of the influence of the identified socio-political events upon freshmen career decision-making.

Chapters I, II, and III presented the format, review of literature, and research design. Chapters IV and V established the findings and summary.

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## CHAPTER I

### INTRODUCTION TO THE STUDY

Career decision-making is imposed upon youths by parents, educators, and peers. Occasionally, students make their decisions simply to allay the pressure and may, as a result, make wrong and faulty choices. Numerous pressures from various sources affect career choices and goals of freshman college students. These include childhood interests and hobbies, influence of parents and relatives, influence of peers, institutional pressures of the educational system, emulation of a hero model, restriction of geographic areas, "missionary" compulsion and social and political changes.

These socio-political changes are contemporary influences and provide no basis for the student to make valid choices for the future. Often, the choices which are responses to contemporary issues are not satisfying and rewarding to the individual in a matter of a few years. It is necessary, therefore, that career counselors know and implement information about the influences of contemporary socio-political influences.

This study was conducted to determine and investigate three specific socio-political events which influenced

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\*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.

Sonoma State University (California) freshmen in career decision-making during the academic years 1968-1973. Both student and faculty opinions were examined to establish the impact of the following events upon freshmen decision-making about their careers:

- A) United States' withdrawal from military conflicts (Viet Nam)
- B) Development of the counter social and value cultures
- C) Acceleration of student political concerns

College freshmen have been a "captive" research community for years. Because this particular study deals with freshmen as freshmen--rather than as representatives of some larger, more general population--a discussion of the student experience during this decade helped set the stage for the analyses in the following chapters.

Twentieth-century industrialized society contained rites of passage into adulthood as real as those in primitive societies, with significant implications for students' choices and decisions. Each society determined the proper time for its rituals. The age at which one first engaged in a ritual is highly significant and is not always biologically determined. Benedict observed:

The most casual survey of the ways in which different societies have handled adolescence makes one fact inescapable: even in those cultures which have made most of the trait, the age upon which they focus their attention varies over a great range of years. . . . We need rather to know what is identified in different cultures with the beginning of adulthood and their methods of admitting to the new status. Not biological puberty, but what adulthood means in that culture conditions the puberty ceremony (1:36).\*

In most cultures the rite of passage into adulthood was determined by symbolic signs. An adornment of dress was common, and in the American society each generation of teenagers determined their ritualistic dress. A symbol of status also signified approaching adulthood, i.e., receipt of an adult sized weapon or tool, or admittance into an adult lodge. For American youth the acquisition of a car, reaching the legal age to vote or drink or be inducted into military service symbolized the status of adulthood. For many American youth the rite of passage transpired in the atmosphere of the nation's college and university campuses.

American colleges and universities for years have assumed this role of surrogate parents and have dealt with students as though they were children. Parents were generally in agreement with this arrangement. During the 1960s, students demanded to become more involved in the responsibility of administering colleges and universities, in having a voice in the process of their education, and in the due process of disciplining students. Greason stated:

The answer to student protest is, I am convinced, student involvement completely. In colleges, there must be no "Mickey Mouse" about it and endless detours of student recommendations through annual faculty and trustee committee meetings until the procedures designed to assure sanity resemble paralysis. . . . Since no generation has a monopoly on wisdom, but each sees by the light of its own special experiences, we can hope to resolve the issue of student protest only when our students are invited to be real and responsible parts of that society (85:51).

Some educators recognized that the serious protesters were asking to share in an important education experience.

Katz supported this quest for educational experience:

The principle of student participation in administrative decision-making and curricular planning met with much resistance when it was first prominently enunciated in 1964. One of the many pieces of evidence of the quick turn of history in our times is the wide acceptance of this principle in less than three years (94:33).

Colleges and universities began to assign students to committees and academic senates, and in California a student was even appointed to the state college system's Board of Trustees. This move allowed student representatives to be heard. Inevitably, changes in educational measures began to echo student concern. Interesting developments evolved in the grading systems and in faculty accountability. Students insisted that grades were not important in measuring the college experience, but finding something to which one could become committed was important. As Taylor put it, "To identify growth with grades is to deny the meaning of life" (8:186).

But parents, educators, and the business world still believed that good grades in college indicated the potential of an individual in his or her job after graduation. The college degree had achieved an importance in our expanding technological society in the years after World War II which eventually was elevated out of proportion. "Go to college and get that degree if you want a good job," was the cry of parents, educators, and employers in business, government, and industry. This was a myth, however, because educational institutions were not keeping up with the changes in our



society but were very slow in recognizing and implementing the changes needed in the total educational process.

After World War II and through the post-Sputnik years, it was assumed that a college degree insured a good job; and for a short time it did for many college graduates. The diploma told employers that college youths were trainable. The military had a source of officers in college-educated youths. Business and industry were wooing college placement officers in order to be assured of the best candidates. Some youths were avoiding military conscription by attending college. Colleges and universities were receiving grants and fellowships from government and industry which promoted the growth of educational institutions and kept many professors employed. Unfortunately, the institutions of higher learning were not keeping up with the technology they were helping to create, and this was one cause of the disruptions of the 1960s and early 1970s.

Young college students began to question the relevancy of the Puritan work ethic, passed on to them by their elders, as a guide in their lives. Gerzon wrote about the shift in attitudes toward work:

This generation finds it difficult to be satisfied with meaning derived from traditional cultural orientations and goals. The number of young men who are choosing jobs simply because of the size of the salary has diminished greatly. Young people today ask for some inherent value in their work, not just for monetary reimbursement.

For alienated college students, economic successes can no longer supply the needed challenge. Society has highly praised financial and occupational

betterment as a main goal in life, but young people realize that the only valid purpose of striving for these goals would be to live a fuller life. . . . To put it bluntly, the older generation had to get uptight to get rich (8:37).

Young people, college students especially, were caught in a double bind, because while attitudes toward occupations were changing, an economic recession was growing. Large companies and industries (such as the military, Dow Chemical, and the Bank of America), which for years had been wooing college students so successfully, now began to encounter student resistance to the establishment. This situation, coupled with the recruiting organizations' economic tightening of expenditures, caused a cutting back and phasing out of campus recruiting, particularly at smaller suburban colleges. Many students found that instead of being offered jobs, as in the past, they were now faced with the task of finding a job after graduation. Thus the desire to find themselves, "to do their own thing," now took on the added task of gaining an understanding of themselves and their potential as productive individuals in our changing society.

#### Hypotheses of the Study

This study was conducted to investigate 1) whether or not three specific socio-political events influenced Sonoma State University, California, freshmen career decision-making during the academic years, 1968-1974, 2) whether or not a faculty awareness existed to the collective response of the freshmen and 3) whether or not a

change in opinion has occurred during the period studied. Three descriptive hypotheses were established to formulate guidelines to design and develop the student and faculty questionnaires and for the presentation of data:

- 1) Analyze data from student questionnaires and determine whether or not the three specified socio-political events influenced a majority or more college freshmen in their initial career decision-making during the 1968-1974 academic years. The three socio-political events identified were:
  - A) United States' withdrawal from military conflicts (Viet Nam)
  - B) Development of the counter social and value cultures
  - C) Acceleration of student political concerns
- 2) Analyze data from student questionnaires and determine whether or not a majority or more of college freshmen later changed their career decision-making after their initial choice which was or was not influenced by the specified socio-political events.
- 3) Determine whether or not a majority or more of faculty members were similarly aware of freshmen opinions about the influences of socio-political events upon freshmen career decision-making as freshmen indicated from survey findings.

The selected sample population utilized for the study was freshmen university students at Sonoma State University, Rohnert Park, California during the academic years 1968-1973. Students were requested to respond to a Placement Service Inquiry. Students included were from all majors offered by the university. A faculty population was selected to augment the student population.

### Definition of Terms

Specific words and terms were used in this study which require clarification for interpretation of the data.

Adolescence: The period of physical and emotional development from the onset of puberty to maturity or adulthood.

Adulthood: The age of maturity or legal responsibility.

Attitude: The state of mind, behavior, or conduct regarding some matter, indicating opinion or purpose.

Career: "The course or progress of a person's life or some portion of it" (Reader's Digest Great Encyclopedic Dictionary, 1966).

Career counseling: Counseling is a psychological process to help students evaluate their personal needs and recognize capabilities and interests with the end result of attaining rewarding behavior changes and decisions. Career counseling is applied to problems of career decisions in conjunction with personal assessment.

Career decision-making: A component of the career-choice process; a conclusion or judgment reached in respect to the selection of likely occupation.

Faculty: Those members of the academic, student services, and administrative staffs who hold academic rank at Sonoma State College.

First-year college students: Freshmen; students entering college for the first time. The terms freshmen,

first-year college students, and beginning college students are used interchangeably in this study.

Goal-oriented: Term defining students who had declared a major and who had stated a definite career decision.

Life goal: Something toward which effort or movement is directed; an end or objective; a plan for future achievement.

Occupation: The principal activity of one's life.

Peer: People of approximately the same age, education, and social standing.

Public events: Social and political events that are identifiable or familiar to the population at large.

Socio-political: Contemporary societal events which occur from political actions and influences.

#### Assumptions and Limitations of the Study

Specific assumptions were established which provided parameters of the study and established the primary constructs which were established to conduct the study.

- 1) The sampling of both students and faculty members was representative of the groups
- 2) Students and faculty members were aware of the public events under consideration
- 3) Students and faculty members could accurately recall their earlier responses to these events

The following factors limit the scope of this study to establish the hypothesized relationships:

- 1) The sample population was small

- 2) Students from only one university were sampled
- 3) Three socio-political events were selected for examination from a decade of social change
- 4) Students and faculty members were responding to questions about events which had already occurred and the intervening time and experiences may have altered perspectives

#### Design of the Study

The design of this study was established to include forwarding an inquiry card and questionnaire to freshmen students and selected faculty to determine their facts and opinions of three selected socio-political events which may or may not have influenced the students' career decision-making. The sampling consisted of freshmen students and faculty for the academic years 1968-1973 at Sonoma State University, Rohnert Park, California.

The data provided by computer sheets was investigated for commonalities, differences, and specific characteristics of the influences upon the students. The subsequent analysis of data provided conclusive decisions about the hypotheses.

#### Significance of the Study

This study was significant in that it determined specific socio-political influences upon freshmen college students as it affected their selection of major and career decision-making. The data would provide sources to counselors to advise new students in their decisions about careers. The findings also provided insight into other

possible contemporary socio-political influences upon the students' choices regarding their life and future.

#### Format of the Study

The format used to present this research was sequential to the research process. Chapter I presented an introduction to the intent and purpose of the study. Chapter II established the need for the study with a review of the literature. Chapter III provided understanding of the design of the study with information about samples and computation. Chapter IV presented the findings of the study. Chapter V presented an organizational summary with conclusions and recommendation for additional research to support career counselors in advising freshmen students.

## CHAPTER II

## REVIEW OF THE LITERATURE

The researcher utilized Information Unlimited and Lockheed Research Retrieval Center for research, dissertation and journal literature searches pertaining to the socio-political events as they influenced youth in the period 1968 to 1973 in career decision-making in the areas of:

- 1) United States' withdrawal from military conflicts (Viet Nam)
- 2) Development of the counter social and value cultures
- 3) Acceleration of student political concerns

A diversity of literature was available concerning how selected socio-political events and influences affected American youth. No literature or research was identified which directed the concern of these influences upon career decision-making. Most research, however, was fragmentary to the long-range goals affecting college freshmen and their career choices. The literature review established the background of the events which were important to understanding the questions examined in the study. Because of the complicated interreaction of certain socio-political events and their resultant effects on the



student population, the literature selected for review clarified the emphasis of the study and helped establish the basis for the questions postulated.

The following documented data was concerned with three primary areas:

- 1) There was specified socio-political events which transpired during the period selected for this study, the years between the mid 1960's and the mid 1970's.
- 2) Effects of specified socio-political influences upon career decision-making of the college freshman.
- 3) Resultant reactions by college freshman and how the colleges and universities responded and reacted to the freshman.
- 4) Personnel concepts and theories of the process of career decision-making. The chapter concluded with a statement of counselor responsibility to understand environments and influences which affected career decision-making.

#### The Social Revolution

Human knowledge has increased during the last century in an awesome spiraling proliferation. The by-products, material goods, science and military developments, medical research and conglomerate businesses and government bureaucracies have developed concomitantly. While these developments were affecting lives on a larger scale, controls and developments were not keeping step with the everyday level of living. Education, social concerns, environmental and ecological controls of our environment were falling behind because it was difficult

for a bureaucracy to move and for people to change and to demand change.

The decade of time between the mid 1960's and the mid 1970's exposed the resultant reaction by peoples not only in the United States but all over the world, to the stress and pressures imposed by knowledge and socio-political events which advanced faster than people could assimilate them. During the long human evolution process, man previously had been able to develop with knowledge growth at a rate compatible to his capacity to use the products and benefits thus made available.

Toffler observed the dilemma of mankind in the syndrome of proliferating growth:

Throughout the past, as successive stages of social evolution unfold, man's awareness followed rather than preceded the event. Because the change was slow, he could adapt unconsciously, "organically." Today's unconscious adaptation is no longer adequate. Faced with power to alter the gene, to create new species, to populate planets or depopulate the earth, man must now assume conscious control of evolution itself.  
(34:429).

Significant socio-political events of past generations brought to a climax during the last decade have caught up with the human race and forced civilization to realize that the "space ship earth" is small and that time as well as space have diminished.

Toffler stated:

This lifetime is also different from all others because of the astonishing expansion of the scale and scope of change. Clearly,

there have been other lifetimes in which epochal upheavals occurred. . . It took generations, even centuries for their impact to spread beyond these borders.

In our lifetime the boundaries have burst. Today the network of social ties is too tightly woven that consequences of contemporary events radiate instantly around the world.

. . . Indeed, not only do contemporary events radiate instantaneously--now we can be said to be feeling the impact of all past events in a new way. For the past is doubling back on us. We are caught in what might be called a "time skip" (34:17).

A FREAK PUSH IN TIME? asked the U.S. News and

World report:

Many feel almost as if recent years have brought the U.S. to a "time warp" in its life story; a freak push past the normal barriers of time into a world somewhat removed from its past.

A decade ago, America was still in the post-World War II era. Most American attitudes had been shaped by landmark events of the first half of the twentieth century--two World Wars and the Depression of the 1930's (126:38).

There was a general sense of social discontinuity with the past, and its realities and values for most people. Literature of this era concentrated on the concepts of knowledge growth, affects of socio-political events upon mankind and the spontaneous scientific progress of the space age. Each of these events came so rapidly that youth began to show anxiety about their own life decisions. Revel stated:

The revolution of the twentieth century will take place in the United States. It

is only there that it can happen and it has already begun (126:39).

Reich, Law Professor at Yale University Law School, substantiated Revel's documented observation and stated:

There is a revolution coming. It will not be like revolutions of the past. It will originate with the individual and with culture, and it will change the political structure only as its final act. It will not require violence to succeed, and it cannot be successfully resisted by violence. It is now spreading with amazing rapidity, and already our laws, institutions, and social structure are changing in consequence. . . This is the revolution of the new generation (23:13).

The new social revolution stated Reich, offered a new way of life that stressed a different ethics for human existence, freedom, creativity, humor, love and community with technology. Work was to have a new meaning and place in life:

The new way of life proposes a concept of work in which quality, dedication, and excellence are preserved, but work is non-alienated, is the free choice of each person, integrated into a full and satisfying life, and expresses and affirms each individual being (23:26).

There was contention among researchers that the youth revolution which expressed the need to revitalize personal meaning in existence in all parts of daily life from work to interpersonal relationships and be expressed in a new awareness apart from automation and mechanization, may be establishing something other than what young people envisioned and rallied for in their movement.

Berger and Berger directly addressed the socio-

political influences in their research of cultural changes in America. They dedicated time and effort to establish that American youth faced decisions they were not prepared to comprehend for lack of historical perspective. Yet, youth was forced to make decisions and forced to change life-styles to meet the goals of these decisions. They asserted that:

. . . as to the putatively green revolution we think that the following will be its most probable result: it will accelerate social mobility in America, giving new opportunities for upward movement of lower-middle-class and working class people, and in the process will change the ethnic and religious composition of the higher classes. Put differently: far from greening America the alleged cultural revolution will serve to strengthen the vitality of the technological society against which it is directed and will further the interests of precisely those social strata that are least touched by its currently celebrated transformation of consciousness. (68:25).

What we must keep in mind is that whatever cultural changes may be going on in this or that group, the personnel requirements of a technological society not only continue but actually expand (68:26).

Young people in opposition to the "Protestant ethic" and the basic values of the bourgeoisie society were dropping out of the areas of employment commonly occupied by the upper middle class college graduates, thus giving place and opportunity for the upward movement of the lower middle class youth. As Berger said:

As the newly greened sons of affluent deny the power of work, blue collar class youth quietly assume power with the technocracy (68:25).

Student Activism On American Campuses

As the corporate section of America was affected by the youth revolution, so were the universities and colleges across America. That is where the upper-middle class of American youth concentrate their professional preparation. Berger substantiated this observation:

The natural focus of the revolution is the campus (more precisely, the type of campus attended by this population. . .Ethnically they tend to be WASPs and Jews. In other words the revolution is taken place or minimally has its center in a sub-culture of upper middle-class youth (68:26).

University and college students attacked the traditional standards of education and demanded change in systems basis to the Protestant ethic. The Protestant ethic which has established American attitudes to work, marriage, morals, education, law, in fact the American way of life, was deemed essential to continued technological growth.

Sewell stated:

. . . Students and the university . . .  
Never before have so many students been so forceful in expressing their views and never before have their questions been so fundamental (109:111).

A study conducted by editors of U.S. News and World Report provided the documentation that the socio-political revolution directly affected students and faculty in American colleges and universities. The fact that revolt was a common practice was predicted to pro-

vide force and impetus to the changing of future social ethics. The report stated:

The "Free Speech" demonstrations on the University of California campus in Berkeley in 1964 were only an early warning of assaults to come--against education, religion, family life and morality and racial boundaries--as assertiveness replaced conformity. (126:40).

Education, historically a key element in the American dream of continuing progress, became a prime target. Campus agitators attacked the study of history as "irrelevant" and called logic "stifling." Educators themselves questioned the aims and purposes of the whole educational process. In colleges and then in high schools, students demanded a major role in basic decision-making on academic and disciplinary matters (126:40).

Students wanted classes to be "meaningful" and they wanted to be part of the decision-making process of their educational institutions. The demands found support among some university faculty and administrators. The concept of student representation became accepted in many colleges and universities and even high schools. Learning, as a discipline and serious study, became "non-structured" classes and "finding oneself". "Relating to people" was the goal of college youth. There was a strong attempt to replace the Protestant ethic with hedonism. Play, instead of work, was the drop-out's battle cry of revolution. Berger stated:

The "greening" impulse in academia is deeply anti-intellectual. Colleges and universities are to become, essentially, placed in which certain existential experiences are

to be mediated. Students want to become personally moved, rather than instructed by course materials; they want to relate to faculty on the level of personal encounter; they want the institution to provide whatever services are necessary for personal growth. Conversely, they are opposed to whatever smacks of intellectual discipline, objective standards and external regulation (68:57).

Therefore, Berger and Berger did establish that influences upon American youth was of such dimension that they had to act with choice in a changing society. These choices were influenced by socio-political events, changing academic customs and the fear of the future upon their life.

However, the generation of the "New Revolution" were not all "drop-outs" or "radical militants." There were students who demanded change, shook their fists at the establishment and destroyed property. There were students who worked for change through the establishment. These students participated on committees, academic senates and in at least one incidence, the Board of Trustees (California). The Student Lobby group created in 1970 in Sacramento was rated the 12th most influential lobby group in the State of California.

Williamson and Cowan, from the findings of their study, supported the observation that many students were proceeding to involve themselves in causes for freedom and change by action rather than demonstration and shouting:



. . . many students are active in political or social causes without generating noise on the campus or focusing their attention on issues which are controversial. Joining the Peace Corps and doing volunteer work in the slums or hospitals are examples of this sort of activity. Also students may be engaged in spirited debate on the issues of our time but in an informal manner rather than as participants in politically oriented student groups" (37:27).

A dichotomy existed in the concept of student influence on changes in the universities and society and to the students' demands for inclusion in policy-making bodies. Some observers of the period felt that students were unrealistic to demand to be part of the decision-making and administrative process of the universities. While others saw what was happening at the universities as a positive and necessary change in academia:

In support of this dichotomy Rand stated:

The rebels' notion that students (along with faculties) should run universities and determine their curricula is a crude absurdity. If an ignorant youth comes to an institution of learning in order to acquire knowledge of a certain science, by what means is he to determine what is relevant and how he should be taught? (In the process of learning, he can judge only whether his teacher's presentation is clear or unclear, logical or contradictory; he cannot determine the proper course and method of teaching, ahead of any knowledge of the subject.) It is obvious that a student who demands the right to run a university (or to decide who should run it) has no knowledge of the concept of knowledge, that his demand is self-contradictory and disqualifies him automatically (22:47).

Berger, on the contrary, felt that the effects of the changes demanded by students have been exaggerated.

He submitted that:

. . . While the political radicalism of the late 1960's may have had its day, the "greening" phenomenon in American academia is well on the way to being firmly institutionalized. To put it in a slightly oversimplified way: The "kids" have lowered their voices, but they haven't cut their hair.

The most visible signs of this institutionalization process are such things as student participation in academic decision-making bodies and the abandonment, in numerous areas, of the concept that colleges act in loco parentis (in place of parents).

The real effect of these changes have probably been exaggerated. The major result of student participation in academic governance has been a proliferation of committees which nobody but a skilled bureaucrat can understand and which, therefore, have strengthened the hand of the administrators against both students and faculty (67:56).

The student who was appointed to the Board of Trustees of the California State University and Colleges said in an interview for the Press Democrat:

Working with trustees the last few months I've developed good working relationships and they (Trustees) genuinely respect my opinions. Despite being a student trustee, she believes her job, as that of other trustees, is to represent the system at large.

I don't see myself just as an advocate of student issues, she said, adding that the role of students must always be a consideration in decisions since all decisions affect students (149:11).

The Universities conducted a review of what the students were demanding and, even though the demands of the radicals were not those of all of the students and of society, it was time to step back and examine the status quo of social problems and the universities' reaction to them.

Authors, researchers, publishers and academic personnel began to challenge society and academia to recognize and resolve the issue of socio-political reform by student involvement in decision-making. The focus of social change, then, was transferred from society to academia. Though society still maintained an active role in the new revolution, academia became the source of leadership. In many situations, this began as "token" leadership to society.

Perkins wrote:

That the university should be the main hope for the expression of ideas of young people is a very natural thing. The university is the one institution of which most of them are members . . .

The university is, therefore, the obvious focus of attention. It is the only accessible lever for change and it is the only place where young people feel they are in touch with the establishment (102:487).

Culbert and Elden, speaking of the experience on the University of California at Los Angeles, postulated that:

Old roles in teaching and learning were destroyed. Students and faculty worked

together and learned together, and in the process some of us vowed never to revert back to old ways (27:107).

The universities' administrations and faculties were beleaguered at all levels but were primarily caught between the concerns of the younger generation and those of the older generation. Culbert and Elden challenged university administrators:

. . . For some time, students have tried to innovate within the University. Generally these efforts have been unsuccessful. Students felt that the University would not change enough to be relevant.

Now, for the first time, students were able to take effective action within the University that related to strongly felt needs. This drives home the rapidity with which change can occur when organizations are sufficiently threatened. Why can not organizations and society as a whole renew their relevance without threats of violence and disruption (27:108).

'T Hooft reflected on the perspectives of youth vs. the perspectives of the older generation documented that:

. . . But the fact remains that on the whole the younger generation is increasingly convinced that our society is sick, that all who can help to cure its ills must be mobilized and that the university would fail in its obvious duty if it did not become a center of social reform and of constructive criticism of society. At the same time most of the older generation consider that the young people exaggerate, that our social problems can and should be solved by social and political institutions and governments, and that the university should be the place outside and above the battle where professors and students are concerned with nothing else than the pursuit of knowledge for its own sake (115:253).

Beside complaints against universities, that they were too big, too impersonal and too bureaucratic, the students expected support for their stand against the faults they saw in society and looked to the universities for total commitment.

Sewell in the article published in the American Sociologist, stated that:

. . . Unlike their parents, who have seen some progress on these fronts and may be satisfied with gradual improvements, students refuse not to see the faults of contemporary American Society, and they are impatient to do something about these faults. They sincerely feel that the university not only should assume a larger responsibility for the amelioration of these problems, it should provide education more directly concerned with solutions (109:112).

From a position paper presented to the faculty at Sonoma State University by the Faculty Senate Executive Committee was the following:

We are engaged in one of the most important tasks on earth—helping others to educate themselves, and nothing should displace that task.

This is in no way conflict with the assertion that the student must assume more control over, and more responsibility for, his own education. College students are not children, they are young adults, and in fundamental ways they should be in charge of their lives and of their work during their years in college. There are, in any event, severe limits to the possibilities of "teaching" another person; it is an American heresy, as has been said, that everything that should be learned can necessarily be taught. The learner must always be active, and some of the methods

we have been using have tended to make him passive . . . When we face each other as warring camps, the spectator public is confused and embittered.

Cooperation among all elements in the State College system is a necessity imposed not only by the need for public understanding, but by the very complexity of the tasks we perform. Ideally, all persons involved, whether Trustees, administrators, professors or students, should recognize one another as responsible participants in the exciting, challenging task of building a superior system of higher education.

The present crisis in higher education will not be ended by repressive measures directed against dissident students and faculty, not by any single dramatic act of leadership. The State College system can survive and profit from continuing challenge only if all its components can cooperate in an atmosphere of mutual respect and willingness to undertake bold experiments (61).

The impact of the social revolution of the 1960's and 1970's was the result of diverse socio-political events. Students became active participants in their life choices of social, political and academic goals. They exercised their right to mature judgement. This affected not only the areas delineated, it also had considerable impact upon long range career choices. The revolution had a mere beginning when the Vietnam military conflict became the target of political activists who joined social revolutionaries to proclaim America's obligation to re-evaluate the Vietnam conflict. The ultimate goal of this effort was to force American withdrawal from Vietnam, change the draft laws from forced to voluntary military service and to change the role of young students in gover-

nance of American institutions. This governance effort became concentrated upon American campuses because it was a natural social institution with intellectual students.

United States Withdrawal From  
The Vietnam Military Conflict

Of all the socio-political events with impact cited in this study, the Vietnam War was perhaps the key to or the focus of the unrest expressed by middle-class youth. Also of significance here, was the unique characteristic of youth having grown up in a world of mixed values, high technological development and a confusing moral structure. The affluent society, the result of the previous generation's need to pull themselves out of the depression era, seemed to youth as empty and of uncertain future of which they were the victims.

As observed by Fabun and other writers, the youth of the decade that "shook the world" were the products of a variety of experiences such as no other generation had been through.

Fabun outlined these differences about the changing youth:

Their entire experience has been in the Age of the Bomb, television, the war in Vietnam, space satellites, nuclear energy, jet transport, economic affluence, computerized technology, urban dissolution, suburban sprawl, a growing public awareness of poverty and racism; most of all a world order dominated through institutions . . . Everything they are taught in school appears to be irrelevant to the world in which they find

themselves.

When they try to change "The System" they find themselves confronted by "The Establishment." Some of them keep trying and some of them drop out. Some of them don't care. Because of television, this probably is the best educated, most aware generation in the history of civilization. It knows it will inherit "The System." The question is whether it wants to (47:21).

The Vietnam War was the ultimate try by the U.S. at "Policing the World" and ended in complete frustration after eight years. During this time many young Americans died in a war held to be futile.

The U.S. News and World Report states:

"Policing the world" reached its high point in 1965 when President Johnson rushed American troops to South Vietnam to fight a war on behalf of another country with most Americans sharing his conviction that U.S. Military might crush Vietnamese Communists.

Eight years of frustrating warfare awakened Americans to reality. Clearly, the Communist forces in Vietnam had been sadly underrated. Yet the decline in American's global ambitions resulted less from frustration in Vietnam than from economic, social and political changes that have swept the U.S. and the world (126:45).

Student reaction to the Vietnam war was anger, confusion, disgust and fear of being drafted to "patriotic duty." There was considerable public opinion and accusation that dissident faculty in the universities were responsible for encouraging students to radical rebellion against their duty as Americans. A study at Purdue University explored the possible impact of biased class-



room instruction and their instructors' political leanings on the students' opinions. Richman and Targ analyzed the concern with a startling observation that:

We have discussed several different types of effects on Purdue University student opinions regarding the Vietnam War that were produced in the classroom by two international relations professors, one somewhat sympathetic to and the other quite critical of administrative policies in Vietnam. On the whole, international relations instruction had considerably less effect in changing student opinions regarding Vietnam than did external events of the spring of 1968, despite the fact that the differences in policy positions of the two I.R. professors were accurately perceived by their students (106:51).

The Vietnam War turned young people to asking questions of society about affluence, pollution of our basic resources for living, along with materialism, big brotherhood, the value of life itself, the wisdom of elders. Such query produced a phenomenon of conflicts among the young, expressed by one author as:

The generation gap itself can be reduced, to merely an experience gap when one admits he does not know. After all, what defines a generation? Certainly it is no longer determined by the number of generations one's family has been in the United States. Instead we believe generations are determined by people facing common Societal Problems and coping with that problem with a similar way. Each war, each economic crisis produces a new "generation." The difference is experiential, not chronological. Moreover, it is becoming apparent today that common age groups no longer choose the same way of coping with a particular problem. The Vietnam War has produced several generations all of the same age. (27:112).

The Vietnam War, then, provided students with a focus for their militancy and social revolt with political implications. Established research and literature provided sufficient documentation that this socio-political event had impact upon the influences to youth of the era. Certainly, the dilemmas provided by the war challenged youth to look at long-range goals and ignore immediate objectives in their decision-making about life and career.

The phenomenon of the youth movement in the 1960's and all its implications, with the resultant changes of many factors governing our national and international policies, needs to be brought into perspective. Dr. Eric Goldman said in an interview with a U.S. News and World Report staff reporter:

I think it (youth revolt) was honest but simplistic. The youth movement of the 1960's needs some perspective . . . It falls into a pattern of a history in which one pressure group after another has continually appeared. Each always seems to be speaking with idealism and meaning much of it- and yet simultaneously acting very much in its own self interest, as farmers did in the 1890's and labor in the 1930's and the youth in the 1960's (126:57).

The impact of the Vietnam military conflict upon the youth revolution and activism on American campuses may never be fully measured nor completely understood. It did, however, attract time and attention of university and college students in America. The issue was interwoven with the Civil Rights Movement, attempts of women to

liberate themselves from restriction and oppression and how freshman students made career decisions for their social and vocational future.

### The Counter Social Revolution

Earlier in this study, the social custom of the ritual of youth entering adulthood was explored. This is termed social initiation. Such ritualism is a recognized process in most cultures and exists in a unique form in American culture. The youth revolt phenomenon of the 1960's does offer some potential for future study by social scientists. The experiences of the 1960's established the possibility of a break from the ritualistic patterns of the past generations of youth as they moved out of childhood into the adult status.

The "hippy" movement brought to the fore a change in the American ritualistic process which may not have as yet reached a final development as a sub-culture. As one author expressed it:

. . . Several years ago, it might have been sufficient to describe the hippies as an emergent deviant subculture generated by people of a certain type sharing a common problem in the new environment of the multi-versity. . . We must guard against the easy assumption that, because each student generation develops some sort of deviant sub-society, each of these is basically the same. Changes in American society may provide a more permanent niche for certain aspects of the present, hippie version of campus bohemianism. . . We may well be in the presence not of just the latest wrinkle

in youthful rebellion, but of an emergent social movement (111:27).

Several authors expressed themselves from various viewpoints, but Thornburg, in his survey, elicited some clear statements from the students as to their concerns. Thornburg's study covered a geographical spread of the United States by surveying students from Arizona, Florida, Illinois and Oklahoma. Thornburg stated:

Often today, all we hear are the cries and dictates of the few who dare to vigorously confront the system. The data reported in this article describe the concerns of a greater cross section of youth than we are so familiarly used to hearing.

It is not surprising that education emerges as the number one concern. Societal, parental, peer, and occupational pressures applied to youth today place special emphasis on educational goals and attainments. One must also remember that these are college youth talking and, therefore, the concern is undoubtedly intensified.

The other most frequently listed issues involve finding one's self. Finding one's self occupationally, finding one's self sexually, concerning one's self with Vietnam policies, the draft--each indicates a diversity of concerns rather than a narrow pre-occupation with one or two specific issues such as the war or sexuality (116:1).

The fundamental concerns of students were their education and how, or if, it prepared them for their expected work life. Where would they, as individuals, fit into the complicated pattern of our technological society? According to their elders, education was the answer to this question. Education would prepare them for life.

Education, the field of endeavor to prepare one for life, however, was looking backwards to their parents values. So, while the youth were encouraged to get an education, it became evident that education for life could be a hollow expectation. Toffler stated:

Our schools face backward toward a dying system, rather than forward to the emerging new society. Their vast energies are applied to cranking out. . .people tooled for survival in a system that will be dead before they are (34:353).

Even during the 1970's, students continued to question and attack the educational system. The quality of education, the type of education, and what education could do for them and for their futures; these were questions asked by students. Education has been supposedly a tool which young people were taught to use in order to be able to conform to the society of their time. Don Fabun wrote:

Educational inputs differ from generation to generation, but not very much. Mostly they are intended to make young people conform to whatever society they happen to have been born into. The system seldom teaches them to feel or to think. Much more important as educational inputs are the things that go on outside the classroom. The introduction of automobiles, radio, telephone and television probably had more to do with the education of the Children of Change than anything learned from a teacher or textbook (47:17).

The gap between generations grew wider with youth and parents, both encumbered by their expectations from the perspectives of different experiences and the motiva-

tions, each relating to their own experiences. The adults wanted their children to continue in the known and comfortable pattern of education. The young people responded, "That's not where it's at," and demanded change to support their search for meaning and relevancy. Frustration resulted, with a polarization of values. 'T Hooft said:

If the university is to survive as a place where men and women make full and free use of the opportunity to discover truth, it must not continue to depend more or less unconsciously on the convictions for which the previous generations have fought. It must restate the case for its own existence as an institution which renders the best service to society not by not becoming subservient to society but by the independent search for truth and by the critical examination of the problems of society (115:264).

The chronological age gap, the experience gap, and the value gap were all reflected in the expectations of the youth who sought support, not from their parents, but in an atmosphere of the universities where they could most likely find others like themselves. Nelson expressed it this way:

It seemed that the generational battle between children and their parents is being fought out in the universities. Disillusioned by what they consider their parents' insensitivity to an evil world, students come to universities hoping to find people and ideas in which they believe. Instead, they find the same bland accommodation by which their parents have made. They cannot change their parents, but many are resolved to change the "evil" university system which is close at hand (100:545).

The questions asked by students were on target.

Students wanted the university to be concerned with problems of society and place the responsibility on the university in the resolution of these problems. Perkins emphasized the point that the university is the one area in which a pre-adult can influence society. He stated:

No other major institution provide the pre-adult group access on any continuing basis to the adult world. It is one, moreover, in which they are relatively free and in which, especially in the younger generation of teachers, they have supporters and friends who share their views about the larger society (102:492).

The transition of youth into society through the university added another step in their development as emerging adults. For the past few generations middle class Americans had conditioned their young people to go to college, as the way to achieve acceptance by the business world, and success would follow. Women, unfortunately, were often encouraged to go to college, if encouraged at all, to find a mate who would achieve success. With this assurance that youth would find success as future citizens by this route, students in turn expected some recognition, some return from society.

Perkins said of this attitude by the youth of the period:

. . . because it has been dinned into their heads that by virtue of the university education they will become the most valuable members of a "scientifically" directed society. They have come to believe that society needs them-that is why it "invests" in them and if society wants them it must

in turn give them what they want. (102:492).

Sewell offered this observation:

What most adults considered to be a great privilege-education through college for those with motivation and ability-their children see as a right. Sensing no great obligation to the university for the opportunities it offers, they identify less with its goals and practices than did earlier generations of students (109:112).

The conditioning of successive classes of students, year after year, gave rise to unrealistic expectations and a false set of values relating to their own growth, development, expectations and readying themselves for their futures. This attitude was supported and fostered by parents, the business community, government, and the military, which used the university setting to pre-select and pre-condition officer personnel, and by the universities themselves. The cycle was self-supportive, a type of survival in an artificial atmosphere of the technological development of society's "progress."

Students' overall expectations understandably became twofold. They needed the space and the time to "find themselves," and while faced with the real need to feel prepared for post-graduation employment. Students during the decade beginning with the mid 1960's sought an identity as citizens of a world that did not relate to their campus experience.

Berger sensed that there may be two ways for education to go, or that there will be space in the uni-



versities for the students to realize both experiences.

On many college campuses today, students sit under trees with their shoes off and engage in the not-so-arduous task of finding out who they really are. But at other colleges there remains respect for hard intellectual labor (67:7).

Now the universities and the students were faced with the necessity of re-evaluating the process and end product of education as it related to the changes and progress in our technological society. Is it a looking backwards to the glories and tribulations of times past, renewing for generation after generation the cultures and languages long passed into pages of human existence? Or is education a concentration on human development, teaching youth the coping skills for an ever-changing society?

The above statements were all from writings and speeches before 1956. What was being given to young people of the early decades of the 20th century was at best an exercise in dichotomous confusion. In 1972 and 1973, nearly 20 years later, young people and educators, along with representatives of the business world were saying that there must be a change. Stone, Managing Editor of *Emphasis* says:

Only recently has our society realized that education must change to accommodate the demands of the career world before the picture can improve. In fact the whole relationship between higher education and the work world is being altered. This is not a dramatic prediction that college education is dying a slow inevitable death. However, colleges and universities, all types of schooling must adjust the relative

emphasis of their programs to the shifts in the characteristics of the job market (59:19).

The social revolution was one in which youth denied materialism, customary social values and the ethics upon which their young lives were based. Questions were asked which had difficult responses to resolve social conflicts. The counter social revolution had many optional issues to support the main causes. Some of these were the social, sexual, spiritual and environmental issues. In brief, the counter social revolution had its beginning in many lesser issues and it became an umbrella for everyone's cause.

#### Career Decision-Making

As reported in the U.S. News and World Report, a change did come about in the attitudes of parents and the faculties of the universities and colleges throughout the country. The reporter cited:

EDUCATION: A CHANGED ATTITUDE. Out of all this has come new attitudes among many Americans toward education. Growing numbers of parents no longer regard a college degree as a "must" for their restless offspring. Training for careers and jobs, short of a degree is gaining acceptance. At the same time, "open universities" which offer higher education for working adults are getting a tryout. Colleges and high schools are beginning to mix the pursuit of learning with community involvement (126:40).

Students had been told for years to go to college-- get that degree--and develop expectations for a good job, a myth which expanded and exploded in the decade of the mid

1960's and the mid 1970's. College programs hadn't kept up with technological development or the job market. In most disciplines in higher education, and even in the area of research, there seemed to be a gap between the learning results and the application of these results for the benefit of society or for the students themselves. Students were faced with a changing employment picture which meant an insecure future after college. Mead in an article in LIFE said:

Young people have been dealing in utterly enormous amounts of despair. I think they feel adults have constructed a world in which they have very little chance to stay alive (101:30).

Students were getting the message that engineers, business administration graduates and other professionals were the only college graduates who had a chance. It was evident that the teaching profession was in trouble, yet teachers were still being trained. Students who did not want to become accountants or computer experts were left wondering what good a college education was going to do them. In 1970 in an article written for Change, Farber stated:

According to forecasts by the U.S. Department of Labor's Bureau of Labor Statistics (BLS), 80 percent of the jobs to be filled in the next decade will not require a college degree, particularly if an applicant has had vocational training after high school (80:22).

And a staff writer for U.S. News and World Report notes:

Instead of the social relevance in course offerings that student rebels were demanding a few years ago, the call now is for vocational relevance--particularly as recession enters the picture (124:54).

In the article quoted above, it is evident that at the end of the 1968-1973 decade of academic cycles, there had been a change in the attitudes and expectations of college students. Vocational training and professional training offered the assurance of jobs, whereas a few years previously college graduates were recruited for on-the-job training and management training. Liberal arts and humanities degree holders were confident of receiving offers of positions by the representatives of the companies who flocked to the colleges and universities all over the country for their recruits.

During the span of a few years, students found that the B.A. degree was quite suddenly worth no more than a high school diploma, and college graduates had to either settle for jobs traditionally held by high school graduates, try to go into business for themselves, or go on to graduate school.

In 1970 the (BLS) Bureau of Labor Statistics predicted that the demand for PH.D. including scientists and college teachers, would continue to rise despite apparent job shortages for them. This change of the traditional pattern was rapid enough to cause much concern and confusion among those attending college and prospective college students. Placement people and counselors were seeing more

students whose anxiety and fears for their futures brought them seeking answers and assurance.

The concerns of the young people expressed in perplexity to adults who represented their authority/parent figures in the colleges and universities were cries for help. The way was not clear to either the students or the persons with the responsibility to answer the students. The young people knew that there had to be changes in what had gone before, the old ways no longer served as patterns to follow, and the guiders of youth had not caught up to the extent that they could offer the college students the counseling and guidance which was pertinent to the new era.

Universities and colleges mandated their placement and counseling departments to increase their attention to the student's needs for coordinating college degrees with life plans. It was recommended that:

Each campus develop a comprehensive plan for the effective utilization of its resources in career counseling, planning and placement (45:40).

Career Counseling was then recognized as a viable function of counseling service for students, and some foresighted Counseling M.A. programs began to emphasize or offer Career Counseling as an option to graduate programs.

Definitions of the word career support the concept that a career is a job, an occupation and that to become a career man or woman is to rise to the highest level of achievement. Career also means a particular profession for

life as in the military, diplomatic or medical profession. Examples of the use of career in this context are: (refer to page 43).

Super identifies career as a pattern of life stages and says that:

The term career pattern originated in the field of sociology, in the study of social mobility by means of occupational mobility. It closely parallels, both in meaning and in time, the psychological concept of life states. The sociological term refers to the sequence of occupations in the life of an individual or a group of individuals. This sequence may be analyzed in order to ascertain the major work periods which constitute a career. The psychological term is derived from the analysis of life histories in which major events and concerns group themselves and vary from one stage of life to another, justifying the classification of life into a sequence of characteristic stages (31:71).

The concept of career as a specialization within the field of counseling was supported by educators as long ago as 1900. Over the years the concept of Career has not changed very much, but the application of educators' concern has increased and the urgency of college students' confusion in the last few years has increased. During the era of the wooing of college graduates by representatives of the business and industry world, at the time of the prevalent myth, "go to college and you'll get a good job," -- the need for career counselors was at the ebb of the tide.

The etymological background of the word 'career' is from the Latin, carrus; French, carriere; and the

Spanish word, *carrera*. The word indicates road, way, direction, course, and leaning. The early application referred to a ship's course or a race course for horse racing. From this early usage the word came generally to mean a person's profession, course, or direction of life.

There are many definitions of 'career' as inter-related with concept of job, occupation, vocation, or to become a career-man or woman as the results of high level achievement, or in a particular profession for life, as in the military, diplomatic, medical professions. Some examples of the use of the word "career" in this context are given:

1893: b. In mod. language (after Fr. freq. used for: A course of professional life or employment, which affords opportunity for progress or advancement in the world (137).

1934: A course of continued progress in the life of a person, nation, etc.; a field for or pursuit of, consecutive progressive achievement, esp. in public, professional, or business life; as, Washington's career as a soldier; the careers open to educated men (138).

By the mid 1970's the word career became part of the college student's vocabulary, and part of the titles of certain student service functions, i.e., Placement Office became Career Planning and Placement, or Career Development, et.al. Counseling Centers included Career Counseling in their repertoire of counseling functions. The Career Counselor was sought by students to answer questions such as: "Can I find a career in which I can

express myself?" or "Tell me what jobs there are, so I can choose one," or "I don't know what I want to do with my life," etc. These were obvious indications of the confusion and the lack of any comprehension of students of how to find interests or choose a course related to a "career."

With good reason students were confused. The "good old days" of stepping from college into the open arms of a company recruiter made it unnecessary to consider one's future. Many college students made no effort to find out anything about themselves, and placement people and counselors were generally satisfied if students were. Obviously there were exceptions. Placement was placing, but there were questions being asked by professionals concerning the riddle of how decisions concerning career choice were made. Educators and counselors were seeking an understanding of the phenomena. What was the process? What were the influencing factors and the conflicts?

In 1909, Parsons, wrote a book called Choosing a Vocation. His book was published posthumously in May 1909, and stands today as a foundation for the principles of career counseling. Some basic principles cited by Dr. Parsons are:

An occupation out of harmony with the workers aptitudes and capacities mean inefficiency unenthusiastic and perhaps distasteful labor, and low pay; while an occupation in harmony with the nature of the man means enthusiasm, love of work, and high economic



values, - superior product, efficient service and good pay (20:3).

What Parsons said in 1909 is still true today. The institutions of higher education were prone to find the area of student services, especially placement and counseling, as the first area to be considered for budget and personnel cuts. Parsons offered a guideline which was succinct and basic to the application of career counseling for young people. He challenged counselors:

No person may decide for another what occupation he should choose, but it is possible to help him so to approach the problem that he shall come to wise conclusions for himself (20:4).

In laying down the basic methods and principles involved in career counseling, Parsons suggested a three-step program:

In the wise choice of a vocation there are three broad factors: 1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; 2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; 3) true reasoning on the relations of these two groups of facts (20:5).

Generally an individual spends a third of a lifetime or more in a work situation of some sort and this included homemakers. Attending school, gaining an education or vocational training is part of the career process. Society then applied an identity which was seen as what the person was, who the person was, and by what the person did

as an occupation or career. This was a vital part of society's system of ranking humans in the role of dominant or other rank. Even animal societies rank individuals in a "pecking order." This was a vital part of the career developmental process. So, when the young of the campuses of America did sit and inquire, "who am I?" they were indeed seeking the first step of the process of identity. It had to go further, and it did. Young college people wanted to work in a way that lent dignity to their endeavor. They shunned the "establishment" as much as they could. Many went into business for themselves, and within the geographical range of this study a number of students have been successful--in doing their own "thing"--but have in effect joined the establishment. To work within or without the establishment identified the individual according to his or her own particular references.

A definition of careers from the viewpoint of Stebbins is:

Career . . . refers to a series of events linked to a social identity deemed significant by one or more of the actor's (student's) reference groups (108:383).

Stebbins' study was concerned with role conflict in the emerging career process and the determination of choice which affects the direction of the career process.

Role identity was questioned during the period of the socio-economic upheaval of the 1960's and 1970's. The effects of these changes were widespread and affected many

aspects of life, especially in the area of work and career expectations. The young people responded to specific events during the period of the mid-1960's and the mid 1970's, but other determinants which affect career decisions could not be eliminated.

Since Parsons' vocational concepts emerged in 1909, there have been a number of studies done which relate to the problem of understanding the career decision process. A brief review of the most prevalent of these theories was presented in recognition of the need to understand this complicated process, and to emphasize the continuing need for further study in this field.

In his book, Theories of Career Development, Osipow stated:

It is not surprising in a society in which many people have the opportunity to choose their careers and in which the broad significance of work is recognized that attempts to understand the decision-making processes involved in career development should be made. Early attempts to understand career decisions were largely unsystematized and empirical, but more recently theorists have become concerned with the problem and have turned their attention to questions of career development (18:vii).

Osipow offered an overview of the theories into which career choice and development appear to be most generally categorized at this time by stating that:

Any attempt to categorize models of behavioral phenomena of any kind runs the risk of oversimplification . . . Nevertheless, . . . for our purposes, four distinct approaches to thinking about career counsel-

ing appear to fall into place.

Trait-factor theories . . . This system assumes that a straightforward matching of an individual's abilities and interests with the world's vocational opportunities can be accomplished, solves the problems of vocational choice for that individual. Some of the original trait-factor theorists who influenced thinking about vocational psychology are Parsons (1909), Hull (1928), and Kitson (1925) . . . The vocational testing movement has grown from the trait-factor point of view.

Sociology and career choice . . . This approach has as its central point the notion that circumstances beyond the control of the individual contribute significantly to the career choices he makes and that the principal task confronting the youth (or older person, for that matter) is the development of techniques to cope effectively with his environment. This approach is illustrated in the writings of Caplow (1954), Hollingshead (1949), and Miller and Form (1951).

Self-concept theory . . . This position grows out of the early work of Buehler (1933), and more recently, the work of Super (1957), Samler (1953) and Ginzberg and his associates (1951). The approach holds as its central thesis that 1) individuals develop more clearly defined self-concepts as they grow older, although these vary to conform with the changes in one's view of reality as correlated with aging; 2) people develop images of the occupational world which they compare with their self-image in trying to make career decisions; and 3) the adequacy of the eventual career decision is based upon the similarity between an individual's self-concept and the vocational concept of the career he eventually chooses.

Vocational choice and personality theories . . . Here, the ideas range from elaborate lists of needs inherent in the process of vocational choice (Hoppock, 1957), and the detailed personality types for career areas

described by Holland (1959), to the assorted empirical studies of Small (1953), Schaffer (1953), Roe (1957) and many others on the particular personality factors involved in career choice and career satisfaction (18:10).

Osipow concluded and summarized his examination of the four theories of career choice/development and various ones of their proponents, and concludes:

The theories strength lies in their general explanation of the way career decision-making occurs. For formal adequacy as theories, much seems to be lacking. In general, the theories have failed to pay serious attention to the satisfaction of the criteria applied to the scientific evaluation of theory.

. . . Generally, most of the theories are similar; they emphasize the same kinds of critical agents and periods in career development. The differences between the theories lie in their choice of emphasis, the research methods suitable to each, and the degree to which they specify the relations between various events (18:232).

Carkhuff wrote in the opening statement of his paper, Do we Have a Theory of Vocational Choice?:

The curious blend of approaches attempting to elaborate and elevate the vocational choice processes above an "accidental theory" of occupational choice and development reflect in large part the different beginning points and levels at which the aspiring theorists operate. The very real question confronting the counseling and guidance professions today is: Do we have a "theory of vocational choice?" (73:335).

Carkhuff concluded after examining the efforts of Roe, Segal, and Borden, Tiedeman and O'Hara, Super and Holland that:

There does not appear to be any theory of vocational choice that meets the inductive-deductive model of theory-building (73:343).

Carkhuff ended his paper with the position that:

It is hoped that the model presented in this paper will lead to a more complete understanding of the theory building process and facilitate the integration of an otherwise bewildering mass of vocational constructs and data (73:344).

Healy, in a paper titled "Directions for Research of Career Development and Vocational Choice," answered both Carkhuff and Osipow and undertakes to suggest which research directions and priorities would be needed to enable those in the profession to improve understanding of career development and to translate such understanding into methods of career counseling.

In support of the theorists, Healy stated:

. . . all theorists have provided needed impetus for research of career development  
. . . all theorists have merited acclaim because their perspectives will even today, if followed, lead to increased knowledge of career development. Yet, as indicated by the critics, additional research direction is needed (52:71).

Vocational psychology has shown that occupational choice is a complex phenomenon, but it has not begun to delineate when and how the process might be facilitated. Vocational psychologists have theorized about successful and satisfying career choices, but criteria other than occupational incumbency have rarely been employed. The unexplored areas are important to counselors, and, as shown . . . to the theoretical positions. Their research must have priority (52:83).

The counselor, by virtue of being a member of the "helping profession," accepted the responsibility of contributing to the professional development of this field.

Osipow says of counselors in educational settings:

Whatever may occur, it must be kept in mind that in a highly complex society, counseling represents an attempt to individualize group processes. Counselors in educational settings are in a particularly favorable position to take account of the individual differences among people which are so important to the development and effective application of human resources. Effective concepts must be devised to guide efforts to help people use their special characteristics well (18:249).

In summary, the review of the literature addressed the identification and characteristics of the social revolution, United States military withdrawal from the Vietnam conflict, student political activism and the counter social revolution. It was established that career counselors had obligations to assist clients in career decision-making considering the influences of these socio-political events. Other influences were also apparent during this period. They are recognized and accepted as also affecting freshman college student career decisions. They were not addressed in this research. The literature supported the dynamics of the developmental climate for youth in the system of higher education. The selected literature was representative of the research of sociologists, anthropologists and educators, psychologists who wrote of their findings (studies) of the period, and gave support for this

study as conceived by the researcher.

### Sonoma State University

Sonoma State University was created by California legislation and established as a state college by Governor Edmund J. Brown's signature on May 2, 1960. At the time of this study the enrollment was 4500 undergraduates and 500 graduate students, on two hundred fifteen acres of ranch land surrounded by miles of wheat fields.

Because of its rural setting, the university became a refuge, even a mecca, for many young people who were disenchanted and alienated by overwhelming situations developing in our technological society and larger cities. The student body at Sonoma State is not considered as universally representative. Because of the innovated programs and events, the expression, "Sonoma Experience," became a viable one which, simply stated, was

. . . education in its broadest sense; the blending of the mental, social and spiritual sides of man into a satisfying oneness. It provides an almost limitless possibility for students to seek and find the education that will provide them with a rich and rewarding personal and professional life (62).



## CHAPTER III

### DESIGN AND METHODOLOGY OF THE STUDY

This study was conducted to determine and investigate whether or not three specific socio-political events influenced and later changed freshmen students' career decision-making at Sonoma State University, Rohnert Park, California, and whether or not a similar awareness existed among college faculty of freshmen career influences.

#### Subjects

One hundred and three (103) students at Sonoma State University were randomly selected as the student sample for the study. The specified group of students were freshmen, first entering, during the academic years 1968-1974. Of 589 students who responded, 103 subjects' questionnaires were fully completed for computer analysis. It was determined that only those questionnaires fully completed would be utilized to stabilize the analysis.

Fifty-six (56) faculty members at the same institution were randomly selected for the sample to establish likenesses and differences with student and faculty responses. The faculty subjects used in the sample were those who had been employed at the university for more than three years or who had been employed since and the

academic years specified for the study. Fifty-six (56) of a possible 121 faculty members eligible for inclusion in the study completed the faculty questionnaire. Those questionnaires fully completed were utilized. This approach was selected in order to stabilize the inter and intra analysis of data by computer of student and faculty subjects.

Student Sample - Demographic Data

Demographic data for students include the year the student was a freshman, whether male or female, and what the student's major or primary academic subject was at the time of the study.

The 17-19 age bracket composes nearly half of the number of respondents. The composition of age pattern of student respondents to questionnaire was as follows:

TABLE 1

Age of Student Samples

Age	Respondents	Percent
17-19	49	47.6
20-24	30	29.1
25-34	21	20.4
35-up	3	2.9
Total	103	100.0

The largest number of students responding by university entry date was those registered in 1971-1973 as freshmen or 56.2 percent (Table 2). Those who were sophomore class level comprised the second largest group to respond, 19.4 percent. The total of 103 freshmen was utilized in the analysis of data.

TABLE 2

## Freshman Sample Entrance Year to University

<u>Period</u>	<u>Male</u>	<u>Female</u>	<u>Totals</u>	<u>Relative Frequency</u>
1968 through 1970	6	9	15	14.6
1971 through 1973	27	31	58	56.2
1974	11	19	30	29.2
Total	44	59	103	100.0

The division of respondents by sex was 41.8 percent male and 58.2 percent female.

TABLE 3

## Freshman University Entrance Year Sample by Sex

<u>Category Label</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Male	44	42.7
Female	59	57.3
Total	103	100.0

To the question asking whether the students had transferred from another college or university, 22.3 percent answered that they had transferred from a community college, while 11.7 percent transferred from another four-year college. The remaining 66.0 percent were first-entering freshmen at Sonoma State University.

Data from Appendix D established the sampling spread by major disciplines and the academic divisions of the sample subjects. There were forty major fields of study at Sonoma State University. All six academic divisions were represented: Cluster Colleges, Humanities, Interdisciplinary Studies, Natural Sciences, Psychology and Health, and Social Science.

In summary, 103 student subjects were included in the study. The declared majors of the subjects included all offered majors at the university.

#### Faculty Sample - Demographic Data

The faculty population was selected by determining which faculty had been continuously employed since the academic year of 1968-1969. There were 367 faculty members on campus at the time of the study, and from this body a total of 179 or approximately 48 percent were still employed and selected to receive the questionnaire. The response was 31.2 percent, or 56 of those contacted. Faculty respondents employed at Sonoma State University before 1968 numbered 31, those who were employed in 1968 and 1969 academic years totaled 20, and 3 stated that they

were employed in 1970. The response from the distribution by department was tallied for Appendix E.

The faculty subjects utilized for sampling in this study included most major instructional departments and divisions of the university. The faculty sample comprised those faculty members who were employed during the intended academic years upon which the study focused. Fifty-six (56) faculty respondents provided the data for computer analysis.

#### Design of the Questionnaire

The questionnaires (Appendices B and C) were designed to survey both population samples involved in the study. Since the faculty and student category of the sample populations represented different points of view, two questionnaires were designed and developed to elicit the information to formulate data for the basic problem and objectives relative to the study. The questionnaires sent to the faculty and students selected for the study were accompanied by a cover letter explaining the objectives of the study as it related to each population.

Before the questionnaires were distributed to the two populations surveyed, the forms were submitted to the Faculty Committee on the Rights of Human Subjects, in accordance with the policy governing survey instrumentation at Sonoma State University. The committee recommended that the instrument allow the respondent the option of signing or not signing the questionnaire. In accordance with this

recommendation, a statement to that effect was included on the questionnaires sent to the students. The faculty exercise this option in any case.

Before distribution of the questionnaires, a representative group of 21 faculty and 17 students were asked to respond to the questionnaires and offer comments and criticism relevant to respective format and content. Questions which were thought to be irrelevant were reworded or omitted.

The faculty questionnaire addressed to the faculty population was designed with the purpose of determining faculty cognizance regarding:

- 1) Changes in freshmen career plans during the years covered by the study
- 2) When changes, if any, in freshmen attitudes towards career decisions or plans were noticed
- 3) Noticeable differences, if any, shown by freshmen in respect to their interests and future plans.

The student questionnaire sent to the student respondents, questioned their attitudes toward career planning and sought responses to the following:

- 1) The year the student was a freshman
- 2) Identification of specific socio-political events, if any, which may have influenced the career choice of the respondent
- 3) Whether or not the student felt (or seemed to feel) more serious about studies or plans because of recent or current socio-political events
- 4) Whether or not the student was influenced

to change career plans that they had made during the freshman year after that year

The questionnaires were designed to evaluate the perceptions of both population samplings (student and faculty) in regards to the effect of certain socio-political events upon freshmen career plans. The method of administering the questionnaires and the analysis of the data was presented.

### Summary

One hundred and three (103) students and fifty-six (56) faculty members of Sonoma State University (California) were used as sample subjects to respond to a designed and developed questionnaire to establish whether or not specified socio-political events affected university freshmen in their career decision-making. Two questionnaires (student and faculty) were developed to analyze perceptions of the sample populations. The questionnaires were designed from the format established by the descriptive hypotheses of the study.

The demographic data established the population sample of students and included diverse ages, similar sampling of males and females and was grouped into three specified groups of academic years. The faculty sample represented all divisions of the university and consisted of similarly diverse age groups.

## CHAPTER IV

### FINDINGS OF THE STUDY

The data, tables, and findings of the study were presented in the format of two sections, students and faculty perceptions. The sequence of data was dictated by the questionnaires and the established socio-political events

The hypotheses of the study were descriptively analyzed from the data established from questionnaires. Conclusions were then derived from data exhibited in tables.

Tables and appendixes were derived from the computer printout analysis of data established from the questionnaires.

The student and faculty demographic data was presented in Chapter III and provided the setting in which the hypotheses were tested.

#### Student Perceptions of Socio-Political Events Relative to Career Decision-Making

Survey questions 5 through 13, sought student responses to questions regarding the effect of the specified socio-political events which occurred just



before or during initial college attendance, specifically their attitudes during their freshman year.

Question 5:

Did any of the following events influence your career decision while you were a freshman?

- 1) United States' withdrawal from military conflicts (Viet Nam)
- 2) Development of the counter social and value cultures
- 3) Acceleration of student political concerns

The responses of the students were tallied for group frequency separating males from females and establishing a total (Table 4).

Table 4

Student Sample Responses to Questionnaire by Sex

Socio-Political Event	Males		Females		Total	
	Yes #	No #	Yes #	No #	Yes #	No #
United States' Withdrawal from Military Conflicts (Viet Nam)	39	5	48	11	87	16
Development of the Counter Social and Value Cultures	34	10	19	40	53	50
Acceleration of Student Political Concerns	37	7	49	10	86	17
Totals	83%	17%	65%	35%	73%	27%

Of the 59 females and 44 males responding to the questionnaire, 73 percent (75) indicated that at least one of the socio-political events influenced their career decision-making at the freshmen level. Twenty-seven percent (28) indicated they were not influenced by the events. More males (83 percent) indicated they were influenced than did females (65 percent). Less positive response to the questionnaire was given to the influence of the counter social and value culture than the other two events. It is therefore established that the three identified events did affect freshmen career decision-making of more than half of the student sample (103 population).

Question 6:

If your answer is yes to any of the above, please explain briefly how the event you specified affected your attitude regarding your career goal.

Further analysis of the data indicates (Table 5) that the freshmen of the years 1971-1973 classification appeared more influenced than those of the 1968-1970 freshmen. This established that possibly there was less concern for socio-political events as the identified events passed with time.

Table 5

Student Sample Responses by Academic Years

Socio-Political Event	15				58				30				Total			
	1968-1970				1971-1973				1974				Yes		No	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
United States' Withdrawal from Military Conflicts (Viet Nam)	12	80%	3	20%	51	87%	7	13%	24	80%	6	20%	87	84%	16	16%
Development of the Counter Social and Value Cultures	5	33%	10	67%	35	61%	23	39%	13	43%	17	57%	53	51%	50	49%
Acceleration of Student Political Concerns	11	73%	4	27%	48	82%	10	18%	27	90%	3	10%	86	83%	17	17%
Averages		62%		38%		77%		23%		71%		29%		73%		27%

The withdrawal from military conflicts (84 percent) and the acceleration of student political concerns were more influential than was the development of the counter social and value culture.

Analysis of Table 5 established that more student concern was attributed to the acceleration of student political concerns in the freshmen sample of 1974 than in the two previous groups.

Therefore, military withdrawal had a growing effect on career decision-making as the yearly sample progressed (1968-1974) and acceleration of student political concerns diminished. This delayed reaction to military withdrawal can be noted in the analysis of Table 4 where most males (88 percent) were influenced by this one event. A combination of the three events also influenced males (83 percent) more than females (65 percent).

The frequency and percentages of responses to effects of socio-political events which affected freshmen career decisions, as shown in Table 5 established that students were most concerned about their careers during the 1971-1973 academic years. There was a culminating effect of various socio-political events which was evidenced during that academic year.

Analysis of data presented in response to Questions 5 and 6 and Tables 4 and 5 formulate the conclusion to Hypothesis 1.

Analysis 1:

Hypothesis 1: Analyze data from student questionnaires and determine whether or not three specified socio-political events influenced a majority or more college freshmen in their career decision-making during the 1968-1974 academic years. The three socio-political events identified were:

- a) United States' withdrawal from military conflicts (Viet Nam)
- b) Development of the counter social and values cultures
- c) Acceleration of student political concerns

Conclusion: More than half (73 percent) of the freshmen attending Sonoma State University during the academic years 1968-1974 indicated they were influenced by the identified socio-political events.

The distribution of student responses (Table 2) identified which academic year the student was a freshman. Those who were freshmen during the years 1971 through 1973 responded more readily to questions. In contrast, students of the previous years and the following years were less affected by aspects of the questions.

Student political concerns and the counter social culture had less impact on students in general than the change in draft laws or development of the counter culture.

The withdrawal of United States' troops from Viet Nam (84 percent) and the acceleration of student political concerns (86 percent) affected student career decision-making during the 1968-1974 academic years. Fifty-one percent of students indicated the development of the counter social and value culture had influence upon their

decisions. Students entering the university during 1971-1973 were less affected than those who entered during 1968-1970 and, later, during 1974.

Question 7:

Do you feel that you have become more serious about your studies because of the situation discussed above?

The response to this question was nearly divided even with 35.9 percent responding yes and 31.1 percent responding no. See Table 6.

Table 6

Student Sample Response to Increased Concern  
for Importance of Academics

<u>Response</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Yes	37	35.9
No	32	31.1
	34	33.0
Total	103	100.0

Some students offered comments which gave a cross section of student reaction to the question:

"Not yes or no, but in spite of."

"Definitely."

"Not sure, it's exciting because it's new."

"No, more centered and specific."

"I have always been serious about my studies, if anything I have become more lighthearted in my acceptance of my situation."

"I am more into school, less into politics due to student apathy and government corruption."

Several students credited professors with their increased interest in studies. A few students cited additional responsibility, i.e., getting married, as a reason given for being more serious about their studies.

Question 8:

Were you influenced during your freshman year to change your major study plans?

Freshmen who had determined their major course of study before or by their freshman year were inclined to change their major in a large enough number to indicate a concern for the realistic aspects of their career goals or change of attitude reflected in Table 5, where lifestyle, change, personal insight and increased socio-political motivation were among the reasons cited for change of career plans.

Question 9:

Do you think that your career decision, if you made one during your freshman year, would not have been made so soon if the socio-political events mentioned had not occurred at that time?

Those who answered yes felt that they would have delayed their career decision, and those who answered no, would possibly have made an early decision in any case. The socio-political events happening when they did, did change or would have changed their early career decision. See Table 7.

Table 7

Student Sample Response to Determined  
Vocational Goal Orientation

<u>Response</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Yes	45	43.7
No	58	56.3
Total	103	100.0

Tables 6 and 7 in response to Questions 7, 8 and 9 indicate that there was no noticeable change in students attitudes toward their studies. Students generally indicated that because of socio-political events cited their career plans were made earlier.

There is no noticeable difference between the absolute frequency of student responses as to whether or not they became more serious about their studies after their freshman year in college. This asserts the possibility that freshmen felt they were serious in their career decision-making as it was influenced by the socio-political events.

Question 10:

Do you have a firm idea of what your post graduation employment will be?

There is a relationship between the findings in Tables 6 and 7. Those students who answered 'yes' to the question whether they would have made an early choice of career if the socio-political events had not occurred,



also seemed to be certain about their post graduation vocational/professional plans. Though a greater percentage of students (56.3 percent) were still not certain of vocational goals, 43.7 percent indicated they were certain of their future vocation.

Question 11:

When did you establish plans for your future?

The analysis of data in Table 8 established that 44.7 percent (46) of sophomore, junior, and senior changed their career choices. An additional 11.7 percent (12) freshmen changed their choices during their first year in college. This constitutes a total of 56.4 percent (58) students of the 73 percent. See Table 8.

Table 8

Student Response to Class Year They Made  
Final Career Decision

Category Label	Absolute Frequency	Relative Frequency
Freshman Year	12	11.7
Sophomore Year	10	9.7
Junior Year	24	23.3
Senior Year	12	11.7
Before Entering College	15	14.6
After Graduation	1	1.0
Have Not Established Plans	29	28.2
Total	103	100.0

Responses to this question included written comments indicating that a number of students (15) had determined their goals before entering college. By looking at these two categories, it was evident that many students had made a decision regarding their career goals before the completion of the junior year of college, 58.1 percent, and had indicated that they had definite plans previously.

The conflicting response that freshmen were influenced by socio-political events, that they somewhat increased in their seriousness toward studies as opposed to establishing a determined career goal results from the fact that they were junior at the time they completed the questionnaire.

Analysis of data presented to Question 11, Table 8 formulates the conclusion to Hypothesis 2.

#### Analysis 2:

Hypothesis 2: Analyze data from student questionnaires and determine whether or not a majority or more of college freshmen later changed their career decision-making after their initial choice which was or was not influenced by the specified socio-political events.

Conclusion: Fifty-eight students, a majority or more (56.3 percent) changed their career choice during their academic program.

#### Question 12:

Did any other situation or person influence your career decision regarding your career plans?

Table 9

Student Response to Other Influences  
of Career Goals

<u>Category Labels</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Parents	3	2.9
Friends	3	7.7
Professors	14	13.5
Work Experience	63	56.7
No Other Influence	20	19.3
Total	103	100.0

The effect of cited socio-political events on career decision-making and factors such as parents, friends, professors, and work experience was indicated as influential in affecting career decisions.

Question 12a:

If you answered yes to Question 12 above, please give a brief account of the way your work experience helped make a career decision, (Table 14).

Table 10

Student Sample Response to Influence  
of Work Experience

<u>Influence</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Incentive for Further Work Exploration	5	4.9

Table 10 continued

<u>Influence</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Gave Sense of Direction	6	5.8
Disliked Work Experience	7	6.8
Demonstrated Practical	3	2.9
Job Gave Sense of Satisfaction	8	7.8
Served as Reality	2	7.8
Helped Financially	2	1.9
Other	14	9.7
No Response	54	52.4
Total	103	100.0

Analysis of the response to the inquiry of whether work experience was a major factor in the career decisions made by college students, it was noted that decisions were made because the student disliked the work, 14.3 percent, the job gave a sense of satisfaction, 16.3 percent or served as a reality testor, 16.3 percent.

The responses to the above question (Table 10) provided an indication of the general major study interest and the relation of work experience effect on career

decisions.

Students gave evidence that work experience served in a realistic sense to expose the college student to work realities. This could mean that the students found the kind of work they wanted to do or the experience showed them what they didn't want to do.

Questions 13 and 13a:

Were there any activities on campus during your freshman year which helped you make a decision about your future plans?

If you answered yes to the above, please explain (Question 13a). Very few students had a comment in relation to the second part of Question 13, but those who did offered evidence that a variety of experiences were causes of change. Examples of the type of responses follow:

Changes Attributed to Course Work, or Related Involvement

"Hutchins School's togetherness"  
 "Art Show experience"  
 "Athletics"  
 "Theater Arts production"  
 "My experience in my studies has changed my attitude a little"

Religion

"I got close to the Lord through this (Christians on Campus) group"

Campus Programs

"Exposure to representatives from other campuses discussing graduate studies"  
 "CIP (Community Involvement Program), volunteer work with mentally retarded kids"  
 "Women's Studies Project"

Work Experience

"Working for the state made me decide that I never want to work for the state again"

Social Concern

"The high degree of social and environmental concern"

"Helping me discover my full potentials and alternatives in life"

"Actually my career decision was delayed due to the events in the freshman and later years"

In Questions 12, 12a, 13 and 13a, the student respondents were queried as to other persons or situations that influenced their career decisions. Students listed: 1) readings, 2) major personal events in their lives and 3) mates as having influenced a career change after their initial decision

Faculty Perceptions of Socio-Political Events  
Relative to Freshmen Career Decisions

The survey questionnaire submitted to the faculty of Sonoma State University for this study, sought responses to the questions: were there noticeable differences in student attitudes in respect to their studies and was there a noticeable change in attitudes regarding career plans or life goals.

Question 1:

Are you aware of any changes in freshmen plans for their post graduation employment during the past few years?

Of the faculty responding (1) 16.1 percent indicated that they felt the freshmen were seeking more

guidance about their future plans than they were in the immediate years before the time of the study (1968-1974). Also 37.8 percent (21) of the faculty felt that students were more definite in their choice compared to a few years before.

Table 11

Faculty Opinion of Student Changes in  
Student Career Goals

<u>Opinion</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Freshmen Seeking More Guidance	1	16.1
Freshmen More Definite	21	37.5
No Change in Last 4 Years	4	7.1
No Change in Last 2 Years	2	3.6
No Noticeable Observation	16	28.6
Missing	12	7.1
Total	56	100.0

The findings indicates that the students were more definite about their plans and their studies by seeking different goals, in the opinion of their faculty.

Question 2:

If you have noticed a change of freshmen attitudes toward careers, when would you say that it was most noticeable?

The changes in freshmen attitudes were more noticeable to faculty during the academic year of 1972-73, with 23.2 percent of the faculty reporting their awareness of this change. Before 1972 there was less awareness of student change in attitudes by the faculty, but in 1972 there was an increase in faculty awareness of students attitudes towards their careers. This observation was supported by the student's own statements of increased interest in their future and change of attitudes toward their careers.

Table 12

Faculty Opinion of Student Changes in Career Goals by Academic Year

<u>Year</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Not Applicable	5	8.9
1974	8	14.3
1973	13	23.2
1972	9	16.1
Before 1972	2	3.6
Missing	19	33.9
Total	56	100.0



Analysis 3:

Hypothesis 3: Determine whether or not a majority or more of faculty members were similarly aware of freshmen opinions about the influences of socio-political events upon freshmen career decision-making as freshmen indicated from survey findings.

Conclusion: Twenty-one (37.5 percent) of faculty responding felt freshmen were more definite in their career choices. In contrast to Conclusions 1 and 2, this reflects that faculty were not aware of students' lack of definite career decisions during the students' academic career.

Question 3:

Would you say that the change was rather abrupt or gradual?

Of the total number of faculty responding to this question, half (14) felt that the change they observed in their students was abrupt and half (14) saw the change as gradual (Table 13).

Table 13

Faculty Opinion of Degree of  
Student Career Changes

<u>Degree</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Abrupt	14	25.0
Gradual	14	25.0
Missing	28	50.0
Total	56	100.0

Question 4:

If freshmen are taking courses from you or seeking guidance, has there been a difference in their interests?

Over a third, 39.3 percent, of the responding faculty (Table 14), indicated a noticeable increase of interest of students in their discipline.

Table 14

Faculty Opinion of Student Academic  
Discipline Changes

<u>Category Label</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Toward Discipline	22	39.3
Away from Discipline	1	1.8
No Shift in Interest	10	17.9
Missing	23	41.1
Total	56	100.0

Question 4.1:

If yes, when did you first notice the change?

In 1972, the greatest number of students sought career and academic guidance (Table 15). No mention of a noticeable increase of student interests and seeking of advisement before that year and in 1973 the number was slightly less.

Table 15

Faculty Opinion of Student Discipline  
Changes by Academic Year

Year	Absolute Frequency	Relative Frequency
Not Applicable	11	19.6
1974	3	5.4
1973	4	7.1
1972	7	12.5
Missing	31	55.4
Total	56	100.0

Question 5:

If you have freshmen in your classes, do you notice more competition or responsiveness?

The answers to the above question were equally divided between the faculty who had noticed more responsiveness and/or competition among their students and those who did not.

Table 16 was the tabulation of the students responses to increased competition or responsiveness in class. In examining this table, it is noted that there is no increase nor decrease in student responsiveness or competition as established by faculty opinion.

Table 16

Faculty Opinion of Student Competition  
and Responsiveness

<u>Response</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Yes	11	19.6
No	11	19.6
Missing	34	60.7
Total	56	100.0

In the opinion of the faculty who responded positively to this part of Question 5, there seemed to be equal division between those who noticed more change in their students in 1972 and 1973.

Question 6:

In your opinion do freshmen have a better idea where their studies will lead them?

More than half (51.8 percent) of the faculty did not respond to this question. The faculty responding to the question were divided between: yes, 37 percent, no, 22.2 percent, with 40 percent of the faculty indicating that the students were sampling courses (Table 17).

Table 17

Faculty Opinion of Student Career  
Decision-Making

<u>Response</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Yes	10	17.9
No	6	10.7
Still Sampling	11	19.6
Missing	29	51.8
Total	56	100.0

Question 6.1:

If your observation was yes, (that freshmen have a better idea where their studies would lead them) when did you notice the difference?

The faculty who observed that yes the students did appear to have a better idea where their studies would lead them stated that this was observed during 1972, a total of 17.6 percent while 11.8 percent saw more surety in the year 1973.

Comparison with the student section of the findings (Table 7) will support the faculty observations that the students who seemed to be more certain of their future plans were those in the Natural Sciences and those in the Social Sciences.

Question 7:

If you wish to express what has impressed you about freshmen during the last two or three years compared to a few years ago, please do so here.

An analysis of Question 7 shows that the majority of the faculty who responded, 79.2 percent, stated that in general they felt that students were more goal oriented. Only a few, 4.2 percent, felt that freshmen were less goal oriented.

Table 18

Faculty Opinion of Student  
Goal Orientation

<u>Response</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Freshmen Have More Goals	19	33.9
Freshmen Have Less Goals	1	1.9
Other	4	7.1
Missing	32	57.1
Total	56	100.0

The findings in response to Question 7 indicate that students appeared to be more goal-oriented than previously noted. This trend could be explained by the heightened technological developments which would interest more students with interest in science and by the fact that many students selected the Social Sciences because of increased concern for human welfare.

Question 8:

Any comments or ideas you may have concerning freshmen and their career goals and our responsibility in helping them.

Thirty-three faculty responded, and of these, twelve stated that they had no contact with freshmen and gave no or very few answers to the questionnaire. Several of the faculty who admitted that they saw very few freshmen, in any case, shared their observations for use in the study. There were two general responses, one, general observations about changes in student attitudes, and two, comments and suggestions for consideration of awareness and counseling of students in relation to their needs during a period such as the time span and the socio-political events during that time. Comments are cited in Appendix C.

The faculty population of the study included those faculty who had been teaching at Sonoma State University since 1968. The student population of the study included selected numbers of students who registered during the fall semester of 1973.

The overall perceptions of the students regarding their concerns about socio-political events and what effect, if any, these events had upon their studies, course selections, and career choices were examined. The socio-political events were those which occurred or culminated during the decade covering the years from the mid 1960s through the mid 1970s. The questions directed to the students were seeking responses to their career concerns during their freshmen year of college.

Perceptions of the impact of socio-political events upon student's decisions concerning course work and career

choices as observed by the faculty were reported. There was some preliminary examination of the data presented in view of the findings.

### Conclusions

The tables and analysis of data provided evidence that each hypothesis was descriptively analyzed and that:

- 1) More than half (73 percent) of the freshmen attending Sonoma State University during the academic years 1968-1974 indicated they were influenced by the identified socio-political events.
- 2) Fifty-eight students, a majority or more (56.3 percent) changed their career choice during their academic program.
- 3) Twenty-one (37.5 percent) of faculty responding felt freshmen were more definite in their career choices. In contrast to Conclusions 1 and 2, this reflects that faculty were not aware of students' lack of definite career decisions during the students' academic career.

Therefore, students were affected by the selected socio-political events by more than a majority (73 percent). Faculty members (37.5 percent) were not aware of student career influence as evidenced by students.



## CHAPTER V

### SUMMARY OF THE STUDY

This descriptive study based on a student and a faculty questionnaire was conducted to determine and investigate whether or not three specific socio-political events influenced freshmen students' career decision-making at Sonoma State University, Rohnert Park, California, during the period 1968-1973.

Three descriptive hypotheses were established to formulate guidelines to design and develop the student and faculty questionnaires and for the presentation of data:

- 1) Analyze data from student questionnaires and determine whether or not three specified socio-political events influenced a majority or more college freshmen in their career decision-making during the 1968-1974 academic years. The three socio-political events identified were:
  - a) United States' withdrawal from military conflicts (Viet Nam)
  - b) Development of the counter social and values cultures
  - c) Acceleration of student political concerns

More than half (73 percent) of the freshmen attending Sonoma State University during the academic years 1968-1974 indicated they were influenced by the identified socio-political events.

- 2) Analyze data from student questionnaires and determine whether or not a majority or more of university freshmen later changed their career decision-making after their initial choice which was nor was not influenced by the socio-political events.

Fifty-eight students, a majority or more (56.3 percent) changed their career choice during their academic program.

- 3) Determine whether or not a majority or more of faculty members were similarly aware of freshmen opinions about the influences of socio-political events upon freshmen career decision-making as freshmen indicated from survey findings.

Twenty-one (37.5 percent) of faculty responding felt freshmen were more definite in their career choices. In contrast to Conclusions 1 and 2, this reflects that faculty were not aware of students' lack of definite career decisions during the students' academic career.

In conclusion, the identified socio-political events did influence university freshmen in their career decision-making during the period 1968-1973.

The student respondents represented a ratio of 30 percent (103) of those students sampled. The responding faculty was approximately 31.2 percent (56) of those sampled.

Career Counseling Response cards were made available to students during the registration period. There was random distribution and retrieval of the cards.

The literature review examined three specific socio-political events identified in the hypotheses which caused a major impact on the youth of the decade:

- 1) United States' withdrawal from military conflicts (Viet Nam)
- 2) Development of the counter social and value cultures

### 3) Acceleration of student political concerns

The literature concerned with the socio-political events and changes made it evident that this period, the decade from the mid 1960s to the mid 1970s, was a time of overt change which affected young people, particularly in that it created a new dimension in their expectations for their career future and removed them from a pattern of complacency which was not to be their inheritance.

Institutions of higher education were challenged by these young people, and the administrators and faculties were not able to entirely resist the impact of the students' demands.

The economic slowdown which occurred during the period with which this study was concerned served to complicate the social atmosphere which found college students questioning the value of a college education. The efforts of the colleges and universities to adjust academic philosophies to the times also made it necessary to offer a different approach in counseling assistance to students. This served the two-fold purpose of responding to the exigency of the times, and at the same time justifying the existence of colleges and universities as institutions of higher education.

More attention was being paid to the end results of education by faculty, counselors, and college and university officials. Counselors became almost as a body, more sensitive to the understanding of the larger issue of relationship

of work in an individual's life and development of a satisfactory lifestyle in the larger community.

It was evident from the literature review that changes in educational policies and philosophies had to occur and that students should have available to them those services designed to facilitate the adjustment from the college or university campus to employment or graduate school.

The conclusions of this study were based upon the findings from the surveys used to test the hypotheses. These conclusions are therefore presented in that context, with all inherent limitations of such findings being taken into account.

- 1) Career considerations and decisions made by college students are affected by extraordinary socio-political events as well as by basically accepted factors such as: personal interests and abilities, influence of others, economic expectations, et al.
- 2) Selection of college courses and major studies tend to be determined by traditional considerations and are also affected by certain socio-political events.
- 3) Career awareness as a developmental process is vital to the total education of the individual student in higher education.

#### Recommendations

Because of the exploratory nature of this study, the sampling was limited to a small population of Sonoma State University faculty and students.

It is therefore recommended that:

- 1) Further study be made to seek additional understanding of the impact of socio-political factors which are significantly congruent with the determination of career decisions by college students and identify these factors to encourage relevant and current mode of advisement by the faculty and counseling by college counselors.
- 2) Plans be formulated and studied which would offer a comprehensive orientation and/or training for first year college students which is relevant to the total college experience, with emphasis on the exploration and developing cognizance of personal interests, needs, and expectations as applied to the ultimate goal of post graduation career plans.
- 3) More specific attention be addressed to the needs of women college students as their expectations increase for entrance into employment with career potential.
- 4) A comprehensive survey be taken of the alumni of Sonoma State University specifically seeking feedback concerning which programs, if added to the traditional college experience, would serve students' needs related to career awareness.

#### Summary

This study was undertaken in order to seek further understanding of the problems faced by college students when considering career decisions, and of the frustrations at wasted efforts in college when realizing belatedly that college left much to be desired or shouldn't have been attempted. The study emphasized the area of socio-political influences as they affected college students' adjustment to college and future life plans.

The researcher believes that more attention should be given to the understanding of the considerable number of factors which affect the student as an individual, and the

problems faced by all students related to their need to make plans for a career resulting from their college experience. This study offers, for whatever value it might have even in a small way, some additional information relating to college students and the effects of any untoward events upon their life planning.

The ultimate goal of the study which justifies all of the time and effort spent was to develop more sensitivity to an awareness of the students' problems, with the end result of raising the level of counselor competence.

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## APPENDICES

APPENDIX A

CAREER COUNSELING RESPONSE CARD

Date: \_\_\_\_\_

Phone. ( ) \_\_\_\_\_

\_\_\_\_\_  
 Last Name First Middle

\_\_\_\_\_  
 Local Address - Street & No. City State Zip

1. Current Class Level Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_

2. Graduate Studies: \_\_\_\_\_ Expect Degree, when? \_\_\_\_\_

3. Year first attended CSC,S \_\_\_\_\_ Major \_\_\_\_\_

4. Occupational field interest \_\_\_\_\_

5. What is your geographical preference for employment after graduation? \_\_\_\_\_

6. Career information programs best for you during - Fall \_\_\_\_\_ Spring \_\_\_\_\_ Semester?

7. Will you seek help with Placement file? \_\_\_\_\_ Resumes? \_\_\_\_\_

Job Information? \_\_\_\_\_ Counseling? \_\_\_\_\_ Testing? \_\_\_\_\_ Reference letters? \_\_\_\_\_

Other? \_\_\_\_\_

APPENDIX A continued

Please indicate your feeling about the importance of the following items:

**KEY:** 1. Very Important. 2. Moderately Important 3. Not Important

- Orientation about job opportunities related to different majors.
- Administering and interpreting vocational guidance inventories.
- Learning the skills and techniques of job hunting.
- Counseling to help define your career goals.
- Courses/seminars in career information.

Thank you,  
Career Planning and Placement Center  
California State College, Sonoma

Please leave this card in box outside of Admissions and Records Office

## APPENDIX B

### QUICK QUESTIONNAIRE FOR STUDENTS AND GRADUATES WHO WERE FRESHMEN AT CALIFORNIA STATE COLLEGE, SONOMA BEGINNING WITH THE YEAR 1968 THROUGH 1973

Greetings: Student/Alumnus

The promise was to be quick so I will get to the point because I know how busy you are.

The objective of this study is to determine whether or not as a Freshman at California State College, Sonoma, you and your classmates' attitude toward a career goal during your freshman year was significantly different from freshmen from other years during the time span from 1968 through 1973.

Socio-political pressures during that period may have caused changes in your attitude toward your career goals, for example, changes in the draft laws, lowering the voting age, U.S. withdrawal from military conflicts, political concern, development of counter culture, et.al.

The purpose of this study is to secure background information for Career Counseling purposes. As Career Counselor my preliminary interest is to encourage students to begin early in their college experience to seek direction for career planning. This kind of awareness is a necessary adjunct to any students' academic preparation for post graduate employment.

## APPENDIX B continued

Any response which you are able to give to the following questions will be significant to our counseling and academic functions and hopefully increase our awareness of your needs. This will aid in the guidance of all students during their college career.

This questionnaire is only part of the total study, the balance will be from the faculty. Results of the study will be made available to all faculty members and other persons upon request. You are not required to respond to this questionnaire but it would be most appreciated if you would do so.

Thank you.

Priscilla Ewing  
Career Counselor  
Career Planning & Placement Office  
Stevenson Hall 2019

## APPENDIX B continued

## STUDENT QUESTIONNAIRE

Did certain socio-political events affect your career plans?  
Please answer as many questions as you can or wish to. If  
you do not care to respond, please just return the blank  
form to us.

- 1) Male  Female  Birthdate \_\_\_\_\_
- 2) You were a freshman during the academic year: (please check)
  - a)  1968/1969  1971/1972  
 1969/1970  1972/1973  
 1970/1971
  - b) Present class level \_\_\_\_\_
- 3) If you were not a freshman at Sonoma State College, did you transfer from:
  - a) A community college \_\_\_\_\_
  - b) Another four year college \_\_\_\_\_
  - c) Was the school in California?  Yes  No
- 4) What is your major course of study? \_\_\_\_\_
- 5) Did any of the following events influence your career decision while you were a freshman?  Yes  No
  - a) Change in draft laws  Yes  No
  - b) U.S. withdrawal from military conflicts (Vietnam)  Yes  No
  - c) Lowering of voting age  Yes  No
  - d) Acceleration of student political concerns  Yes  No



## APPENDIX B continued

- e) Development of anti-establishment counter culture  Yes  No
- f) Other  Yes  No
- 6) If your answer is yes to any of the above, please explain briefly how the event you specified affected your attitude regarding your career goal?
- 7) Do you feel that you have become more serious about your studies because of the situation discussed above?  
 Yes  No
- 8) Were you influenced during your freshman year to change your major study plans?  Yes  No
- 9) Do you think that your career decision, if you made one during your freshman year, would not have been made so soon if the socio-political events mentioned had not occurred at that time?  Yes  No
- 10) Do you have a firm idea of what your post graduation employment will be?  Yes  No
- 11) When did you establish your plans for your future?
- a) During your freshman year
- b) During your sophomore year
- c) During your junior year
- d) During your senior year
- e) You haven't yet

## APPENDIX B continued

12) Did any other situation or person influence your decision regarding your career plans?

a) Parents\_\_\_ Mother\_\_\_ Father\_\_\_

b) Friends\_\_\_

c) Professors\_\_\_

d) Work Experience\_\_\_

If you answered yes on (d) above, please give a brief account of the way your work experience helped you make a career decision.

13) Were there any activities on campus during your freshman year which helped you make a decision about your future plans?

If yes, please explain:

Thank you for participating. Please sign your name. (Optional)

\_\_\_\_\_  
Name

## APPENDIX C

### QUICK QUESTIONNAIRE FOR FACULTY WHO HAVE BEEN AT CALIFORNIA STATE COLLEGE, SONOMA FOR MORE THAN THREE YEARS

Dear Colleague:

The promise was to be quick so will get to the point because I know how busy you are.

The objective of this study is to determine whether or not freshmen at California State College, Sonoma have changed their attitude toward career goals at any time during the academic years covering the period from 1968-1973.

Socio-political pressures during that period may have caused changes in freshmen attitudes toward career goals, for example, changes in the draft laws, lowering of the voting age, U.S. withdrawal from military conflicts, political concern, development of counter culture, et.al.

The purpose of the study is to secure background information for Career Counseling purposes. As Career Counselor my preliminary interest is to encourage students to begin early in their college experience to seek direction for career planning. This kind of awareness is a necessary adjunct to the students' academic preparation for post graduate employment.

Any responses which you are able to give to the following questions will be significant to our counseling and academic functions and hopefully increase the awareness of

## APPENDIX C continued

our students' needs. This will aid in the guidance of these students during their college career.

This questionnaire is only part of the total study, the balance will be from the students themselves. Results of the study will be made available to all faculty who are interested.

Thank you.

Priscilla Ewing  
Career Counselor  
Career Planning & Placement Office  
Stevenson Hall 2019

## APPENDIX C continued

FACULTY QUESTIONNAIRE  
Freshmen Changes in Attitude Toward Career Planning

- 1) Are you aware of any changes in freshmen plans for their post graduation employment during the past few years?  
Please check appropriate thought.
  - a) \_\_\_ Freshmen seem to be more definite about their future plans now than a few years ago.
  - b) \_\_\_ Freshmen are seeking more direction and guidance concerning career plans now compared to a few years ago.
  - c) \_\_\_ Not much observable change in freshmen attitude toward career plans in the last few years.
  - d) \_\_\_ Haven't observed any change in freshmen attitude toward career plans in the last few years.
  - e) \_\_\_ Have had no opportunity to observe whether or not there is a difference.
  
- 2) If you have noticed a change of freshmen attitudes toward careers, when would you say that it was noticeable?
  - a) This year\_\_\_
  - b) Last year\_\_\_
  - c) Two years ago\_\_\_
  - d) Before that\_\_\_
  
- 3) Would you say any observable change was rather
  - a) Abrupt\_\_\_
  - b) Gradual\_\_\_
  
- 4) If freshmen are taking courses from you or seeking guidance, has there been a difference in their interests?
  - a) Toward your discipline or subject areas\_\_\_

## APPENDIX C continued

b) Away from your discipline or subject areas\_\_\_

c) No difference\_\_\_

If yes, when did you first notice the change?

5) If you have freshmen in your courses, do you notice more competition or responsiveness? \_\_\_Yes \_\_\_No

If yes, first observed.

6) In your opinion do freshmen have a better idea where their studies will lead them?\_\_\_

a) Or are they still sampling courses?\_\_\_

If 6) when did you first notice the difference?

7) If you wish to express what has impressed you about freshmen during the last two or three years compared to a few years ago, please do so here.

8) I would appreciate comments or ideas you may have concerning freshmen and their career goals and our responsibility in helping them.

Thank you.

Priscilla Ewing  
Career Counselor

Professor's Name\_\_\_\_\_ First Year at CSC,S\_\_\_\_\_  
(Optional)

Department\_\_\_\_\_ Subject\_\_\_\_\_

## APPENDIX D

## Distribution of Students Sample Subjects by Major Department

Category Label	Absolute Frequency	Relative Frequency (PCT)
Art	4	3.9
Music	3	2.9
Expressive Arts	1	1.0
Theater Arts	2	1.9
Ethnic Studies	4	3.9
Biology	8	7.8
Psychology	9	8.7
Sociology	7	6.8
Economics	2	1.9
Management	4	3.9
Foreign Languages	3	2.9
Chemistry	2	1.9
Physics	2	1.9
Environmental Studies	2	1.9
Political Science	5	4.9
English	3	2.9
Geology	3	2.9
Liberal Studies	7	6.8
Math	3	2.9
History	4	3.9
Anthropology	2	1.9

## APPENDIX D continued

<u>Category Label</u>	<u>Absolute Frequency</u>	<u>Relative Frequency (PCT)</u>
Undeclared	4	3.9
None	19	18.4
	<hr/>	<hr/>
Total	103	100.0



APPENDIX E

Distribution of Faculty Sample Subjects by Major Department

<u>Divisions</u>	<u>Departments</u>	<u>Faculty Responding</u>	<u>Total</u>
Cluster Colleges	Environmental Studies	1	
	Expressive Arts	1	
	Hutchins School of Liberal Studies	1	<u>3</u>
Humanities	Art	2	
	English	2	
	Humanities GE Program	-	
	Foreign Languages	1	
	Music	3	
	Philosophy	1	
	Performing Arts	-	
	Theater Arts	-	<u>9</u>
Interdisciplinary Education	Education	6	
	Counseling MA	-	
	Afro-American Studies	1	
	Mexican-American Studies	-	
	Interdisciplinary Studies	-	<u>7</u>

## APPENDIX E continued

<u>Divisions</u>	<u>Department</u>	<u>Faculty Responding</u>	<u>Total</u>
Natural Sciences	Biology	10	
	Chemistry	5	
	Mathematics	2	
	Geology	-	
	Nursing	-	
	Physics/Astronomy	2	
			19
Social Sciences	Anthropology	2	
	Economics	-	
	Geography	-	
	History	3	
	Management	3	
	Political Science	1	
	Sociology	1	
			10
Psychology, P.E., and Health Sciences	Psychology	2	
	Physical Education and Health Sciences	2	
			4
Administration	2		
Missing	2		
	31 Departments		
Grand Total			54

## VITAE

Priscilla Colton-Ewing

### EDUCATION:

- Ph.D. Education (Counseling Psychology), Walden University, Naples, Florida
- M.A. Education (Counseling), Loyola University, Los Angeles
- B.A. Education, University of the Americas, Mexico

### POSITIONS:

Counselor, Associate Professor, Assistant Director of Placement, Sonoma State University  
Director of Placement, Counselor, Loyola University of Los Angeles  
Counselor, Assistant Director Foreign Student Service, University of Southern California, Los Angeles  
Counselor, Assistant Director, Y.W.C.A., Hollywood Studio Club, Los Angeles  
Instructor, English as a Foreign Language, U.S.I.S., Mexico and Brazil  
Employee Relations and Training Manager, Emporium Stores, San Francisco

### PROFESSIONAL ACTIVITIES:

Accrediting Commission for Jr. Colleges, Western Association of Schools and Colleges, 1 year  
Alumni Board, Sonoma State University, Faculty Advisor, 5 years  
American Personnel and Guidance Association  
American Association of University Women  
California Association of Marriage and Family Counselors  
California Association of Women Administrators and Counselors  
Economic Development Board, Santa Rosa, 2 years  
Federal College Association, 4 years  
National Vocational Guidance Association  
Northern California Placement Association

VITAE

PROFESSIONAL ACTIVITIES continued:

Personnel and Industrial Relations Association,  
Public Affairs Committee Chair, 1 year  
Sonoma County Council for Community Services,  
Youth Division, 3 years  
Student Personnel Association, California State  
Universities and Colleges  
Western College Placement Association, Publicity  
Chair and Editor of Newsletter, 4 years; Chair  
of Invitations Committee, Ninth Annual Convention

PUBLICATIONS:

Career Planning Manual for College Students, Sonoma  
State University  
Dissertation: Analysis of Selected Socio-political  
Influences upon Career Decision Making of College  
Freshmen, Walden

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