

A SURVEY OF THE RESPONSIBILITIES AND ACTIVITIES OF SELECTED BUSINESS
TEACHERS, IN THE GUIDANCE PROGRAMS OF NORTH CENTRAL WHITE
PUBLIC HIGH SCHOOLS IN OKLAHOMA

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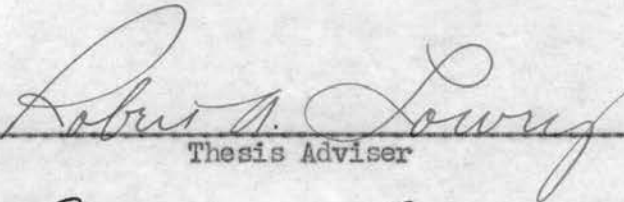
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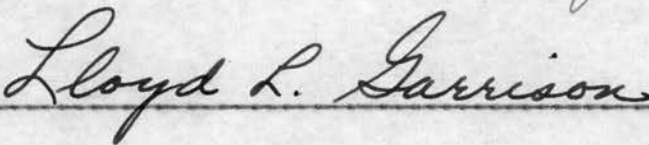
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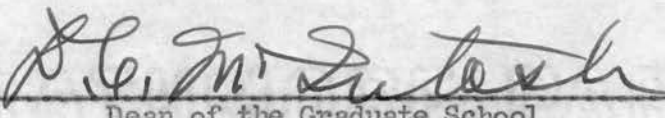
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CHAPTER I
INTRODUCTION

Guidance in its broader meaning takes into consideration the total behavior of the individual. Vocational guidance is the giving of information, experience, and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it. The literature of the past twenty years shows much interest in guidance in its broader meaning. Educators, administrators, labor experts, and men from business and industry seem to agree that there is a need for making use of guidance services by those who are responsible for the education of youth. As Frank S. Endicott, Director of Placement at Northwestern University, has pointed out, "there appears to be general agreement that guidance and counseling is needed, and that its purpose is to help individuals make wise choices, intelligent plans, and satisfactory adjustments." Differences of opinion, he observes, are largely confined to fundamental conflicts concerning how the desired end may best be achieved.¹

There is a need for guidance due to the character of demands made on modern education, to changes in the social and economic order of which the individual becomes a member, to the needs of the adolescent for counseling and guidance, and to the necessity of avoiding waste in education.²

Little has been written on the subject of guidance specifically for the business teacher. This investigator found articles on guidance which should be

¹ Frank S. Endicott, The Guidance and Counseling of Business Education Students, South-Western Publishing Company, 1947, p. 9.

² U. S. Department of Interior, "Programs of Guidance," Bulletin No. 17, 1932, p. 3.

of special interest to business teachers in The Balance Sheet, Occupations Magazine, Journal of Business Education, National Business Education Quarterly, and Business Education World. Few studies on guidance have been made specifically from the viewpoint of the business teacher.

Guidance should include giving of occupational information, homeroom counseling, use of cumulative records, placement, and follow-up services. Endicott believes that the business teacher has a definite responsibility in the guidance program. He stated that in order to be equal to the task of educating future business workers the business teacher must understand "the needs, interests, and future possibilities" of the students she has in her classroom. He stated further that these guidance skills should be added to what the business teacher already knows about present business practices. The business teacher has been concerned with the problems of occupational information, placement, and follow up for many years in the past.³

Statement of the Problem

The primary purpose of this study is to determine, with particular reference to business education, the extent to which guidance services and related guidance activities are available to business students through (1) the guidance practices followed by schools, (2) the guidance responsibilities, practices, and activities followed by business teachers in advising students, and (3) the services of institutions and agencies which have guidance and employment services available for high school students in the state of Oklahoma.

Analysis of the Problem

It is the purpose of this study to gather and interpret data in an attempt to answer the following questions:

³ Endicott, op. cit., p. 10.

1. To what extent are business teachers responsible for guidance practices in their schools?
2. What guidance practices are being followed by business teachers?
3. What guidance services are offered to high school graduates of Oklahoma by the Oklahoma Statement Employment Service, Oklahoma Personnel Board, National Office Management Association, State Department of Education, and private employment agencies?
4. To what extent are business teachers making use of the available services?

Need for the Study

More and more schools are placing greater emphasis on the importance of guidance in the school program. With the increasing numbers of secondary school pupils with a wide range of abilities, interests, experiences, financial resources, and cultural background, the need of occupational information and guidance services is greater than ever. Successful business teachers need to assume their share of responsibility for occupational information, placement, and follow up in the guidance program offered by schools in which they teach.

There is a trend toward schools, business, and Labor wanting to co-operate in matching jobs and youth. The United States Employment Service (Oklahoma State Employment Service), Labor Department, and business firms are interested in any guidance practices business teachers may employ to decrease the amount of labor turnover among workers. The Oklahoma State Employment Service is interested in successfully matching jobs and workers. Any assistance business teachers can give the Labor Department to reduce the amount of shifting of new workers from one job to another is highly desired by employers.

The inadequacy of information about the guidance practices Oklahoma business teachers are following in their efforts to meet the needs of youth and

business indicates a need for a survey of this type. It is believed that no study has been made to determine either the extent to which Oklahoma business teachers are aware of the problem of guidance or the extent to which they are responsible for a part of the guidance program. The present study may serve as a basis for improving guidance practices. It may assist individual schools in evaluating their guidance services, and may assist business teachers in the improvement of the guidance activities they perform. It is believed that the study will contribute needed information about the guidance activities of business teachers.

The business man in the community often calls on the business teacher for help when he needs an employee, and he often relies on the teacher's judgment in selecting desirable office workers. This study seeks to ascertain the practices the business teacher follows in attempting to guide students into suitable vocations.

Adequate information about occupations is necessary if business teachers are to properly guide students. The lack of job information may cause occupational indecision on the part of the student. The new entrant into the business world loses man hours in production if he shifts about from one job to another. The resulting loss in production affects the national economy when considered on a nation-wide basis.

Scope and Delimitation

The business teachers included in the mailing list for the questionnaire used in this study were selected from business teachers who taught in the North Central Association public white high schools in Oklahoma during the year 1951-1952. Agencies included in the study are limited to the Oklahoma State Employment Service, State Department of Education, Oklahoma State

Personnel Board, National Office Management Association, and selected private employment agencies which have offices in Oklahoma.

Sources of Data

Replies were received from ninety-five business teachers in an equal number of North Central secondary schools of Oklahoma. The list of member schools was obtained from the Oklahoma Educational Directory for 1951-1952. These responses represent the primary source of data for this study. Enrollment figures were obtained from the State Department of Education.

Data relative to the employment services were obtained in interviews with personnel of these agencies.

To supplement these responses, a survey was made of related literature available in the Oklahoma A. and M. College Library. This literature included books, magazines, bulletins, reports, and unpublished studies.

Definitions of Terms

Definitions of terms used in this study are cited from the Dictionary of Occupational Titles and the literature of the field.

Respondents: Are individual business teachers who answered the questionnaire. In some instances the respondents give information concerning activities of their schools and in other instances the information they give pertains only to their personal activities and responsibilities.

Businessman: The use of the term will be limited to employers of office (clerical) workers.

Guidance: Refers to that aspect of the educational program which is concerned especially with helping the pupil to become adjusted to his future in line with his interests, abilities, and social needs.⁴

⁴ Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School, pp. 1-2.

Vocational Guidance: The practice of assisting a person to choose an occupation, prepare for it, enter upon it, and progress in it.⁵

Guidance Program: The program which the school has established for discovery of individual needs and the plan for meeting them.⁶

Counseling: The face-to-face relationship with students during a personal interview.⁷

New Entrant: A beginning worker who has never before been included in the labor supply and is entering business or industry for the first time.⁸

Placement: Guidance with reference to seeking or accepting a position.⁹

Follow Up: A plan by which the experiences or status of young people who have left school are investigated or surveyed, either for the purpose of assisting them in further adjustment or for securing facts to improve the plan of guidance for those still in school.¹⁰

Organized Employer Registration File: A file which lists the firm name, address, job descriptions, and qualifications necessary for filling the employment needs of local businesses.

Organized Pupil Registration Data File: A file which lists the student's name, background, education, interests, special training, work experience, and other qualifications for employment.

⁵ Herbert A. Tonne, Business Education Basic Principles and Trends, p. 89.

⁶ Endicott, op. cit., p. 9.

⁷ Ibid., p. 10.

⁸ This is the definition used by the Oklahoma State Employment Service Office and was taken from Volume IV of The Dictionary of Occupational Titles, published in 1951.

⁹ Carter V. Good, Dictionary of Education, p. 194.

¹⁰ Ibid., p. 174.

Procedure of the Study

There were eight steps in the procedure:

1. This study was selected because the investigator has for many years been interested in advising business students. As a business teacher, the investigator sensed a need for improvement in advising students. The investigator also had the opinion that business teachers have not been taking full advantage of the employment services available in Oklahoma.

The literature of the field which was pertinent to the study was reviewed. A survey of related studies revealed a need for definite information concerning the guidance practices employed by business teachers in Oklahoma and for more effective use of available employment services. The literature surveyed led the investigator to believe that business teachers recognize their limitations in advising and guiding students into vocations and that a definite need is felt on their part for improvement in guidance practices.

2. Use of the normative-survey method was decided upon. It was decided that a questionnaire should be devised for use in obtaining information on practices of business teachers.

3. Interviews were conducted for the purpose of collecting data from the Oklahoma State Employment Service, National Office Management Association Chapters in Tulsa and Oklahoma City, and other agencies concerning any services available to business teachers and students from the agencies. Supplementary data from the agencies were used in determining the employment services offered to high school graduates.

4. The questionnaire was constructed to survey the phases of guidance pertinent to occupational information, placement, follow up, and other guidance activities of business teachers as stated in the primary purposes of the study. Certain questions asked on the questionnaire were designed to obtain information concerning the extent to which business teachers are making use of the services

of Oklahoma State Employment Service, National Office Management Association, and others.

The questions were constructed on the basis of information obtained from:

- a. an analysis of the questions of this study
- b. a review of the literature
- c. the study of questionnaires used in related studies.

5. A tentative questionnaire was submitted for criticisms and suggestions to the Chairman of the Thesis Committee. After desirable changes were made, the questionnaire was again submitted to this adviser and a final draft was made.

6. The questionnaire, with a letter of explanation, was mailed to business teachers in the North Central Association public white secondary schools of Oklahoma during February, 1952. It was thought North Central schools were more likely to have guidance programs than non-member schools of corresponding size because of the program carried on by the national organization.

7. A follow-up letter was mailed to teachers from whom replies were not received within two weeks after the first mailing.

8. A second follow-up letter enclosing a copy of the questionnaire was mailed to teachers from whom replies were not received by the middle of April, 1952. This mailing was addressed to each business teacher by name, the addresses having been secured from the State Department of Education.

9. By means of an analysis of the answers received on the questionnaire and by analysis of the information received while interviewing agency personnel, the investigator attempted to answer the questions set forth in the purpose of the study. The data obtained were tabulated and analyzed for the purpose of seeking answers to the questions raised in the analysis of the study, and conclusions were drawn on the basis of the findings.

Chapter II presents a review of the literature and research studies related to guidance and employment services. The literature is reviewed under the headings of viewpoints on guidance, responsibilities of the business teacher for guidance, guidance functions, occupational information, and placement and follow up.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is devoted to reviewing literature and research studies made in guidance with reference to business education. This review provided the background for the categories set up in the findings of Chapter IV.

Guidance has a part in and is related to all business education subjects. So complex is our present system of society that if business teachers are to advise their students adequately, guide them, and place them successfully in business and industry, they will have to make use of all guidance services available. Many business education authors writing in the current magazines from 1945 through 1951 are concerned about the responsibility for guidance which rests with the business education department.

Viewpoints on Guidance

There was a difference of opinion among writers concerning the methods of handling the guidance program in secondary schools. Some favored a directed--centralized--trained counselor-in-charge type of program, while others recommended a non-directed type of program. Frank S. Endicott mentioned the differences of opinion in Guidance and Counseling of Business Students.¹¹

Endicott, being primarily interested in business education, covered various phases of the responsibilities of business education in the field of guidance.

¹¹ Endicott, op. cit., pp. 7, 8, 9.

The following were the phases he covered: (1) the place of the business teachers in the guidance program, (2) a survey of the factors employers want in workers, (3) employment trends a placement officer should watch, (4) the co-operation necessary between business and business education, (5) the use of cumulative records in guiding students, and (6) the overall picture of what the guidance program should be.¹²

Herbert A. Tonne mentioned the responsibility of business education in the field of guidance in his book, Business Education Basic Principles and Trends. He stated: "Guidance is at present one of the weakest parts of the entire educational system."¹³ Tonne closed his chapter on guidance with:

Vocational guidance is at present undertaken by many agencies; a considerable amount, by industry itself. Not all of it is successful; some of it overlaps, resulting in confusion and superficiality. Obviously, co-ordination of effort is imperative.¹⁴

Business teachers are interested in bridging the gap between the student's occupational ambitions and his abilities. Some authors in the field of business education believe this gap can be bridged through guidance on the part of the business teacher. In addition to the authors quoted, Dame, Brinkman, and Weaver in Prognosis, Guidance, and Placement in Business Education, gave additional weight to this belief in stating: "The trend is definitely toward a public recognition of our guidance need . . . Is the pupil well enough informed to promote desirable outcomes?"¹⁵ And in Chapter II of the same book the authors said: ". . . the commercial department is training for vocational adjustment in terms of a job."¹⁶

¹² Ibid., pp. 10-30.

¹³ Tonne, op. cit., p. 89.

¹⁴ Ibid., p. 103.

¹⁵ J. Frank Dame, Albert R. Brinkman, and Wilbur E. Weaver, Prognosis, Guidance, and Placement in Business Education, p. 15.

¹⁶ Ibid., p. 18.

Methods of Vocational Guidance, with specific helps for the teacher of business subjects, written by Gertrude Forrester, covered the categories of occupational information, placement, follow up, professional activities of the business teacher, and co-operation of community organizations in the guidance program.¹⁷

Clifford P. Froehlich in Guidance Services in Smaller Schools stated that the guidance program should be organized for the purpose of assisting students, assisting teachers, and co-operating with the community. The program should be planned to cover four main areas: orientation and program planning, social development, occupational and vocational information, job placement, follow up, and college entrance plans. He stated that teachers and clerical workers play a prominent role in the guidance program even though they may not have professional guidance training. The program should include the evaluation of existing guidance practices, the determination of what is still needed, and the development of ways and means of improving prevailing practices and the suggesting of new practices. He outlined five steps for the teacher to follow in the area of occupational and vocational information. He suggested that a unit on types of work and attitudes which help a person hold a job could be included in the business courses. He included a typical organizational chart for the guidance program in a small school, and a chart on classification of workers.¹⁸

Frank G. Davis in Pupil Personnel Service included chapters on vocational guidance, personnel workers, and evaluation and status of guidance services.¹⁹

¹⁷ Gertrude Forrester, Methods of Vocational Guidance, Boston: D. C. Heath and Company, 1944.

¹⁸ Clifford P. Froehlich, Guidance Services in Smaller Schools, p. 1-73, 117.

¹⁹ Frank G. Davis, Pupil Personnel Service, Ch. 10, p. 243; Ch. 17, p. 496; Ch. 19, p. 568; Appendix A, p. 604.

"The Business Curriculum" monograph listed guidance as one of the aims of business education in high school.²⁰

"Blueprint for Business Education" consisted of a summary of the results of a survey in 1946 by a committee from the St. Louis chapter of National Office Management Association and a committee representing the St. Louis schools. The committees' report indicated a need for a well-organized program of guidance within the business department for the purpose of guiding students, and recommended that information concerning employment trends be made available to students.²¹

H. G. Enterline in "Trends of Thought in Business Education" listed guidance as a nonvocational as well as a vocational objective of business education. He gave occupational intelligence, occupational information, placement, and follow up as objectives of vocational business education.²² He stated: "There is a need for a wisely directed and complete program of vocational guidance as an essential part of a well-ordered, and comprehensive program of business education."²³

E. S. Eyster in "Business Education and Guidance" stated that the high school counselor must understand the contributions of business education and the requirements of the business world. He believes the counselor can develop a list of business education factors for consideration in an effective guidance program.²⁴

²⁰ "The Business Curriculum," Monograph Number 55, South-Western Publishing Co., 1952.

²¹ "Blueprint for Business Education," Monograph Number 65, South-Western Publishing Co., p. 6.

²² H. G. Enterline, "Trends of Thought in Business Education," Monograph Number 72, South-Western Publishing Co., p. 9.

²³ Ibid., p. 23.

²⁴ E. S. Eyster, "Business Education and Guidance," National Education Association Journal, Volume 39, p. 272-273. April, 1950.

Under the supervision of Professor Benton A. Fuller of Oklahoma A. and M. College, a report was made by a class in guidance in the summer of 1941.²⁵

The purpose of the group was to find ways and means of meeting urgent guidance needs of Oklahoma high school students. Eight committees covered eight areas in the guidance program. Parts of four of the reports related to this study were: Occupational Information, Placement and Follow Up, responsibility of the teacher as part of Organization and Administration of a Guidance Program, and vocational guidance as a part of A Guidance Program for Rural Schools.

The North Central Association carried on a very comprehensive study of high school guidance programs for a five-year period from 1945 to 1950. The progress of the study was reported from 1947 to 1951 in the quarterly of the association by the committee on guidance.²⁶ The general categories set up for the reports were information about the pupil, organizing and administering the program, counseling, the role of the teacher, use of community resources, and placement and follow-up activities.

North Central schools in Oklahoma would naturally be influenced by the association's study and probably their guidance programs contain many characteristics of the categories in the five-year study. The annual reports of these member schools to the association were used as sources of data in the five-year study.

Oklahoma was the only state of the forty-eight that did not have a state director of guidance, and a state organized and directed guidance program. The viewpoint of state leaders on guidance seemed to be that the needs of individual students can be met best by leaving the entire responsibility of

²⁵ Benton A. Fuller, "Guidance in The Secondary Schools of Oklahoma," A Report of Eight Committees, Oklahoma A. and M. Collection, 1941.

²⁶ North Central Association Quarterly issues from January, 1947, through January, 1951.

administration, organization, and performance (functioning) of guidance programs to each local school. In this way each school is free to make adjustments to fit local community needs adapted to the distinctive characteristics of individual community centers (industrial, mining, agricultural) in Oklahoma.

Responsibilities of the Business Teacher for Guidance

The following authors are cited for the purpose of determining what the writers in the field think should be the role of the business teacher in the guidance program. This material was reviewed for the purpose of orientation on the first question asked in the analysis of the problem as stated on Page 2.

A. H. Frankel in "Guidance for Business Students" indicated that the business teacher's opportunity for guidance begins where all other educators leave off, that is, in furnishing pupils the information and guidance they needed to attain maximum success within their chosen field of work. He stated the business teacher should incorporate a unit in clerical opportunities in the training program.²⁷

Pertinent to this study is the following quotation from Prognosis, Guidance, and Placement in Business Education:

The responsibility of guiding the students of the business department can more adequately be handled by the members of the business faculty in a school. Business teachers know and appreciate the rigid demands of business for the finished product.²⁸

The 1951 edition of Methods of Vocational Guidance included a section on the role of the teacher of business subjects in the guidance program. The author stated:

Even though not trained as a counselor, the teacher of business subjects is obliged to give some advice to pupils regarding their

²⁷ A. H. Frankel, "Guidance for Business Students," The Journal of Business Education, Volume 23, p. 13-14. October, 1947.

²⁸ Done, Brinkman, and Weaver, op. cit., p. 31.

future plans. If he is conscientious he will take this point of view: In a few years this pupil is going to be at work. How can I help him to prepare for his work--not merely by giving him vocational skills, but by directing his thinking and planning, helping him to see the problems he will encounter in occupational life, helping him to develop the right attitudes toward work, and enabling him to envisage the promotional steps in various occupations?²⁹

"A Handbook for Business Education in the Small High School" cited Ruth Strang on the contribution of the business teacher to the school's guidance program. Strang suggested the business teacher can contribute to the guidance program by working with a trained guidance counselor and in this way business teachers can improve their own techniques.³⁰ The same article cited Keithley and Boisclair in "Guidance, Placement, and Follow-up in Business Education" as stating that the teacher is probably the most important person in the success of the guidance program.³¹ The article recommended that the business teacher give business occupational guidance, advise all vocational business students, advise other students on personal use values of basic business subjects, aid students in obtaining occupational business information, assist 'dropout' students, and arrange for part-time business experience, job placement, and follow-ups to effect occupational adjustment.

Enterline stated that the business department has a responsibility for making available to students accurate and complete information about the requirements of business occupations and about occupational trends. He reviewed the place and function of the business teacher in the guidance program as follows:

²⁹ Gertrude Forrester, Methods of Vocational Guidance, (1951) p. 442.

³⁰ "A Handbook for Business Education in the Small High School," Monograph Number 69, South-Western Publishing Co., April, 1948, Ch. VI, p. 35.

³¹ Ibid., p. 36.

1. Because of the practical nature of the training and experience, the business teacher is in an excellent position to assist in the program.
2. The business teacher can assist in the general guidance program by:
 - a. Providing information about job opportunities and job requirements.
 - b. Assisting in the general guidance and counseling plan.
 - c. Conducting placement and follow-up activities.
 - d. Providing effective classroom instruction.
 - e. Establishing business contacts and business relationships.
 - f. Revising the business curriculum when necessary.
 - g. Sponsoring extra curricular activities of a business nature.³²

Guidance Functions

Tonne listed the following functions of guidance: assembling information, imparting information, analyzing the student, counseling the student, placing the student in the school and in a job, and following up the student to determine the success of guidance. With reference to the use of records he stated: ". . . without adequate records, the work of guidance cannot be satisfactorily undertaken."³³

Occupational Information

In Group Guidance Principles, Techniques, and Evaluation Robert Hoppock included a section on occupations and occupational information under the heading of Students Survey Beginning Jobs, Outline for Occupational Survey, Outline for the Study of an Occupation, and Sources of Occupational Information.³⁴

Tonne stated that:

Often, a teacher who has taken courses in personnel or guidance, but who has had little or no actual business experience, is assigned

³² Enterline, op. cit., p. 25.

³³ Tonne, op. cit., p. 96.

³⁴ Robert Hoppock, Group Guidance Principles, Techniques, and Evaluation, pp. 84, 104, 106, and Appendices H, I, and J.

the task of teaching the occupations class; and the knowledge he presents is, therefore, inclined to be academic and unrealistic.³⁵

Gertrude Forrester has written many pamphlets on occupational information.

With reference to occupational information she wrote: "Teachers of business subjects need to know where to find aids and how to use them effectively."³⁶

Grayson H. Kofauver and Harold C. Hand gave this view on who should teach the occupations class:

The teacher who is assigned the responsibility of teaching the occupations course should, if possible, be an individual who has had occupational experience other than teaching, who is mature enough to have had a variety of experiences, and who definitely has the guidance point of view.³⁷

Eyster mentioned the fact that there is a lack of job qualifications and descriptions to serve as a basis for information about positions in business. He further stated that the school curriculum should make provision for all pupils to learn about the occupational opportunities in all areas.³⁸

Placement and Follow Up

Helen Reynolds has stated that business teachers can always place the good students--but there are not too many of them. She raised the following questions: Do the secondary school curricula give the kind of business occupational preparation students need? Are those who are enrolled in these curricula persons who can profit by the experience and who can secure and hold jobs in the community? Do the business teachers have a sympathetic understanding of

³⁵ Tonne, op. cit., p. 95.

³⁶ Forrester, op. cit., p. 443.

³⁷ Grayson H. Kofauver and Harold C. Hand, Appraising Guidance in Secondary Schools, Ch. X.

³⁸ Eyster, op. cit., p. 272-273.

the students together with the ability to aid them in preparing for and securing business employment?³⁹

In regard to placement Tomne Stated: "High grade private employment agencies, government agencies, and the newspapers are valuable aids in placement."⁴⁰

With reference to the use of community resources for assistance in placement Forrester stated: "Enlisting the co-operation of the service and civic clubs in the community will result in co-operative effort with the employers of beginning workers."⁴¹

Concerning placement and follow up Enterline stated: It is not enough to train business workers; the school must find a market (employment) for the services of students so trained. Business teachers should co-operate with existing employment agencies. Closer co-ordination between the school and business is necessary in order that a guidance and placement program may be most effective. Follow up is a necessary function and is the ultimate conclusion to the placement function.⁴²

Related Theses

Studies of the guidance programs within the secondary schools have been made by other writers. However, the investigator found no studies that have been made from the viewpoint of the business teacher specifically.

Other writers sent questionnaires to school administrators who administered the entire school program. The present investigator sent questionnaires to the business teachers. The questionnaires of other writers were

³⁹ Helen Reynolds, "Who Should Take Business Education?" National Business Education Quarterly, XVIII, May, 1950, pp. 26-30.

⁴⁰ Tomne, op. cit., p. 97.

⁴¹ Forrester, op. cit., p. 443.

⁴² Enterline, op. cit., p. 25-26.

designed to yield data for a picture of the complete guidance programs of schools rather than a picture of the part business teachers were assuming in the programs. Other studies mentioned the areas in which the business teacher could function in the programs. The present study attempted to determine what share the business teacher is taking in the guidance program.

Richard G. Cryer found that in Louisiana guidance programs (1) the principal was responsible for the program, (2) few trained counselors were employed, (3) the program varied with the type of school, (4) vocational guidance materials seemed inadequate, and (5) the services of the Louisiana State Employment Service could be utilized more effectively by Rural schools.⁴³

Ruth Bartlett wrote her master's thesis in 1942 on "Employment Counseling and Placement of Youth in Selected Secondary Schools of Oklahoma." She found that (1) ninety-one per cent of the schools surveyed had some type of program in effect; (2) schools were not satisfied with their existing programs; (3) most schools felt the need of counseling-placement services for youth; (4) the schools could co-operate more closely with the State Employment Service and existing employment agencies; and (5) schools should keep more adequate records for placement.⁴⁴

In 1940 Carmoleta Gregory had made a study similar to Bartlett's study, by interviewing personnel of state employment services offices. Gregory recommended (1) that vocational business education teachers secure available occupational information and assistance from the employment service in establishing a co-operative secretarial training program and in revising the

⁴³ Richard G. Cryer, "A Survey of the Guidance Programs Within the Public White Secondary Schools of Louisiana in the Spring of 1948," Unpublished Master's thesis, Oklahoma A. and M. College, 1949.

⁴⁴ Ruth Bartlett, "Employment Counseling and Placement of Youth in Selected Secondary Schools of Oklahoma," Unpublished Master's thesis, Oklahoma A. and M. College, 1942.

vocational business curricula, and (2) that schools provide for placement by co-operating with the local employment services.⁴⁵

A comprehensive study was made in 1940 by Dennis D. Walden in his master's thesis on "The Organization and Administration of Guidance Programs in Secondary Schools of Oklahoma." This study presented the results of a survey of vocational and educational guidance programs of Oklahoma high schools. He secured data pertaining to (1) the needs for guidance, (2) the organization and administration of guidance, (3) counseling procedures, (4) the personnel requisite to an effective guidance program, (5) articulating agencies, and (6) tests and records applicable to a state-wide program.

The questionnaire constructed for Walden's study contained forty-seven divisions and consisted of approximately 200 items. The data from the questionnaire were grouped in categories and analyzed by means of tables. Among the findings listed were: (1) few schools had organized guidance, (2) little attempt was made to adjust the curricula to local conditions, (3) placement had only a small beginning, (4) many schools had incidental types of programs, (5) almost half of the schools used tests, and (6) records were not used much in the guidance program. Walden recommended that: (1) guidance services be made available to every student in our public schools, (2) guidance programs should help fill the gap between educational offerings and occupational demands, (3) consistent use be made of all articulating agencies, (4) school libraries be supplied with sufficient occupational information material, and (5) a testing program and cumulative record system be established.⁴⁶

⁴⁵ Carmolota Gregory, "Relationships Between Schools and Public Employment Services in the Placement of Youth," Unpublished Master's thesis, Oklahoma A. and M. College, 1940.

⁴⁶ Dennis D. Walden, "The Organization and Administration of Guidance Programs in Secondary Schools of Oklahoma," Unpublished Master's thesis, Oklahoma A. and M. College, 1940.

In 1939, Ethel Brock wrote her master's thesis on "Implications of the Youth Employment Problem to Secondary Business Education." Her summary on the implications to secondary business education included the following:

(1) the responsibility for guidance must be assumed by each teacher, (2) it is the duty of the school to make some provision for placement and this could be done through co-operation with the Employment Service, and (3) the commercial education program should utilize all the community resources available.⁴⁷

The present study surveyed certain areas related to business education particularly, and attempts to give a picture of where and how business teachers assume responsibility for a part in the guidance program of the school. The areas of occupational information, placement, follow up, and related guidance activities surveyed in the present study are similar in nature to sections of these areas used in the studies reviewed.

A complete list of the books, publications, and periodicals reviewed for this study is found in the bibliography.

Chapter III of the present study presents information concerning the respondents and their schools.

⁴⁷ Ethel Brock, "Implications of the Youth Employment Problem to Secondary Education," Unpublished Master's thesis, Oklahoma A. and M. College, 1939.

CHAPTER III

THE RESPONDENTS TO THE QUESTIONNAIRE

Chapter III summarizes the data concerning the education, experience, and training in guidance of the business teachers responding to the questionnaire.

The map of Oklahoma on page 24 shows the geographical distribution of North Central schools represented by the respondents in this study. Several of the counties do not have schools which are members of the North Central Association. The study includes data for 78.5 per cent of the North Central public white secondary schools in Oklahoma.

Table I shows the one hundred twenty-one North Central secondary schools of Oklahoma to which questionnaires were mailed and the ninety-five of these schools represented in the present study, distributed according to enrollment size. These schools are classified according to the size of enrollment of the schools for the year 1951-1952. The enrollment figures were secured from Mr. Standifer Keas, Director of Secondary Education, State Department of Education. The enrollment figures include ninth, tenth, eleventh, and twelfth grades. The addition of adjusted ninth grade enrollment figures to three year high schools shifted these schools into the next higher enrollment group. This adjustment does not affect the data in the succeeding tables.

The questionnaire was mailed to one business teacher in each school. Ninety-five replies were returned from the one hundred twenty-one business teachers to whom questionnaires were mailed. As shown in Table I, at least seventy-five per cent of the schools in each enrollment size group are represented in the replies.

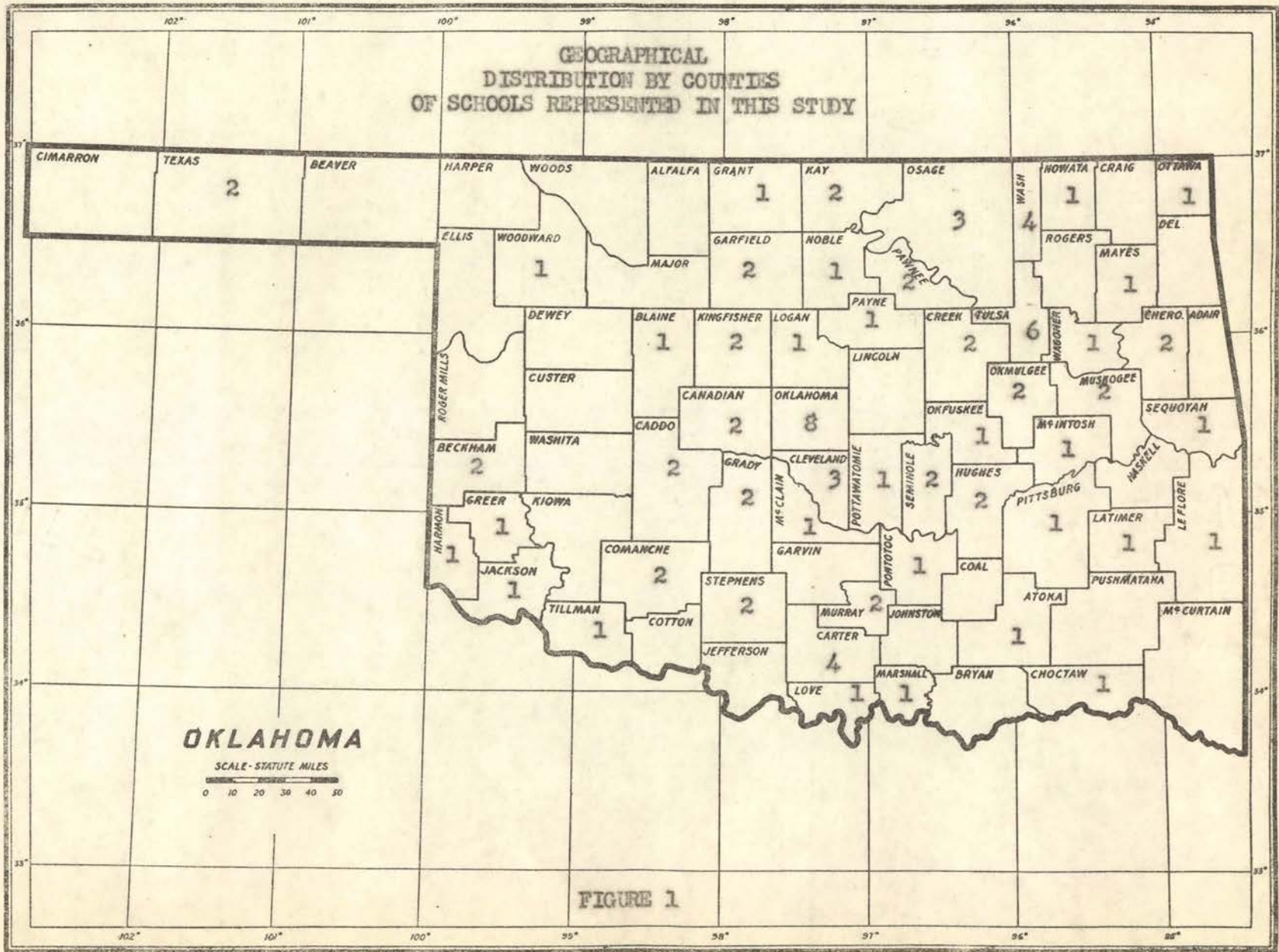


TABLE I

NUMBER OF NORTH CENTRAL SECONDARY SCHOOLS OF OKLAHOMA AND
NUMBER AND PER CENT OF THESE SCHOOLS REPRESENTED IN THE RESPONSES
TO THE QUESTIONNAIRES, CLASSIFIED ACCORDING TO THE SIZE OF THE
SCHOOL FOR 1951-1952

Size of Schools According to Enrollment	Number of Questionnaires Sent	Number Received	Per Cent Received
0 - 100	5	4	80.0
101 - 200	33	25	78.8
201 - 300	21	16	76.3
301 - 400	21	16	76.3
401 - 500	10	8	80.0
501 - 600	6	5	83.3
601 - 700	7	6	85.7
701 - 800	4	3	75.0
801 - Above	<u>14</u>	<u>12</u>	<u>85.7</u>
Total	121	95	78.5

This table should be read as follows: There are five North Central secondary schools in the 0 - 100 enrollment size group. Returns were received from four, or 80 per cent, of the schools in this group.

TABLE II
LENGTH OF TEACHING EXPERIENCE OF THE RESPONDENTS

Number of Years	Length of Experience			
	In All Teaching		In Present Position	
	Number of Respondents	Per Cent of 95 Respondents	Number of Respondents	Per Cent of 95 Respondents
Less Than 1	2	2.10	2	2.10
1	3	3.15	15	15.75
2	7	7.35	17	17.85
3	7	7.35	11	11.55
4	5	5.26	9	9.45
5	2	2.10	6	6.31
6 - 10	21	22.05	20	21.05
11 - 15	15	15.75	5	5.26
16 - 20	13	13.94	4	4.20
21 - 25	12	12.62	4	4.20
26 Over	2	2.10	1	1.05

This table should be read as follows: Two, or 2.10 per cent, of the respondents had had less than one year of teaching experience; the same number and percentage had held their present teaching positions for less than one year.

Table II shows the length of the teaching experience and number of years of experience in present positions of the respondents. The average number of years of teaching experience for the respondents was twelve. The average number of years of experience in present teaching positions for the respondents was four. The average tenure in the present position for the respondents was one third the average total experience for the group.

Table III shows the subjects taught by the respondents during the year 1951-1952. Eighty-one, or 85.05 per cent, of the ninety-five respondents were teaching typing I; sixty-nine, or 72.45 per cent, were teaching shorthand I; sixty-eight, or 71.57 per cent, were teaching typing II; sixty-three, or 66.15 per cent, were teaching bookkeeping I. Classes in general business and business English ranked next in frequency with 16.84 per cent of the respondents teaching general business, and 11.55 per cent of the respondents teaching business English.

Some of the business courses listed in Table III are probably similar in content and could be grouped; however, the titles of the courses are listed as given by the respondents.

The effect of alternating subjects in smaller schools was not considered in this table because only two respondents indicated subjects not being taught in 1951-1952, and these subjects were omitted from the table.

The respondents teaching subjects outside the business curriculum were teaching in schools with enrollments of 101-200. The respondent directing extra-curricular activities was teaching in a school with a three-teacher business department.

The tabulation in Table III does not represent the frequency with which the various subjects are included in the offerings of the schools represented since some of the schools employ more than one business teacher.

TABLE III

SUBJECTS BUSINESS TEACHERS RESPONDING TO THE QUESTIONNAIRE
WERE TEACHING DURING THE SCHOOL YEAR 1951-1952

Subjects	Number Teaching Subject	Per Cent of 95 Respondents
Typing I	81	85.05
Shorthand I	69	72.45
Typing II	68	71.57
Bookkeeping I	63	66.15
General Business	16	16.84
Business English	11	11.55
Office Practice	9	9.45
Shorthand II	9	9.45
Business Law	7	7.35
Business Arithmetic	5	5.26
Stenography	3	3.15
Transcription	3	3.15
Bookkeeping II	2	2.10
Commercial Geography	1	1.05
Economics	1	1.05
Filing	1	1.05
Spelling	1	1.05
Salesmanship	1	1.05
Shorthand Dictation	1	1.05
Office Machines	1	1.05
Secretarial Science (Shorthand II & Office Practice Combined)	1	1.05
High School Arithmetic	1	1.05
Girls' Gym	1	1.05
Director, Extra-Curricular Activities	1	1.05

This table should be read as follows: Eighty-one, or 85.05 per cent, of the respondents were teaching typing I.

Training in Guidance. The respondents were asked to "Check the types of training you have had in guidance." Table IV shows the types of training the respondents have had for advising students. Table IV shows that seventy-one, or 74.55 per cent, of the respondents checked some type of guidance training. Fifty-four, or 56.7 per cent, of the respondents had had guidance courses in college; thirty-six, or 37.8 per cent, had attended guidance conferences; thirty-three, or 34.6 per cent, had had discussions with guidance specialists; and twenty, or 21 per cent, had attended in-service programs for guidance and counseling. Six, or 6.31 per cent, listed special types of guidance training which were not listed on the questionnaire. It is interesting to note that one business teacher had a master's degree in educational guidance.

From the data in Table IV concerning the number of business teachers reporting various types of guidance training, it appears that some of the respondents consider guidance an important function to the business teacher. Their comments indicate that they consider guidance training very useful to the business teacher in advising students.

Of the respondents in Table IV who reported that they had received one or more types of guidance training, eight checked four types of guidance training, seventeen checked three types of guidance training, nineteen checked two types, and twenty-seven checked one type of guidance training. Twenty-four, or 25.2 per cent, of the respondents checked no type of guidance training.

Table V reveals opinions of the respondents concerning the adequacy or inadequacy of their training for advising students as reported by the business teachers themselves. These opinions were given in answer to the question "Do you consider your own training for advising students to be adequate, fair, not enough." Forty-two, or 44.4 per cent, of the respondents checked "fair"; and fourteen, or 14.7 per cent, checked "adequate" in Table V. Of the fourteen

TABLE IV
 TYPES OF GUIDANCE TRAINING RECEIVED BY RESPONDENTS

Types of Training	Number of Respondents	Per Cent of 95 Respondents
Guidance Courses in College	54	56.7
Attended Guidance Conferences	36	37.8
Discussions with Guidance Specialists	33	34.6
Attended In-service Programs for Guidance and Counseling	20	21.0
Research Work in Guidance	4	4.2
Secretary to Personnel and Counseling Director	1	1.0
Attended University Career Day Conference	1	1.0
No Type of Training Checked	24	25.2

This table should be read as follows: Fifty-four, or 56.7 per cent, of the respondents indicated that they had taken guidance courses in college.

TABLE V
 OPINIONS OF RESPONDENTS CONCERNING ADEQUACY
 OF THEIR TRAINING FOR ADVISING STUDENTS

Adequacy	Number of Respondents	Per Cent of 95 Respondents
Fair	42	44.4
Not Enough	33	34.7
Adequate	14	14.7
No Reply to Question	6	6.3

This table should be read as follows: Forty-two, or 44.4 per cent, of the respondents considered their training for advising students as "fair."

respondents who checked "adequate" in Table V, eight had checked four types of guidance training shown in Table IV.

Table VI reveals opinions of the twenty-four respondents who checked no type of guidance training. Thirteen, or 54.16 per cent, of the respondents who reported no type of training considered their training not enough; nine, or 37.5 per cent, considered their training fair; one, or 4.16 per cent, considered his training adequate because he had had five years of experience as secretary and bookkeeper and had gained from this experience some knowledge of what employers expect of employees.

Chapter IV analyzes the data pertaining to guidance practices followed by schools of the respondents, practices followed by the respondents, and services offered by other agencies surveyed.

TABLE VI
 OPINIONS OF THE TWENTY-FOUR RESPONDENTS
 REPORTING NO TYPE OF TRAINING IN TABLE IV
 CONCERNING ADEQUACY OF THEIR TRAINING FOR ADVISING STUDENTS

Adequacy	Number of Respondents	Per Cent of twenty-four Respondents
Not Enough	13	54.16
Fair	9	37.50
Adequate	1	4.16
No Reply	1	4.16

This table should be read as follows: Thirteen, or 54.16 per cent, of the respondents reporting no type of guidance training considered their training not enough for advising students.

CHAPTER IV

FINDINGS

Chapter IV summarizes the findings of this survey under three headings: (1) guidance practices followed by schools of the respondents, (2) practices followed by business teachers, and (3) services offered by employment agencies.

Part 1. GUIDANCE PRACTICES FOLLOWED BY SCHOOLS OF THE RESPONDENTS

The purposes of part one of this chapter are:

1. To present data concerning guidance services offered to students in schools of the respondents.
2. To present data concerning tests given to students in these schools.
3. To show who teaches the occupations classes.
4. To show the types of standard proficiency tests given business students to gauge employability.
5. To answer the question, "Does your school have a person assigned to placement service?"
6. To provide background data for determining to what extent business teachers are responsible for guidance services in their schools. The extent of the guidance services offered in each school will necessarily limit the responsibilities of the business teacher in that school. What guidance practices are being followed by business teachers (Part 2, Chapter IV) may also depend, to some extent, on the guidance program of the school.

Guidance Services Offered to Students. Table VII shows types of guidance services offered in the schools of the respondents represented in this study as reported by the respondents. Eighty-three, or 87.05 per cent, of the respondents reported that their schools kept scholastic data for each student; seventy-nine, or 83.15 per cent, reported that their schools offered individual interviews to each student; sixty-seven, or 70.52 per cent, reported that cumulative records were kept for each student; fifty-eight, or 61.05 per cent, reported that vocational interests records were kept for each student; fifty-seven, or 60 per cent, reported that records of in-school activities were kept for each student; fifty-two, or 54.73 per cent, reported that group guidance through home room groups were offered; forty-seven, or 49.47 per cent, reported that records of future educational plans of students were kept; forty-one, or 43.16 per cent, reported that data concerning personality traits were kept for each student; thirty-nine, or 41.05 per cent reported that health and physical data were kept for each student; thirty-five, or 36.84 per cent, reported that a work experience record was kept; and twenty-eight, or 29.47 per cent, reported that records concerning other interests were kept for each student.

The data in Table VII cannot be considered as being complete for the schools represented. Twelve respondents neglected to check the item "scholastic data for each student." A few respondents checked only the first three items listed in the question, two respondents checked only one item listed, and two respondents neglected to check any part of the question.

Two respondents stated their schools were in the process of setting up the cumulative record folder system. The cumulative folder generally would include the types of services listed in Table VII.

One respondent listed "none" on all items of this question.

TABLE VII
 TYPES OF GUIDANCE SERVICES OFFERED IN THEIR SCHOOLS
 AS REPORTED BY THE RESPONDENTS

Type of Service Offered	Number of Respondents	Per Cent of 95 Respondents
Scholastic Data for Each Student	83*	87.05
Individual Interviews	79	83.15
Cumulative Record for Each Student	67	70.52
Vocational Interests of Each Student	58	61.05
In School Activities of Each Student	57	60.00
Home Room Groups	52	54.73
Future Educational Plans of Each Student	47	49.47
Data Concerning Personality Traits of Each Student	41	43.16
Health and Physical Data for Each Student	39	41.05
Work Experience Record of Each Student	35	36.84
Other Interests Record of Each Student	28	29.47
No Reply to Question	2	2.10

*Data incomplete. Twelve did not check this item.

This table should be read as follows: Eighty-three, or 87.05 per cent, of the respondents reported that scholastic data records for each student were kept in their schools.

The question did not ask the respondents to rank or to evaluate the services offered by the schools.

Tests. Table VIII shows the types of tests given and the number and per cent of schools giving each type. It will be noted the respondents did not limit their replies to aptitude tests, but included other types of tests which were given in their schools. Inasmuch as the first part of the question asked for aptitude tests only, the data given for other types of tests may not be complete. Forty-four, or 46.31 per cent, of the respondents listed titles of tests given in their schools.

Twenty-three, or 24.2 per cent, of the schools represented gave the Kuder Preference Inventory; twenty, or 21.5 per cent, gave Differential Aptitude tests; sixteen, or 16.9 per cent gave the Bell Adjustment Inventory; and six, or 6.3 per cent, gave the General Aptitude Test Battery (Oklahoma State Employment Service). The General Aptitude Test Battery is given upon request by the school to the Oklahoma State Employment Service. (See Part 3, Chapter IV.)

Three respondents mentioned tests sponsored by the State colleges (Oklahoma A. and M. College and Oklahoma University). These data are included in the Kuder Preference Inventory, Bell Adjustment Inventory, and Differential Aptitude tests in Table VIII. These tests were mentioned in interviews with personnel of the State Department of Education. (Part 3, Chapter IV)

Table VIII shows various other types of tests being given. All tests listed in the table are generally given for the purpose of guidance.

Occupations Classes. Twenty-five, or 26.31 per cent, of the respondents reported their schools offered a class in occupations. Table IX includes data concerning the schools in that group. Six, or 24 per cent, of the occupations classes were taught by business teachers; six, or 24 per cent, were taught by social studies teachers; and six, or 24 per cent, were taught by trade and

TABLE VIII
 TYPES OF TESTS GIVEN IN SCHOOLS OF THE RESPONDENTS

Type of Test	Number of Respondents	Per Cent of 95 Respondents
Kuder Preference	23	24.2
Differential Aptitude	20	21.5
Bell Adjustment Inventory	16	16.9
General Aptitude Test Battery (Oklahoma State Employment Service)	6	6.3
New California Short Form Test of Mental Maturity (Sullivan, Clark, and Tiego)	4	4.2
Detroit General Aptitude	3	3.1
Primary Mental Ability	2	2.1
Occupational Interest Inventory (Lee and Thorpe)	2	2.1
Otis Group Intelligence	2	2.1
Other Tests Listed	8	8.4

This table should be read as follows: Twenty-three, or 24.2 per cent, of the schools of the respondents give the Kuder Preference test.

TABLE IX
PERSONNEL TEACHING OCCUPATIONS CLASSES IN TWENTY-FIVE
SCHOOLS OFFERING A CLASS IN OCCUPATIONS

Title of Occupations Teacher	Number of Respondents	Per Cent of 25 Schools Offering Course
Business Teacher	6	24
Social Studies Teacher	6	24
Trade and Industrial Teacher	6	24
Diversified Occupations Co-ordinator	3	12
Special Teacher	3	12
Distributive Education Teacher	2	8
Principal	1	4
Mathematics Teacher	1	4
Vocational Home Economics Teacher	1	4

This table should be read as follows: Six, or 24 per cent, of the occupations classes were taught by business teachers.

industrial teachers. Diversified Occupations Co-ordinators were teaching the class in three, or 12 per cent, of the schools; and special teachers were teaching the class in three, or 12 per cent, of the schools.

One respondent commented that occupational studies were made in home rooms in the ninth and eleventh grades. One respondent explained that the business students enrolled in the class taught by the trade and industrial teacher.

One respondent reported that four different teachers were teaching occupations classes; they were business teacher, social studies teacher, home economics teacher, and trade and industrial teacher.

Proficiency Tests for Employability. Table X shows the types of proficiency tests given business students to gauge employability. Fifty-nine, or 62.1 per cent, of the respondents were making use of proficiency tests to gauge employability of business students. Fifty-two, or 54.73 per cent, of the respondents gave Oklahoma Merit System Examinations (State Personnel Board); twenty-one, or 22.01 per cent, gave State Employment Service Tests; twenty-one, or 22.01 per cent, gave civil service tests in typing and stenography; five, or 5.26 per cent, gave Gregg tests in shorthand and typing; and four, or 4.2 per cent, gave National Business Entrance Tests (Sponsored by United Business Education Association and National Office Management Association).

The first three tests listed in Table X are available to schools upon request to the sponsoring agencies. The results are also available for recording on the student's cumulative record folder. These tests are given and the results scored without charge to the school. This fact may account for the difference between the number of schools that were giving these tests and the number that were giving the National Business Entrance Tests. A fee is charged for National Business Entrance Tests.

TABLE X
 NUMBER AND TYPES OF STANDARD PROFICIENCY TESTS
 GIVEN BUSINESS STUDENTS TO GAUGE EMPLOYABILITY
 AS REPORTED BY RESPONDENTS

Type of Test	Number of Respondents	Per Cent of 95 Respondents
Oklahoma Merit System Examinations	52	54.73
State Employment Service Tests	21	22.01
Civil Service Examinations in Typing and Stenography	21	22.01
Gregg Tests in Shorthand and Typing*	5	5.26
National Business Entrance Tests	4	4.20
Tests from Business College*	2	2.10
Dictaphone Test for Certificate*	1	1.05
Employment Test at Time of Application for Job*	1	1.05

*"Other tests" written in by the respondents to the questionnaire.

This table should be read as follows: Fifty-two, or 54.73 per cent, of the schools of the respondents gave Oklahoma Merit System Examinations to business students to gauge employability.

The difference between the first two tests listed in Table X may be accounted for by the fact that Oklahoma State Employment Service has only recently sponsored the tests for graduating seniors.

Three respondents reported they gave all the types of tests listed on the questionnaire.

Placement Service. Twenty-one, or 22.01 per cent, of the respondents reported their schools had a person who was assigned to placement service. Sixty-nine, or 72.45 per cent, reported their schools had no one assigned to placement service; and five, or 5.26 per cent, gave no reply to the question.

One respondent reported no one was assigned, but three teachers volunteered for the placement service in the school.

Two respondents stated the Trade and Industrial Co-ordinators were assigned to placement service in their schools.

Nine, or 9.45 per cent, of the respondents reported they were placement officers for their schools; and one, or 1.05 per cent, was assistant to the placement director. Thus ten, or 10.5 per cent, of the business teachers included in this study were placement officers or assistant placement officers in their schools.

Part 2. GUIDANCE PRACTICES FOLLOWED BY

THE RESPONDENTS

The purposes of Part 2 of this chapter are:

1. To present data concerning the extent to which business teachers are responsible for various guidance practices in their schools.
2. To present data concerning occupational information for business students.
3. To present data concerning guidance practices and activities followed by business teachers in advising business students.
4. To present data concerning placement of business students.
5. To present data concerning follow up of business students.
6. To present data concerning the extent to which business teachers are making use of the guidance services available through community organizations.

Occupational Information. Tables XI, XII, XIII, XIV, XV, XVI, and XVII summarize the data concerning (1) the use of visual aids for presenting occupational information, (2) the materials on occupations the respondents give students practice in using in their business education classrooms, (3) the adequacy of the supply of materials on vocations and occupations, (4) the use of individual vocational conferences with business students, (5) the collecting of occupational information by business students, (6) the use of occupational information from government agencies, and (7) the use of the community occupational survey.

Table XI shows the types of visual aids used for presenting occupational information and the number and per cent of respondents using each type. Eighty-seven, or 91.57 per cent, of the respondents checked types of visual aids they used for presenting occupational information. Eighty-two, or 86.31 per cent, used the bulletin board; seventy-five, or 78.94 per cent, used films;

TABLE XI

VISUAL AIDS USED BY THE RESPONDENTS FOR
PRESENTING OCCUPATIONAL INFORMATION

Visual Aids	Number of Respondents	Per Cent of 95 Respondents
Bulletin Board	82	86.31
Films	75	78.94
Picture Posters	51	53.68
Trips to Business Places	51	53.68
Bulletin Board Displays of Book Titles on Specific Occupations	27	28.42

This table should be read as follows: Eighty-two, or 86.31 per cent, of the respondents used the bulletin board as a visual aid for presenting occupational information.

fifty-one, or 53.68 per cent, used picture posters; fifty-one, or 53.68 per cent, made trips to business places; and twenty-seven, or 28.42 per cent, used bulletin board displays of book titles on specific occupations.

Thirteen, or 13.68 per cent, of the respondents listed other aids they used for presenting occupational information; however, the aids they listed are all found in the other tables in this chapter and would not be classed as visual aids in the strictest sense. One teacher listed work experience of business students in various business offices in the community. Other teachers listed talks by bankers, oil men, public service men, insurance men, engineers, and personnel directors of businesses.

Table XII shows the types of occupational materials used by the respondents in their classrooms. Seventy-three, or 76.84 per cent, of the respondents reported that they were making use of materials on occupations in their classrooms. Sixty-eight, or 71.57 per cent, of the respondents made use of magazines; sixty-six, or 69.47 per cent, reported use of bulletins; fifty-eight, or 61.05 per cent, made use of pamphlets; forty-five, or 47.36 per cent, made use of books; and forty, or 42.1 made use of circulars.

An attempt was made to list both general and specific materials on the questionnaire for checking. Table XII also shows specific materials used by the respondents. The specific materials included were Occupations Magazine, Dictionary of Occupational Titles, Occupational Trends, United States Census Reports, Guidance Index, Report of State Resources and Planning Commission, Report of National Resources Committee, and American Job Series.

Table XIII shows the opinions of the respondents concerning the adequacy of their supply of materials on vocations and occupations. Fifty-two, or 54.73 per cent, of the respondents thought their supply of materials on vocations and occupations was limited; and thirty-three, or 34.7 per cent, thought the supply was very limited. Three, or 3.15 per cent, made no reply to the question.

TABLE XII
OCCUPATIONAL MATERIALS
USED BY RESPONDENTS IN THEIR CLASSROOMS

Types of Materials	Number of Respondents	Per Cent of 95 Respondents
Magazines	68	71.57
Bulletins	66	69.47
Pamphlets	58	61.05
Books	45	47.36
Circulars	40	42.10
Occupations Magazine	19	20.00
Dictionary of Occupational Titles	14	14.73
Occupational Trends	12	12.63
U. S. Census Reports	10	10.52
Guidance Index	8	8.42
Report of State Resources and Planning Commission	6	6.31
Report of National Resources Committee	5	5.26
American Job Series	3	3.15

This table should be read as follows: Sixty-eight, or 71.57 per cent, of the respondents reported use of magazines as occupational materials in their classrooms. Nineteen, or 20 per cent, of the respondents reported use of the Occupations magazine specifically.

Table XIV shows the frequency of individual vocational conferences held by the respondents with each student in their business classes. Forty-two, or 44.4 per cent, of the respondents reported holding individual vocational conferences with business students in their business classes. Seventeen, or 17.89 per cent, of the respondents reported holding an individual conference once each semester with each student; and sixteen, or 16.94 per cent, reported holding a conference once each year with each student.

Six of the respondents commented that they did not hold individual conferences with each student, then explained that conferences were held with some of the students but not all. These six are not included in Table XIV.

Twenty-nine, or 30.5 per cent, of the respondents reported that their business students kept career notebooks, collected information about occupations, or kept an up-to-date clipping file. Table XV shows that nineteen, or 20 per cent, of the respondents had their business students collect information about occupations; and six, or 6.31 per cent, had their business students keep up-to-date clipping files. The percentages in this table seem to be much lower than they should be for a good guidance program.

Fifty-six, or 59.47 per cent, of the respondents reported use of government agencies as sources of occupational information and guidance materials. Table XVI shows that thirty-nine, or 41.05 per cent, of the respondents reported use of the State Department of Education as a source of recent occupational information and guidance materials; thirty-seven, or 38.94 per cent, reported use of materials from the Oklahoma State Employment Service; thirteen, or 13.68 per cent, reported use of materials from the United States Occupational Information and Guidance Service; and thirteen, or 13.68 per cent, reported use of materials from the United States Bureau of Employment Service.

TABLE XIII

OPINIONS OF RESPONDENTS CONCERNING ADEQUACY OF THEIR
SUPPLY OF MATERIALS ON VOCATIONS AND OCCUPATIONS

Adequacy	Number of Respondents	Per Cent of 95 Respondents
Limited	52	54.73
Very Limited	33	34.70
Adequate	7	7.36
No Reply Checked	3	3.15

This table should be read as follows: Fifty-two, or 54.73 per cent, of the respondents considered their supply of materials on vocations and occupations as limited.

STRATHMORE PARCHMENT

100% RAG U.S.A.

TABLE XIV
 FREQUENCY OF INDIVIDUAL VOCATIONAL CONFERENCES HELD BY
 THE RESPONDENTS WITH EACH STUDENT IN THEIR BUSINESS CLASSES

Frequency	Number of Respondents	Per Cent of 95 Respondents
Once Each Semester	17	17.89
Once Each Year	16	16.94
When Requested by Student*	4	4.20
Unscheduled*	2	2.10
When Needed*	2	2.10
Once Each Month*	1	1.05

* Written in by respondents; not included in questionnaire check list.

This table should be read as follows: Seventeen, or 17.89 per cent, of the respondents reported that they held individual vocational conferences with business students once each semester.

TABLE XV
 TYPES OF OCCUPATIONAL INFORMATION
 KEPT BY BUSINESS STUDENTS OF THE RESPONDENTS

Student Activity	Number of Respondents	Per Cent of 95 Respondents
Collected Information About Occupations	19	20.00
Kept an Up-to-date Clipping File	6	6.31
Kept Career Notebooks	4	4.20

This table should be read as follows: Nineteen, or 20 per cent, of the respondents had their business students collect information about occupations.

Other agencies not included in the table were listed as sources of information by five respondents.

Mr. Mayfield, Chief of Technical Services of the Oklahoma State Employment Service, stated in an interview that the United States Bureau sent out materials covering nation-wide activities, while the Oklahoma office sent out materials limited to coverage of Oklahoma. Thus the data represented in this table do not overlap to any appreciable degree.

It is interesting to note that Dr. Glenn Smith, Guidance Director for the State of Michigan, stated that the United States Occupational Information and Guidance Service was discontinued or suspended May 16, 1952 by the United States Office of Education. He stated the Service was to be taken out of the Vocational and Occupational Division, and that at the present time there was indecision in Washington, D. C. as to where it would be placed or how reorganized. (Guidance Workshop, Oklahoma University, June 17, 1952.)

Nineteen, or 20 per cent, of the respondents reported that they had made occupational surveys of their communities. Table XVII shows that seven, or 7.36 per cent, of the respondents reported that they had made occupational surveys of their communities during the school year 1951-1952. Two respondents reported that they had made two occupational surveys each.

Guidance Responsibilities, Practices, and Activities of Business Teachers.

Table XVIII shows the responsibilities of the respondents for guidance practices in the guidance programs of their schools. Eighty-two, or 86.31 per cent, of the respondents reported definite duties and responsibilities in which they contributed to the guidance programs of their schools. Sixty-nine, or 72.63 per cent, of the respondents assisted with enrolling of students; sixty-four, or 67.36 per cent, held individual conferences with students; fifty-six, or 58.94 per cent, sponsored a home room; and fifty-six, or 58.94

TABLE XVI
 TYPES OF AGENCIES THE RESPONDENTS USE AS SOURCES OF
 OCCUPATIONAL INFORMATION AND GUIDANCE MATERIALS

Agencies	Number of Respondents	Per Cent of 95 Respondents
State Department of Education	39	41.05
Oklahoma State Employment Service	37	38.94
U. S. Occupational Information and Guidance Service	13	13.68
U. S. Bureau of Employment Service	13	13.68
State Department of Labor	12	12.63
U. S. Department of Labor	9	9.47

This table should be read as follows: Thirty-nine, or 41.05 per cent, of the respondents reported that they made use of the Oklahoma State Department of Education as a source of recent occupational information and guidance materials.

STRATHMORE PARISHMENT

TABLE XVII

NUMBER AND PER CENT OF RESPONDENTS WHO
HAVE MADE OCCUPATIONAL SURVEYS

School Year	Number of Respondents	Per Cent of 95 Respondents
1951 - 1952	7	7.36
1950 - 1951	4	4.20
1949 - 1950	4	4.20
1948 - 1949	1	1.05
1947 - 1948	2	2.10

This table should be read as follows: Seven, or 7.36 per cent, of the respondents reported that they had made occupational surveys of their communities during the school year 1951-1952.

PARISHMENT

51

per cent, gave clerical and stenographic tests. It appears that there are many activities in the guidance program in which business teachers may participate.

In answer to the question, "Do you as a business teacher consult the cumulative records or individual folders of business students to learn about individual pupils?" eighty-two, or 86.31 per cent, of the respondents reported "yes." Table XIX shows the types of records respondents reported that they used to learn about individual pupils. Seventy, or 73.68 per cent, of the respondents reported that they consulted the school marks of students; fifty-four, or 56.84 per cent, reported use of extracurricular activities records of the students; fifty-two, or 54.73 per cent, used scores students made on tests; and fifty, or 52.61 per cent, used data on the family background of students. These data indicate that a majority of business teachers made use of some individual records of business students.

To the question, "Do you as a business teacher use the services of community organizations, agencies, service clubs, and institutions in the guidance and counseling program?" fifty-two per cent of the respondents replied "yes." Table XX shows the types of community organizations the respondents reported that they made use of in their guidance and counseling programs. Twenty-seven, or 28.42 per cent, of the respondents reported use of the Chamber of Commerce; twenty-three, or 24.21 per cent, reported use of the Parent-Teacher Association; twenty, or 21.52 per cent, reported use of the Business and Professional Women's Club; and twenty, or 21.52 per cent, reported use of the State Employment Service in the guidance and counseling programs.

It should be noted that only two communities have chapters of the National Office Management Association.

It should also be noted that there are offices of the State Employment Service in only twenty-six communities.

TABLE XVIII

RESPONSIBILITIES OF THE RESPONDENTS
IN THE GUIDANCE PROGRAMS OF THEIR SCHOOLS

Nature of Responsibility	Number of Respondents	Per Cent of 95 Respondents
Assist with Enrolling of Students	69	72.63
Hold Individual Conferences with Students	64	67.36
Sponsor for a Home Room	58	58.94
Give Clerical and Stenographic Tests	56	58.94
Have Conferences with Parents of Business Students	30	31.57
Assist with Giving Aptitude Tests	26	27.36
Supply Information for the Cumulative Records of Business Students	26	27.36
Hold Conferences with the Guidance Director	16	16.94
Conduct Special Classroom Projects in Guidance	16	16.94
Assist with Orientation Program	16	16.94
Assist in Making Follow-up Studies	14	14.73
Supervisor of Part-time Work Experience Program	12	12.63
Conduct Career Conferences	10	10.52
Assist with Career Day Programs	10	10.52
Member of a Committee Related to the Guidance Program	10	10.52
Placement Officer (or Assistant)	10	10.52
Guidance Counselor	4	4.20
Guidance Director	2	2.10
Sponsor for a Class*	2	2.10
Adviser for Student Council*	1	1.05

*Written in by respondents; not included in questionnaire check list.

This table should be read as follows: Sixty-nine, or 72.63 per cent, of the respondents assisted with enrolling of students as a part of their guidance responsibilities in the guidance programs of their schools.

TABLE XIX

TYPES OF RECORDS USED BY THE RESPONDENTS
TO LEARN ABOUT INDIVIDUAL PUPILS

Type of Records	Number of Respondents	Per Cent of 95 Respondents
School Marks	70	73.68
Extracurricular Activities	54	56.84
Scores on Tests	52	54.73
Family Background	50	52.61
Personal Data	44	46.31
Occupational Choice	42	44.21
Work Experience	37	38.10
Interest Inventories	31	34.73
College Plan	26	27.36
Other Types	3	3.15

This table should be read as follows: Seventy, or 73.68 per cent, of the respondents reported use of school marks to learn about individual pupils.

One respondent commented that his community was so small there were no organizations available.

To the question, "Have you as a business teacher assisted in carrying out vocational conferences between business students and community groups?" twenty-one per cent of the respondents replied "yes." Two of the respondents who replied "no" to the question commented that provision was made for the trade and industrial teachers to take care of vocational conferences with community groups.

Table XXI shows the methods used by the respondents to discover each student's aptitudes and beginning interests in business. Eighty-six, or 90 per cent, of the respondents checked methods they used in their classes to discover each student's aptitudes and beginning interests in business. Sixty-seven, or 70.52 per cent, of the respondents reported use of personal interviews with students; fifty-nine, or 62.1 per cent, reported discovering the student's interests in business by assisting the student to get a summer job; and fifty-eight, or 61.05 per cent, used the method of assisting the student to get part-time employment in local business places.

Twenty-three, or 24.21 per cent, of the respondents replied "yes" to the question "Have you personally assisted in making an evaluation of guidance activities in your school?" The respondents were teaching in North Central Association schools and in each school's 1950-1951 report a section was to be filled out on evaluation of guidance activities of the school. About one fourth of the respondents appeared to be taking part in the evaluation of guidance activities of the school.

Three, or 3.15 per cent, of the respondents replied "yes" to the question "Have you as a business teacher affiliated with your State and National Vocational Guidance Association?" It may be assumed that very few of the business teachers have affiliated with the vocational guidance association.

TABLE XX

TYPES OF COMMUNITY ORGANIZATIONS USED BY THE
RESPONDENTS IN GUIDANCE AND COUNSELING

Organization	Number of Respondents	Per Cent of 95 Respondents
Chamber of Commerce	27	28.42
Parent-Teacher Association	23	24.21
Business and Professional Women	20	21.52
State Employment Service	20	21.52
Lion's Club	11	11.57
Kiwanis Club	10	10.52
Rotary Club	9	9.47
Businessmen's Club	6	6.31
Farm Bureau	4	4.20
National Office Management Association*	2	2.10
Other Organizations*	5	5.26

*Written by respondents; not included in questionnaire check list.

This table should be read as follows: Twenty-seven, or 28.42 per cent, of the respondents reported use of the local Chamber of Commerce organization in guidance and counseling activities.

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TABLE XXI

METHODS USED BY THE RESPONDENTS TO DISCOVER STUDENTS'
APTITUDES AND INTERESTS IN BUSINESS

Method Used	Number of Respondents	Per Cent of 95 Respondents
Personal Interview	67	70.52
Assisting Student to Get Summer Job	59	62.10
Assist Student to Get Part-time Employment in Local Business	58	61.05
Discover Student's Hobbies	42	44.21
Individual Classroom Projects	41	43.16
Other Methods	3	3.15

This table should be read as follows: Sixty-seven, or 70.52 per cent, of the respondents used the method of personal interview to discover students' aptitudes and interests in business.

Placement. To the question, "Do you as a business teacher obtain job descriptions from local employers in order to inform the business students of the requirements for the specific jobs available?" fifty-four per cent of the respondents replied "yes."

Seventy-three, or 76.34 per cent, of the respondents reported use of community organizations for assistance in the placement of business students. Table XXII shows that sixty-seven, or 70.52 per cent, of the respondents reported that they receive assistance in placement of business students from local employers; and twenty-seven, or 28.42 per cent, reported that they receive assistance from Oklahoma State Employment Service placement officers.

It should be noted that only two communities have chapters of the National Office Management Association.

Table XXIII shows that twelve, or 12.63 per cent, of the respondents keep an organized employer registration data file which lists the employment needs of local businesses. An additional three, or 3.15 per cent, reported that the file was kept by the school office. It should be noted that these data may not be complete for the schools represented in the study.

Table XXIV shows that thirteen, or 13.68 per cent, of the respondents keep an organized pupil registration data file. An additional three, or 3.15 per cent, mentioned that the file was kept by the school. These data also may not represent complete data for the schools.

One respondent commented that there were only two business places in the town.

Table XXV shows that thirteen, or 13.68 per cent, of the respondents carry on a planned and active method of applicant referral for the business students.

TABLE XXII
 COMMUNITY ORGANIZATIONS USED BY THE RESPONDENTS
 FOR ASSISTANCE IN PLACEMENT OF BUSINESS STUDENTS

Organizations and Agents	Number of Respondents	Per Cent of 95 Respondents
Local Employers	67	70.52
Oklahoma State Employment Service Placement Officers	27	28.42
Chamber of Commerce	20	21.52
Local Employment Office	14	14.73
Business Education Advisory Committee	4	4.20
Retail Merchants Association	3	3.15
National Office Management Association*	2	2.10
Other Organizations*	3	3.15

*Written by respondents; not included in questionnaire check list.

This table should be read as follows: Sixty-seven, or 70.52 per cent, of the respondents reported that they receive assistance from local employers in placement of business students.

TABLE XXIII

NUMBER AND PER CENT OF RESPONDENTS WHO DO OR
DO NOT KEEP AN EMPLOYER REGISTRATION FILE

	Number of Respondents	Per Cent of 95 Respondents
Keep an Organized Employer Registration File Listing Employment Needs of Local Businesses	12	12.63
Do Not Keep an Employer Registration File Listing Employment Needs of Local Businesses	78	82.10
No Reply to Question	5	5.26

This table should be read as follows: Twelve, or 12.63 per cent, of the respondents keep an organized employer registration file listing employment needs of local businesses.

TABLE XXIV

NUMBER AND PER CENT OF RESPONDENTS WHO DO OR
DO NOT KEEP A PUPIL REGISTRATION DATA FILE

	Number of Respondents	Per Cent of 95 Respondents
Keep an Organized Pupil Registration Data File	13	13.68
Do Not Keep a Pupil Registration Data File	76	80.00
No Reply to Question	6	6.31

This table should be read as follows: Thirteen, or 13.68 per cent, of the respondents keep an organized pupil registration data file.

TABLE XXV

NUMBER AND PER CENT OF RESPONDENTS WHO DO OR DO NOT
USE AN ACTIVE METHOD OF APPLICANT REFERRAL FOR BUSINESS STUDENTS

	Number of Respondents	Per Cent of 95 Respondents
Use an Active Method of Applicant Referral For Business Students	13	13.68
Do Not Use an Active Method of Applicant Referral For Business Students	68	71.57
No Reply to Question	14	14.73

This table should be read as follows: Thirteen, or 13.68 per cent, of the respondents use an active method of applicant referral for business students.

Follow Up. To the question, "Have you made a follow-up study of your business students?" thirty-two, or 33.68 per cent, of the respondents replied "yes." Table XXVI shows that nine, or 9.47 per cent, of the respondents reported that they had made follow-up studies of their business students during the year 1951-1952; six, or 6.31 per cent, reported that they had made follow-up studies of their business students each year; and five, or 5.26 per cent, reported that they made follow-up studies periodically.

Table XXVII shows that eleven, or 11.57 per cent, of the respondents keep a card file of former students and the firms for which they work. An additional two, or 2.10 per cent, reported that the file was kept by the school.

To the question, "Do you as a business teacher assist former students in making occupational adjustment after they are working on the job?" fifty, or 52.63 per cent, of the respondents replied "yes." Table XXVIII shows the types of assistance the respondents reported that they give former students in making occupational adjustments after they are working on the job. Thirty-four, or 35.78 per cent, reported they give assistance in skills needed by the student for advancement on the job; and twenty-seven, or 28.42 per cent, reported they give assistance to former students by suggesting improvement in posture, dress, grooming, and personality.

TABLE XXVI
 NUMBER AND PER CENT OF RESPONDENTS WHO HAVE MADE
 FOLLOW-UP STUDIES OF THEIR BUSINESS STUDENTS

Frequency	Number of Respondents	Per Cent of 95 Respondents
1951 - 1952	9	9.47
Each Year	6	6.31
Periodically	5	5.26
1947 - 1950	3	3.15
All Others	3	3.15

This table should be read as follows: During the year 1951-1952, nine, or 9.47 per cent, of the respondents made follow-up studies of their business students.

TABLE XXVII

NUMBER AND PER CENT OF RESPONDENTS WHO DO OR DO NOT KEEP
A CARD FILE OF FORMER STUDENTS AND FIRMS FOR WHICH THEY WORK

	Number of Respondents	Per Cent of 95 Respondents
Keep a Card File of Former Students and Firms for Which They Work	11	11.57
Do Not Keep a Card File of Former Students and Firms for Which They Work	78	82.10
No Reply to Question	6	6.31

This table should be read as follows: Eleven, or 11.57 per cent, of the respondents keep a card file of former students and the firms for which they work.

TABLE XXVIII

TYPES OF OCCUPATIONAL ADJUSTMENT ASSISTANCE
GIVEN FORMER STUDENTS BY THE RESPONDENTS

Types of Assistance Given	Number of Respondents	Per Cent of 95 Respondents
Skills Needed for Advancement	34	35.78
Suggestions on Posture, Dress, Grooming, Personality	27	28.42
Suggest Evening Classes	22	23.16
Suggest Joining Civic Clubs and Organizations	16	16.94
Other Types of Assistance	4	4.20

This table should be read as follows: Thirty-four, or 35.78 per cent, of the respondents give assistance to former students in skills needed for advancement on the job.

Part 3.

GUIDANCE SERVICES OFFERED BY OTHER AGENCIES

The purpose of this section is: (1) to survey the institutions and agencies which offer guidance and employment services available to high school graduates in the state of Oklahoma, and (2) to determine the extent of co-operation between the business teachers and these agencies as reported by these agencies.

This section presents the guidance services offered to high school graduates by the State Department of Education, Oklahoma State Employment Service, Oklahoma Personnel Board, National Office Management Association, and private agencies as reported by these agencies.

State Department of Education. The State Department of Education offers guidance services to business graduates of high schools in Oklahoma through assistance to the business teachers and the schools. Business teachers of Oklahoma may receive suggested guides from the State Department of Education for the teaching of business subjects. Bulletins for the purpose of guidance and guiding principles on the subjects in business education have been mailed to all high school business teachers in Oklahoma. Business teachers may also receive materials on vocations and occupations, and guidance from the Audio-visual Division, the Health, Safety and Physical Education Division, and the Vocational Education Division of the State Department.

The testing programs for high school pupils are made available through Oklahoma A. and M. College and the University of Oklahoma for the State Department. The tests are given only on a voluntary basis whenever the local high schools ask for them to be given. The tests are grouped in batteries and are designed for use in guidance, counseling, and aptitude testing. The tests usually include Kuder Preference Inventory, Bell Personality Adjustment Inventory, and Differential Aptitude consisting of a battery of seven tests.

The State Department encourages the local schools to set up their own programs of guidance and counseling services, placement services, and follow-up services for business graduates of secondary schools to meet the local needs.

The State Department co-operates with the Oklahoma State Employment Service and the Merit System of Personnel Administration in their programs of testing and placement for high school business students by urging local schools to take advantage of the services.

Oklahoma State Employment Service. The Oklahoma State Employment Service has twenty-six offices located throughout the State. The map on page 74 shows the geographical distribution of these offices. (See Appendices) The services of personnel from these offices are also available to schools in the surrounding areas. The Oklahoma State Employment Service offers testing, counseling, placement and labor market information services to all applicants.

The Oklahoma City, Tulsa, Muskogee, McAlester, Enid, and Shawnee offices administer a typing and dictation performance trade test to applicants applying for typing and stenographic jobs. A specific aptitude test battery is administered by these offices to applicants for specific jobs. A General Aptitude Test Battery (known as GATB) has been given to seniors in many high schools in Oklahoma. This test is given only upon request by the school. This service is furnished without charge to the school or student. The scoring of the tests and preparation of the test record card is performed by the Employment Service. During the 1951-1952 school year, high school counselors in the schools tested were trained by the Employment Service in interpreting the test results and relating them to vocational guidance. High schools desiring aptitude testing may receive this service by mailing a request to Mr. Morris Leonhard, Chief of Employment Service, 600 American National Building, Oklahoma City, Oklahoma.

Most of the information and materials on vocations and occupations may be secured from the Federal office in Washington, D. C., rather than from the State office, with the exception of material pertaining specifically to the labor market in Oklahoma.

The Oklahoma State Employment Service co-operates with schools in testing, guidance, and placement of students who have completed their education or are forced to enter the labor market for economic reasons. All Oklahoma State Employment Service Offices offer counseling services to applicants needing vocational counseling. Labor market information and job placement services are available to applicants for jobs.

The counselors of the various Employment Service offices use a follow-up system to determine whether the employee is satisfactory to the employer and whether the type of work is satisfactory to the employee.

Oklahoma Personnel Board. The Oklahoma Merit System Administration has ten organized examination centers located throughout the State. The map on page 75 shows the geographical distribution of these centers. (See Appendices) Any business teacher may give the tests for typists or stenographers to the graduating seniors in her school by making a request to Mr. Roy A. Dillon, State Personnel Supervisor, Oklahoma City, Oklahoma.

The agency has personnel available to appear before any high school class to talk with them about the employment opportunities in the State.

Students who pass the Oklahoma Merit System examinations are certified and placed on an employment register.

This agency does not offer guidance and counseling, or follow-up services. However, each supervisor of each employee placed on the job is expected to rate the employee every six months as to his efficiency on the job.

According to Mr. Dillon, one hundred ninety high school business teachers gave the Merit System examination for typists and stenographers to the graduating seniors in the spring of 1952. One high school made use of speakers from the Personnel Board. Some high schools send their graduating seniors to the office for interviews.

National Office Management Association. The national organization has prepared and distributed to high schools and colleges a great deal of information dealing with the various office jobs. This material is sent to local chapters of the organization and distributed through the local educational committee.

This organization offers guidance services to business students through assistance to the business teachers and the schools. All programs of the organization are carried on as the local chapters deem advisable.

The two local chapters in Oklahoma, located in Oklahoma City and Tulsa, offer many special projects and services to business teachers and the schools in the two cities. The chapters provide qualified businessmen as speakers to talk to the students of the business departments. The teachers visit the offices of National Office Management Association members in small groups to study some of the procedures used, and to determine what equipment is being used in the modern office. Teachers meet with the chapters at discussion meetings at least once a year.

Business teachers in Tulsa and Oklahoma City may receive assistance in placement of business students from the local chapter. If there is a placement problem, the chapter may set up a testing center to certify applicants to businesses in that particular city.

Private Employment Agencies. The private employment agencies interviewed offered only placement service to high school graduates in Oklahoma.

A fee is charged the applicant for this service. The fee charged is based on the salary the applicant is to receive upon placement. Private employment agencies offer no assistance to business teachers in guidance services.

GEOGRAPHICAL LOCATION BY COUNTIES OF THE
 TWENTY-SIX OKLAHOMA EMPLOYMENT SECURITY COMMISSION OFFICES

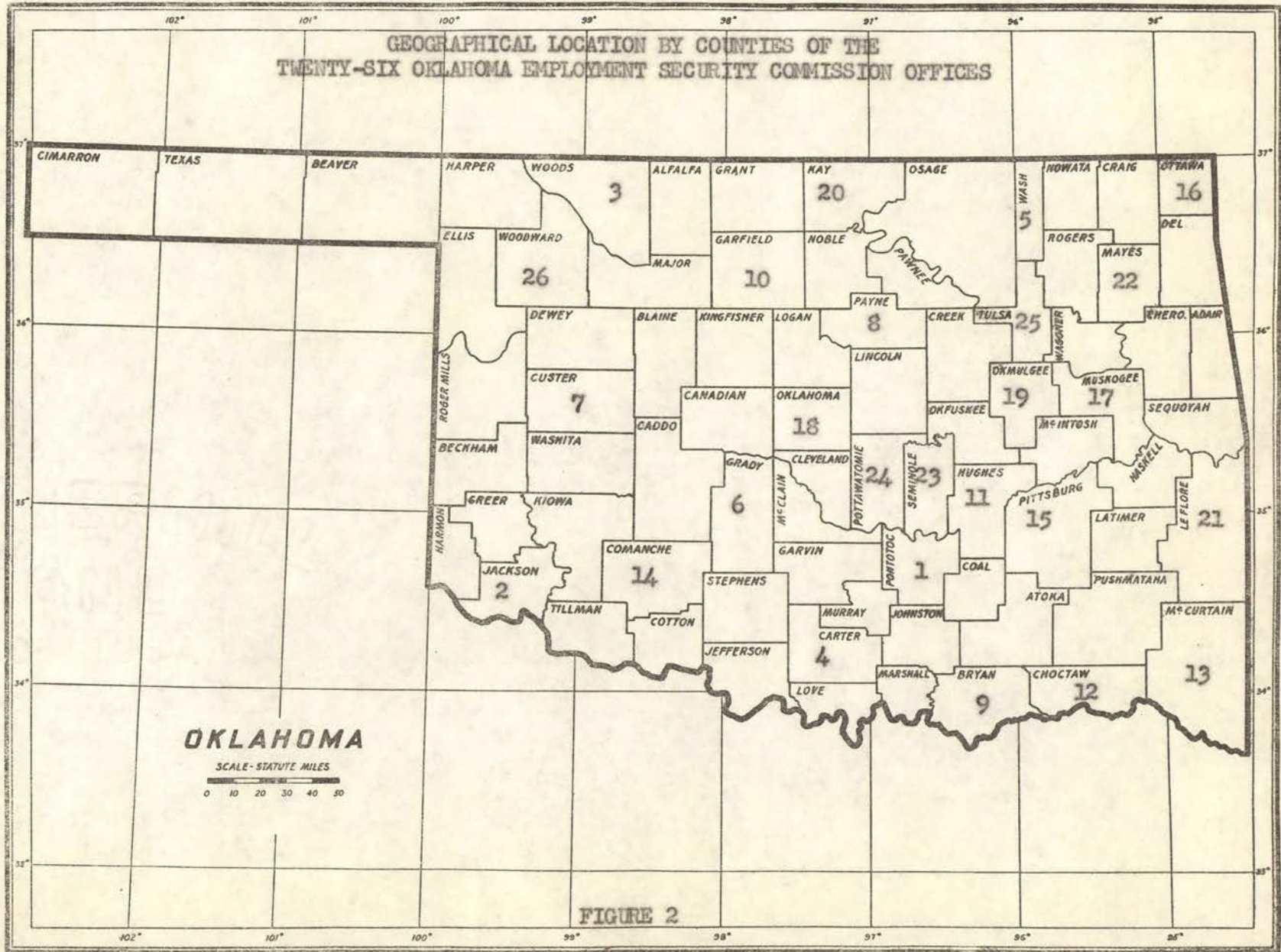


FIGURE 2

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

As stated in Chapter I, the primary purpose of this study is to determine, with particular reference to business education, the extent to which guidance services and related guidance activities are available to business students through (1) the guidance practices followed by schools, (2) the guidance responsibilities, practices, and activities followed by business teachers in advising students, and (3) the services of institutions and agencies which have guidance and employment services available for high school students in the state of Oklahoma.

It is the purpose of this study to gather and interpret data in an attempt to answer the following questions:

1. To what extent are business teachers responsible for guidance practices in their schools?
2. What guidance practices are being followed by business teachers?
3. What guidance services are offered to high school graduates of Oklahoma by the Oklahoma State Employment Service, Oklahoma Personnel Board, National Office Management Association, State Department of Education, and private employment agencies?
4. To what extent are business teachers making use of the available services?

Data were obtained through questionnaires mailed to business teachers and through interviews with personnel of institutions and agencies offering guidance and employment services in Oklahoma.

Summary of Findings

To what extent are business teachers responsible for guidance practices in their schools?

1. Replies were received from ninety-five, or 78.51 per cent, of the respondents to the questionnaire who were teaching in North Central public white secondary schools of Oklahoma.

2. The average number of years of teaching experience for the respondents was twelve. The average number of years of experience in present teaching positions for the respondents was four.

3. Most of the respondents were teaching only subjects in the business education curriculum.

4. Seventy-one, or 74.55 per cent, of the respondents indicated that they had received some type of guidance training. Fifty-four, or 56.7 per cent, of the respondents indicated that they had had guidance courses in college. It is significant to note that over half of the respondents indicated that they considered guidance training important enough to enroll in guidance courses in college, and four indicated that they had had research work in guidance. Eight of the respondents indicated that they had had all four types of training listed on the questionnaire and seventeen indicated that they had received three of the types of training listed.

5. Forty-two, or 44.4 per cent, of the respondents considered their training for advising students "fair." Fourteen, or 14.7 per cent, of the respondents considered their training "adequate." Eight of the fourteen respondents indicated that they had had all four types of training listed on the questionnaire. Thirteen, or 54.16 per cent, of the respondents who reported no type of guidance training considered their training "not enough" for advising students. These data also indicated that respondents considered guidance training important.

6. Eighty-three, or 87.05 per cent, of the respondents reported that their schools kept scholastic data for each student; seventy-nine, or 83.15 per cent, reported that their schools offered individual interviews to each student; and sixty-seven, or 70.52 per cent, reported that cumulative records were kept for each student. The data on "guidance services offered" in the schools of the respondents can not be assumed to be complete. The schools may be offering services the respondents overlooked when they answered the question.

7. Forty-four, or 46.31 per cent, of the respondents listed titles of tests given in their schools. The replies included general intelligence tests as well as aptitude tests.

8. Twenty-five, or 26.31 per cent, of the respondents reported their schools offered a class in occupations. Six, or 24 per cent, of these occupations classes were taught by the business teacher. Thus almost one fourth of the business teachers in the schools offering a class in occupations were responsible for this guidance service. From the nature of the information received it is possible that business teachers in schools not offering an occupations class were responsible for occupational studies made in home room groups and in business classes.

9. Fifty-nine, or 62.10 per cent, of the respondents were making use of proficiency tests to gauge employability of business students.

The sponsoring agencies of Oklahoma Merit System Examinations, State Employment Service Tests, and civil service tests have been increasingly active in their programs for high school seniors. Because of the current shortage in the labor supply, these agencies are interested in new entrants into the labor market.

10. Twenty-one, or 22.01 per cent, of the respondents reported that their schools had a person who was assigned to placement service. Ten, or 10.5

per cent, of the respondents reported that they were placement officers or assistant placement officers.

Data in the present study indicated that the placement service function of guidance has improved since the Oklahoma studies cited in Chapter II were made.

What guidance practices are being followed by business teachers?

1. Eighty-seven, or 91.57 per cent, of the respondents checked types of visual aids they used for presenting occupational information. Seventy-three, or 76.84 per cent, of the respondents reported use of materials on occupations in their classrooms. Slightly more than half of the respondents considered their available supply of materials on vocations and occupations as limited. Forty-two, or 44.4 per cent, of the respondents reported holding individual vocational conferences with students in their business classes. Twenty-nine, or 30.5 per cent, of the respondents reported that their business students kept career notebooks, collected information about occupations, or kept an up-to-date clipping file. It appears that these data indicated a lack of student activity and participation in the area of occupational information.

Fifty-six, or 59.47 per cent, of the respondents reported use of government agencies as sources of occupational information and guidance materials. These data indicated that about sixty per cent of the respondents were making use of the available sources of information and materials.

Nineteen, or 20 per cent, of the respondents reported that they had made occupational surveys of their communities. This indicated twenty per cent of the respondents had made studies of available jobs for business students in their communities.

2. Eighty-two, or 86.31 per cent, of the respondents reported definite duties and responsibilities in which they contributed to the guidance programs of their schools. Respondents who checked many types of responsibilities for

guidance activities in their schools also checked several types of guidance training.

3. Eighty-two, or 86.31 per cent, of the respondents reported that they consult cumulative records or individual folders of business students to learn about individual pupils. It appears that more than three fourths of the respondents made use of individual records of business students.

4. Fifty-two per cent of the respondents reported that they use the services of community organizations in their guidance and counseling programs. Slightly more than twenty per cent reported that they assisted in carrying out vocational conferences between business students and community groups.

It is significant to note that about half of the respondents reported that they used community organizations in guidance and counseling, while about one fifth reported that they assisted in carrying out vocational conferences between community groups and students.

5. Eighty-six, or 90 per cent, of the respondents checked methods they used in their classes to discover each student's aptitudes and beginning interests in business. The methods most frequently checked by respondents were personal interview and assisting the student to get employment.

6. Twenty-four per cent of the respondents indicated that they had assisted in making an evaluation of guidance activities in their schools.

7. Only three per cent of the respondents indicated that they had affiliated with the State and National Vocational Guidance Association.

8. Fifty-four per cent of the respondents indicated that they obtained job descriptions from local employers in order to inform business students of the requirements for the specific jobs available. Seventy-three, or 76.84 per cent, of the respondents reported that they use community organizations and agents for assistance in the placement of business students. Local

employers and Oklahoma State Employment placement officers were mentioned most frequently.

9. Twelve per cent of the respondents indicated that they keep an organized employer registration file listing employment needs of local businesses. Thirteen per cent of the respondents indicated that they keep an organized pupil registration file. Thirteen per cent of the respondents indicated that they use an active method of applicant referral for business students.

It is important to note that these data refer to the activities of the respondents "as a business teacher" and cannot be assumed to be complete for the schools represented.

10. Thirty-two, or 33.68 per cent, of the respondents reported that they had made a follow-up study of their business students. Eleven, or 11.57 per cent, of the respondents reported that they keep a card file of former students and the firms for which they work. Fifty, or 52.63 per cent, of the respondents reported that they assist former students in making occupational adjustments after they are working on the job.

What guidance services are offered to high school graduates of Oklahoma by the Oklahoma State Employment Service, Oklahoma Personnel Board, National Office Management Association, State Department of Education, and private employment agencies?

1. The Oklahoma State Employment Service offers testing programs, counseling, placement and labor market information services to high school graduates. Most of the information and materials on vocations and occupations may be secured from the Federal office rather than from the State office, except the material pertaining specifically to the labor situation in Oklahoma. The Employment Service carries out follow-up activities only for employees placed on the job.

2. The Oklahoma Merit System Administration under the direction of the Personnel Board offers testing programs, speakers on vocations and occupations, and limited placement services to high school graduates. One hundred ninety high school business teachers had given Merit System examinations for typists and stenographers.

3. The two Oklahoma chapters of the National Office Management Association offer many special services to business teachers and the schools in the two cities. Their guidance services to high school graduates are offered through assistance to the business teachers. The local educational committee distributes materials on vocations and occupations to business teachers. Business teachers in the two cities receive assistance from the local chapters in placement of business students whenever needed. The two chapters carry out many special activities and projects. Some of the business teachers in the two cities have made use of the services offered by this organization. The activities of the two chapters are confined chiefly to Tulsa and Oklahoma City.

4. The State Department of Education does not itself engage in testing programs, guidance, placement, and follow-up activities for high school graduates. The Department encourages all guidance activities through the teachers and school officials. The Department sends occupational and vocational information, materials, and aids to teachers. The testing programs are made available through state schools. The Department has no available data on the extent to which business teachers are making use of the services they offer.

5. Private employment agencies offer only placement service to high school graduates. A fee is charged for this service.

To what extent are business teachers making use of the available services?

1. Almost fifty-five per cent of the respondents indicated that they made use of Oklahoma Merit System examinations to gauge employability of business students. These tests are made available to business teachers by the Oklahoma Personnel Administration. Twenty-two per cent indicated that they made use of State Employment Service tests which are made available to business teachers by the Oklahoma State Employment Service. There is no charge for these tests. Other tests are also available to business teachers.

2. Thirty-nine, or 41.05 per cent, of the respondents reported that they made use of occupational information and guidance materials from the State Department of Education. Almost thirty-nine per cent reported that they made use of the Oklahoma State Employment Service as a source of recent information and materials.

3. Twenty, or twenty-one per cent, of the respondents indicated that they made use of the State Employment Service in their guidance and counseling programs. It should be noted that there are offices of this organization available in twenty-six communities. Two of the respondents indicated that they made use of the National Office Management Association in guidance and counseling and there are two chapters of the association available in Oklahoma. This does not represent one hundred per cent of use by respondents.

4. Twenty-seven, or 28.42 per cent, of the respondents reported that they receive assistance in placement of business students from Oklahoma State Employment Service placement officers. Almost fifteen per cent reported that they receive assistance in placement from the Oklahoma State Employment Service offices. Two of the respondents reported that they receive assistance in placement from the two chapters of the National Office Management Association.

5. Private employment agencies offer no assistance to business teachers in guidance services.

Conclusions

The conclusions are presented as answers to the questions stated in the analysis of the problem in Chapter I. On the basis of the data obtained the following conclusions may be drawn:

1. Business teachers believe guidance training is important in advising students, as indicated by the fact that thirteen, or 54.16 per cent, who reported no type of training, indicated that they considered their training inadequate. Slightly more than fifty-six per cent had apparently considered guidance training important enough to have enrolled in guidance courses in college.

A majority of schools are keeping records useful in a guidance program. Of the schools represented in this survey, seventy per cent keep a cumulative record for each student.

Business teachers included in the survey are assuming their share of responsibility for the guidance practices in their schools. Eighty-two, or 86.31 per cent, of the respondents perform definite duties contributing to guidance programs. Almost one fourth of the occupations classes are taught by the business teacher. Slightly more than ten per cent of the business teachers are placement officers or assistant placement officers.

2. Visual aids are used generally for presenting occupational information. Eighty-seven, or 91.57 per cent, of business teachers responding in this survey make use of such aids. Other practices followed by a majority of the business teachers were use of materials on occupations, use of government agencies as sources of occupational information, and use of cumulative records or pupil folders. More than fifty per cent of the respondents reported use of these materials in each instance. Personal interviews to discover students' interests in business were found to be effective. Sixty-seven, or 70.52 per cent, of the respondents reported using this procedure.

There are several types of guidance practices recognized by authorities in the guidance field which are not being utilized by the business teachers except in a few instances. Only three per cent are affiliated with the State and National Vocational Guidance Association. Twelve per cent keep an organized registration file of local employers and thirteen per cent keep such a file of students. The same percentage use an active method of applicant referral for business students.

In the placement of business students job descriptions and requirements of specific jobs from local employers were found to be valuable. Fifty-four per cent of the respondents indicated they used this source of information. Seventy-three, or 76.84 per cent, used community organizations and agents for assistance in placement, local employers and the Oklahoma Employment Service being most frequently mentioned.

As to the practices of follow-up activities, the majority of business teachers do not report use of this practice. Only 33.68 per cent of the respondents stated that they made follow-up studies of their business students and 11.57 per cent keep a card file record of former students and the firms for which they work.

A much larger group assisted their former students in making occupational adjustments after they were placed on the job. Fifty-two per cent reported such activities as part of their guidance practices.

3. Guidance services are offered by the Oklahoma State Employment Service, Oklahoma Personnel Board, National Office Management Association, and the State Department of Education to some extent. All of these agencies do not offer all types of guidance services to high school graduates.

Testing programs are offered only by the State Employment Service and by the Oklahoma Personnel Board on the state and local level. The National

Office Management Association assists with sponsoring the National Business Entrance tests, but the two Oklahoma chapters do not offer testing services on the local level.

Information and materials on guidance, vocations and occupations are available from all of the agencies listed with the exception of the private employment agencies.

Counseling services and information are offered to high school graduates by the State Employment Service from a labor market and placement point of view. Counseling service is offered by the other agencies (again excepting the private employment agencies) through the business teachers.

Most of the agencies engage in placement activities of some sort. The State Employment Service and private employment agencies, from the nature of their structure, have a primary interest in this function of guidance. The Oklahoma Personnel Board offers limited placement service. The Oklahoma chapters of National Office Management Association assist both secondary and college business teachers whenever called upon for assistance.

Very little follow-up work is done by any of these agencies.

4. The data in this study indicate that limited use is being made by business teachers of the guidance services available to them. The services of the Oklahoma Personnel Board, through its Merit System tests, show the highest per cent of usage (55 per cent). Business teachers take advantage of the services offered by other agencies to an even smaller degree. Thirty-nine per cent used materials and information furnished by the State Department of Education; and the guidance and counseling services of the State Employment Service were utilized by twenty-one per cent, while twenty-eight per cent received assistance in placement from placement officers of that agency.

Recommendations

In view of the findings of this study, the following recommendations are made:

1. It is recommended that a survey be made of the business teachers in secondary schools not members of the North Central Association.
2. It is recommended that the business teacher utilize more extensively the services offered by the Oklahoma State Employment Service, Department of Education, Oklahoma Personnel Board, and National Office Management Association.
3. It is recommended that business teachers in secondary schools strengthen their guidance services for business students wherever possible.
4. It is further recommended that business teachers make more extensive use of community organizations in their guidance and counseling, placement, and follow-up services for business students.

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PARCHMENT

APPENDICES

STRATHMORE PARCHMENT

100% RAG U.S.A.

Dear Fellow Teacher:

You have been selected as a business teacher from whom to secure data for making a survey of the practices followed in advising and guiding business students.

Your part in this survey is very important. The total result depends upon the cooperation of each business teacher selected filling in, as completely as possible, the enclosed check list.

The names of individuals involved in this study will not be used or published and all information will be treated as confidential. I am concerned only with the compilation of the data.

Your help in this project will be appreciated. A self-addressed stamped envelope is enclosed for your convenience in returning the check list.

Sincerely yours,

Enclosures:

Check List

Self-addressed Stamped Envelope

Mr. _____
 Name Mrs. _____ Address _____
 Miss _____ Number of students enrolled _____
 High school you teach in _____ in high school _____

Number of years of teaching experience _____
 Number of years of teaching experience in present high school _____
 List of subjects you are teaching

Instructions: Please check with an "X" all of the following questions and checklists that apply to the practices you follow in guiding and advising your business students, and that apply to the guidance program in your school.

1. Check any of the following guidance services that are offered to students in your school.
- | | |
|--|---|
| <input type="checkbox"/> individual interviews | <input type="checkbox"/> other interests of each student |
| <input type="checkbox"/> home room groups | <input type="checkbox"/> data concerning personality traits of each student |
| <input type="checkbox"/> cumulative record for each student | <input type="checkbox"/> future educational plans of each student |
| <input type="checkbox"/> health and physical data for each student | <input type="checkbox"/> in school activities of each student |
| <input type="checkbox"/> scholastic data for each student | <input type="checkbox"/> work experience of each student |
| <input type="checkbox"/> vocational interests of each student | |

List Others _____

2. Are aptitude tests given in your school? Yes ___ No ___
 List titles of tests given _____

3. Does your school offer a class in occupations? Yes ___ No ___ Is the class taught by:
 the business teacher
 the social studies teacher
 List Others _____

4. Check the standard proficiency tests given the business students in your school to gauge employability.
- | |
|--|
| <input type="checkbox"/> National Business Entrance Tests (National Office Management Association and United Business Education Association) |
| <input type="checkbox"/> in transcription <input type="checkbox"/> in typing <input type="checkbox"/> in shorthand |
| <input type="checkbox"/> Civil Service Examinations in typing and stenography |
| <input type="checkbox"/> State Employment Service Tests |
| <input type="checkbox"/> Oklahoma Merit System Examinations |
- List Others _____

5. Does your school have a person who is assigned to placement service? Yes ___ No ___

6. Check the types of training you have had in guidance.

- guidance courses in college
- attended in-service program for guidance and counseling
- attended guidance conferences
- discussions with guidance specialists

List Others _____

7. Do you consider your own training for advising students to be adequate _____
 fair _____ not enough _____.

8. Do you have definite duties and responsibilities in which you contribute to the guidance program of your school? Yes _____ No _____

Check the types of guidance responsibilities assigned to you.

- | | |
|--|---|
| <input type="checkbox"/> guidance counselor in your school | <input type="checkbox"/> have conferences with parents of business students |
| <input type="checkbox"/> placement officer in your school | <input type="checkbox"/> hold conferences with your school's guidance director |
| <input type="checkbox"/> guidance director in your school | <input type="checkbox"/> conduct special classroom projects in guidance |
| <input type="checkbox"/> assist with giving aptitude tests | <input type="checkbox"/> hold individual conferences with students |
| <input type="checkbox"/> assist with orientation program | <input type="checkbox"/> member of a committee related to the guidance program in your school |
| <input type="checkbox"/> sponsor for a home room | <input type="checkbox"/> assist in making follow-up studies in your school |
| <input type="checkbox"/> assist with enrolling of students | <input type="checkbox"/> supply information for the cumulative records of business students |
| <input type="checkbox"/> conduct career conferences | |
| <input type="checkbox"/> assist with career day programs | |
| <input type="checkbox"/> give clerical and stenographic tests | |
| <input type="checkbox"/> supervisor of the part-time work experience program | |

List Others _____

9. Do you as a business teacher consult the cumulative records of individual folders of business students to learn about individual pupils? Yes _____ No _____

Check the types of records you use.

- | | |
|--|---|
| <input type="checkbox"/> school marks | <input type="checkbox"/> extracurricular activities |
| <input type="checkbox"/> scores on tests | <input type="checkbox"/> interest inventories |
| <input type="checkbox"/> college plan | <input type="checkbox"/> personal data |
| <input type="checkbox"/> occupational choice | <input type="checkbox"/> work experience |
| <input type="checkbox"/> family background | |

List Others _____

10. Do you use visual aids for presenting occupational information? Yes _____ No _____
 Check the types you use.

- | | |
|---|---|
| <input type="checkbox"/> bulletin board | <input type="checkbox"/> picture posters |
| <input type="checkbox"/> films | <input type="checkbox"/> trips to business places |
| <input type="checkbox"/> bulletin board displays of book titles on specific occupations | |

List Others _____

1. Check the materials on occupations you give students practice in using in your commerce classroom.

- | | |
|---|--|
| <input type="checkbox"/> bulletins | <input type="checkbox"/> Guidance Index |
| <input type="checkbox"/> magazines | <input type="checkbox"/> Occupations Magazine |
| <input type="checkbox"/> books | <input type="checkbox"/> American Job Series |
| <input type="checkbox"/> pamphlets | <input type="checkbox"/> Occupational Trends |
| <input type="checkbox"/> circulars | <input type="checkbox"/> Dictionary of Occupational Titles |
| <input type="checkbox"/> U. S. Census Reports | <input type="checkbox"/> Report of National Resources Committee |
| | <input type="checkbox"/> Report of State Resources and Planning Commission |

List Others _____

2. Do you think your supply of materials on vocations and occupations is:
 adequate limited very limited.

3. Do you as a business teacher hold individual vocational conferences with each student in your business classes? Yes ___ No ___
 once a year
 once each semester

List Others _____

4. Do your business students keep career notebooks? Yes ___ No ___ collect information about occupations? Yes ___ No ___ keep an up-to-date clipping file? Yes ___ No ___

5. Do you as a business teacher use recent information from government agencies? Yes ___ No ___
Check the agencies you use:

- | | |
|--|--|
| <input type="checkbox"/> State Department of Education | <input type="checkbox"/> U. S. Occupational Information and Guidance Service |
| <input type="checkbox"/> State Department of Labor | <input type="checkbox"/> U. S. Bureau of Employment Service |
| <input type="checkbox"/> Oklahoma State Employment Service | |
| <input type="checkbox"/> U. S. Department of Labor | |

List Others _____

6. Have you made or helped with making an occupational survey of your community recently? Yes ___ No ___ When? _____

7. Do you as a business teacher use the services of community organizations, agencies, service clubs, and institutions in the guidance and counseling program? Yes ___ No ___
Check the organizations you use:

- | | |
|--|--|
| <input type="checkbox"/> Chamber of Commerce | <input type="checkbox"/> Business and Professional Women |
| <input type="checkbox"/> Businessmen's Club | <input type="checkbox"/> Parent-Teacher Association |
| <input type="checkbox"/> Rotary Club | <input type="checkbox"/> Farm Bureau |
| <input type="checkbox"/> Lion's Club | <input type="checkbox"/> State Employment Service |
| <input type="checkbox"/> Kiwanis Club | |

List Others _____

8. Have you as a business teacher assisted in carrying out vocational conferences between business students and community groups? Yes ___ No ___

19. In your classes, do you attempt to discover each student's aptitudes and beginning interests in business? Yes ___ No ___

Check all the methods you use.

___ personal interview ___ assisting student to get summer job
___ discovering student's hobbies ___ part-time employment in local
___ individual classroom projects ___ business for the student

List Others _____

20. Do you as a business teacher obtain job descriptions from local employers in order to inform the business students of the requirements for the specific jobs available? Yes ___ No ___

21. Check the organizations and agents in your community from which you as a business teacher receive assistance in the placement of business students.

___ local employers ___ local employment office
___ Chamber of Commerce ___ contacts with Oklahoma State
___ Retail Merchants Association ___ Employment Service placement
___ Business Education Advisory Committee ___ officer
 of businessmen

List Others _____

22. Do you as a business teacher keep an organized employer registration data file which lists the employment needs of local businesses? Yes ___ No ___

23. Do you as a business teacher keep an organized pupil registration data file? Yes ___ No ___

24. Do you as a business teacher carry on a planned and active method of applicant referral for the business students? Yes ___ No ___

25. Have you made a follow-up study of your business students? Yes ___ No ___
When? _____

26. Do you as a business teacher keep a card file of former students and the firms for which they work? Yes ___ No ___

27. Do you as a business teacher assist former students in making occupational adjustment after they are working on the job? Yes ___ No ___

Check the types of assistance you have given.

___ by suggesting evening classes
___ by suggesting he join civic clubs and organizations
___ suggestions on posture, dress, grooming, personality
___ skills he needs for advancement

List Others _____

28. Have you personally assisted in making an evaluation of guidance activities in your school? Yes ___ No ___

29. Have you as a business teacher affiliated with your State and National Vocational Guidance Association? Yes ___ No ___

First Follow-Up Letter

Dear Fellow Teacher:

Because of your interest as a business teacher in advising and guiding business students, a check list was mailed to you the first of March. Won't you please take a few minutes to fill it in and return it to me.

Even though your answers will be "no" to many of the questions, they are important. This survey cannot be completed without your answers.

All who have discussed the matter with me believe that a survey of this type can be used for making business education more effective in Oklahoma. Your answers and your helpful suggestions will do much to make this survey a great success. Will you help make the returns 100% by sending your reply? I shall appreciate your assistance.

Sincerely yours,

Second Follow-Up Letter

Dear :

Last month I sent the enclosed check list to the business teachers in North Central Association schools and requested a reply. Perhaps you did not receive it for I have not received your reply. Therefore, I am sending one to you personally.

Business teachers do so many things to help their students, but no record has been made of the practices followed. This is an attempt to record practices that will help others.

As a favor to me, would you please take a few minutes to fill in the enclosed check list and return it to me. I shall certainly appreciate this favor. Please call on me whenever I can be of assistance to you.

Sincerely yours,

Enclosures

Check List

Self-addressed Stamped Envelope

OKLAHOMA STATE EMPLOYMENT SERVICE
OFFICES, MANAGERS, AND THE ITINERANT COUNTIES SERVED

LOCAL OFFICE	MANAGER AND ADDRESS	COUNTIES SERVED
ADA	Albert O. Pence, Manager 114 E. 12th Street P. O. Box 166	<u>Pontotoc</u>
ALTUS	James O. Curnutt, Manager 213 N. Hudson P. O. Box 347	<u>Jackson</u> , Harmon and <u>Tillman</u>
ALVA	Fred C. Kirkham, Manager 601 1/2 Barnes St. P. O. Box 503	<u>Woods</u> , Major and Alfalfa
ARDMORE	P. E. Tanton, Manager 12 "B" Street, N.W. P. O. Box 840	<u>Carter</u> , Garvin, Jeffer- son, Johnston, Love, Marshall and Murray
BARTLESVILLE	W. J. Miller, Acting Manager 409 Johnstone Street P. O. Box 1078	<u>Washington</u> , Nowata, Caney Township in Osage
CHICKASHA	E. J. Tibbetts, Manager 126 Chickasha Avenue	<u>Grady</u>
CLINTON	Orville C. Calvert, Manager Room 200, First Nat'l Bldg P. O. Box 60	<u>Custer</u> , Beckham, Blaine Roger Mills, Dewey, Greer,
CUSHING	Sherman C. Turner, Manager 121 North Cleveland P. O. Box 31	<u>Fayne</u>
DURANT	Lela P. Gibbins, Manager 120 N. Third Avenue P. O. Box 408	<u>Bryan</u>
ENID	Joseph N. Stevens, Manager 217 North Independence P. O. Box 1269	<u>Garfield</u>
HOLDENVILLE	William R. Johnson, Manager 120 East Main	<u>Hughes</u>
HUGO	John W. Bell, Manager 116 W. Duke	<u>Choctaw</u> and Pushmataha
IDABEL	C. H. Winton, Manager 15 N.E. 1st Street	<u>McCurtain</u>

LOCAL OFFICE	MANAGER AND ADDRESS	COUNTIES SERVED
LAWTON	John Looney, Manager 601 "D" Avenue P. O. Box 1019	Comanche, Stephens, Caddo and Cotton
McALESTER	Charles J. Brain, Manager 219 East Choctaw Avenue P. O. Box 178	Pittsburgh, McIntosh, Latimer, Atoka and Coal
MIAMI	Sidney E. Meurlott, Manager 17 W. Central P. O. Box 759	Ottawa
MUSKOGEE	W. H. Allen, Manager 410-12 W. Okmulgee P. O. Box 1525	Muskogee, Sequoyah, Cherokee, Adair, Wagoner, Haskell
OKLAHOMA CITY	Newton Rose, Manager 120 N.W. 2nd St. Capitol Hill - 2608 S. Harvey Clerical & Professional Office 900-918 Commerce Exchange Bldg	Oklahoma, Logan, Canadian, Kingfisher, Lincoln, McClain, and Cleveland
OKMULGEE	R. E. Walters, Manager 108 W. Fifth Street P. O. Box 1910	Okmulgee and Okfuskee
PONCA CITY	Lester L. Wollard, Manager 207 N. 2nd Street P. O. Box 1111	Key, Noble, Grant, Pawnee, Big Hill & Fairfax Town- ships in Osage
POTEAU	J. E. Page, Manager 112 North Witte P. O. Box 109	LeFlore
FRYOR	Roy D. Guthrie, Manager 21 N. Adair Street P. O. Box 47	Mayes
SEMINOLE	F. B. Sudduth, Manager 132 N. Main P. O. Box 910	Seminole
SHAWNEE	Joe S. Ross, Manager 111 North Union P. O. Box 312	Pottawatomie
TULSA	Gregory G. Schuette, Manager 812 S. Boston Street Sand Springs Office-- 112 McKinley	Tulsa, Rogers, Creek, Craig, Delaware, and Strike Axe, Bigheart, Nominay, and Black Dog Townships in Osage

LOCAL OFFICE	MANAGER AND ADDRESS	COUNTIES SERVED
WOODWARD	John V. Hamernik, Manager 1007A Main Street P. O. Box 556	Woodward, Ellis, Cimarron, Harper, Texas and Beaver

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LOCATION OF THE TEN ORGANIZED
EXAMINATION CENTERS OF THE OKLAHOMA
PERSONNEL BOARD

Ardmore	Muskogee
Enid	Oklahoma City
Idabel	Tulsa
Lawton	Weatherford
McAlester	Woodward

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THESES TITLE: A SURVEY OF THE RESPONSIBILITIES AND ACTIVITIES OF SELECTED
BUSINESS TEACHERS IN THE GUIDANCE PROGRAMS OF NORTH CENTRAL
WHITE PUBLIC HIGH SCHOOLS IN OKLAHOMA

AUTHOR: HELEN P. CARRUTH

THESES ADVISER: ROBERT A. LOWRY

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