

THE ROLE OF THE BUSINESS EDUCATION TEACHER  
IN GUIDANCE IN SECONDARY SCHOOLS  
WEST OF THE MISSISSIPPI RIVER

by

Robert Myron Woodward

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APPROVED:

Redacted for Privacy

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Head of Department of Business Education

In Charge of Major

Redacted for Privacy

---

Dean of School of Education

Redacted for Privacy

---

Chairman of School Graduate Committee

Redacted for Privacy

---

Dean of Graduate School

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Typed by Eunice L. Roth

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## TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION.....	1
Purpose of the Study.....	3
Scope of the Study.....	5
Definition of Terms.....	5
Limitations of the Study.....	8
The Questionnaire.....	8
Selection of Recipients.....	9
Responses to the Questionnaire.....	11
II SUBSTANCE OF THE LITERATURE.....	15
The Classroom Teacher Combines Guidance and Teaching.....	15
The Classroom Teacher Assists the Guidance Specialist.....	21
The Classroom Teacher Contributes Valuable Information to the Students' Cumula- tive Folders.....	27
The Classroom Teacher Does Do Counseling.....	30
The Classroom Teacher Refers Students for Special Help.....	32
The Classroom Teacher Enlists the Aid of the Parents and Recognizes the Value of Home Contacts.....	34
The Classroom Teacher Provides Vocational and Educational Guidance.....	35
The Classroom Teacher and Placement and Follow-up.....	39
Summary of Business Teacher Guidance Functions.....	42
III FINDINGS AND INTERPRETATIONS.....	45
Information Regarding Student in the Cumu- lative Folder.....	45
Guidance Information Kept in the Teacher's Own Files.....	53
Extent Teachers Gather Guidance Informa- tion and Pass It on to the Guidance Department.....	58
The Use of Test Results.....	64
The Extent Teachers Keep the Results of Tests in Their Own Files.....	70

## III FINDINGS AND INTERPRETATIONS (Cont'd)

The Extent Teachers Gather Test Information and Pass It on to the Guidance Department.....	73
The Extent Teachers Recognize Individual Differences and Refer Them.....	76
The Extent Teachers Are Active in the Area of Home-School Relationships...	82
Teachers' Comments Regarding Successful Practices They Have Been Using.....	88
The Extent Business Teachers Utilize Guidance Materials and Information in Presenting Occupational Information.....	94
The Extent Business Teachers Utilize Guidance Materials and Techniques in Presenting Educational Information.....	101
The Extent Business Teachers Utilize Placement Techniques.....	106
The Extent Business Teachers Provide Assistance in Placement and Follow-up.....	112
The Extent Business Teachers Discuss Various Types of Problems in Interviews with Their Students.....	118
The Business Teachers' Comments Regarding the Most Common Problems of Their Students.....	123
What Do Business Teachers Consider to be Their Greatest Responsibility or Difficulty in Interviewing Pupils?..	131
Teachers' Responsibilities in Interviewing Pupils.....	131
Difficulties Encountered in Interviewing Pupils.....	137
The Extent to Which Teachers Answered "Pertinent Points Regarding the Interview".....	142
The Main Difficulties Business Teachers Have or Encounter in Using Guidance Information.....	147
Is There a Full Time Guidance Person and an Organized Guidance Program in Your School?.....	155
How Many Years Experience Have You Had as a Business Education Teacher?....	157
Have You Had One or More Courses in the Field of Guidance?.....	158

Chapter	Page
III FINDINGS AND INTERPRETATIONS (Cont'd)	
Business Teachers Have Taken Many Guidance Courses.....	162
Were These Guidance Courses Taken Before or After You Started Teaching?.....	164
Did You Receive Any Training In Guidance from Your Business Education Department Courses When in Undergraduate Training to Become a Business Teacher?.....	166
Can You State Briefly What This Training Was and the Extent of It?.....	166
Training and Experience of the Most Active Nonreimbursable and Reimbursable Business Teachers.....	170
IV SUMMARY AND RECOMMENDATIONS.....	173
Summary.....	173
Recommendations.....	188
BIBLIOGRAPHY.....	193
APPENDICES.....	197
Appendix A: The Questionnaire.....	197
Appendix B: Letter of Transmittal to Teachers.....	201
Appendix C: Letter of Transmittal to State School Superintendents.....	202
Appendix D: Letter of Transmittal to State Supervisors of Distributive Education.....	203
Appendix E: Comments of Business Teachers Regarding the Program of Guidance Services.....	204

## LIST OF TABLES

Table		Page
I	THE NUMBER OF QUESTIONNAIRES SENT AND THE NUMBER RETURNED BY STATES.....	12
II	USABLE AND UNUSABLE RETURNS TO QUESTIONNAIRE.....	13
III	UTILIZATION OF GUIDANCE INFORMATION BY NONREIMBURSABLE TEACHERS.....	48
III-A	UTILIZATION OF GUIDANCE INFORMATION BY REIMBURSABLE TEACHERS.....	49
IV	GUIDANCE INFORMATION MAINTAINED IN NON- REIMBURSABLE TEACHERS' FILES.....	54
IV-A	GUIDANCE INFORMATION MAINTAINED IN REIMBURSABLE TEACHERS' FILES.....	55
V	THE EXTENT NONREIMBURSABLE TEACHERS GATHER AND PASS ON GUIDANCE INFORMA- TION.....	60
V-A	THE EXTENT REIMBURSABLE TEACHERS GATHER AND PASS ON GUIDANCE INFORMATION.....	61
VI	THE EXTENT NONREIMBURSABLE TEACHERS UTILIZE TEST RESULTS.....	67
VI-A	THE EXTENT REIMBURSABLE TEACHERS UTILIZE TEST RESULTS.....	68
VII	THE EXTENT NONREIMBURSABLE TEACHERS MAINTAIN TEST RESULTS IN THEIR OWN FILES.....	71
VII-A	THE EXTENT REIMBURSABLE TEACHERS MAINTAIN TEST RESULTS IN THEIR OWN FILES.....	71
VIII	THE EXTENT NONREIMBURSABLE TEACHERS GATHER AND PASS ON TEST RESULTS.....	75
VIII-A	THE EXTENT REIMBURSABLE TEACHERS GATHER AND PASS ON TEST RESULTS.....	75
IX	THE EXTENT NONREIMBURSABLE TEACHERS RECOGNIZE INDIVIDUAL DIFFERENCES IN PUPILS AND REFER THEM.....	78

Table		Page
IX-A	THE EXTENT REIMBURSABLE TEACHERS RECOGNIZE INDIVIDUAL DIFFERENCES IN PUPILS AND REFER THEM.....	79
X	THE ACTIVITIES OF NONREIMBURSABLE TEACHERS IN THE AREA OF HOME-SCHOOL RELATIONSHIPS.....	84
X-A	THE ACTIVITIES OF REIMBURSABLE TEACHERS IN THE AREA OF HOME-SCHOOL RELATIONSHIPS.....	85
XI	NONREIMBURSABLE TEACHERS' COMMENTS REGARDING MOST SUCCESSFUL HOME-SCHOOL RELATIONSHIP PRACTICES.....	89
XI-A	REIMBURSABLE TEACHERS' COMMENTS REGARDING MOST SUCCESSFUL HOME-SCHOOL RELATIONSHIP PRACTICES.....	89
XII	THE UTILIZATION OF OCCUPATIONAL INFORMATION BY NONREIMBURSABLE TEACHERS.....	97
XII-A	THE UTILIZATION OF OCCUPATIONAL INFORMATION BY REIMBURSABLE TEACHERS.....	98
XIII	THE UTILIZATION OF EDUCATIONAL INFORMATION BY NONREIMBURSABLE TEACHERS.....	104
XIII-A	THE UTILIZATION OF EDUCATIONAL INFORMATION BY REIMBURSABLE TEACHERS.....	105
XIV	THE ACTIVITIES OF NONREIMBURSABLE TEACHERS IN THE AREA OF PLACEMENT TECHNIQUES....	109
XIV-A	THE ACTIVITIES OF REIMBURSABLE TEACHERS IN THE AREA OF PLACEMENT TECHNIQUES...	110
XV	THE EXTENT OF ACTIVITY OF NONREIMBURSABLE TEACHERS IN PLACEMENT AND FOLLOW-UP...	114
XV-A	THE EXTENT OF ACTIVITY OF REIMBURSABLE TEACHERS IN PLACEMENT AND FOLLOW-UP...	115
XVI	THE EXTENT PROBLEM AREAS ARE INCLUDED IN STUDENT INTERVIEWS BY NONREIMBURSABLE TEACHERS.....	120

Table	Page
XVI-A THE EXTENT PROBLEM AREAS ARE INCLUDED IN STUDENT INTERVIEWS BY REIMBURS- ABLE TEACHERS.....	121
XVII COMMON STUDENT PROBLEMS DERIVED THROUGH NONREIMBURSABLE TEACHERS' COMMENTS.....	124
XVII-A COMMON STUDENT PROBLEMS DERIVED THROUGH REIMBURSABLE TEACHERS' COMMENTS.....	124
XVIII NONREIMBURSABLE TEACHERS' COMMENTS RE- GARDING THEIR GREATEST RESPONSIBILITY IN INTERVIEWING PUPILS.....	132
XVIII-A REIMBURSABLE TEACHERS' COMMENTS REGARD- ING THEIR GREATEST RESPONSIBILITY IN INTERVIEWING PUPILS.....	132
XIX GREATEST DIFFICULTIES EXPERIENCED BY NONREIMBURSABLE TEACHERS IN INTER- VIEWING PUPILS.....	138
XIX-A GREATEST DIFFICULTIES EXPERIENCED BY REIMBURSABLE TEACHERS IN INTERVIEW- ING PUPILS.....	139
XX RESPONSES BY NONREIMBURSABLE TEACHERS TO QUESTIONS REGARDING THE INTERVIEW...	144
XX-A RESPONSES BY REIMBURSABLE TEACHERS TO QUESTIONS REGARDING THE INTERVIEW.....	145
XXI DIFFICULTIES ENCOUNTERED BY NONREIMBURS- ABLE TEACHERS IN UTILIZING GUIDANCE INFORMATION.....	149
XXI-A DIFFICULTIES ENCOUNTERED BY REIMBURSABLE TEACHERS IN UTILIZING GUIDANCE INFOR- MATION.....	149
XXII NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "IS THERE A FULL TIME GUIDANCE PERSON EMPLOYED IN YOUR SCHOOL," AND "IS THERE AN ORGANIZED GUIDANCE PROGRAM IN YOUR SCHOOL?".....	156

Table	Page
XXII-A REIMBURSABLE TEACHERS' RESPONSES TO QUESTIONS: "IS THERE A FULL TIME GUIDANCE PERSON EMPLOYED IN YOUR SCHOOL?" and "IS THERE AN ORGANIZED GUIDANCE PROGRAM IN YOUR SCHOOL?".....	156
XXIII NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "HOW MANY YEARS EXPERIENCE HAVE YOU HAD AS A BUSINESS EDUCATION TEACHER?".....	159
XXIII-A REIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "HOW MANY YEARS EXPERIENCE HAVE YOU HAD AS A BUSINESS EDUCATION TEACHER?".....	159
XXIV NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "HAVE YOU HAD ONE OR MORE COURSES IN THE FIELD OF GUIDANCE?".....	161
XXIV-A REIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "HAVE YOU HAD ONE OR MORE COURSES IN THE FIELD OF GUIDANCE?".....	161
XXV GUIDANCE COURSES TAKEN BY NONREIMBURSABLE TEACHERS.....	163
XXV-A GUIDANCE COURSES TAKEN BY REIMBURSABLE TEACHERS.....	163
XXVI NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "WERE THESE GUIDANCE COURSES TAKEN BEFORE OR AFTER YOU STARTED TEACHING?".....	165
XXVI-A REIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "WERE THESE GUIDANCE COURSES TAKEN BEFORE OR AFTER YOU STARTED TEACHING?".....	165
XXVII NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "DID YOU RECEIVE ANY TRAINING IN GUIDANCE IN UNDERGRADUATE BUSINESS EDUCATION COURSES?".....	167
XXVII-A REIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "DID YOU RECEIVE ANY TRAINING IN GUIDANCE IN UNDERGRADUATE BUSINESS EDUCATION COURSES?".....	167

Table	Page
XXVIII      NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "CAN YOU STATE BRIEFLY WHAT THIS TRAINING WAS AND THE EXTENT OF IT?".....	168
XXVIII-A    REIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "CAN YOU STATE BRIEFLY WHAT THIS TRAINING WAS AND THE EXTENT OF IT?".....	168

THE ROLE OF THE BUSINESS EDUCATION TEACHER IN GUIDANCE  
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CHAPTER I

INTRODUCTION

The use of guidance services in our secondary schools has been expanding rapidly. The trend toward more and more schools incorporating a program of guidance services within their systems and the growing interest teachers are taking in guidance work, are indicative of the continued need, development, and use for these services. Since Frank Parsons developed his vocational bureau in Boston in 1908, to better meet the needs of students, educators have been unifying these various areas of assistance needs into a program now identified as "guidance services."

The program of guidance services evolved in order to aid systematically the increasing numbers of secondary school youth to meet their problems intelligently. The growth in population of our country, coupled with the increased development of machines to replace outmoded methods of work habits, opened many new avenues of specialization in the world of work. As a result the schools were faced with the necessity for the development of expanded curricula and new methods of preparing and guiding students toward a useful and happy existence in this more complex society.

Not only has the need, since the turn of the century, been for more vocational and technical education, but there has been the necessity to direct students to assess their abilities to work and live harmoniously with others as a team. In order for the schools to accomplish the wise assistance of students, it became necessary for students, teachers, administrators, and parents to work as a coordinated body. The students are faced with an array of personal, social, educational, and vocational problems which can be met with a well-organized program of guidance services that revolves about the classroom teacher.

The teachers, working cooperatively with the guidance specialists, form the core of the guidance program. This group is in everyday contact with students; therefore, it is through the activities of the classroom teacher that the total program takes on meaning. These teachers utilize techniques that meet the individual needs of each student. They are in a position to detect strengths and weaknesses in student progress that lead to the proper utilization of the guidance services which aid the student in making proper adjustments. The teachers then, are not only often called upon to aid the guidance staff in helping a student determine a course of action, but inevitably are the ones who must aid the student, through proper guidance

techniques in the classroom, in the carrying out of his action program.

Oftentimes teachers find themselves in a school where an organized guidance program is not in existence. In this situation they are the central guidance figures, as students invariably have need for help; therefore, these teachers must incorporate their knowledge of the guidance services with the understanding of parents and administrators in assisting students to become well-adjusted individuals.

Business teachers are a necessary part of the team in carrying out the guidance program. It is believed that a study designed to discover the extent business teachers perform guidance activities will be very valuable.

#### Purpose of the Study

The purpose of this study is to ascertain the present guidance activities of the business education teachers in secondary schools in the twenty-two western states and to compare the guidance activities of the nonreimbursable teachers with the reimbursable teachers.

Specific purposes can be stated as follows:

1. To furnish information to business education teachers that may be utilized in their selection of guidance courses for professional development.

2. To aid college business teachers in preparing guidance materials which will most likely benefit prospective business education teachers on the secondary school level.

3. To aid school administrators and vocational education directors in further understanding the business teachers' problems in guidance, such as, availability and accessibility of materials, and a time and place for interviews.

4. To aid guidance directors in better utilizing business education teachers in the school guidance programs.

5. To aid business education teachers in determining and evaluating their own activities in the guidance services and their relationship to the total guidance program.

It is hoped that by summarizing the guidance practices of the business education teachers, and the statements the teachers make concerning guidance activities, that (a) more care will be given to the training of teachers in preparation for guidance activities, and (b) the data will aid business teachers in better organizing their guidance responsibilities.

The study is not intended to be a panacea for solving the problems faced by students and by business education teachers, but it is intended to aid those concerned in

making a further step in understanding the utilization of guidance services.

### Scope of the Study

This study involves 334 responses to a questionnaire mailed to 2248 business education teachers in secondary schools throughout the twenty-two states west of the Mississippi River. Of this number, 1902 teachers were in the nonreimbursable group, and 346 were in the reimbursable, or distributive education group. The business education teachers surveyed included as wide a sampling as could be obtained from the state school directories and from lists of names received from state officials.

The study was limited to the above states in order to permit a more concentrated coverage of teachers in these states. This aided in gathering the data necessary to mailing the questionnaire.

### Definition of Terms

1. Business Education: The Dictionary of Education, edited by Good gives two definitions: (19, p.54) (a) "that area of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships"; (b) "an area for study dealing with the principles and practices of teaching business subjects."

Strong helps to clarify and makes the purposes of business education easily understandable when he writes: (41, pp.70-71)

If the purposes of business education are based upon the entire economic organization that is a phase of the social life, as well as of the economic structure about us, as it should be, then business education must include the adjustment of the individual to his environment, resulting in schools providing for two types of business education: (1) training in those phases of business that concern every member of society, and (2) specialized instruction for those who desire to become wage earners in business occupations.

2. Distributive Education: Hayden says: (24, p.49)

"Distributive Education in the secondary school is designed primarily to prepare students for retail operation and selling positions." Hanna and Freeman edited a monograph in which they define the "distributive occupations." Their definition aids in understanding this phase of the study. They say: (21, p.9) "Distributive occupations are those followed by workers directly engaged in merchandising activities, or in direct contact with buyers and sellers when--

- a. Distributing to consumers, retailers, jobbers, wholesalers, and others the products of farm and industry.
- b. Managing, operating, or conducting a commercial service business, or selling the services of such a business."

3. Guidance: A descriptive definition is given by the Educational Policies Commission: (13, pp.39-40)

Guidance is . . . the high art of helping boys and girls to plan their own actions wisely, in the full light of all the facts that can be mustered about themselves and about the world in which they will work and live.

4. Program of Guidance Services: The program of guidance services includes the individual inventory service, the information service, the counseling service, the placement service, and the follow-up service. Smith describes the guidance services as follows: (39, p.5)

The guidance process consists of a group of services to individuals to assist them in securing the knowledges and skills needed in making adequate choices, plans, and interpretations essential to satisfactory adjustment in a variety of areas. These services are designed to result in efficiency in areas which require that the individual make adjustments in order that he may be an effective member of society.

5. Nonreimbursable, or nondistributive education teachers: Teachers in this group are not teaching under a vocational program, therefore, their salaries are paid solely by the school district and the school district is not reimbursed for salaries from federal funds.

6. Reimbursable or distributive education teachers: Teachers in this group work under the vocational education program, and their salaries are, in part, paid from federal funds distributed to the states who in turn reimburse the local school district.

### Limitations of the Study

The fact that the study covers such a large area of the United States and that there were so many teachers included to obtain an adequate sampling, made it impossible to interview the teachers personally. Therefore, the questionnaire may have been interpreted differently by some teachers. This constitutes a limitation.

Secondly, it was not possible to obtain the names of the teachers in several states, which possibly could be the reason for a certain number of the questionnaires not being returned. This constitutes a limitation. In the case of the distributive education group, it was not possible to obtain the names of distributive education coordinators in Utah and Missouri. The few names in the directories in these two States, for some reason, did not bring results. South Dakota did not have readily available the names of distributive education teachers, and the directory did not list them. Nevada and Idaho have no distributive education coordinators.

### The Questionnaire

In order to attack the problem of surveying a large number of business teachers, both in the nonreimbursable and reimbursable groups, it became necessary to resort to

the questionnaire as the instrument to use to obtain the desired information.

The questionnaire was studied from the standpoint of other questionnaires having been used, and in regard to the literature pertaining to the program of guidance services. The questionnaire was designed so that it could be answered as easily as possible. Answers to the points could be checked "none," "little," "occasionally," and "frequently," to insure the data being as nearly accurate as possible, and at the same time, being easier for the teachers to check.

The writer then had the business teachers in Corvallis, Oregon, and Albany, Oregon, high schools to complete the questionnaire and make suggestions. A discussion was held with each one, and after further study the questionnaire was again revised.

A copy of the questionnaire is included in Appendix A. The cover letter that accompanied the questionnaire to teachers in each group is shown in Appendix B.

### Selection of Recipients

In order to secure the names of such a large number of teachers, letters were sent to the state superintendents of public instruction in each of the twenty-two states, requesting 1951-52 directories. (See Appendix C for copy

of letter). All states except Kansas submitted directories, but the names of a number of teachers in that state were secured from a business education professor at Kansas State Teachers College. The directories in eight states listed the schools and administrators, but not the teachers. In these cases, the questionnaire was sent to the business education teachers in the schools in care of the various principals and superintendents.

An effort was made to cover the states thoroughly by sending a sufficient number to various sized high schools. In no case were teachers contacted in schools having fewer than ten teachers. In the less populated states a greater number of smaller schools were sampled than in the states having more and larger schools. An effort was made, wherever possible, to send the questionnaire to teachers with varied years of experience. More questionnaires were mailed to teachers in states where the directories were more complete.

The names of the distributive education teachers were secured by writing to the State Supervisors of Distributive Education in each state (see Appendix D for copy of the letter).

All the names received from state distributive education supervisors and other sources were mailed questionnaires. Nineteen of the twenty-two states representing

the distributive education group are included in the study. No returns were received from the state of Utah.

The letters to the state superintendents and the distributive education supervisors are to be found in Appendices C and D.

### Responses to the Questionnaire

Table I shows a list of the states in which business education teachers were contacted by questionnaires. The percentage of return by the teachers in these states is also shown for both groups.

January 1953 was established as the month in which no more questionnaires would be accepted for inclusion in the study. The responses had practically stopped by the first of the year. Time was of the essence, too, as compiling the information for the thesis was necessary.

The total responses numbered 834 and represented a return of 37 per cent, which on a comparable basis with other studies of this magnitude was good. This seems especially true when the names of the teachers -- for the most part -- had to be taken from the 1951-1952 school directories. The nonreimbursable teachers gave a response totaling 673, or 35 per cent. The distributive education teachers returned 165, which represented 48 per cent of this group.

TABLE 1

THE NUMBER OF QUESTIONS SENT  
AND THE NUMBER RETURNED BY STATES

State	Number of Non DE's Sent	Number Returned	Per Cent	Number of DE's Sent	Number Returned	Per Cent
Ariz.	70	23	29	4	1	25
Ark.*	60	19	23	15	12	80
Calif.	311	120	37	10	7	70
Colo.*	58	25	36	10	6	60
Idaho	65	21	26			
Iowa	133	58	42	16	12	75
Kansas	50	16	32	8	4	50
La.*	68	19	26	18	8	44
Minn.	151	51	34	19	13	68
Mo.	156	49	28	8	1	13
Mont.	36	16	44	7	4	57
Neb.	86	35	40	8	4	50
Nev.	20	9	45			
N. Mex.	45	15	33	7	3	43
N. Dak.*	23	9	39	12	4	33
Okla.*	71	35	49	23	14	61
Ore.	121	55	45	19	13	68
So. Dak.*	31	10	29			
Texas*	101	42	37	117	43	37
Utah	79	22	27	5	0	
Wash.	134	61	48	32	15	47
Wyo.*	33	18	52	8	4	50
Total	1902	673	35	346	165	48

Combined Total 2248 and per cent of return 37.

\*States in which names were not included in the 1951-52 directories.

In some states the percentage of return was lower than others. Arkansas and Idaho, for example, had a lower return which may be partially accounted for because of the greater number of smaller schools sampled. It is possible that many of the smaller schools do not have the facilities for guidance, nor do they emphasize it to the extent the larger schools do.

A higher return may be noted from some of the states; for example, Minnesota, Iowa, and Washington which have many more larger schools. As a result these schools and teachers do more from the standpoint of cooperating in more organized guidance programs.

Table II shows the number of usable returns, as not all the responses were usable in the study. Eighteen did not reach the teachers, others did not feel qualified to answer the questionnaire, while several did not feel it applied in their particular cases. A few had dropped out of teaching.

TABLE II  
USABLE AND UNUSABLE RETURNS TO QUESTIONNAIRE

Responses	Number		Percentage	
	Non-D.E.	D.E.	Non-D.E.	D.E.
Usable Responses	618	163	92	98
Unusable Responses	<u>55</u>	<u>2</u>	<u>8</u>	<u>2</u>
Total	673	165	100	100

Some teachers asked for copies of the questionnaire and many requested a summary of the findings. A number of the teachers stated their interests and expressed their feelings as favorable toward the guidance trend in their schools. Many also sent supplementary materials and news items pertaining to guidance in their respective school systems or communities.

A few teachers stated the questionnaire would aid them in better carrying out their guidance activities and made favorable comments in behalf of the questionnaire and the study. Some said they intended to broaden their activities in the guidance function.

Each questionnaire for both groups of business teachers was tabulated by state on a separate master form. A final master form was then compiled from the state master forms showing the total returns from the teachers in each group. The two groups were tabulated separately in order to point up differences and similarities in guidance practices between the two groups.

## CHAPTER II

## SUBSTANCE OF THE LITERATURE

1. Introduction: The Classroom Teacher Combines Guidance and Teaching.

Not a great amount of material is to be found in the literature about the role of the business teacher in the field of guidance. However, several articles are devoted to this specific subject, and a few books treat the role of the classroom teacher in the guidance program to some degree. The importance of the teacher to the guidance program is implied in all the literature dealing with this specific phase of education. The writers have indicated that all teachers -- not only the business teachers -- in the secondary school are in an ideal situation to perform activities of a guidance nature. The classroom serves as a laboratory for observing student behavior.

Business education has a two-fold purpose for educating students. One is teaching basic business concepts which are utilized in the use of business services; the other is that of developing skills in specific business courses that will enable students to utilize these skills on certain jobs in the business world. The second purpose involves the vast realm of vocational education, of which vocational guidance is a very important aspect. The

business teacher does not wholly escape this phase of guidance, as vocational information is a necessary part of the materials used.

Though vocational education is not to be considered apart from general education, since all subjects have vocational value, the fact remains that thousands of boys and girls, upon graduation from high school, accept positions that require definite business and vocational skills. Thus, many writers have written of vocational guidance to the extent that one can almost conclude this phase to be the business teacher's foremost responsibility.

Another reason why the business teacher cannot wholly escape the guidance function is due to the fact that guidance is a necessary and inescapable part of education.

Berger points this out when he writes: (5, p.158)

Increased information concerning the learning process has caused distinctions between guidance and instruction. We cannot separate these important aspects of the educational program, since both have the same objective--the development of wholesome individuals to the fullest extent of their ability in a manner that is in essence the basic philosophy of the modern school with its dual emphasis.

One can readily observe the areas of guidance possibilities within these broad educational aims. To attain these goals the teacher's role becomes very significant, since his constant observation of and contact with the children make him ever more cognizant of the varying personalities within the group and the most effective methods to employ in meeting each individual's needs.

It can be noted, then, that the more use the teacher makes of guidance services, the better job he will probably do in advising the student. The need is definite, but the effectiveness of the teacher's help will depend a great deal upon his interest in it. Williams notes that the teacher who is sensitive to the needs and problems of students will find ways to develop and take up the major job of guidance. (52, pp.310-320)

Too, the manner in which the guidance program is organized will aid the teacher's effectiveness. Enterline emphasizes this point as follows: (14, pp.15-16)

The need for guidance is always present. Each high school student is potentially a vocational student. When the student finishes high school, he is primarily interested in securing a job, or in securing such additional training as will better fit him for a job. The business teacher in the school with some semblance of an organized guidance program should work cooperatively with it. In the small high schools where guidance for the most part is still very much unorganized, the teacher is still in a unique position to give effective guidance. He is able to know intimately the interests, abilities, family history, likes and dislikes of each student.

The need is evident for the teacher to know something about the types of jobs in the community and requirements of the jobs, whether the community is expanding in population, business trends of the community, information about the school, information about the students, information about the library, how are the placement problems handled, and information about the graduates and their situations.

The business teacher must then provide assistance throughout the day, but to make it more meaningful, the business teacher should conform to a guidance philosophy similar to this one by Spaugh, who writes: (41, p.157) "The old idea that guidance is the effort to see through Bill and see Bill through must be thrown aside. We must accept a new definition which might be: Guidance is the effort to help Bill see through himself to see himself through." To do this the teacher must study and know the individual.

The effective teacher who instructs throughout the day should be genuinely interested in the welfare of his students. Prehn notes that: (35, p.6)

Guidance is the finest aspect of teaching. It leads to changes of a permanent nature in the character of the pupil, his personality, and his philosophy of life....It is a privilege to be with young people like our boys and girls-- individuals who are essentially idealistic and loyal. And genuine teachers show their appreciation of this privilege by their attitude toward their pupils. They are kindly, friendly, altruistic, and willing to aid, even though it involves hours of work on their own time.

The teacher who is a student of students--who begins early in the school year to learn about the individual and to cooperate with him--will not have to spend hours of time outside of the classroom in helping him with his problems. The teacher will assist each student while he presents subject matter. Strang writes of this point thusly:

(42, p.10)

The gifted teacher guides as he teaches. While the pupils are learning about the world in which they live, the teacher is learning about the individuals in his class. He uses this understanding to provide the experiences they need.

The thought is gathered from an article by Woellner that the business teacher is fortunate to be in a situation where assistance can easily be given. This is so, because the business teacher is in somewhat the position of the athletic coach. The students, for the most part, are interested in the subjects and are receptive to aid. Numbers of many business classes are limited. This situation gives the business teacher the opportunity to be in close personal contact with the students, and, as a result, he may give more individual assistance to them. In the skill building courses, the business teacher is in a position to observe the students' neatness, attitudes, and ambitions. The student is oftentimes able to understand what the teacher is able to do for him in these courses, as he can see his improvement and accept the challenge. A sense of competitive spirit exists within the individual and among friends in the class. (54, pp.379-380)

There are teachers, however, who do not fully realize the great part they play in the lives of the students. Rosencrance writes of a group of college freshmen who were

discussing the influence of their high school teachers on their own lives. One student mentioned what the teacher taught, but the others referred to what the teacher was as a person and the interest he took in pupils as persons. These students brought out the great amount of guiding the growth and development of adolescents that teachers actually do. (37, pp.208-209)

Students are always high in their praise of a teacher who is willing to help them progress, and who is concerned about them as individuals. It is these virtues in a person that help make him a better teacher.

Arbuckle notes that teachers are doing the major part of guidance, but many are thoughtlessly neglecting the areas in which they have the greatest opportunity to serve. Often they put their subject ahead of the individual instead of using the subject as a guidance tool. He also points out that many teachers never become acquainted with any of their students. (4, pp.140-142)

It is a well-known fact that the teachers who are annoyed by problem behavior and do nothing but rebuff the student are not able to gain the confidence of many of the students. Their guidance contribution may not be effective. Their thoughtlessness may hinder the development of the individual. Anderson writes of the thoughtless teacher-- the one who feels he has no responsibility to the guidance

function. She notes that cases are on record of students who have become openly defiant toward the unfriendly teacher. (3, p.42)

Hart makes note of the fact that the least teachers can do is keep in mind that very often the individual who brings confusion to the classroom is not necessarily a menace to society. If the teacher can keep this in mind, it may help him understand the guidance function. (25, p.50)

## 2. The Classroom Teacher Assists the Guidance Specialist.

A number of writers have noted the relationship of the classroom teacher to the guidance expert. The teacher must realize how he can best serve the program and help the guidance specialist. The specialist in guidance must understand the teacher's feelings toward the program and toward the students. To think of one without the other would be to think of the surgeon without the nurse.

Zeran furthers this understanding when he states:  
(55, p.4)

Has the teacher a part in the guidance program or is it only for the expert? This question can best be answered if we think of guidance as a staff service which can make instruction, supervision and administration more effective in their performance.

This means that all teachers must act as a team so that each individual boy and girl will have the benefit of their collective thinking and acting.

Each teacher can assist in one or more of the guidance functions. For example facts must be available about each pupil as an individual--his school record, health record, test results, hobbies, etc. Since the value of these data lies in their cumulative nature it can be seen that all teachers have a part in their compilation.

A comment occasionally heard among business teachers indicates that they do not feel their opinions are regarded as too important by some school counselors. This may be true in some cases, but it is doubtful that it is a general feeling among guidance directors or counselors. Mamminga points out that: (29, p.477)

The heart of guidance, however, lies in an intelligent interest of every teacher in every pupil. In short, that pinnacle of light--the specialized guidance instructor and nothing more in the form of guidance--is on the way out. Every teacher must guide every pupil, consciously or unconsciously, constantly. Teachers must be selected who have not only subject-matter knowledge but personality and tact.

Even though the teacher may not be called upon to serve directly on a guidance committee, the teacher should always realize that he is assigned as a committee of one to carry out guidance activities. Certainly the guidance specialist is foremost in any guidance program but, as Williams points out, it is easy for a guidance-minded teacher to notice students with troubled looks on their faces. He can show his interest by being friendly and ask the student to drop by for a little talk. The teacher

must remember that the specialist does not always see the student in the light that a teacher does. (51, pp.343-348)

If the teacher has had some training in the field of mental hygiene, he will probably have a better feeling about the work the guidance specialist is trying to do. He should be better equipped to recognize certain symptoms of disturbance which may be bothering an individual. This training would undoubtedly help the teacher make a better report to the counselor. Montag notes a few of these symptoms to be, unsocialness, resentfulness, domination, and lack of interest. He makes this comment: (31, p.35) "In spite of the fact that she has large numbers of students to deal with it is possible for the skillful teacher to identify some of the students in need of individual help. For this she needs a mental hygiene point of view and a knowledge of the disturbance."

The important thing is not so much that the teacher have a thorough knowledge of the disturbance, but rather that he recognize that the student does have a problem, and then realize that he should refer the student to the guidance specialist. He should then work with the specialist in following a course of action designed to help the student.

Turrell makes a statement that aids in a better understanding of the teacher's place in guidance. He writes:  
(48, pp.337-338)

Regardless of needed increases in the number of specialists in guidance, the teacher will continue to play the central role in such a program. The teacher's greatest contribution will be made as a part of his regular classroom activities, not in a special period set apart for guidance purposes.

As a teacher's success in the guidance process may be measured by the contribution he makes from within the classroom, Cox and Duff have this to say about the specialist: (9, p.71) "The specialist's success may be measured by the extent to which he stimulates and directs the advisory activities of the regular teachers."

Cox and Duff disagree with Turrell on whether a special period should be set aside for guidance purposes. They believe a classroom teacher should have a free period a day so that he can deal with personalities, and point out that if a teacher is going to be more than a lesson-giver, he must be given responsibilities for the education of his pupils. This is a most debatable phase of the teacher's role in program of guidance services. The answer no doubt lies in the administration of the school and the organization of the guidance department. The extent the teacher is interested and qualified in guidance work

would govern, in part, whether or not he should have a free period for this work. Generally, what could be accomplished in a free period should probably be left up to the specialist. Many schools, of course, have teacher-counselors acting in a dual capacity. However, these teachers have had training in the field of guidance. If a school does not have an adequate guidance staff, then enough teachers with guidance training should be assigned a free period for guidance in order for all students to be assured of an opportunity to have assistance in working out their problems. At least one weakness that can be found with secondary education at present and that has been true in the past is that the majority of students are not being given adequate assistance in determining the source of their difficulties, and determining a course of action to follow to solve their difficulties.

That it is vital for the teacher to work with and follow a course of action in a case that has been planned with the guidance specialist is highlighted by Rathbun: (36, p.75)

The classroom teacher in performing his daily duties is a unique guidance worker. In no other place in school is there an equal opportunity to provide for the desirable growth of youth....

Even though clinicians and other specialists are working on a case, the teacher must be recognized as a vital factor because adjustment

must be made in terms of daily relationships which only he can constantly observe and adjust properly.

At least one writer feels that there is no place for the unspecialized teacher in guidance activities. She is Elizabeth Chase, who makes the following comments: (7, p.210) "Unfortunately guidance and teaching are like oil and water. They have no chemical affinity. Guidance keeps right on being guidance, and teaching keeps right on being teaching, no matter how briskly you stir them up together". Miss Chase is certainly in the minority in her attitude and thinking regarding the teacher and the specialist. A number of authors replied to her article, with which they disagreed. For example, Fulton replied: (20, p.415)

We shall continue to need and use some specialists but, pray Heaven, even the specialists will acknowledge the need for a strong common underpinning to meet the needs of the youth of today.

Harney also replied to Miss Chase's article with this contribution: (24, p.411)

Let us try to dissipate the idea that guidance can be done only in a private room, with pupil seated in a large, comfortable chair. Of course, there is value in pleasant surroundings, but it often happens that the teacher who works in an informal atmosphere has more real influence on the life of a child than any counselor with a doctor's degree. Any sympathetic teacher whose everyday work demonstrates his interest in the lives of his pupils can tell dozens of experiences

where a casual question or statement has led to conversations which have made a real difference to the pupil.

Williamson points out in reply to the article by Miss Chase that a teacher does not have to be a specialist to take an interest in helping the individual. This interest alone will help the teacher be more capable of imparting an understanding of the subject matter to the student. (53, pp.414-415)

Thus, it can be readily seen that the specialist in guidance and the classroom teacher must work cooperatively, and combine their efforts to adequately aid the students. An article by Goshorn reveals a statement which sums up the vital need of both parties. She relates: (22, p.76)

We need the specialist who is trained and skilled in the art of diagnosing needs, organizing procedures, and executing plans. But specialized personnel services can never replace the day-by-day intimate contact of teacher and student. Valuable as a separate counseling service is, a personnel office must depend upon the teacher to identify students with problems. Students most frequently will ask for help from an instructor whom they already know, when they will not go to an office set up especially to help them. At the end of the period, in the hallway, at the soda fountain, and in dozens of other spots, the teacher is exerting a personal influence upon some of his students.

### 3. The Classroom Teacher Contributes Valuable Information to the Students' Cumulative Folders.

The value of the individual's cumulative record lies

in the teacher's use of it, as it contains the personal history of the pupil. To know the pupil is the first step in being able to help him and to be able to know him makes it essential that a great deal of information be compiled and analyzed. The more complete the personal history is the more valuable it will be. Also, if the data are systematically recorded, and if veracity has been used in compiling the data, it will aid materially in the teacher's being able to formulate a more complete picture of the case. The teachers' help in contributing to guidance records is vital to the success of the program. Smith writes: (39, pp.97-93)

Pupils are likely to reveal first to teachers their special talents, hobby and leisure time interests and activities, adjustment difficulties at school and at home, and other information pertinent to a better understanding of them as unique individuals. Teachers have two major responsibilities with respect to the collection of information about pupils: (1) gathering and recording information helpful to other staff members and assisting them to make choices, plans, interpretations, and adjustments; and (2) using the data collected for understanding pupils and their needs and interests which may be met in the classroom.

Traxler writes of the use of information found in the cumulative record folder in this manner: (45, p.314)

The cumulative record--particularly the less objective part of it--may furnish valuable leads concerning the pupil's behavior and possible ways of modifying it.

All teachers know that there are many matters of personal and social adjustment in which they may aid pupils who seek their advice. Teachers have always helped with this kind of adjustment, but they should remember that in all such cases, they can do a better job if they will utilize the information that can be obtained from complete and carefully kept records.

The home background of the individual may be the direct cause of a student's problem. A knowledge of the student's health status is useful to student understanding. Knowing what the abilities of a student are, what experiences he has had, what he likes to do and dislikes to do, what his school achievements are, what his social and personality ratings are, and what his educational and vocational plans are, can be made available primarily through a well-organized set of records.

The teacher's use of test results is pointed out by several authors. Traxler notes that it is the responsibility of the teacher to explain the results of tests to individual pupils, as well as in group discussions. (45, p.311)

Dunsmoor also mentions that as a part of their regular job, teachers should play an important part in the testing program; and in so doing, should administer, score, and interpret tests--particularly general achievement tests in their own subject areas. (12, p.61)

The business teacher will have use for the test data

from the cumulative records for directing students into certain business subjects. Albert writes of placing students into a subject such as shorthand. She states: (2, p.17) "Encourage for enrollment in shorthand only those students who have an I.Q. of over 100 and are carrying averages of 80 or above in English I and Typing I." She believes too, that no student should be admitted to shorthand until he had completed at least one year of instruction in typing. It would be wise to use recorded data even for selecting students for tryout courses.

If a student is strong in typewriting and weak in shorthand and bookkeeping some attempt should be made to locate the underlying conditions contributing to these achievements and the supporting data should be placed in the cumulative record.

#### 4. The Classroom Teacher Does Do Counseling.

As has been previously pointed out, the student often will put confidence in one he knows. Zeran mentions the counseling aspect of pupil adjustment as part of the teacher's work in guidance. He writes: (55, p.4)

While a school should have at least one part-time counselor, all teachers will do counseling at times. Because the classroom teacher is in everyday contact with her pupils, she is in a strategic position to discover individual strengths and weaknesses.

A study that reveals that a teacher's day consists of more than mere subject matter instruction, but rather is one that involves much personal counseling was made by Norton. The study, made on 1,586 pupils, showed that these pupils presented a grand total of at least 4,682 problems to 285 teachers--an average of 20 per teacher--in one school month. As a result, the author states:

(32, p.404)

That high school pupils are beset by problems of many types, touching virtually every conceivable phase of their life in school, out of school, and beyond school, and that every teacher, by virtue of his position, is inescapably a counselor are among the conclusions emerging from a study recently completed by the writer.

It will be necessary for business teachers to counsel with students regarding vocational information. However, Parker notes the rich opportunity business teachers have for gaining valuable data from student-teacher interviews:

(34, p.17)

The classroom teachers, particularly commercial teachers, however, have a rich opportunity to contribute. Through observations of the student learning process, coupled with an understanding of the relationship between school work and office practice, these teachers have a basis for giving sound advice. Teacher-student interviews yield valuable information regarding attitudes toward work and emotional and volitional qualities for which no measurements exist.

Goshorn summarizes the teacher's role in counseling when she compares the teachers today with those prior to

the present technological era. She comments: (22, p.76)

Today the teacher is faced with a much different problem. He is expected to encourage growth in subjective, intangible, and difficult to define areas, such as honesty, dependability, citizenship, morality, inter-cultural understanding, and the improvement of adult and family living. Whether he wants to be or not, the teacher is a counselor in a definite sense of the word. It is not possible for the teacher to see his responsibility toward the student strictly in terms of teaching subject-matter.

##### 5. The Classroom Teacher Refers Students for Special Help.

A most important area of guidance in which the teacher has a vital responsibility is that of referring the pupil to the proper department, person, or agency, for assistance regarding his adjustment. Turchin points out the great need for proper referral of students when he writes of the many problems in his school: (46, p.76) "In the school in which I have been teaching 80 per cent of the pupils receive aid in some manner either from a private or public welfare agency." He cites the case of the uncontrollable neighborhood boy who was a bully with other students. After the boy was referred to the social service counselor of the school, and aid was given in the form of health care (eyes, teeth), clothing, and carfare, he was given several tryout courses at school. He was happy, relaxed, and made progress in Art. This is what he liked to

do, and was one of the courses he had wanted in the first place. Several steps led to solving the boy's problem. The first was a review of his mental, physical, economic, and social history. Other steps were home visits and interviews with parents and friends, as well as continued talks with the boy, including the health, social service, and vocational counselors.

Matthews points out how teachers help in solving these problem cases when she states: (30, p.131)

Teachers detect implications of social, emotional, or academic problems of pupils and make plans that will enable pupils to solve their own problems. Teachers act as advocates for young persons needing help by enlisting the cooperation of other teachers on the staff, by referring pupils to counselors, or by referring counselors to pupils.

Overn brings out the necessity of sensing the need for proper referral when he says of a delinquent 18-year-old boy: (33, p.98) "If a teacher could have sensed the situation early enough in his school life, he might have become properly adjusted to his environment and avoided delinquency." It is not uncommon to hear people make statements such as this.

Davis and Norris note though, that: (11, pp.95-96)

The thoughtful classroom teacher will be understanding, will explore possibilities of solution with the child, and, if she feels the problem is one that needs specialized help, will guide the child to the proper person.

Another author, Adams, brings out the value of referrals when speaking of a typical problem case. It is the case of the 14-year-old girl who had to assume all household duties due to the illness of the mother. These duties required the care of several smaller children. The girl could not keep up with her school work and fell asleep in class. The case was referred to the Home Relief Bureau, who handled and solved the girl's problem, by sending a housekeeper to relieve her. Guidance conscious teachers can help cause a decline in problems of this type. (1, p.52)

6. The Classroom Teacher Enlists the Aid of the Parents and Recognizes the Value of Home Contacts.

Every teacher soon learns that the importance of sincere relationships with the parents are vital to the mental health of the pupil. If the teacher and the parent actively cooperate in discussing a pupil's problems in terms of the best interests of the pupil, a harmonious feeling is likely to exist. The pupil is generally consulted or included and he feels this cooperative spirit. With this kind of understanding, the student is not pushed into a course of action he does not want to take.

It is a known fact that a student's problem often

stems from the fact that the parents have chosen the life-work for their child, without regard for the child's ability or interest in his career.

It is the teacher's responsibility to become acquainted with the home situation of many of his students and talk with the parents. Dunsmoor makes an excellent point regarding the teacher's responsibility in dealing with parents. He notes: (12, p.61)

The teacher should know something of the home background of each of his students, particularly if the student is inclined to be a problem. He should therefore avail himself of every opportunity to come in contact with parents. The best way to make this contact is by a tactful visit to the home at a convenient time, through school programs, activities, and meetings of the parent-teacher association offer good opportunities for contacts with parents....Clearance of information with parents is often very helpful to them in solving the problems of their child at home, and the information gained is invariably useful to the teacher in understanding the student better. Parents and teachers thus become co-workers in the interest of the child's development.

#### 7. The Classroom Teacher Provides Vocational and Educational Guidance.

Many students in our secondary schools enter business occupations upon graduation from high school, while many more continue studying in advanced fields of business. In this particular area, the business teacher must help her students receive pertinent information and understanding

about the world of work. This area is vitally important to the students and they have many problems regarding what they should do.

Eyster's article tends to show the need for the business teacher to be properly informed in business trends.

(16, p.72)

In 1940, approximately 25 per cent of all persons gainfully employed were engaged in office, distributive, management, and kindred occupations; approximately 15 per cent more were engaged in occupations in which knowledge of business procedures and practices is essential.

Thus, in 1940, approximately 40 per cent of the gainfully employed people were in occupations in which business knowledges and skills were needed.

Thus, it can readily be seen that vocational guidance becomes an important part of the business teacher's work day. This being the case, Snypp points out that the teacher should utilize the vocational help the subject has that he is teaching. (40, p.116) In order to utilize the subject matter for this purpose and meet the needs of our students, Cooper comments: (8, p.150) "It behooves us to be and to keep informed about vocational techniques."

Blackstone is another writer who feels the business teacher should utilize the classroom situation in presenting vocational guidance. (6, p.161) "The teachers of the department should adjust the classwork, so far as possible, to permit the student to make applications of the course

being studied to his own immediate vocational needs."

The business teacher is obligated to inform the students of the implications and demands of certain jobs in the business occupations. Frankel stresses that business teachers should encourage the right students for the right clerical positions, and should inform students where the jobs can lead. (19, p.13)

The personality of the student cannot be overlooked by the business teacher. All individuals should be counseled wisely as to the type of job best suited to them. Turille notes that if proper guidance techniques are used, much time may be saved through rehabilitation made necessary by the vocational adjustments that take place in a person's work or vocational life. (47, p.17) All teachers have some realization of the enjoyment and success a person derives from a position due to his adaptability or suitability for it.

Parker notes the importance of learning the student's potential for various positions when he writes: (34, p.17)

Taken together, careful measurements of intelligence, clerical aptitude, motor skills and personality traits throw much light on the prospects of an individual's potential for office occupations and are in a much better position to advise him on the probable success or failure in the field.

It is apparent then, that teachers realize the importance of the fact that the whole individual must be

considered in vocational and educational guidance. Unsicker notes that, (49, p.8) "Surveys indicate that poor personality traits are the largest single cause of job failure and employers know and appreciate these facts."

Business teachers have, through personal experience, been assisting students in the development of their personalities to meet job requirements. They must continually realize that students must develop the ability to get along well with other people.

Two very effective methods teachers can use in adequately presenting vocational and educational information is noted in the literature. Walraven points out that teachers can perform a great service by suggesting and often seeing to it that students use the library. She notes the librarian will do the work in helping the students choose the materials, but the influence of the teacher is often needed in getting the students started. (50, pp.30-36)

The other method involves the teacher's use of visual aids. Many fine films are obtainable at a nominal fee, or at no cost at all to the school. In the article, "Choosing Your Occupation", it is noted that business teachers are obligated in so far as possible to use films for guidance purposes. This one film is particularly helpful in

stimulating the student to think and plan his future carefully. It is pointed out that: (13, p.27) "The student cannot choose his right job unless he has previously chosen his occupation."

#### 8. The Classroom Teacher and Placement and Follow-up.

The areas of placement and follow-up are ones in which the business teacher can be of great assistance. Teachers of vocational subjects are naturally interested in the successful placement of their pupils, and it is necessary to know how they are getting along in their post-school work in order to evaluate the effectiveness of their classroom teaching. The teacher's work is mainly to cooperate with the guidance department in the placement and follow-up of students, but oftentimes the teacher is responsible for direct placement of students and the follow-up work as well. The teacher's help is necessary if the best interests of the student are to be served.

The placement service also includes the wise placement of students in courses and activities within the school and community. Kiethley and Boisclair point out that the student should be aided so that he will choose the subjects in which he will most likely succeed. His choices must be based upon his aptitudes, interests, and personality. All available sources of information should

be utilized in the attempt to aid the pupil in selecting his courses--including consultation with parents. (28, p.16)

Smith also notes that the educational placement process involves assisting pupils to obtain information relating to educational opportunities and aiding the student to adjust to the next grade, or the next school. This process of assisting the individual to progress from one school to the next is a placement function. (39, pp.299-300)

Many students will look to the teacher for aid in furthering their progress on the job after they have been out in the business world. This being the case, the business teacher will perform a valuable follow-up service. It is not uncommon to have a business executive stop a teacher and discuss the quality of work and the personal characteristics of a former pupil.

In regard to placement and follow-up by the school, Dame writes: (10, p.163)

If there is no school provision for placement, however, the business department itself should assume the responsibility of placing its product in the job. In some schools, both large and small, this function is performed by various persons, among whom are the guidance counselor, the department head, the teachers, and other administrative officials.

Enterline specifically points out one of the functions

of the business teacher is that of: (15, p.25) "conducting placement and follow-up activities."

As a means of facilitating placement of business graduates Shipley writes: (38, p.42) "The business teacher can keep a list or card file of former students and firms for which they are working. This list can be compiled through inquiry and incidental meeting of friends of these former students. The firms on the list are good sources of employment for later graduating classes."

The activities are numerous that the business teacher could and does do to aid the development of this vital area of guidance service. The teacher can help the placement phase of the guidance department by assisting in the preparation of the follow-up questionnaire for mailing to former pupils and employers. This assistance is vital to a well-organized program. The teacher who makes it a point to occasionally call upon an employer; makes recommendations to the former student that will help him overcome problems; makes suggestions regarding reading materials, correspondence and evening courses that will aid in his self-improvement; and makes recommendations regarding other methods of improving and preparing for advancement to better positions, is one who is performing most adequately in the areas of placement and follow-up.

In many schools, if the teachers did not aid the student in obtaining a job, selecting a school for further training, and helping him adjust on the job, many students would receive no help at all. This is true, because most schools--even the large ones--are not equipped to deal with the vocational and educational problems of each student. Teachers are naturally looked to for this help.

A head of a high school business department mentions her part in guidance activities in placement. Hertwig writes: (27, p.22)

The major part of the placement which I have done to date has come by way of business friends who know I am in a position to recommend the best graduates--and each likes to feel he, or she, is receiving the best. However, we do hear of vacancies through former students calling on us, and also through the managers of local business machine offices. The latter have been most cooperative and feel they have a better opportunity to sell their machine if they can promise to provide a trained operator. In fact, some of our best paid graduates owe their position to this cooperation.

It can readily be seen that teachers who have no knowledge of the quality of work of their former students nor who have no knowledge of the problems and needs of these former students, will be hindered in attempting to utilize subject matter to a better advantage.

#### 9. Summary of Business Teacher Guidance Functions.

It is difficult to say in which area or phase of

guidance the teacher is able to serve best. A number of authors have laid down the responsibilities of the classroom teacher. Thomas writes of the foremost responsibility of the teacher when he says: (44, p.240)

It is through those members of the teaching staff that experiences will come to life, will be understood, and will have significance and lasting meaning. Here is the first and foremost responsibility of the teacher in the guidance program, to provide the means of developing essential educative experiences, to direct student energies and interest through those experiences toward worthwhile and satisfying objectives, to use wisdom and understanding and intelligence in the interpretation of those experiences in terms of student needs....

There is much overlapping in the statements of the authors in regard to the many guidance duties the teacher should perform. Fahey seems to have an excellent list that serves as a summary of these duties. He points out that the small school, due to its lack of guidance facilities and machinery, may do more effective guidance work because of the more intimate knowledge the teacher may have of the students, and the closer contacts between the school and the community. He points out, however, that regardless of the size of the school system, every teacher should be responsible for certain guidance functions. They are: (17, pp.516-522)

1. State clearly objectives of instruction.
2. Apply the life application values of the instructional offerings.

3. Aid pupils to analyze own strengths and weaknesses.
4. Develop desirable mental and physical health habits.
5. Develop desirable character and moral attitudes and habits.
6. Allow students to experience joy of success.
7. Aid pupils to adjust to school and community life.
8. Develop in fellow-teachers, in pupils, and others favorable attitudes toward atypical children.
9. Aid pupils in the acquisition of facilitating skills.
10. Adjust content, time and methods to needs of individual pupils.
11. Set clearly defined but flexible standards of work.
12. Detect and prevent failures in the incipient stages.
13. Avoid teaching procedures which inhibit adjustment. (don't misuse examinations)
14. Make patient, tactful, and sympathetic attempts to understand each pupil and his problems.

## CHAPTER III

## FINDINGS AND INTERPRETATIONS

The purpose of this Chapter is to interpret the responses to the 781 questionnaires received from the business teachers. In order to present the data obtained from the questionnaires in a logical manner, the structure of the sections in the questionnaire are followed in their original order.

Information Regarding Student in the Cumulative Folder.

One of the most important points to be considered in a good guidance program is the cumulative record of each individual pupil. Certain information about the pupil should be kept in order that an effective program may function. This is apparent, because the business teacher, in order to teach well and assist the student, must know as much as possible about the individual. The extent business teachers utilize this information will indicate the closeness of the teacher to his pupils.

Unless the teacher is in a very small community and knows each individual and his family background extremely well, he must use the record folder for its true value-- that of helping him learn more about the student. Whether the student is a person with a problem or not, the record

folder information will aid the teacher in determining the best course of action to take in guidance activities.

Real teachers are enthusiastic about knowing more about each pupil. They realize there are many reasons why they should use the data. Teachers have their own problems, their whims, and their prejudices. They well realize the value this type of information can have in keeping their thinking on a sound, unbiased basis.

There are certain guidance points that are easier for teachers to interpret than others. The foremost problems of the student will also be ones with which the teachers will be most concerned. The information grouped together to give as complete a picture of the individual as possible is the significant feature of this category. The distributive education teachers, it must be remembered, are working with vocational students. The vocational students, or part-time work students, are selected for certain types of work-training and attend school for a half-day only. On the other hand, the nondistributive education teachers are working with business students and nonbusiness students. This group attends school all day. The nonreimbursable teachers average six periods a day in the classroom, while the reimbursable teachers supervise students on the job as half of their work-day. Thus the reimbursable teachers have more time for guidance

activities. That there will be quite a difference in the extent the two groups perform guidance activities is to be expected.

Table III shows the extent the nonreimbursable group is performing guidance activities in the area of utilizing information about the student. Table III-A shows similar information for the reimbursable or distributive education group. Each table shows the extent the teachers are utilizing the guidance information regarding each point in the category. This category, as is noted by the large percentage of response to it, is one upon which most business teachers place a great deal of emphasis.

Both groups of teachers evidently regard the use of home background data as highly significant in directing students, as 43 per cent of the nonreimbursable and 71 per cent of the reimbursable group frequently utilize this information. Several other points received much emphasis by both groups of teachers. Class achievement ratings are used frequently by 54 per cent of the nonreimbursable group and by 57 per cent of the reimbursable group. The three other areas in this category that are regarded as very significant by both groups are work experience outside school, data concerning educational plans, and statements of vocational plans. Regarding work experience data,

TABLE III

## UTILIZATION OF GUIDANCE INFORMATION BY NON-REIMBURSABLE TEACHERS

To what extent do you, the business teacher, utilize guidance information in per- forming guidance activities?	Number of Non D. E. Responses	Per Cent of 618 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Home background data	534	86	28	5	88	16	190	36	228	43
2. Health status	591	96	38	6	88	15	231	39	234	40
3. Statement of unusual abilities	565	91	49	9	99	18	211	37	206	36
4. Statement of leisure-time activities	587	95	66	11	225	38	180	31	116	20
5. Anecdotes of class incidents	563	91	171	30	169	30	152	27	71	13
6. Class achievement ratings	583	94	50	8	59	10	161	28	313	54
7. Work experience outside school	591	96	29	5	57	9	164	28	341	58
8. Data about community activities	579	94	106	18	173	30	190	33	110	19
9. Anecdotes of personality qualities	572	93	121	21	146	26	180	31	125	22
10. Ratings and anecdotes of social qualities	564	91	149	27	164	29	165	29	86	15
11. Ratings and anecdotes of emotional qualities	594	96	142	24	149	25	189	32	114	19
12. Data concerning occupational fields discussed	571	92	57	10	109	19	155	27	250	44
13. Data concerning educational plans	591	96	27	5	71	12	183	31	310	52
14. Statements of vocational plans	579	94	29	5	45	8	167	29	338	58

TABLE III-A

## UTILIZATION OF GUIDANCE INFORMATION BY REIMBURSABLE TEACHERS

To what extent do you, the business teacher, utilize guidance information in per- forming guidance activities?	Number of D. E. Responses	Per Cent of 163 Teachers	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Home background data	160	98	0	0	8	5	39	24	113	71
2. Health status	159	97	3	2	16	10	47	30	93	58
3. Statement of unusual abilities	157	96	4	3	22	14	44	28	87	55
4. Statement of leisure-time activities	159	97	8	5	39	25	56	35	56	35
5. Anecdotes of class incidents	141	86	34	24	35	25	45	32	27	19
6. Class achievement ratings	157	96	9	6	14	9	44	28	90	57
7. Work experience outside school	158	97	0	0	0	0	13	8	145	92
8. Data about community activities	154	94	21	14	35	23	48	31	50	32
9. Anecdotes of personality qualities	153	94	12	8	24	16	45	29	72	47
10. Ratings and anecdotes of social qualities	157	96	25	16	29	18	42	27	61	39
11. Ratings and anecdotes of emotional qualities	157	96	21	13	29	18	44	29	63	40
12. Data concerning occupational fields discussed	154	94	3	2	11	7	33	21	107	70
13. Data concerning educational plans	156	96	1	1	13	8	41	26	101	65
14. Statements of vocational plans	156	96	4	3	4	3	19	12	129	82

58 per cent of the nonreimbursable teachers checked they utilize this "frequently", as do 92 per cent of the reimbursable group. This is the most "frequently" used information of any point in this section, and clearly shows the necessity for this information being available. Data concerning educational plans are "frequently" utilized by 52 per cent of the nonreimbursable teachers and by 65 per cent of the reimbursable teachers. Statements of vocational plans are utilized by 338 or 58 per cent of the nonreimbursable and 129 or 82 per cent of the reimbursable group. These latter two phases tend to indicate the necessity for teachers handling guidance duties in regard to the students' future plans.

In regard to future planning done by the students, a point in this section that is given high significance by both groups is data concerning occupational fields discussed. Forty-four per cent of the nonreimbursable teachers and 70 per cent of the reimbursable teachers "frequently" utilize this information. Many more of the nonreimbursable teachers utilize it on an "occasionally" basis. This clearly shows the wisdom of recording data concerning occupational fields discussed so that teachers can counsel the student in his planning for the future.

Another area that is highly significant in this section is information regarding a student's health status.

Practically all of the teachers in both groups use this information to some degree, although not as frequently as some of the other points. This is natural as once the health status of a student is established a teacher does not need to refer to it so often. Nevertheless, it is certainly considered vital by them.

Statements of unusual abilities is also a phase that, like health status, is not utilized very often by either group. It was checked most often on an "occasionally" basis by the nonreimbursable teachers, while 55 percent of the reimbursable teachers used this type of information "frequently."

Three areas that are quite significant on a "frequently" basis to the reimbursable or distributive education coordinators, but which evidently are not so often used by the nonreimbursable teachers, are anecdotes of personality qualities, ratings or anecdotes of emotional qualities and ratings and anecdotes of social qualities. Information in these areas is "frequently" utilized by 40 per cent or more of the reimbursable group, while the nonreimbursable teachers utilize this information more on a "little" or "occasionally" basis. The reimbursable teachers evidently have a more immediate need for information regarding the personality of the student.

The three points in Tables III and III-A that are significantly low for each group when compared to the other areas, are statement of leisure time activities, anecdotes of class incidents, and data about community activities. More of the teachers in each group utilize information regarding how the students use their leisure time on a "little" or "occasionally" basis than they do on a "frequently" basis. However, this information is utilized often by 35 per cent of reimbursable teachers, which really is not too low when it is noted that only 5 per cent state they never use it. Likewise, only 11 per cent of the nonreimbursable teachers state that they never use this information. Approximately the same percentages exist for data about community activities.

The only area that tends to be quite insignificant is anecdotes of class incidents. This phase of the category is not checked "frequently" to any great extent by either group, and 30 per cent of the nonreimbursable teachers and 24 per cent of the reimbursable teachers checked that they never used this information. However, 57 per cent of the teachers in both groups utilize this type of information on a combined "little" or "occasionally" basis, which tends to indicate the relative importance of such information.

It is well to note that even though the reimbursable group incorporates the information in this category more on a "frequently" basis than do the nonreimbursable teachers, nevertheless both groups stress all phases to such a great extent that each one must be considered important information by the business teachers in adequately working with students.

#### Guidance Information Kept in the Teacher's Own Files.

Since some teachers find it inconvenient to use the centralized guidance department records, a number of them keep records of a sort on their pupils. The extent teachers stress the importance of certain information by keeping it in their own files is of the utmost importance. Students need the individual attention which will fit them to meet their needs for personal and educational growth.

It is reasonable to assume that teachers will attempt to keep records that they can use as means of developing the greatest needs of their students. Without such interest on the part of the teachers, the rapport needed between students and teachers is neglected and the amount of help necessary is not developed as it should be.

Table IV and Table IV-A give evidence that teachers do keep certain types of information in their own files to quite a great extent, thereby showing the importance of

TABLE IV  
GUIDANCE INFORMATION MAINTAINED IN NONREIMBURSABLE  
TEACHERS' FILES

To what extent do you, the business teacher, utilize guidance infor- mation in performing guidance activities?	Number of Non D.E. Responses	Per Cent of 618 Teachers	Do you keep information in this category in own files?			
			Yes		No	
			No.	%	No.	%
1. Home background data .....	512	88	193	36	349	64
2. Health status.....	522	84	128	25	394	75
3. Statement of unusual abilities.....	522	84	167	32	355	68
4. Statement of leisure-time activities.....	490	79	116	24	374	76
5. Anecdotes of class incidents	502	81	93	19	409	81
6. Class achievement ratings...	523	85	281	54	242	46
7. Work experience outside school	547	89	263	48	284	52
8. Data about community activi- ties.....	508	82	121	24	387	76
9. Anecdotes of personality qualities .....	508	82	136	27	372	73
10. Ratings and anecdotes of social qualities.....	492	80	92	19	400	81
11. Ratings and anecdotes of emotional qualities.....	504	82	104	21	400	79
12. Data concerning occupational fields discussed.....	522	84	265	51	257	49
13. Data concerning educational plans.....	530	86	256	48	274	52
14. Statements of vocational plans	539	87	294	55	245	45

TABLE IV-A  
GUIDANCE INFORMATION MAINTAINED IN REIMBURSABLE  
TEACHERS' FILES

To what extent do you, the business teacher, utilize guidance infor- mation in performing guidance activities?	Number of D.E. Responses	Per Cent of 163 Teachers	Do you keep information in this category in own files?			
			Yes		No	
			No.	%	No.	%
1. Home background data.....	152	92	105	69	47	31
2. Health status.....	147	89	82	56	65	44
3. Statement of unusual activities.....	133	81	87	65	46	35
4. Statement of leisure-time activities.....	143	87	77	54	66	46
5. Anecdotes of class incidents	136	82	47	35	89	65
6. Class achievement ratings....	146	88	111	76	35	24
7. Work experience outside school	150	91	139	93	11	7
8. Data about community activities	139	83	68	50	69	50
9. Anecdotes of personality qualities.....	145	88	88	61	57	39
10. Ratings and anecdotes of social qualities.....	140	85	71	51	69	49
11. Ratings and anecdotes of emotional qualities.....	140	85	69	49	71	51
12. Data concerning occupational fields discussed.....	145	88	114	79	31	21
13. Data concerning educational plans.....	144	87	96	67	48	33
14. Statements of vocational plans	146	88	114	78	32	22

teachers keeping their own guidance files.

This particular section is interesting in that certain areas of information are kept by teachers to a rather great extent. The nonreimbursable teachers do not keep nearly as much information as the reimbursable group does, but as is noted in the preceding tables, the areas high for the nonreimbursable group are also high for the reimbursable group.

Five areas are relatively high. Fifty-four per cent or 281 of the nonreimbursable teachers maintain information in their own files on class achievement ratings, while 75 per cent of the reimbursable group maintain this information. Work experience outside school is important information to 263 or 48 per cent of the nonreimbursable group, and for the reimbursable group this phase is noted as having the highest meaning, in that 93 per cent keep this information in their own files. Data concerning educational plans are kept by 48 per cent of the nonreimbursable and 67 per cent of the reimbursable group. Statements of vocational plans has the highest implication for the nonreimbursable group in that 55 per cent keep this information in their own files, while 78 per cent of the reimbursable group maintain this information.

Home background data is kept by 36 per cent of the

nonreimbursable teachers, while 69 per cent of the reimbursable teachers maintains this information in their own files. Likewise, statements of unusual abilities are kept by approximately a third or 32 per cent of the nonreimbursable group, while 65 per cent of the reimbursable teachers maintains this information.

Information on health status, statements of leisure-time activities, data about community activities, ratings and anecdotes of personality qualities, and ratings and anecdotes of emotional qualities are kept by approximately one-fourth of the nonreimbursable respondents. Regarding these same categories, the reimbursable group maintain this information to a much greater degree. Over 50 per cent of the reimbursable respondents maintains this information, and in one area--ratings and anecdotes of personality qualities--61 per cent keep this information in their own files.

The two points which the nonreimbursable teachers do not stress highly in regard to keeping information in their own files are anecdotes of class incidents and ratings and anecdotes of emotional qualities. Nineteen and 21 per cent respectively checked to indicate that they keep this information. The same two areas, however, are the lowest for the reimbursable group, but a greater

percentage maintains this information--35 per cent and 49 per cent respectively.

It is readily noted that the reimbursable teachers maintain personal files on their students to a much greater extent than do the nonreimbursable group. In every area except anecdotes of class incidents, 50 per cent or more of the reimbursable people keep the information in their own files. On the other hand, the only areas which total approximately 50 per cent of the nonreimbursable teachers maintaining information in their personal files are class achievement ratings, work experience outside school, data concerning occupational fields discussed, data concerning educational plans, and statements of vocational plans.

#### Extent Teachers Gather Guidance Information and Pass It On to the Guidance Department.

The guidance department is dependent upon the teachers for much of the information needed for the individual student's cumulative record.

Oftentimes teachers will say the files are incomplete or are not up to date, when it may be their fault that this situation exists. Information pertaining to classroom activities and student behavior can best be supplied

by the teachers themselves.

Table V and Table V-A reveal that business teachers are actively engaged in gathering this information. Of course, they supply more information in certain areas than in others.

The points in which the nonreimbursable group gather and supply the most data to the guidance department are also the points in which the reimbursable group supply the most data. Home background data is gathered by 45 per cent of the nonreimbursable teachers and by 66 per cent of the reimbursable teachers; health status by 45 per cent of the nonreimbursable group and by 53 per cent of the reimbursable group; statements of unusual abilities by 44 per cent of the nonreimbursable and 65 per cent of the reimbursable people. Class achievement ratings are gathered and passed on by 46 per cent of the nonreimbursable group and by 54 per cent of the reimbursable group. Data in the area of work experience are gathered and passed on by 46 per cent of the nonreimbursable group and 77 per cent of the reimbursable group. Data concerning occupational fields discussed are gathered by 41 per cent of the nonreimbursable people and 57 per cent of the reimbursable group. The two areas in which the most information is gathered by the nonreimbursable people are data concerning

TABLE V

THE EXTENT NONREIMBURSABLE TEACHERS  
GATHER GUIDANCE INFORMATION

To what extent do you, the business teacher, utilize guidance in- formation in performing guidance activities?	Number of Non D.E. Responses	Per Cent of 618 Teachers	Do you gather any of this in- formation and pass it on to the guidance department?			
			Yes		No	
			No.	%	No.	%
1. Home background data.....	538	87	240	45	298	55
2. Health status.....	493	30	223	45	270	55
3. Statement of unusual abilities	470	76	206	44	264	56
4. Statement of leisure-time activities.....	473	77	132	28	341	72
5. Anecdotes of class incidents	486	79	136	28	350	72
6. Class achievement ratings....	472	76	218	46	254	54
7. Work experience outside school	490	79	224	46	266	54
8. Data about community activities	466	75	122	26	344	74
9. Anecdotes of personality qualities.....	461	78	168	35	313	65
10. Ratings and anecdotes of social qualities.....	468	76	132	28	336	72
11. Ratings and anecdotes of emotional qualities.....	466	75	172	37	294	63
12. Data concerning occupational fields discussed.....	492	30	204	41	288	59
13. Data concerning educational plans.....	486	79	237	49	249	51
14. Statements of vocational plans	474	77	231	49	243	51

TABLE V-A

THE EXTENT REIMBURSABLE TEACHERS GATHER  
GUIDANCE INFORMATION

To what extent do you, the business teacher, utilize guidance in- formation in performing guidance activities?	Number of D.E. Responses	Per Cent of 163 Teachers	Do you gather any of this in- formation and pass it on to the guidance department?			
			Yes		No	
			No.	%	No.	%
1. Home background data.....	138	84	91	66	47	34
2. Health status.....	126	76	67	53	59	47
3. Statement of unusual abilities	128	78	83	65	45	35
4. Statement of leisure-time activities.....	122	74	52	43	70	57
5. Anecdotes of class incidents	116	70	45	39	71	61
6. Class achievement ratings....	125	76	67	54	58	46
7. Work experience outside school	132	80	102	77	30	23
8. Data about community activities	121	73	44	36	77	64
9. Anecdotes of personality qualities.....	123	75	66	54	57	46
10. Ratings and anecdotes of social qualities.....	121	73	54	45	67	55
11. Ratings and anecdotes of emotional qualities.....	127	77	54	43	73	57
12. Data concerning occupational fields discussed.....	125	76	71	57	54	43
13. Data concerning educational plans.....	124	75	70	56	54	44
14. Statements of vocational plans	124	75	76	61	48	39

educational plans and data concerning vocational plans.

Forty-nine per cent stated that they gathered this information and passed it on. Fifty-six per cent of the reimbursable people gather information about the educational plans of the students, and 61 per cent gather information about the vocational plans of the students.

In a few areas the nonreimbursable teachers do not gather information to any great extent for the guidance department files. The same is true for the reimbursable group, but, percentagewise, they still gather more information in these areas than do the nonreimbursable teachers. Statements of leisure-time activities and anecdotes of class incidents are passed on by 28 per cent of the nonreimbursable teachers, while this information is passed on by 43 per cent and 39 per cent respectively by the reimbursable people. Data about community activities of the students passed on by 26 per cent of the nonreimbursable and 36 per cent of the reimbursable teachers. Anecdotes of personality qualities are gathered and passed on by 35 per cent of the nonreimbursable group and by 54 per cent of the reimbursable group. The nonreimbursable teachers do not gather much information in regard to social and emotional qualities; however, the reimbursable teachers do compile this type of data to quite a large extent.

Twenty-eight per cent of the nonreimbursable teachers checked that they gather and pass on information about social qualities, while 45 per cent of the reimbursable group said they do so. Thirty-seven per cent of the non-reimbursable group gather information about emotional qualities and 43 per cent of the reimbursable group gather and pass along information in this area.

Thus it is noted that the areas in which the nonreimbursable teachers gather more information for the guidance department than other areas are also those areas in which the reimbursable people are extensively gathering information. The four areas in which over 60 per cent of the reimbursable teachers pass on the most information are home background data, unusual ability data, work experience data, and data about the vocational plans of the students. These same areas are high for the nonreimbursable people. Approximately 45 per cent of these teachers gather this information.

The areas in which both groups of teachers gather the least amount of information are anecdotes of class incidents and data about community activities. Twenty-eight and 26 per cent respectively of the nonreimbursable and 39 and 36 per cent respectively of the reimbursable groups

gather and pass on this information.

It is interesting to note that no area is considered lightly by either group. At least 26 per cent or more of the nonreimbursable teachers gather the guidance information listed in each section and pass it on to the guidance department. The percentage of the reimbursable group is much higher, as at least 36 per cent or more of these teachers gather information regarding each point. Since the reimbursable teachers utilize guidance information to a greater extent than do the nonreimbursable teachers, it is natural that they would gather the information to a greater extent. The vital point is that a high percentage of business teachers in both groups are engaged in helping the guidance department obtain all the facts about a student that is possible. The cooperation between the teachers and the guidance department in many of the schools is evidently quite good.

#### The Use of Test Results

The cumulative record folder contains data of test scores made on standardized tests. The utilization of these results by the business teacher is an accepted means of gaining a better understanding about a student; especially when the scores are considered in relation to all the

other vital information about the student.

Testing is an important function of the guidance program and requires the aid of the teachers in carrying out the administration of them, and often the interpretation of the results. Tests are often given and used by the business teacher in the specialized areas of stenographers and sales training. An example of this is the state civil test for clerical workers, or a retail selling inventory for students in the distributive education program. The results of these not only are contained in the teacher's files for his use, but are also incorporated in the students' individual folders in the guidance department for use by all concerned.

The area of testing is one which should be supervised by a guidance trained person. One of the main functions of a counselor is to help teachers interpret tests and use them wisely.

Some schools do not have such experts, but teachers have the facilities of state colleges and universities in obtaining the advice of experts in this field. Some counties, such as are located in California, have guidance experts on the staff of the county school superintendent to do the testing for the small high schools and work with the guidance people in the larger high schools.

Table VI and Table VI-A show that both groups of teachers do not utilize test results to as great an extent as they do the type of guidance information listed in Table III. It is well to note, though, that the results of general intelligent tests and achievement tests are utilized quite extensively by both groups. Forty-four per cent of the nonreimbursable teachers and 51 per cent of the reimbursable teachers "frequently" use intelligent test data. In regard to achievement tests, 40 per cent of the nonreimbursable and 44 per cent of the reimbursable teachers "frequently" utilize these data. The two groups are quite close together on these two test areas, and as far as the nonreimbursable group is concerned, these two are the only ones that are used to any great extent on a "frequently" basis. However, the reimbursable teachers stress the use of interest inventories and adjustment inventories, as 57 per cent state they "frequently" use interest inventory results, and 46 per cent state they "frequently" use adjustment inventories. It can be seen that a large percentage of the nonreimbursable teachers use these "little" and "occasionally" but not "frequently." The other high point for the reimbursable group was that 24 teachers indicated under "other" that they utilized "sales aptitude" or "mathematical ability tests" as part of this category. Of this

TABLE VI

## THE EXTENT NONREIMBURSABLE TEACHERS UTILIZE TEST RESULTS

To what extent do you, the business teacher, utilize results of each of the following in your guidance activities?	Number of Non D.E. Responses	Per Cent of 618 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. General intelligence test....	597	97	72	12	75	13	186	31	264	44
2. Clerical aptitude test.....	549	89	189	34	65	12	129	24	166	30
3. State civil service test.....	530	86	251	48	64	12	97	18	118	22
4. Interest inventory.....	528	85	161	30	91	17	140	26	136	27
5. Adjustment inventory or personality rating.....	538	87	209	39	91	17	121	22	117	22
6. Achievement tests.....	547	89	101	19	72	13	154	28	220	40
7. Other.....										

TABLE VI-A

## THE EXTENT REIMBURSABLE TEACHERS UTILIZE TEST RESULTS

To what extent do you, the business teacher, utilize results of each of the following in your guidance activities?	Number of D.E. Responses	Per Cent of 163 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. General intelligence test....	152	93	11	7	15	10	49	32	77	51
2. Clerical Aptitude test.....	145	89	55	38	13	9	34	23	43	20
3. State civil service test.....	136	83	100	73	16	12	16	12	4	3
4. Interest inventory.....	152	93	18	12	10	6	38	25	86	57
5. Adjustment inventory or personality rating.....	147	90	31	22	15	10	33	22	68	46
6. Achievement tests.....	142	87	30	21	14	10	26	25	62	44
7. Other.....	24	15	0	0	0	0	5	21	19	79

number, 79 per cent said they utilized these "other" tests "frequently."

State civil service test results are a factor in assisting students by the nonreimbursable group, but are not used "frequently." Approximately 50 per cent utilize these tests to some degree and the other half do not use them at all. The reimbursable group use these results very little. This is understandable, as most students are interested in civil service from the standpoint of typewriting and shorthand proficiency.

It is not too surprising that clerical aptitude is not used to a greater "frequently" extent by more business teachers. Most students in the high school can take business subjects if they choose, therefore the teacher really has no great need for an aptitude test result, when in a short time he learns this from experience through working with the student. Too, clerical aptitude tests have not been stressed by testing authorities to any great degree.

It appears then, that business teachers have a high regard for the results of general intelligence tests and achievement tests. Also, the reimbursable group utilizes the results of interest inventories and adjustment inventories to such an extent that it seems wise that all business teachers should be given specific training so that they will become familiar with their use. Certainly the

indication is such that a greater number of the reimbursable teachers should be more concerned with such special tests as "sales aptitude."

The Extent Teachers Keep the Results of Tests in Their Own Files.

Teachers trained in guidance procedures will no doubt keep results of standardized tests. Others who are interested in guidance activities and have learned the meaning of test results, also have a desire to record this type of data in a folder. Teachers who give the state civil service examinations for clerical and stenographic positions, likewise will have use for these results in counseling students.

Tables VII and VII-A show the percentages of teachers who maintain test results in their own files. The tables also reveal the specific test results the teachers tend to keep. This section, as is noted by the response to it, is emphasized more by the reimbursable group than it is by the nonreimbursable group of teachers.

It is interesting to note that approximately one-third of the nonreimbursable teachers keep the results of each test as compared to one-half of the reimbursable teachers. Intelligence test results are kept by 35 per cent of the

TABLE VII  
THE EXTENT NONREIMBURSABLE TEACHERS MAINTAIN TEST RESULTS  
IN THEIR OWN FILES

Question	Number of Non D.E. Responses	Per Cent of 618 Non D.E. Teachers	Do you keep in- formation in this category in your own files?			
			Yes		No	
			No.	%	No.	%
1. General intelligence test....	497	81	175	35	322	65
2. Clerical aptitude test.....	474	77	174	37	300	63
3. State civil service test.....	449	73	137	31	312	69
4. Interest inventory.....	454	73	120	26	334	74
5. Adjustment inventory or personality rating.....	445	72	126	28	319	72
6. Achievement tests.....	472	76	193	41	279	59
7. Other.....						

TABLE VII-A  
THE EXTENT REIMBURSABLE TEACHERS MAINTAIN TEST RESULTS  
IN THEIR OWN FILES

Question	Number of D.E. Responses	Per Cent of 163 D.E. Teachers	Do you keep in- formation in this category in your own files?			
			Yes		No	
			No.	%	No.	%
1. General intelligence test....	146	90	74	51	72	49
2. Clerical aptitude test.....	131	80	49	37	82	63
3. State civil service test.....	111	69	20	18	91	82
4. Interest inventory.....	130	80	75	58	55	42
5. Adjustment inventory or personality rating.....	126	77	68	54	58	46
6. Achievement tests.....	125	77	60	48	65	52
7. Other.....	22	13	20	91	2	9

nonreimbursable teachers and by 51 per cent of the reimbursable group.

The area emphasized the most by the nonreimbursable group is achievement tests, the results of which are maintained by 41 per cent of this group, as compared to 48 per cent of the reimbursable teachers. The area emphasized the most by the reimbursable group is interest inventory results. Fifty-eight per cent of this group keep these results, whereas only 26 per cent of the nonreimbursable people keep the results of interest inventories.

The few reimbursable teachers who give special tests of one kind or another keep these results in their own files almost exclusively.

Thirty-one per cent of the nonreimbursable teachers keep the results of civil service tests in their own files. Not many reimbursable teachers, percentagewise, keep the results of state civil service tests. This phase is low for this group, as only 18 per cent state that they have this information in their own files.

Thirty-seven per cent of each group maintain results of clerical aptitude, which seems to indicate that business teachers are attempting to be as factual as possible in establishing whether or not a student has aptitude for certain types of clerical work. With wider use of clerical

aptitude tests, more and improved testing in this area may aid the business teachers in being better able to predict the chances of a student's succeeding in certain clerical positions.

The fact that better than 40 per cent of each group maintain results of achievement tests tends to show the desire teachers have for doing an adequate job of counseling students.

The Extent Teachers Gather Test Information and Pass It On to the Guidance Department.

Testing by teachers other than guidance personnel often becomes necessary in many school situations due to lack of staff. Tests of achievement have been used by many schools and many teachers for a long time; hence quite a few teachers have some familiarity with them. Teachers have always been giving their own achievement tests in their specific subjects. In order to carry on the great task of standardized testing in a school system, it requires the aid and cooperation of teachers.

Teachers who have been interested in guidance, and who have studied in the area, are sympathetic with the testing program. They are better able to understand the purpose of the guidance program, as well as the value of

using test results as a guidance tool. It is in the area of testing that guidance directors and teachers can come to a better understanding of each other's problems. Teachers often like to give their opinions on tests and would like special tests for their specific subjects. The tests on which teachers obtain results and pass them on are shown in Table VIII and Table VIII-A. The extent to which business teachers perform guidance duties in this area is small in comparison to many of the other guidance areas, but the tables reveal that testing is emphasized to an appreciable extent by many.

It is interesting to note that the nonreimbursable group participate a little more in the gathering of clerical aptitude results and achievement test results than any other area. Twenty-six per cent and 25 per cent of the teachers respectively said they gather and pass on this information to the guidance department. Approximately one-fourth of the nonreimbursable teachers checked that they participate in gathering results of all the various tests listed.

A substantially higher percentage of the reimbursable teachers checked that they gathered test results. Approximately one-third of this group as compared to one-fourth of the teachers in other groups are actively engaged in

TABLE VIII

THE EXTENT NONREIMBURSABLE TEACHERS  
GATHER AND PASS ON TEST RESULTS

Question	Number of Non D.E. Responses	Per Cent of 618 Non D.E. Teachers	Do you gather any of this informa- tion and pass it on to the Guidance Department?			
			Yes		No	
			No.	%	No.	%
1. General intelligence test....	436	71	102	23	334	77
2. Clerical aptitude test.....	429	26	111	26	318	74
3. State civil service test.....	404	65	77	19	327	81
4. Interest inventory.....	412	67	92	22	320	78
5. Adjustment inventory or personality rating.....	416	67	84	20	332	80
6. Achievement tests.....	424	69	107	25	317	75
7. Other.....						

TABLE VIII-A

THE EXTENT REIMBURSABLE TEACHERS  
GATHER AND PASS ON TEST RESULTS

Question	Number of D.E. Responses	Per Cent of 163 D.E. Responses	Do you gather any of this informa- tion and pass it on to the Guidance Department?			
			Yes		No	
			No.	%	No.	%
1. General intelligence test....	117	71	42	36	75	64
2. Clerical aptitude test.....	108	66	32	30	76	70
3. State civil service test.....	102	63	14	14	88	86
4. Interest inventory.....	114	70	43	37	71	62
5. Adjustment inventory.....	108	66	36	33	72	67
6. Achievement tests.....	110	67	35	32	75	68
7. Other.....	20	12	10	50	10	50

this area. Thirty-six per cent of the reimbursable teachers noted that they gathered results of general intelligence tests, and 38 per cent checked they gathered results of interest inventories. The fact that few stated that they gave "special" tests in their field is interesting; fifty per cent of these stated that they gathered the results and passed them on to the guidance department.

These tests probably are given during class time, as most business teachers would not have the extra time. The percentages indicate that business teachers are able to perform this sort of duty adequately.

A few of the reimbursable people give special tests of their own and pass the results on to the guidance department. This is indicative that more teachers are using these tests in the business field. It is true that some teachers are more interested in the special abilities of their students.

#### The Extent Teachers Recognize Individual Differences in Pupils and Refer Them.

Business teachers have long been attempting to diagnose pupil-difficulty in their classrooms, as they realize that a definite amount of skill, as well as adequate personal adjustment is necessary to meet the standards of the

modern business office. Today, there are guidance services within the well-organized school, as well as many community agencies willing to cooperate with the school and to aid the teachers in furthering pupil adjustment. Every teacher should take the initiative to help a student with a personality deficiency or to help adjust him to his school program.

In most cases, the maladjusted pupil should be referred to a specialist and/or to a group that can help him. However, teachers will aid each other by helping pupils in their own classes, as well as helping students who are referred to them. Teachers are specialists in their subject matter fields and are able to help many students referred to them who need answers to problems of an academic or vocational nature. Certainly, the business teacher can provide valuable services for a student interested in business occupations.

Tables IX and IX-A show the extent to which business teachers recognize student differences and refer them for assistance in solving their problems.

The tables clearly reveal that business teachers are actively engaged in providing information and services to pupils in their own classes. Sixty-three per cent of the nonreimbursable teachers "frequently" engage in this

TABLE IX

THE EXTENT NON-REIMBURSABLE TEACHERS RECOGNIZE INDIVIDUAL DIFFERENCES IN PUPILS AND REFER THEM

To what extent do you, the business teacher, recognize individual differences in pupils and then refer them?	Number of Non D.E. Responses	Per Cent of 618 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Refer pupils to school counselor.....	573	93	91	16	90	16	244	42	148	26
2. Refer pupils to social agencies.....	536	87	339	63	111	21	74	14	22	4
3. Refer pupils to local agencies, i.e. service clubs, Chamber of Commerce..	568	92	148	26	122	22	201	35	97	17
4. Refer pupils to other teachers.....	575	93	45	8	92	16	283	49	155	27
5. Provide information and services to pupils in your classes.....	585	95	10	2	39	7	166	28	370	63
6. Provide information and services to other pupils.....	594	96	54	9	110	18	253	43	177	30

TABLE IX-A

THE EXTENT REVERSABLE TEACHERS RECOGNIZE INDIVIDUAL DIFFERENCES IN PUPILS AND REFER THEM

To what extent do you, the business teacher, recognize individual differences in pupils and then refer them?	Number of D.E. Responses	Per Cent of 163 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Refer pupils to school counselor.....	151	93	18	12	24	16	59	39	50	33
2. Refer pupils to social agencies.....	153	94	63	41	43	28	38	25	9	6
3. Refer pupils to local agencies, i.e. service clubs, Chamber of Commerce..	150	92	22	15	29	19	52	35	47	31
4. Refer pupils to other teachers.....	142	87	3	2	21	15	65	46	53	37
5. Provide information and services to pupils in your class.....	156	96	0	0	4	3	16	10	136	87
6. Provide information and services to other pupils.....	154	94	3	2	12	8	52	34	87	56

activity, while 87 per cent of the reimbursable teachers "frequently" assist students in their own classes on the basis of individual differences. In regard to the point, provide information and services to other pupils, over 90 per cent of both groups checked that they do. Fifty-six per cent of the reimbursable teachers say they serve other pupils "frequently" as against 30 per cent for the nonreimbursable group. The nonreimbursable group performs this service more on an "occasionally" basis.

The other phase in which over 90 per cent of the teachers in both groups are referring pupils is the area, refer pupils to other teachers. Approximately 50 per cent of the teachers in both groups "occasionally" refer pupils to other teachers. Furthermore, approximately one-third of the teachers in each group "frequently" refer pupils to other teachers. This certainly indicates that teachers are working together in attempting to help each other deal with individual differences.

That business teachers utilize the services of the school counselor is indicated to quite a great extent by the response to the first item of this section. Approximately 40 per cent of the teachers in each group refer pupils to the school counselor on an "occasionally" basis. Only 16 per cent of the nonreimbursable, and 12 per cent

of the reimbursable teachers state that they never refer pupils to the counselor.

The two points in this section which teachers utilize the most are community-social agencies and service clubs. Teachers, for the most part, refer pupils to the counselors and administrators, and they in turn enlist the aid of a social agency or service club. Teachers in both groups refer pupils to local agencies more on an "occasionally" basis. Thirty-five per cent of the nonreimbursable teachers "occasionally" utilize local agencies, such as the service clubs and business groups. The same percentage-- 35 per cent-- of the reimbursable teachers "occasionally" refer pupils to local agencies. Over 74 per cent of the teachers in each group utilize local agencies to some extent. This is interesting, in that it tends to show the very great service and contribution these agencies are making to the welfare of the school and the students. The other point, which is utilized the least, is refer pupils to social agencies. Teachers in both groups utilize this phase more on a "little" basis. About one-fourth of the teachers checked they utilized social agencies a "little." Even this point remains relatively high, as approximately 40 per cent of the nonreimbursable teachers and approximately 60 per cent of the reimbursable teachers sometimes

refer pupils to social and/or welfare agencies.

It appears evident that teachers are becoming more and more cognizant of the fact that more individualized instruction leads to better guidance of the student through the use of adequate and proper referrals.

### The Extent Business Teachers Are Active in the Area of Home-School Relationships.

One of the main purposes of the Parent Teachers Association is to enable both the parents and the teachers to better understand each other's problems, and thereby cooperate in helping the students realize this mutual feeling. The home is the first training center for the child. After the child enters school, and until he drops out or until he is graduated from high school, the school and the parents share in the intricate task of helping a student develop a well-adjusted personality.

For the most part, teachers come from middle class families, therefore many may have difficulty understanding the factors affecting the development of a student coming from a lower class home. The parents may be transient workers or of a foreign background with little knowledge of the English language.

Teachers who take it upon themselves to personally

visit the home in the interests of their students, should realize that they are performing one of the most valuable of the guidance services in regard to pupil adjustment. When the parents feel that the teacher is interested enough in their child to visit the home and become acquainted with them, a sense of rapport can be established that will aid, rather than hinder, the continued development of the pupil. Certainly, the better the relationship which exists between teachers and parents, the more seriously the child's problems will be considered by both parties. This may result in fewer pupil problems.

The extent to which the teachers participate in improving their relationships with parents is brought out in Tables X and X-A. The teacher must know the feelings and attitudes of the parents in order to deal more effectively in guiding the student. The tables show evidence that this problem is not taken lightly by the teachers.

This particular section is interesting in that the great majority of teachers in both groups, and practically all of the reimbursable respondents have parent interviews concerning failing and exceptional children, and parent interviews concerning vocational, educational, and social plans of pupils. Regarding the first point, 45 per cent of the nonreimbursable teachers have such interviews on an "occasionally" basis, while only 12 per cent stated they

TABLE X

ACTIVITIES OF NONREIMBURSABLE TEACHERS IN THE AREA  
OF HOME-SCHOOL RELATIONSHIPS

To what extent do you, the business teacher, utilize the following procedures in performing guidance activities in the area of home-school relationships?	Number of Non D.E. Responses	Per Cent of 618 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Parent interviews concerning failing or exceptional children.....	568	92	70	12	151	27	258	45	89	16
2. Parent interviews concerning vocational, educational, and social plans of pupils.....	561	91	106	19	196	35	205	37	54	10
3. Parent interviews concerning pupil behavior.....	558	90	137	25	229	41	157	28	35	6
4. Home visits.....	551	89	346	63	141	25	53	10	11	2
5. Parents visits to classes.....	537	87	200	37	213	40	112	21	12	2
6. Others.....										

TABLE X-A

ACTIVITIES OF REIMBURSABLE TEACHERS IN THE AREA  
OF HOME-SCHOOL RELATIONSHIPS

To what extent do you, the business teacher, utilize the following procedures in performing guidance activities in the area of home-school relationships?	Number of D.S. Responses	Per Cent of 163 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Parent interviews concerning failing or exceptional children.....	156	96	7	5	24	15	73	47	52	33
2. Parent interviews concerning vocational, educational, and social plans of pupils.....	156	96	11	7	17	11	70	45	58	37
3. Parent interviews concerning pupil behavior.....	157	96	17	11	50	32	59	37	31	20
4. Home visits.....	155	95	26	17	38	24	51	33	40	26
5. Parents visits to classes.....	150	92	48	32	60	40	35	23	7	5

never had such interviews. On the other hand, 47 per cent of the reimbursable group stated that they hold these interviews, while only five per cent of this group stated that they never hold these interviews. The same is true for the other point, point number two, regarding the plans of students. Thirty-seven per cent of the nonreimbursable group and 45 per cent of the reimbursable group respectively state that they hold interviews concerning the future plans of the students.

The other three points were not marked "frequently" to any great extent, but are quite important. Forty-one per cent of the nonreimbursable teachers note that they hold parent interviews concerning pupil behavior on a "little" basis. The reimbursable teachers are significantly higher in that approximately 90 per cent note that they hold interviews with parents regarding the behavior of their pupils ranging from "little" to "frequently." This seems to concur with the literature by revealing that many pupils have problems that affect their behavior. It is interesting to note that a number of teachers probably feel that these problems are important to the extent that an interview with parents is deemed necessary.

It is also interesting to note that parents do not often visit the classes on a "frequently" basis, but 40 per cent of the teachers in each group state they have

parents visit their classes on a "little" basis. This point is low for the reimbursable group. As it is often difficult for a teacher to find the time to visit the homes of many of his students, it is important that as many parents as possible visit the classes.

The low point in the category for the nonreimbursable teachers is home visits. Sixty-three per cent said they "never" visit the homes and 25 per cent stated that they do a "little". It is different for the reimbursable group, however. Twenty-six per cent state that they make home visits "frequently," while 33 per cent point out that they make home visits "occasionally." As far as this group is concerned, the majority of teachers make home visits quite often. This does not mean that the nonreimbursable teachers are not doing their part in making home visits. The nature of the work of the reimbursable teachers requires that they have the parents' consent in regard to placing a student on a part-time job. This might have a tendency to cut down the necessity for home visits by the nonreimbursable business teachers, as the reimbursable group probably obtain valuable information for the record through their visits to the homes.

Teachers' Comments Regarding Successful Practices They Have Been Using.

The importance of proper home-school relationships cannot be minimized, as this association is one of the best public relations media of the school.

Many teachers did not make a comment regarding this section, but a fair percentage did make brief statements as to the most successful practices that they used in strengthening their relationships with parents.

Tables XI and XI-A show in rank order the number of teachers who stated a certain practice was their most successful one. In regard to the nonreimbursable group, 196 or 32 per cent made comments, and 51 or 31 per cent of the reimbursable group made comments.

It is interesting to note that parents night or open house ranks number one by nonreimbursable teachers, and number two by the reimbursable group. Home visits ranks first for the reimbursable group, but is in sixth place for the nonreimbursable teachers. This, of course, bears out data in the previous table, in that so many of the reimbursable teachers need to call on the home. As a result, it may become a more successful practice in becoming acquainted with parents than other practices.

Conferences with parents at school is a very

TABLE XI

NON-REIMBURSABLE TEACHERS' COMMENTS REGARDING THEIR MOST  
SUCCESSFUL HOME-SCHOOL RELATIONSHIP PRACTICES

Comments	Number of Responses	Rank
Parents night and open house.....	82	1
PTA and other school meetings.....	23	2
Conferences with parents and one or more teachers.....	21	3
Contact parents by telephone.....	20	4
Contact parents by letter or report con- cerning failing and outstanding students..	19	5
Home contacts.....	9	6
Refer to counselor and attendance officer who contact parents and refer them to teacher.....	9	7
Conferences with parent and student when serious problems.....	7	8
Informal social contacts.....	5	9
Church meetings.....	1	10
<b>Total</b>	<b>196</b>	

TABLE XI-A

REIMBURSABLE TEACHERS' COMMENTS REGARDING THEIR MOST  
SUCCESSFUL HOME-SCHOOL RELATIONSHIP PRACTICES

Comments	Number of Responses	Rank
Home visits.....	15	1
Parents night.....	10	2
Conference with parents at school.....	6	3
Contact parents by telephone.....	5	4
Banquets.....	4	5
Contact parents by letter and reports.....	3	6
Visits on job.....	3	7
PTA meetings.....	2	8
Parent, student, coordinator conference.....	2	9
Meeting with parents and employer.....	1	10
<b>Total</b>	<b>51</b>	

successful practice for many of the teachers. This point ranks third for each group.

As many teachers and parents are not able to visit each other personally, a technique which is highly used is to contact parents by telephone. It is efficient from the standpoint of the time element and is certainly a good substitute for a personal talk. As calling parents on the telephone is one of the easiest ways to contact the parents, this method will probably become more popular as time goes on.

A successful practice that ranks fifth for the nonreimbursable teachers is to contact parents by letter or report concerning failing and outstanding students. A similar successful practice, which ranks sixth for the reimbursable teachers is contact parents by letter and reports.

It is also of interest that PTA and other school meetings is stated as a successful practice to the extent that it is in second place for the nonreimbursable teachers. This is not placed quite so high by the reimbursable group, as they rank PTA gatherings as eighth in importance. This group does, however, list banquets in fifth place, which might be considered a school meeting. Nevertheless, this phase is an insignificant practice as compared to the nonreimbursable group.

A few teachers in each group listed a few other practices in dealing with the home and parents. They are, informal social contacts and church meetings which were noted by the nonreimbursable group, and Parent, student, coordinator conference and meeting with parents and employer were mentioned by the reimbursable group.

The only wide difference between the two groups seems to be that PTA meetings were listed high for the nonreimbursable group and low by the reimbursable teachers, while home visits were listed high for the reimbursable teachers and low for the nonreimbursable group.

A number of teachers' comments from both groups follow:

#### Selected Nonreimbursable Teachers' Comments

"I seek cooperation of parents in getting pupils to try for jobs, interviews and scholarships. Very successful."

"Telephone conversations with parents to discuss work or attitudes or job possibilities are very effective."

"I write an individual letter to all mothers of Shorthand I (one) students (some 65) explaining importance of learning shorthand well and how to do so and expressing desire to know them too."

"A report to parents every three weeks in case of unsatisfactory work and an appointment to talk with them."

"Our semi-annual open house (evening) brings parents to school to talk with all teachers. It

is arranged to follow first quarter report card issue each semester."

"Conferences with parents in regard to study habits in the home."

"The interview is the best procedure I use. The drawback is that some parents are reluctant to be interviewed."

"In shorthand, I try to get mother's cooperation in dictating assignment to slow learners."

"We have held annual spring meetings for parents of 8th graders and have outlined courses for high school students and pointed up the vocational opportunities."

"I find that an informal chat with parents over a cup of coffee in their home or down town, oftentimes does wonders in getting across a point."

"During our open house we have a chart ready to show pupil progress and discuss with parents the reactions and abilities of students. The greatest opportunity we have to meet with the parents."

"To inquire what parents want them to do is of value."

"Give pupils magazines with vocational information to take home and discuss with parents."

"Each time a pupil is assigned a project in mimeoscoping, mimeographing, dittoing, or if he has an exceptional paper, I suggest that he take a copy home to show his parents."

"Send letters to all parents saying your child will be taught the following this semester, please feel free to contact us at anytime."

#### Selected Reimbursable Teachers' Comments

"Inviting parents to the classroom for observation and understanding."

"Visiting individual homes--arranging for parents and employers to meet for a better understanding of each others views of the child and the employee."

"We hold an annual Employer-Employee-Parent Banquet."

"Special invitation of parents to classroom to learn about distributive education. Also a Parents Night at school wherein parent follows the schedule of child for 10 minute periods."

"My classes entertain their mothers at a dinner each year."

"Inviting parents to the classroom for observation and understanding."

"I visit all parents at least once every two months. Once a semester we have parents night and the students at that time report on the progress they have made."

"Home visits are an important part of my job. I attribute about 90% of the success of my program to this fact alone. It helps me to understand many of the pupils better."

"When a student has excelled or has performed well in some way, either at school or work--call parents to report good performance--helps when necessary to call on more difficult matters."

"Have found home visits very successful in understanding student and in receiving sympathetic support of parents."

"Prior to enrollment in DE class, I try to meet with the parents in a group during our open house, or individually later, to explain the cooperative program and how they can help to make it successful."

The Extent Business Teachers Utilize Guidance Materials and Information in Presenting Occupational Information.

One of the foremost objectives of business education is to fit the student to make use of business skills and knowledges that will enable him to hold a position and make a living. That this area is one of the most important responsibilities of the business teacher in the guidance function, can be noted by the fact that so many students are concerned about their future work plans.

Many business leaders and educators have recently lectured that this is an era of specialization. If the student can direct his talents toward becoming specialized, he will have no worries about the lack of demand for his services.

One has only to note the great demand for persons skilled in merely one phase of the stenographic area. Typists are needed without a knowledge of shorthand, filing clerks are needed with little or no skill in business machines, and bookkeepers are needed even though they have little or no knowledge of typing or shorthand.

Today, teachers have at their disposal many types of materials that they can and should use in presenting occupational information. The publishing firms produce pamphlets and books dealing with practically all the

occupations; also, the government employment agencies and large manufacturing firms have excellent materials and are fine sources for occupational information. Films are produced and are available at nominal fees. Even the newspapers and magazines periodically run articles dealing with careers.

The guidance department could not possible meet the requirements of all the students in this area. The specialized subject teachers must realize their duties and take steps to utilize every means at their disposal to do an adequate job of disseminating occupational information in their areas. Naturally, the guidance department will help the teacher acquire much of the material he needs, but even so, the business teacher should constantly be on the look out for, and keep up with, current information dealing with careers in the business world.

The shorthand teacher, for example, is much more logically qualified to inform the students about jobs and careers involving this subject than is any other person in the school. He needs to know, not only where the jobs are, how one gets started, the amount of training needed for the various levels of stenographic positions, but also the personal qualities needed by the worker, the financial return one can expect, the working conditions usually encountered,

and where the jobs can eventually lead. True, much of this is brought out in the teaching of the subject matter, but many other students might want to discuss the work problems of this specific area with the teacher. All students in the secondary schools should be briefed in as many occupational fields as possible.

Tables XII and XII-A indicate many of the means of presenting occupational information, and the extent business teachers utilize them. It can be noted that practically all are utilized to some extent. A number of the points are regarded highly by both groups of teachers.

It is interesting to note that on a "frequently" basis, the reimbursable teachers utilize the points in this section much more than the nonreimbursable people. The nonreimbursable teachers utilize the points more on an "occasionally" basis.

The points that rate highest for both groups are: use of occupational books, occupational briefs, pamphlets and monographs, film strips and motion pictures of occupations, emphasis on occupations considered by pupils, instruction on source of occupational information, information on opportunities for vocational training, and aid pupil in rating his personality from the viewpoint of the employer.

The nonreimbursable teachers "frequently" utilize occupational books in that 32 per cent checked this

TABIE XII

THE UTILIZATION OF OCCUPATIONAL INFORMATION BY NONREIMBURSABLE TEACHERS

To what extent do you, the business teacher, make use of the following in presenting occupational information?	Number of Non D.E. Responses	Per Cent of 618 Schools	Representative Number and Per Cent of Responses							
			None No.	None %	Little No.	Little %	Occasionally No.	Occasionally %	Frequently No.	Frequently %
1. Occupational books .....	584	94	46	8	129	22	223	38	186	32
2. Occupational briefs, pamphlets, and monographs.....	588	95	37	6	111	19	196	33	244	42
3. Career days.....	571	92	167	29	112	20	165	29	127	22
4. Film strips and motion pictures of occupations.....	588	95	76	13	112	19	235	40	165	28
5. The sociogram.....	533	86	394	74	75	14	48	9	16	3
6. Tours of business and industries.....	596	96	97	16	167	28	244	41	88	15
7. Community occupational survey.....	569	92	209	37	160	28	136	24	64	11
8. Study of employment trends.....	585	95	120	20	159	27	197	34	109	19
9. Guest speakers discussing occupations.....	585	95	105	18	145	25	231	39	104	18
10. Study of entry occupations	551	89	156	28	163	30	157	28	75	14
11. Emphasis on occupations considered by pupils.....	586	95	44	7	112	19	220	38	210	36
12. Instruction on sources of occupational information.....	568	92	60	10	147	26	193	34	168	30
13. Job analysis information.....	575	93	106	18	140	24	205	36	124	22
14. Information on opportunities for vocational training.....	592	96	37	6	96	16	245	41	214	36
15. Business education groups of students to study careers.....	558	90	220	39	149	27	124	22	65	12
16. Aid pupil in rating his personality from the viewpoint of the employer.....	585	95	78	13	121	21	197	34	189	32

TABLE XII-A

## THE UTILIZATION OF OCCUPATIONAL INFORMATION BY REIMBURSABLE TEACHERS

To what extent do you, the business teacher, make use of the following in presenting occupational information	Number of D.E. Responses	Per Cent of 163 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Occupational books.....	159	98	3	2	15	9	33	21	108	68
2. Occupational briefs, pamphlets, and monographs.....	159	98	3	2	11	7	28	18	117	73
3. Career days.....	148	91	35	23	31	21	35	24	47	32
4. Film strips and motion pictures of occupations.....	153	94	4	3	14	9	45	29	90	59
5. The sociogram.....	134	82	90	67	20	15	17	13	7	5
6. Tours of business and industries.....	156	96	9	6	31	20	65	41	51	33
7. Community occupational survey.....	151	93	34	23	39	26	46	30	32	21
8. Study of employment trends.....	150	92	12	8	28	19	57	38	53	35
9. Guest speakers discussing occupations.	155	95	5	3	19	12	68	44	63	41
10. Study of entry occupations.....	151	93	26	17	32	21	57	38	36	24
11. Emphasis on occupations considered by pupils.....	152	93	6	4	12	8	34	22	100	66
12. Instruction on sources of occupational information.....	152	93	5	3	27	18	39	26	81	53
13. Job analysis information.....	151	93	8	5	23	15	44	29	76	50
14. Information on opportunities for vocational training.....	155	95	3	2	15	10	32	20	105	68
15. Business education groups of students to study careers.....	144	88	40	28	31	21	40	28	33	23
16. Aid pupil in rating his personality from the viewpoint of the employer..	157	96	2	1	13	8	35	22	107	68

category. A much greater percentage of the reimbursable teachers use them on a "frequently" basis. Sixty-eight per cent of this group checked "frequently." The high point for the two groups is occupational briefs, pamphlets, and monographs as 42 per cent of the nonreimbursable teachers and 73 per cent of the reimbursable teachers checked that they "frequently" use this means of presenting occupational information to their students.

Film strips and motion pictures of occupations was checked "frequently" by 59 per cent of the reimbursable and 28 per cent of the nonreimbursable people. The nonreimbursable teachers utilize this means more on an "occasionally" basis. Another point ranking high is guest speakers discussing occupations. Forty-one per cent of the reimbursable teachers use this means "frequently." Not many of the nonreimbursable teachers do so "frequently" but 39 per cent state that they do so "occasionally."

Two other points utilized by practically all the teachers in both groups are emphasis on occupations considered by pupils and information on opportunities for vocational training. Thirty-six per cent of the nonreimbursable teachers utilize both points "frequently" while approximately 66 per cent of the reimbursable group "frequently" emphasize both points.

Two points checked "frequently" by more than 50 per

cent of the reimbursable teachers, but which are utilized more on an "occasionally" basis by the nonreimbursable teachers are, instruction on sources of occupational information and job analysis information. Another point utilized by the vast majority of the teachers in both groups, but much more "frequently" by the reimbursable people than by the nonreimbursable people, is aid pupil in rating his personality from the viewpoint of the employer. Sixty-eight per cent of the reimbursable teachers "frequently" use this means, while only 32 per cent of the nonreimbursable people utilize this means "frequently." More of this group utilize it on an "occasionally" basis.

There are a number of points in this section that are utilized to a great extent by both groups. They are such means as career days which is utilized by approximately 50 per cent of the teachers on a combined "little" or "occasionally" basis and tours of businesses and industries, which is utilized "occasionally" by approximately 40 per cent of all business teachers. The community occupational survey is utilized "little" or "occasionally" by about 50 per cent of the teachers in both groups, as is the point study of employment trends. It is interesting to note that many teachers consider study of entry occupations quite important, for approximately 60 per cent of the teachers in both groups utilize this means.

Business education groups of students to study careers is significant in that more than 60 per cent of the teachers use this means of presenting occupational information. It is not a means often used, but it is used "little" or "occasionally" by about 50 per cent of the teachers.

The low point in the section is the sociogram. Only about 25 per cent of the teachers in each group use this to some extent. Except for this point, however, it is noted that none of the other points was looked upon lightly.

The nonreimbursable people utilized most of the techniques in this section "occasionally" while the reimbursable group utilized the techniques to a greater extent.

The Extent Business Teachers Utilize Guidance Materials and Techniques in Presenting Educational Information.

Students are constantly asking questions of teachers about their future educational plans. In the area of business there are many ways a student can prepare for a certain type of position with respect to his interests, abilities, and financial status.

Many students are capable of entering, and do enter, positions of a stenographic and retailing nature upon graduation from high school. Oftentimes though, it is desirable for most students to acquire more skill and

knowledge beyond the high school program to enable them to meet the needs of business standards. Still many other students have the ability and desire to enter fields of business where extended technical training is necessary.

The business teacher is one who should encourage a capable student to continue with advanced schooling, but should be able to discuss the many requirements of the colleges and universities in regard to such training. He should be able to point out the meaning of course content as listed in college catalogs and the advantages of a business curriculum in one school over the advantages of another.

Many students desire and need a short specialized course to adequately prepare them for immediate employment. As such, there are usually good business schools, junior colleges, adult education and evening school classes, extension and correspondence courses available in larger communities. The teacher, then, must know the needs of the student and be able to help him plan his educational program to the best possible advantage in the light of the requirements, curricula, and purposes of these various types of schools. The teacher is in a position to inform the needy student concerning educational loans and scholarships, as well as suggesting ways of working his way

through school. The business teacher must help a student realize how he can best plan his educational future and continue in it once he gets started.

But do all teachers understand the meaning of counseling students along educational lines? Tables XIII and XIII-A on the following pages present the emphasis teachers are placing upon practices used in offering educational information to the students.

Although the response to any one item in this section was not 100 per cent, it is interesting to note that 50 per cent of the nonreimbursable and 57 per cent of the reimbursable teachers "frequently" utilize information about curricular offerings in school. Forty-two per cent of the nonreimbursable teachers and 48 per cent of the reimbursable teachers "frequently" utilize this phase. Again, less than 10 per cent of both groups indicated that they never use this point. Regarding scholarships and their requirements, the vast majority of the teachers utilize this means, but not "frequently." However, approximately 90 per cent of the teachers in both groups utilize this phase to some extent.

Two other points in this section are not used "frequently" by either group, but more than 50 per cent of the teachers stated that they utilize entrance requirements to colleges and entrance requirements to technical or

TABLE XIII

THE UTILIZATION OF EDUCATIONAL INFORMATION BY  
NON-REIMBURSABLE TEACHERS

To what extent do you, the business teacher, make use of the following in presenting educational information?	Number of Non D.E. Responses	Per Cent of 618 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Information about curricular offerings in school.....	593	96	40	7	71	12	184	31	298	50
2. Information about extra-curricular offerings in school.....	590	95	48	8	103	17	193	33	246	42
3. Scholarships and their requirements....	591	96	46	8	167	28	194	33	184	31
4. Entrance requirements to colleges.....	594	96	76	13	111	19	196	33	211	35
5. Entrance requirements to technical or business schools.....	588	95	52	9	132	22	184	31	220	37
6. Information about completing school requirements while working.....	585	95	99	17	116	20	187	32	183	31

TABLE XIII-A

THE UTILIZATION OF EDUCATIONAL INFORMATION BY  
REIMBURSABLE TEACHERS

To what extent do you, the business teacher, make use of the following in presenting educational information?	Number of D.E. Responses	Per Cent of 163 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Information about curricular offerings in school.....	156	96	7	4	18	12	42	27	39	57
2. Information about extra-curricular offerings in school.....	155	95	9	6	24	15	48	31	74	48
3. Scholarships and their requirements.....	156	96	19	12	33	21	52	33	52	33
4. Entrance requirements to colleges.....	153	94	7	5	48	31	42	27	56	37
5. Entrance requirements to technical or business schools.....	153	94	9	6	30	19	56	37	53	38
6. Information about completing school requirements while working.....	157	96	2	1	13	8	22	14	120	76

business schools either on a "little" or an "occasionally" basis.

The high point for the reimbursable teachers, but one that is rather low for the nonreimbursable people, is information about completing school requirements while working. Seventeen per cent of the nonreimbursable teachers said that they never use this point. Although low for this section, more than 80 per cent indicated they utilized this point either "little," "occasionally," or "frequently." The reimbursable group regard this point much higher as 76 per cent stated that they use this information "frequently" and only one per cent never do.

No item in this section was taken lightly by the business teachers. In all the areas listed, approximately 90 per cent of the teachers in both groups are actively engaged in presenting educational information.

#### The Extent Business Teachers Utilize Placement Techniques.

This study indicates that most positions are obtained through a letter of application followed by a personal interview. However, there are important steps before this stage is reached. Finding a position suitable to one's qualifications and in the community desired is a primary step prior to the interview.

Certain acceptable techniques in regard to placement

should be a part of the student's information. He should state his qualifications in answer to a want-ad and in a manner that coincides briefly with the statements of the want-ad. He should have a data sheet arranged before he answers a want-ad by telephone or letter, the same as he would in preparing a letter of application. The impression one makes on the employer from the standpoint of being "well prepared" is most important. If a prospective employee appears to know how to apply for a position and shows he is interested in the value he can be to the employer by the way he completes forms, answers letters, and interview questions, his chances of employment will be greatly enhanced.

This section is one in which the business teacher should be particularly strong as these placement techniques should be included in the course content of a number of the business courses. A teacher can overlook the importance of the student knowing how to fill out application blanks. He should have experience in this, as well as in writing letters of application. Teachers may often overlook the value in the student understanding what should be stated in the letter of application and in realizing that he should be interested in what he can do for the employer rather than only what the employer can do

for him.

The placement office is primarily set up to help the student acquire a position. The student should understand, however, the techniques he will be required to know before he actually is faced with the tasks of obtaining employment.

Teachers appreciate the task students have in training for the interview and stating their qualifications. Most teachers have gone through this procedure a number of times and can call upon their experiences in presenting these techniques. Certainly, the practice and training a student acquires in dealing with all these points is extremely important.

Tables XIV and XIV-A show that business teachers put much emphasis on the placement techniques.

How to answer want-ads is frequently utilized by 39 per cent of the nonreimbursable teachers and 56 per cent of the reimbursable people. Very few teachers do not stress this point. How to write letters of application is the high point for the nonreimbursable group in that 60 per cent utilize this point "frequently." Sixty-seven per cent of the reimbursable people "frequently" stress this phase. How to fill out application blanks is highly rated by both groups. Fifty-eight per cent of the nonreimbursable and 84 per cent of the reimbursable teachers

TABLE XIV

THE ACTIVITIES OF NON-REIMBURSABLE TEACHERS IN THE AREA  
OF PLACEMENT TECHNIQUES

To what extent do you, the business teacher, provide guidance services in the area of placement techniques?	Number of Non D.E. Responses	Per Cent of 610 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. How to answer want-ads.....	591	96	64	11	94	16	199	34	234	31
2. How to write letters of application.....	582	94	26	4	39	7	167	29	350	60
3. How to fill out application blanks.....	591	96	26	4	44	7	176	30	345	58
4. How to make a brochure or to state qualifications for employment.....	596	96	55	9	87	15	183	31	271	45
5. How to obtain work permits and fill them out.....	584	94	171	29	100	17	164	28	149	26
6. How to register with placement agencies and pertinent information about placement agencies.....	590	95	102	17	127	22	183	31	178	30
7. How to maintain proper employer-employee relationships.....	596	96	30	5	69	12	161	27	336	56
8. How to conduct oneself during interview.	587	95	28	5	56	10	155	26	348	59
9. How to secure social security number....	585	95	100	17	101	17	160	27	224	38

TABLE XIV-A

THE ACTIVITIES OF REIMBURSABLE TEACHERS IN THE AREA  
OF PLACEMENT TECHNIQUES

To what extent do you, the business teacher, provide guidance services in the area of placement techniques?	Number of D. E. Responses	Per Cent of 163 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. How to answer want-ads.....	159	98	10	6	28	18	32	20	89	56
2. How to write letters of application.....	159	98	4	2	20	13	29	18	106	67
3. How to fill out application blanks.....	155	95	1	1	3	2	20	13	131	84
4. How to make a brochure or to state qualifications for employment.....	159	98	7	4	10	6	45	28	97	61
5. How to obtain work permits and fill them out.....	156	96	9	6	18	12	27	17	102	65
6. How to register with placement agencies and pertinent information about placement agencies.....	156	96	11	7	23	15	42	27	80	51
7. How to maintain proper employer-employee relationships.....	159	98	0	0	2	1	10	6	147	92
8. How to conduct oneself during interview.	158	97	0	0	2	1	16	10	140	89
9. How to secure social security number....	154	94	0	0	9	6	21	14	124	80

stated that they "frequently" emphasize this point.

Other points high for the nonreimbursable group have even a higher ranking by the reimbursable group. How to make a brochure or to state qualifications for employment is "frequently" utilized by 45 per cent of the nonreimbursable teachers and 61 per cent of the reimbursable people. How to maintain proper employer-employee relationships is stressed on a "frequently" basis by 56 per cent of the nonreimbursable people and 92 per cent of the reimbursable group. How to conduct oneself during interview is utilized "frequently" by 59 per cent of the nonreimbursable people and 89 per cent of the reimbursable teachers.

The nonreimbursable teachers do not stress how to obtain work permits and fill them out as "frequently" as the reimbursable teachers. Twenty-six per cent stated that they "frequently" utilize this point, while 65 per cent of the reimbursable teachers checked "frequently". Two other points that are fairly low when compared to the nonreimbursable teachers are how to register with placement agencies and pertinent information about placement agencies and how to secure social security number. Regarding placement agency information, the great majority utilize it, but only 30 per cent of the nonreimbursable teachers checked "frequently," while 51 per cent of the

reimbursable teachers marked "frequently." The same is true for the point regarding the social security number. Only 38 per cent of the nonreimbursable teachers stress this point "frequently." However, 83 per cent do so once in a while. On the other hand, 80 per cent of the reimbursable people stress this point "frequently."

It is interesting to note that the vast majority of both groups utilize all of the points in this section in providing help in the area of placement techniques. The reimbursable group is extremely high for the section as a whole, in that 93 per cent or more of the teachers emphasize every point to some extent. Approximately 75 per cent or more of the nonreimbursable group stress every point, though not as frequently as the reimbursable group.

#### The Extent Business Teachers Provide Assistance in Placement and Follow-up.

With the gradual increase of students attending the secondary schools has come a need for more and improved services in aiding the students in placement and follow-up. The increase in students entering the secondary school has placed a heavier burden on the schools and the teachers as more students seek work immediately upon graduation from high school. These are mainly vocational students who have

had some special training and work experience. The distributive education or reimbursable teachers are training many of these people in the business area. Many schools do not have distributive education programs. The nonreimbursable business teachers have had to handle this phase by helping to organize some sort of cooperative work training program. Also, they have had to take a greater share of responsibility in placing students in jobs and helping them to advance. Many students look to their teachers for help and advice after they have accepted full-time employment. Employers and teachers frequently work together to provide the best possible training for secondary business students.

Table XV and Table XV-A show that, in some areas at least, the nonreimbursable, as well as the reimbursable, teachers are extensively active in the area of placement and follow-up.

The reimbursable people are more active percentage-wise than the nonreimbursable group, but there are a few high points for each group. The four points that tend to be quite important for the nonreimbursable group, as well as the reimbursable group, are: contacting potential employers, which is "frequently" emphasized by 32 per cent of the nonreimbursable teachers and by 94 per cent of the

TABLE XV

THE EXTENT OF ACTIVITY OF NONREIMBURSABLE TEACHERS  
IN PLACEMENT AND FOLLOW-UP

To what extent do you, the business teacher, provide guidance in the area of placement and follow-up?	Number of Non D.E. Responses	Per Cent of 618 Schools	Representative Number and Per Cent of Response							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Contacting potential employers.....	596	96	102	17	108	18	194	33	192	32
2. Providing placement in work experience opportunities or part time jobs outside of school.....	583	94	129	22	67	11	183	31	204	35
3. Placing of business graduates.....	597	97	91	15	90	15	158	26	258	43
4. Assisting in placing other graduates...	572	93	185	32	134	23	143	25	110	19
5. Placing of business drop-outs.....	550	89	262	48	178	32	84	15	26	5
6. Assisting in placing other drop-outs...	567	92	348	61	147	26	54	10	18	3
7. Making regular follow-up studies of business graduates.....	596	96	212	35	153	26	137	23	94	16
8. Assisting in making regular follow-up studies of all graduates.....	572	93	329	57	133	23	72	13	38	7
9. Making regular follow-up studies of business drop-outs.....	566	92	381	67	125	22	40	7	20	4
10. Assisting in making regular follow-up studies of all drop-outs.....	564	91	411	73	118	21	25	4	10	2
11. Counsel former pupils.....	586	95	90	15	147	25	234	40	115	20

TABLE XV-A

THE EXTENT OF ACTIVITY OF REIMBURSABLE TEACHERS  
IN PLACEMENT AND FOLLOW-UP

To what extent do you, the business teacher, provide guidance in the area of placement and follow-up?	Number of D.E. Responses	Per Cent of 163 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Contacting potential employers.....	159	98	1	1	1	1	7	4	150	94
2. Providing placement in work experience opportunities or part time jobs outside of school.....	158	97	1	1	1	1	7	4	149	94
3. Placing of business graduates.....	155	95	19	12	12	8	37	24	87	56
4. Assisting in placing other graduates...	155	95	17	11	25	16	43	28	70	45
5. Placing of business drop-outs.....	153	94	44	29	39	25	31	20	39	25
6. Assisting in placing other drop-outs...	155	95	51	33	31	20	38	24	35	23
7. Making regular follow-up studies of business graduates.....	157	96	24	15	30	19	39	25	64	41
8. Assisting in making regular follow-up studies of all graduates.....	151	93	61	40	37	24	31	21	22	15
9. Making regular follow-up studies of business drop-outs.....	159	98	73	46	43	27	24	15	19	12
10. Assisting in making regular follow-up studies of all drop-outs.....	150	92	76	51	49	23	14	9	11	7
11. Counsel former pupils.....	159	98	14	9	36	23	61	38	48	30

reimbursable people; providing placement in work experience opportunities or part-time jobs outside of school, which is utilized "frequently" by 35 per cent of the nonreimbursable group and 94 per cent of the reimbursable group; placing of business graduates, which is emphasized "frequently" by 43 per cent of the nonreimbursable people and 56 per cent of the reimbursable teachers; and counsel former pupils, which, although it is not utilized "frequently" by either group, is emphasized to some extent by more than 85 per cent of all the teachers. The fact that so many former students are counseled by teachers indicates the need for good judgment on the part of teachers.

Two other points are not checked "frequently" by a high percentage of the respondents but are important from the point of view that the vast majority emphasize them to some degree. Assisting in placing other graduates is an area in which approximately 30 per cent of the teachers in each group are active. Placing of business drop-outs is quite low for the nonreimbursable group in that only 47 per cent stated that they do so to a "little" or "occasionally" extent. Forty-eight per cent stated that they "never" do. It is quite meaningful for the reimbursable teachers, however, for 45 per cent checked that they do so a "little" or "occasionally" and 25 per cent stated that they do so

"frequently." This tends to indicate a strong need for continued attention on the business students who are drop-outs.

Making regular follow-up studies of business graduates is an area in which approximately 50 per cent of the nonreimbursable group emphasize a "little" or "occasionally," and 41 per cent of the reimbursable group checked "frequently."

A point that tends to be low for the nonreimbursable teachers is assisting in placing other drop-outs. Sixty-one per cent checked "never." It is quite low for the reimbursable teachers, too, in that 33 per cent stated that they emphasize this point "none" of the time.

Three other points that stand out as being quite low for the two groups are, assisting in making regular follow-up studies of all graduates, making regular follow-up studies of business drop-outs, and assisting in making regular follow-up studies of all drop-outs. More than 56 per cent of the nonreimbursable teachers checked "none" in regard to these three points, and more than 40 per cent of the reimbursable teachers checked "none." The teachers who do emphasize these points do so more on a "little" basis than on an "occasionally" or "frequently" basis.

One of the best ways to evaluate the business department curriculum is to follow-up drop-outs of business

students and others who have taken business courses. This is true because so many students do not complete high school. The fact that so many teachers do not engage in this activity would indicate that this important area should be stressed in the teacher-training curriculum.

The Extent Business Teachers Discuss Various Types of Problems in Interviews with Their Students.

A formal or informal interview is one of the best techniques used by teachers to aid students with their problems as well as to gain further information about them.

Oftentimes the interview, whether it is planned or incidental, will give both the student and the teacher a chance to discuss factors dealing with a student's home life, future plans, and feelings about his school, friends, courses, dates, dances, and so on.

When a student is showing lack of interest in a subject, or appears overly tired, or is displaying signs of being withdrawn from his friends, or overaggressive in his relationships with his fellow students, it behooves the business teacher to give him a chance to discuss his feelings. Many students desire to talk to someone about a problem, especially teachers whom they know.

Even though there may be no signs of a problem,

a friendly discussion with a student in a sense of intimacy will give the teacher a chance to learn more of his experiences and desires. Thus, he will be better able to direct the student along lines that will lead him to gain a better understanding of himself in relation to his plans. Each student has questions of one sort or another for which the teacher should help him find answers, even though they may be about present subject matter. It is not necessary to wait for the student to come to the teacher with his problems in order to make the personal interview a desirable and profitable experience.

Table XVI and Table XVI-A reveal the extent teachers help along certain "problem" areas through the use of the interview. The tables give evidence that the interview is of vital importance in assisting students, as the great majority of business teachers in both groups use it to a great extent.

Among the high points of this section is current class work and course planning in which 56 per cent of the non-reimbursable teachers and 79 per cent of the reimbursable teachers checked that they "frequently" discuss this point in interviews. Also, receiving heavy attention was future educational and vocational plans which was emphasized "frequently" by 57 per cent of the nonreimbursable and 77 per cent of the reimbursable teachers.

TABLE XVI

THE EXTENT PROBLEM AREAS ARE INCLUDED IN STUDENT INTERVIEWS  
BY NON-EMBURSED TEACHERS

To what extent do your interviews with pupils include the following points?	Number of Non D.E. Responses	Per Cent of 618 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Current class work and course planning...	592	96	17	3	61	10	183	31	331	56
2. Future educational and vocational plans..	575	93	9	1	56	10	185	32	325	57
3. Social adjustment.....	590	95	56	9	144	24	244	41	146	25
4. Home life.....	587	95	103	17	234	40	168	29	82	14
5. Emotional adjustment.....	586	95	74	13	211	36	199	34	102	17
6. Understanding of individual ratings.....	562	91	74	13	133	24	214	38	141	25
7. Personal problems, i.e., moral, religious.....	589	95	92	16	205	35	184	31	108	18

TABLE XVI-A

THE EXTENT PROBLEM AREAS ARE INCLUDED IN STUDENT INTERVIEWS  
BY REIMBURSABLE TEACHERS

To what extent do your interviews with pupils include the following?	Number of D.E. Responses	Per Cent of 163 Schools	Representative Number and Per Cent of Responses							
			None		Little		Occasionally		Frequently	
			No.	%	No.	%	No.	%	No.	%
1. Current class work and course planning...	159	98	0	0	5	3	28	18	13	79
2. Future educational and vocational plans..	159	98	0	0	5	3	32	20	12	77
3. Social adjustment.....	160	98	0	0	14	9	56	35	90	56
4. Home life.....	158	97	6	4	34	21	65	41	53	34
5. Emotional adjustment.....	159	98	1	1	26	16	63	40	69	43
6. Understanding of individual ratings.....	159	98	5	3	18	11	48	30	68	55
7. Personal problems, i.e., moral, religious.....	158	97	8	5	28	18	55	35	67	42

The five other points also receive much attention by both groups of business teachers, but not to the same extent as the previous two points. Social adjustment is emphasized more on a "little" or "occasionally" basis by the nonreimbursable teachers in that 65 per cent checked "little" or "occasionally" and 25 per cent checked "frequently". However, this point is even higher for the reimbursable people, as 56 per cent checked this point "frequently." Home life and emotional adjustment are discussed by more than 80 per cent of the teachers in both groups, but more on a combined "occasionally" or "little" basis than a "frequently" basis.

Understanding of individual ratings and personal problems are also recognized in interviews by the vast majority of teachers. The nonreimbursable teachers recognize individual ratings more on a "little" and "occasionally" basis as 62 per cent checked these categories. Twenty-five per cent of the nonreimbursable teachers checked this same category "frequently" as compared to 55 per cent for the reimbursable group. Personal problems is emphasized on a "frequently" basis by 18 per cent of the nonreimbursable and 42 per cent of the reimbursable teachers. These two categories are highly rated in that so few teachers in either group marked "never."

The table definitely reveals that over 80 per cent of the nonreimbursable teachers and over 90 per cent of the reimbursable group include the points in interviews with students. In the phases of current class work and course planning and future educational and vocational plans, the teachers in the reimbursable group were unanimous in stating that they included these points in their interviews. The nonreimbursable group also were practically unanimous in stating that they included them in points in their interviews with students. All the points are stressed to a great extent by the teachers.

The Business Teachers' Comments Regarding the Most Common Problems of Their Pupils.

It is the teacher's responsibility to be cognizant of the many problems the pupils have and to initiate measures to help solve them. The previous tables regarding the interview show the extent to which teachers regard these problems in their interviews. The following tables, Tables XVII and XVII-A show the student problems most frequently listed by teachers. Taken from the teachers' comments, they are classified and shown in order of frequency.

The problems most frequently encountered by pupils are the most common ones for both groups of business teachers. Also, the range in the number of different problems

TABLE XVII

COMMON STUDENT PROBLEMS DERIVED THROUGH  
NONREIMBURSABLE TEACHERS' COMMENTS

Problems	Number of Responses	Rank
Future plans (vocational and educational).....	108	1
Social or emotional adjustment.....	66	2
Academic.....	47	3
Home conditions.....	46	4
Unwilling to recognize need for school or work....	39	5
Work conflicts.....	29	6
Extra curricular activities and lack of time due to these activities.....	28	7
Lack of fundamentals and carelessness.....	27	8
Racial and class standing.....	6	9
Students not started in business courses soon enough and have conflicts with other courses....	6	10
Lack of ability for school and work programs.....	5	11
Transfers or transients.....	4	12
Total.....	411	

TABLE XVII-A

COMMON STUDENT PROBLEMS DERIVED THROUGH  
REIMBURSABLE TEACHERS' COMMENTS

Problems	Number of Responses	Rank
Future plans (vocational and educational).....	23	1
Social or emotional adjustment.....	21	2
Home problems.....	13	3
Employer-employee relations.....	11	4
Academic.....	9	5
Work habits and attitudes.....	9	6
Other activities and budget time for work and leisure.....	8	7
Not assuming responsibility and working to capacity	7	8
Lack of ambition.....	4	9
Total.....	105	

is quite noticeable.

Sixty-six per cent of the nonreimbursable teachers made comments categorizing the most common problems of pupils. Sixty-four per cent of the reimbursable teachers responded to this request.

The tables tend to show that the students are quite generally concerned about their future plans. This point ranks number one for the nonreimbursable teachers and number two for the reimbursable people. The number two point for the nonreimbursable teachers, emotional, personal, and social problems, is rated number one for the reimbursable teachers.

Other problems of high implication are problems of an academic nature, and problems having to do with home conditions. Lack of time due to extra-curricular activities and problems due to work conflicts and employer-employee relations are noted to be quite common among the pupils.

It is interesting to note that a number of teachers singled out unwilling to recognize need for school or training for work as a common problem of the students. This is rated number five by the nonreimbursable teachers and may incorporate some of the factors existing in problem five and six as mentioned by the reimbursable teachers.

Several problems were not listed often, but are stated by a sufficient number of teachers and tend to further point out the number of different types of problems with which the teacher must deal. Some students have racial problems, others lack ability for school and work programs, and still others do not assume responsibility and work up to their capacity. A problem listed by many of the nonreimbursable teachers is one which may have a close relationship with lack of ambition--it is lack of fundamentals and carelessness.

The following comments made by the teachers regarding the most common problems of the students signify the feelings teachers have about them. Several comments from each group follow:

Nonreimbursable Teachers' Comments  
Regarding Student Problems

"Not enough jobs available in the community of the type they prefer. We seem to have an especially high calibre group. A large percentage go on to school."

"Lack of stability and maturity at their age for doing a real job for employer. Hard to teach initiative and accuracy in all things."

"Inability to budget time for proper amount of study at home."

"Developing the attitude within the student that work is necessary, wholesome, and can be done and still remain happy."

"Worry about grades, making Scholarship Society and at same time 'being popular.'"

"To be accurate and complete the assignment properly."

"Absence from school--working outside of school--instead of tying the outside work with the school program-COE--they try to hold down a full-time job and carry a full load in school. The school does not approve of this, of course, but can do nothing about it when the parents approve."

"Emotional and moral problems frequently are brought to me by the girls in my classes. Our guidance teacher is a man, and so often I hear the remark, 'I can't tell my mother, and I've just got to tell someone-----.'"

"Getting all the courses they want. Graduation and college entrance requirements permit limited selection of business courses."

"Future educational and vocational plans (long range problem)."

"Social adjustment (present problem)."

"Our community is agricultural. Studying in the field of business is a little foreign to their thinking. 'My dad is worth thousands and he didn't even complete the 8th grade.' This is heard in our school quite often."

"They become too involved in outside activities,--school, church, work, etc;"

"What to do after graduation. Most want to go to a larger city to work. Parents won't give in. Some would like to go on to school, but no money for it."

"Practically every pupil has a part-time job. In fact every pupil has such a job who wants one. The problem is to get them to do any home work assignments after having expended their energy on the 'job.'"

"Many from lower social economic groups lack the desire to try to rise above their present level or feel it is an impossibility."

"Finding time for all the extra-curricular activities they would like to do. The main offices and programs in such are almost without fail added to those who are majors in business education."

"The good students want to take too many courses. Many of the students take 'glamor' courses where they are seen in public, but they don't see the value of doing their business subjects well. If they understand fully that they will be able to earn a livelihood after graduation if they do this work, they make better progress."

"Too many responsibilities and duties put upon the youth. They feel frustrated from too many things pulling them this way and that, consequently cannot do things well."

"Lack of self-confidence: fear of initial interview for employment. Many of my students seem unwilling to accept a beginner's salary. They feel they should start at the top without experience."

"Perhaps the one great problem is what to do with children who are not particularly interested in business subjects but who feel that they must make a living and that is the easiest way to do it. In other words, their parents have encouraged them in a particular phase of business when they (the pupils) should be steered into some phase of work which is more suitable for them. We have no testing program, therefore we cannot do much guidance along these lines."

"Lack of interest in courses. Counselors frequently regard business classes as places in which they can dispose of counseling problems."

"Inability to maintain the standard of work they are capable of doing, due to home conditions."

"Ignorance of the direct relation between their future ability to perform and their present effort and type of effort."

"Most problems in their work come about because of their lack of spelling and English."

"What college should the student attend, or what business classes should I take as I cannot afford to attend college."

"Fear caused by having to adjust."

"In this particular school the more gifted students are encouraged to take college preparatory work. The students in the shorthand department are on the whole not as well equipped mentally as one would desire."

"Over anxiety to be skilled in very short period of time."

"Lack of social and professional adequacy. Need for encouragement and grasp for training for 1-2-3 year hence jobs."

"Lack of understanding of the student and his school affairs on the part of parents. Lack of understanding might also be called 'disinterestedness.' Another problem is the 'cost of going to high school.' The need for money that is not earned and hard to get from parents."

"Lack of interest on the part of the pupils."

"Tension due to pressure of school tasks against limitation of time. Tension due to unhappy or poorly adjusted home conditions. Too many addicted to habit of 'no breakfast.'"

"Shall I go on to school, or get married immediately."

"Being able to do work well enough to meet business needs."

"Lack of confidence and easily discouraged. Many children are encouraged to enroll in business courses in this community because of the many opportunities for employment with oil companies, insurance companies, and others. This brings into the business classes pupils who are probably better fitted for other occupations."

## Reimbursable Teachers' Comments Regarding Student Problems

"Knowing how to find work to do while on the job. Lack of ability to get meaning from printed page."

"Thinking they are getting a 'raw deal' from his employer. Want help in buying their better clothes, color, size, etc. Want to talk over moral and religious problems."

"Unwillingness to accept responsibility. The necessity of understanding and practicing good human relations."

"Ambition--I have a large number of Latin-American students and because of the 'alleged' discrimination in parts of Texas, it is difficult for them to realize the many opportunities available."

"Getting the student to work to capacity on the job. Getting students into the habit of being punctual both to school and work. Developing loyalty to employer and a better attitude of working for experience rather than the money involved."

"How to adjust individual personality problems as shown in class and in job performances. How to meet home problems which affect job performance."

"Learning to budget their limited time. Understanding that 'on-the-job' they are looked upon as adults and must compete with them."

"Lack of genuine motivation and interest in preparing themselves for their future work. Lack of ambition is evident."

"I have noticed that most of my students who have problems come from homes that are broken by divorced or separated parents, resulting in economic and emotional problems."

"Making them realize that they have to start at the bottom. Too many feel that they shouldn't have to do the necessary, menial, dirty jobs when they start."

"Trying to fit their job in with other school activities. Most of my students feel they need the work but have a difficult time fitting their hours in school to those needed on the job."

"Lack of initiative and enthusiasm causing a definite decline in interests."

"Utilizing time to the best advantage, whether in class or not, and overcoming shyness seem to be the outstanding difficulties. The latter is recognized by the student, but rarely is the former."

What Do Business Teachers Consider to be Their Greatest Responsibility or Difficulty in Interviewing Pupils.

1. The teachers state they have certain responsibilities in interviewing pupils.

Many of the teachers responded to the request for comments regarding their greatest responsibility or difficulty in interviewing pupils. Numerous comments were written from the standpoint of their responsibility; therefore, these are classified and shown in rank order in Tables XVIII and XVIII-A on the following page. Other teachers commented on the greatest difficulty encountered in interviewing pupils. These points are classified and are shown in Tables XIX and XIX-A on pages 138 and 139.

It is interesting to note that so many business teachers feel their greatest responsibility in interviewing pupils is to gain their confidence and get them to tell their problems. This is number one for the nonreimbursable

TABLE XVIII

NONREIMBURSABLE TEACHERS' COMMENTS REGARDING THEIR  
GREATEST RESPONSIBILITY IN INTERVIEWING PUPILS

Responsibility	Number of Responses	Rank
To gain their confidence and get them to tell their problems--encouragement.....	70	1
To develop in student a sense of responsibility (proper attitude, confidence, understand himself).....	53	2
To help them with what they want and what they can do--guide them into proper courses and develop study habits.....	40	3
To understand student, his background, and his point of view.....	31	4
To get at real problems of student and help him improve.....	20	5
To learn I am to help and keep bias out.....	19	6
To help them with parental and future and vocational plans.....	13	7
To help them work to capacity and realize value of education.....	13	8
To determine maladjustments in terms of emotional and social areas and then help them.....	6	9
To present accurate and important occupational information.....	3	10
Job placement.....	4	11
Total	279	

TABLE XVIII-A

REIMBURSABLE TEACHERS' COMMENTS REGARDING THEIR  
GREATEST RESPONSIBILITY IN INTERVIEWING PUPILS

Responsibility	Number of Responses	Rank
To get student to "see himself" and make changes..	11	1
To get student to do his part.....	6	2
To inspire them to do something.....	5	3
To gain confidence of student so he will know I am only trying to help him.....	5	4
To give guidance in good human relations.....	3	5
To help find vocational interest.....	2	6
Total	32	

group. The next several points all have a certain amount of overlapping for both groups. The nonreimbursable teachers were more explicit in their statements than were the reimbursable teachers; however, the first three points listed by the reimbursable people have a close relationship to the first five points shown for the nonreimbursable group.

It is readily noted from the classifications of both groups that teachers feel it is their main responsibility to understand the student so that they can help him to make wise choices and decisions about his problems whatever they may be. The comments tend to show that business teachers are eager for the student to become aware of his responsibilities, and do something constructive about following a course of action and not waste too much time in doing so.

The fact that so many teachers recognize the fact that they should gain the confidence of the student backs up the thinking of many authorities that students want to feel they can confide in someone. Many students evidently feel that it is necessary to talk to someone whom they know quite well in regard to a problem.

A few teachers in both groups note that their main responsibility is to help students with vocational plans

and job placement.

A number of interesting statements denote the feelings teachers have regarding their responsibility in interviewing pupils. A sample list of comments are:

Nonreimbursable Teachers' Comments  
Regarding Their Greatest Responsibilities  
in Interviewing Pupils

"Development of desirable personality traits."

"Responsibility in getting each one to evaluate himself and the job he is interested in and work toward that job or goal."

"Banish discouragement."

"Responsibility of getting them to take work suited to their ability."

"Determining and adjusting their abilities to the work they are assigned and to the field they are most interested in."

"To get them to carry through on their ideas after they have been discussed rather than the thought that the discussion is an end in itself."

"To find their real interests and capabilities. Do they have a sincere need and desire for the courses."

"Bolster the student's ego."

"To make them aware of their abilities and means for using them and 'going the extra mile' toward success."

"Responsibility to suit student for course which he can use in later life. Example - 90% of girls want to become secretaries, whereas the majority should be salespeople."

"Inspiring confidence in the student himself."

"Drawing out their opinions, likes and dislikes readily."

"Finding out what is really troubling the student - which reason is not always recognized even by the student."

"To get them to see and accept their responsibility. To believe in themselves."

"Getting them to look at a job in consideration of future possibilities instead of just present."

"Encouraging work well done, and a day's work for a day's pay."

"Responsibility is great in not having a pessimistic attitude as students are worried during these war years."

"Help student think constructively."

"The need for understanding the students' point of view. The need not to superimpose my wishes or frustrated desires on to some one else. The need to point out as many sides of the problem, solutions, guides, evidences, etc., so that the student will be able to make his OWN choice."

"Social adjustment--especially the underprivileged, 'back-of-the-yards' child who has ability but the social environment of their neighborhood is a handicap."

"Every student should be interviewed. I believe there should be separate classes for those who wish to take business subjects strictly for vocational purposes and a different section for personal use."

"Takes some time gaining their confidence in personal matters, but once they understand you want to help them all goes well."

"Greatest responsibility to have students know and feel teachers are helpers and have each pupil's interest at heart."

Reimbursable Teachers' Comments Regarding  
Their Greatest Responsibilities in Interviewing Pupils

"Greatest responsibility is to get down on level of student. I think it's the greatest difficulty too. The student regards the teacher, too often, as a self-appointed god on a pedestal."

"Responsibility of helping them to understand themselves--their strong points and weak points."

"My greatest responsibility is to win their confidence so they will feel I am sincere."

"My greatest responsibility is in placement of student on proper job. One that the student likes and in which he will progress."

"Accurately interpreting what a student means in his conversation."

"I feel my greatest responsibility in counseling with my pupils in D.E. is to help them effectively adjust to an adult business world. To learn how to get along with others, to adopt a pleasing and businesslike manner, to be loyal, dependable, interested and industrious both in school and on the job."

"My greatest responsibility is to make the student realize a sense of responsibility to himself, the school, the home, and his employer and also that the money earned is not the only criteria of the job."

"Responsibility of giving accurate and practical guidance."

"Greatest responsibility: to develop a feeling among the on-the-job trainees to give full measure of their ability to their employer. That financial return depends on service rendered."

2. Difficulties encountered by business teachers in interviewing pupils.

In most cases the teachers in the nonreimbursable group commented on their responsibility as noted in the previous table, but 138 made comments on their "difficulties" encountered in interviewing pupils. A greater number of the reimbursable people made comments on "difficulties" encountered. Sixty-seven of the reimbursable teachers commented on the "difficulty" phase of the question.

Tables XIX and XIX-A on the following pages reveal that teachers are concerned about the difficulties that they have in interviewing students.

The foremost difficulty is lack of time due to the teachers' schedules which, for the most part, include six periods a day. Too, many of the students ride busses, or leave early to work or participate in other activities. Teachers complain that student and teacher schedules do not permit time for guidance activities (difficult to get together with student)--this is the number two problem. Privacy is frequently listed as a difficulty by several of the reimbursable people. When a separate room is not available, or teachers do not have a period to utilize a separate room, it is apparent that a formal interview would be practically impossible.

TABLE XIX  
GREATEST DIFFICULTIES EXPERIENCED BY NONREIMBURSABLE  
TEACHERS IN INTERVIEWING PUPILS

Difficulty	Number of Responses	Rank
Lack of time and overloaded.....	63	1
Difficult to get together with student (scheduling).....	26	2
Lack of knowledge of pupil and guidance.....	18	3
Trying to help students solve home and parental conditions and problems.....	8	4
Generate interest.....	5	5
Can't establish rapport and not sure what to do for student.....	5	6
Lack of cooperation on student part and student unwilling to disclose plans.....	3	7
To learn where to step in and where to mind own business - lack open mind.....	2	8
To narrow problems to important points.....	2	9
Lack of information about pupil.....	2	10
Outside influences--student has already made up mind what he will do.....	2	11
Establish true emotional basis for attitudes.....	1	12
Student expects top wages.....	1	13
Total	138	

TABLE XIX-A  
GREATEST DIFFICULTIES EXPERIENCED BY REIMBURSABLE  
TEACHERS IN INTERVIEWING PUPILS

Difficulty	Number of Responses	Rank
To find time.....	15	1
To get and keep student's confidence.....	8	2
To have privacy in interviews.....	8	3
To find student's real interest.....	7	4
Student indifference and student-teacher barriers.....	7	5
Getting all the information.....	6	6
Locating proper job for student.....	4	7
Getting student to speak freely and honestly....	2	8
Getting student to accept responsibility on job.	2	9
To get student to understand real significance for future planning.....	2	10
To get student to have proper attitude toward school.....	2	11
Not to betray student confidence.....	2	12
Availability of student (scheduling).....	2	13
Total	67	

The reimbursable teachers listed as their number two difficulty getting and keeping confidence of student. By comparison, the nonreimbursable teachers listed this point first as their greatest "responsibility" rather than a "difficulty."

The reimbursable teachers and the nonreimbursable teachers have similar difficulties as can be seen from a study of the tables.

The following comments are relevant to the difficulties encountered by the teachers in interviewing students.

Nonreimbursable Teachers' Comments  
Regarding Their Greatest Difficulties  
in Interviewing Pupils

"My insufficient knowledge about guidance work. The need for guidance is big."

"To learn when to step in and still attend to my own business. Sometimes I feel the pupils think I'm their aunt, mother, and grandmother rolled up in one."

"Getting the student to talk about his problems."

"Convincing pupils of the importance of general education and information as well as vocational skills in acceptance of jobs and citizen's responsibilities."

"To be certain I've said the right thing and have given the proper advice."

"Finding the time. The schedule is tight, and the pupils are unwilling to come to school early or stay after school."

"Pupils seem difficult to get 'close to.' Perhaps it's as much my fault as theirs, however."

"To frankly evaluate and state their abilities. It's difficult to tell an earnest pupil that his abilities are limited."

"Measuring the degree of real interest in finding and making a success of a future job."

"Some girls though, after they have their training and have accepted an interview or two, develop a feeling that they are not really ready to go to work. This presents a problem of counseling for me. Should they go on to some other school? And if so, what type of school? Or should they be cajoled into accepting employment in spite of their lack of readiness?"

"Time--280 students as Counselees--3 hours a day. It seems I'm always working against time in order to see the students. Much clerical work done at night."

"My greatest difficulty is the large numbers in classes (49 in one and 42 in the other) and that so many ride school busses or work. It is difficult to find adequate time except in class and there is little time there."

"Knowing how to attack the problem tactfully and get the greatest amount of information from them."

"Time and place. Fifty typewriters being used in my room from 8:00 until 4:30 gives little opportunity for confidential interviews."

"Getting the student to feel it's a case of trying to aid him rather than just 'prying' into his personal affairs."

"I have a tendency to want to settle their problems by actually giving advice--it is difficult not to--especially when they are asking for it. Also--I am inclined to 'weed out' lower range IQ's from my classes whenever possible."

"Since so much of my information has been obtained in either the classroom or homeroom, it would seem that not enough information is gathered for each pupil to enable me to guide

him constructively into what may eventually become his final choice."

"Getting the pupils to trust you. Often the child is self-conscious and is more anxious to hide many of the problems both socially and economically, than telling someone else of his troubles."

#### Reimbursable Teachers' Comments Regarding Their Greatest Difficulties in Interviewing Pupils

"Difficulty--to combat student indifference toward achievement."

"To listen with sympathetic ear and let them talk themselves into the proper decision."

"Getting the pupil to see himself as others do so as to fit himself best into the occupational field in which he is interested."

"Allowing and getting a student to express himself freely."

"Inadequate knowledge of home background, and interpreting emotions of students."

#### The Extent to Which Teachers Answered "Pertinent Points Regarding the Interview."

The number and variety of student problems and the difficulties teachers have in interviewing students have a close relationship to the extent teachers can help students. It must be remembered that teachers often choose teaching because they feel a closeness to their fellow men. When teachers feel that they should help the students, but find they are accomplishing very little because of inherent difficulties, the results may lower their morale. This may

be a definite reason why some teachers leave the teaching profession.

Tables XX and XX-A show the effort being made by teachers to interview students, and further reveal the handicaps faced by them. In answer to the first question, is an interview required of each pupil in your classes?, 18 per cent of the nonreimbursable teachers said "yes" and 82 per cent of the reimbursable teachers said "yes." To the second question, is the interviewing you do done by scheduled appointment?, 28 per cent of the nonreimbursable group answered "yes," while 57 per cent of the reimbursable group answered "yes."

It is interesting to note that to question number three, is special time provided in your schedule for interviewing?, 20 per cent of the nonreimbursable teachers said "yes," while 70 per cent of the reimbursable stated that they have time provided for the purpose of interviewing. In regard to question number four, do you have a private place to carry on the interview?, 40 per cent of the nonreimbursable teachers stated "yes," while 70 per cent of the reimbursable teachers said "yes."

A significant feature of question number five, do you make notes of your interviews?, is that 45 per cent of the nonreimbursable people and 84 per cent of the reimbursable

TABLE XX

RESPONSES BY NONREIMBURSABLE TEACHERS TO  
QUESTIONS REGARDING THE INTERVIEW

Questions	Number of Non D.E. Responses	Per Cent of 618 Teachers	Per Cent of Breakdown							
			Yes		No					
			No.	%	No.	%				
1. Is an interview re- quired of each pupil in your classes?.....	531	86	93	18	438	82				
2. Is the interviewing you do by scheduled appointment?.....	534	86	147	28	387	72				
3. Is special time pro- vided in your sched- ule for interviewing?	543	88	110	20	433	80				
4. Do you have private place to carry on the interview?.....	534	86	215	40	319	60				
5. Do you make notes of your interview?.....	511	83	231	45	280	55				
6. Is the interviewing you do done in an in- formal, incidental manner as the occasion calls for it?.....	510	82	464	91	46	9				
7. Do you make special ef- fort to individually help students resolve their problems?.....	523	85	493	94	30	6				
8. How often would you say you made special effort to individual- ly help students re- solve their problems?	491	79	2	0	34	7	211	43	244	50

TABLE XX-A

RESPONSES BY RETRIBURSABLE TEACHERS TO  
QUESTIONS REGARDING THE INTERVIEW

Questions	Number of D.E. Responses	Per Cent of 163 Teachers	Per Cent of Breakdown																											
			Yes		No																									
			No.	%	No.	%																								
1. Is an interview re- quired of each pupil in your classes?.....	158	97	129	82	29	18																								
2. Is the interviewing you do by scheduled appointment?.....	161	99	92	57	69	43																								
3. Is special time pro- vided in your schedule for interviewing?.....	159	98	111	70	48	30																								
4. Do you have private place to carry on the interview?.....	158	97	110	70	48	30																								
5. Do you make notes of your interview?.....	156	96	131	84	25	16																								
6. Is the interviewing you do done in an in- formal, incidental man- ner as the occasion calls for it?.....	150	92	133	89	17	11																								
7. Do you make special ef- fort to individually help students resolve their problems?.....	156	96	156	100	0	--																								
8. How often would you say you made special effort to individual- ly help students re- solve their problems?.	158	97	<table border="1"> <thead> <tr> <th colspan="2">None</th> <th colspan="2">Little</th> <th colspan="2">Occas.</th> <th colspan="2">Freq.</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>3</td> <td>2</td> <td>24</td> <td>15</td> <td>131</td> <td>83</td> </tr> </tbody> </table>				None		Little		Occas.		Freq.		No.	%	No.	%	No.	%	No.	%	0	0	3	2	24	15	131	83
None		Little		Occas.		Freq.																								
No.	%	No.	%	No.	%	No.	%																							
0	0	3	2	24	15	131	83																							

people state that they do. If this many teachers make notes of their interviews, it tends to show the wisdom of attempting to conduct interviews by teachers. The vast majority of the business teachers hold interviews of the informal nature, but the interesting point is that so many teachers regard the holding of an incidental interview as highly important. In answer to question number six, is the interviewing you do done in an informal, incidental manner as the occasion calls for it?, 91 per cent of the nonreimbursable teachers say "yes," and 89 per cent of the reimbursable people say "yes."

It is well to note the other two questions receive much attention by the business teachers in most of the secondary schools. Ninety-four per cent of the nonreimbursable teachers and 100 per cent of the reimbursable teachers answered "yes" to the question, do you make special effort to individually help students resolve their problems? This clearly shows the feeling teachers have toward trying to work closely with students. In relation to this question the following one was asked, how often would you say you made special effort to individually help students resolve their problems? The response reveals that 100 per cent of the teachers in both groups try to help students individually resolve their problems. Fifty

per cent of the nonreimbursable people do so "frequently," and 83 per cent of the reimbursable people do so "frequently."

With this large number of business education teachers attempting to "frequently" help students, the value of their efforts to the overall school and guidance programs is undoubtedly inestimable. If they were able to make some sort of plans for a formal interview, the majority of the students probably would be receiving the personal attention they need.

#### The Main Difficulties Business Teachers Have or Encounter in Using Guidance Information.

Oftentimes guidance information of the nature in which the business teachers is particularly interested is difficult to obtain or is located in the administrative offices and is inconvenient or difficult to acquire when needed. As most of the business teachers must utilize guidance information quickly and efficiently in the little spare time they can find, this information should be clarified and made as easy as possible for them to interpret; also, it should be made easily accessible to the teachers. Even though many keep certain guidance records in their own files, the bulk of the important and confidential data is located in the school's central guidance files.

The matter of availability of data cannot be overlooked by the guidance staff. It seems only wise to arrange the files and locate the rooms in such a manner that the teachers could obtain the information which they are seeking in a matter of minutes. Teachers should be oriented in the use of the files and their meaning, and their suggestions should be received as to the placement of the records.

Teachers have difficulties in using guidance information for a number of reasons. Tables XXI and XXI-A show the difficulties listed by the teachers. The comments have been classified and placed in order of frequency in which the problems exist.

The outstanding difficulty listed by both groups of teachers is that of lack of time. This difficulty also includes the factors which are closely associated with the element of time, such as unavailability of students and/or student records. Many students ride busses which leave shortly after the last class is over. One hundred and eleven teachers in the nonreimbursable group and twenty in the reimbursable group commented that this is their most prevalent difficulty.

Many other teachers wrote of their difficulties. It can be seen that the next four outstanding problems which

TABLE XXI

DIFFICULTIES ENCOUNTERED BY NONREIMBURSABLE TEACHERS  
IN UTILIZING GUIDANCE INFORMATION

Difficulties	Number of Responses	Rank
Lack of time and unavailability of student.....	111	1
Information is insufficient and incomplete.....	67	2
Information not readily available - inaccessible..	41	3
Information difficult to secure and keep up to date.....	29	4
Lack of training in using guidance information....	26	5
Information is not applicable, or is too flexible and unreliable.....	23	6
Lack of organized program and lack of well-organized placement and follow-up program.....	19	7
Teachers have conflicting viewpoints and lack cooperation.....	11	8
Counselors do not recognize classroom problems....	6	9
Insufficient personnel and lack of help from counselors due to their heavy loads.....	5	10
Lack of interest and cooperation on part of students.....	6	11
<b>Total</b>	<b>349</b>	

TABLE XXI-A

DIFFICULTIES ENCOUNTERED BY REIMBURSABLE TEACHERS  
IN UTILIZING GUIDANCE INFORMATION

Difficulties	Number of Responses	Rank
Time factors.....	20	1
Information not readily available.....	13	2
Information is incomplete or insufficient.....	10	3
Difficulty in interpreting and applying information.....	10	4
Information is not up to date and/or records lack continuity.....	8	5
Lack of interest on part of students.....	2	6
<b>Total</b>	<b>63</b>	

teachers have in using guidance information deal with the guidance records and materials. The second and third points classified from the comments for both groups of teachers are information is insufficient or incomplete and information is not readily available or it is inaccessible.

The following comments are relevant to the difficulties teachers encounter in using guidance information.

Selected Comments by Nonreimbursable Teachers as to Difficulties Encountered in Using Guidance Information

"Students just coming in have no guidance records with them and by the time they are received, if at all, the crisis is passed. However, our counselors are very cooperative and their records and assistance are available to teachers at all times."

"It frequently proves of no value. Have found aptitude tests to work out contrary to the pursuit of students. Have found intelligence score can be a handicap if relied upon. Have found teachers enthusiasm, genuine interest, excellence of teaching excel guidance information and helps."

"The inaccessibility of guidance information at the moment it is needed. The fact that students are often not treated as individuals, but are considered as cards, or grade statistics, or parts of a normal curve, etc."

"I have difficulty obtaining information from our counselors. They interview students where the records are kept, so I must look at records when I do not interrupt counselling. However, I can get this information from counselors if I am persistent."

"Guidance information consists many times only in test scores. Because many of the students have language handicaps, the test score apparently does not reveal the correct IQ or

ability because the tests are entirely verbal."

"I question the accuracy or dependability of most of the tests given. Not because the tests are poor, but because they are not administered nor graded under the best or even good conditions."

"Obtaining the money necessary to purchase good guidance information and pamphlets. Problem of fitting guidance information to opportunities open within the community."

"Relying on the opinion of other instructors' remarks."

"It is too hard to assemble or locate."

"Many times the students' different teachers have conflicting viewpoints in regard to the students problem. Many times I never know that a student is entertaining a problem and not because I am indifferent about my students either."

"Mobility of guidance records is not too good. It takes too long to get necessary information from counselors."

"So often the information given me does not fit the student as I see it after having him in class. So often I get students they rate as poor and I find them to be a good student for me. You must know the student better to be able to judge him."

"All the guidance information, except the little I have in my own records, is in the main business office and is not to be removed from there. The material itself is cumbersome and I must leaf through so much in order to get a little information. With so many in classes as well as advisory, there is a tendency to only refer to folders of the very poorest or best students. Poor average!"

"Lack of cooperation from the guidance department. Administration giving little consideration to students' needs. Courses and requirements determined (without departmental consultation) by VIP's who know little about business education standards, trends, or objectives."

"Lack of aptitude tests for shorthand and typing. There seems to be little correlation between these skills and other skills. Also, in relation to the question above, I feel that interest inventories are inadequate."

"Not enough background in psychology and guidance activities - at present I feel guidance is best accomplished for my purposes if it is incidental - I go through students' folders, interpret the tests the best I can and then begin digging about the student - how he feels, likes, etc.; then I have a basis to talk and lead up to some questions to which I feel I need the answers - they open up freely and like to discuss themselves."

"Students must be educated so that they may get the most out of guidance services. Guidance in our school is just beginning to mean something to the students."

"The information is not easily accessible, nor is it kept up to date nor complete. The guidance counselor never consults the business teacher concerning advisement."

"I feel very strongly that the business teacher should do the guidance if a student picks the commercial curriculum or at least have a helping hand in guiding the student."

"I often take time in class to work and talk with individuals: sometimes taking a small group that has a common problem. The teachers are not furnished complete information on students' background or previous problems. No attempt is made by the school to coordinate services of counseling."

"I need a course in guidance. I do not feel that I'm well enough prepared for this type of thing."

"Failure of some members of faculty to supply the information they are requested to insert in card file. This leaves many gaps in the progress of some students."

"Intelligence tests given are usually group tests and seem subject to variation. Information pertaining to relations with other teachers more often indicative of personality conflicts rather than a particular student deficiency."

"Perhaps the availability of records for use and evaluation. Records are not easily available; i.e., Principal's office, Superintendent's office, Physical Education Department, etc..There are so many students that time is not available to get and use information as would be necessary in a good guidance procedure. Can help only a small number of those who need guidance help."

"Lack of time. Must do all interviewing during supervised study time. Full schedule with no period without a class all day long and with only 40 minute noon period. Rural high school means busses bring students late and take them home early unless I arrange otherwise with their parents."

"Do not feel that I have the background to interpret the tests correctly."

"The guidance information I have to use is often what I have collected myself and probably the greatest difficulty in getting results is getting the full cooperation of the child and getting them to use or follow my advice to its best advantage. Sometimes getting the other teachers to cooperate presents a problem."

"I don't have enough information, and need training and experience in using it if I had it."

"The time and inconvenience involved in checking individual files, talking to the guidance director and then making a proper appraisal of the items revealed in the individual folders."

"Guidance files are two blocks from my room."

"Having it where you want it when you want it."

"Information must be used in office--thus much detailed information is passed over even though important."

"Have tendency to catalogue student before I know his capabilities and standards in the classroom."

Selected Comments by Reimbursable Teachers as to Difficulties Encountered in Using Guidance Information

"The information pertains more to college preparatory students than students who won't go to college."

"Interpretation of available information to the extent that it becomes a logical basis to use for making sound recommendations to students in a manner in which they can easily comprehend yet do not become discouraged, dissatisfied and resentful toward me."

"Most guidance information has been very good and helpful. Most information has been made for classes of people and much of it will not fit the needs of the individual."

"Finding students whose aim in life coincides with their best abilities, or convincing them that their talents are in lines they think they wouldn't like."

"It is only educational in nature. It isn't the personal information I would like about students who are going to be employed part-time and represent the school, the business department and the co-op program."

"Obsolescence of much material makes it quite useless."

"Guidance information is often too old to be pertinent. Makes a bad impression on students when too old and out dated. Getting good new fresh information on occupations, etc."

"Getting it organized for easy reference. Getting information on courses to take in high school important to certain types of jobs, that is, high school courses for someone who wants to be a forester, etc."

"Statistics are too general."

"How much to count on them to tell a true story of what the youngster can do, how he can get along on an actual job situation."

"Too many ideas are not workable in individual cases. Some tests are not valid (interest tests etc.)"

"Subject matter too broad to accurately determine field for student. Students too young to know or understand their wants in life."

"Not always as complete a picture as desired. Instructors ratings--comments--differ at times in contrasting ways."

#### Is There a Full Time Guidance Person and an Organized Guidance Program in Your School?

There are a number of factors affecting the guidance activities of the business teachers. Section twelve of the questionnaire asks several questions which can be or are factors affecting the extent to which teachers participate in the guidance functions.

High schools having an organized guidance program, as well as a full time guidance person, will probably have extended services for the teachers, such as in-service training in guidance. Too, teachers working under an organized guidance program should be able to acquire more guidance materials and information as a result of the schools having a guidance department.

Tables XXII and XXII-A show the extent the two groups of teachers are employed in schools where a full time

TABLE XXII

NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTIONS: "IS THERE A FULL TIME GUIDANCE PERSON EMPLOYED IN YOUR SCHOOL?" AND "IS THERE AN ORGANIZED GUIDANCE PROGRAM IN YOUR SCHOOL?"

Questions	Number of Non D.E. Responses	Per Cent of 618 Teachers	Per Cent of Breakdown			
			Yes		No	
			No.	%	No.	%
1. Is there a full time guidance person em- ployed in your school?	617	100	341	55	276	45
2. Is there an organized guidance program in your school?	589	95	451	77	138	23

TABLE XXII-A

REIMBURSABLE TEACHERS' RESPONSES TO QUESTIONS: "IS THERE A FULL TIME GUIDANCE PERSON EMPLOYED IN YOUR SCHOOL?" AND "IS THERE AN ORGANIZED GUIDANCE PROGRAM IN YOUR SCHOOL?"

Questions	Number of D.E. Responses	Per Cent of 163 Teachers	Per Cent of Breakdown			
			Yes		No	
			No.	%	No.	%
1. Is there a full time guidance person em- ployed in your school?	159	98	95	60	64	40
2. Is there an organized guidance program in your school?	158	97	126	80	32	20

guidance person is employed and whether or not they are employed in schools having an organized guidance program.

In answer to the first question, 55 per cent of the nonreimbursable teachers and 60 per cent of the reimbursable teachers stated that there was a full time guidance person employed in their schools. It can be noted by the responses to the second question that 77 per cent of the nonreimbursable teachers and 80 per cent of the reimbursable teachers checked that there was an organized guidance program in their schools.

The percentages show that slightly more than half of the schools in which the teachers of both groups are employed have a full-time guidance person. On the other hand, slightly more than 75 per cent of the teachers in both groups are teaching in schools having an organized guidance program.

#### How Many Years of Experience Have You Had as a Business Education Teacher?

The number of years experience a teacher has had may have some effect on the number of guidance activities in which he participates. The teachers who have had more years in the field oftentimes have had more experiences in the guidance functions and perchance have become more

familiar with guidance materials. Too, the teachers with more years of experience may have been called upon for guidance by more students and, as a result, may have learned that there are certain areas of guidance in which they can perform more capably than others.

Tables XXIII and XXIII-A show the number of responses to this question and show the mean number of years of experience for both groups.

Ninety-seven per cent of the nonreimbursable teachers responded to this question. The mean number of years experience for the 599 nonreimbursable teachers is twelve years. The average was taken for the 159 reimbursable teachers. The mean number of years for this group is 6.6.

It can be readily seen that the nonreimbursable business teachers, as a group, have had many more years of teaching experience than the reimbursable teachers have.

#### Have You Had One or More Courses in the Field of Guidance?

A factor which may have a great deal of influence on whether a teacher performs many of the guidance activities is whether or not he has had courses in the field of guidance. One who has taken work in this field may take the initiative in giving more help to students than will someone who does not have a familiarity with guidance principles.

TABLE XXIII

NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION:  
 "HOW MANY YEARS EXPERIENCE HAVE YOU HAD AS A BUSINESS  
 EDUCATION TEACHER?"

Question	Number of Non D.E. Responses	Per Cent of 618	Mean Number Years Experience of Non D.E. Teachers
How many years experience have you had as a business education teacher?	599	97	12

TABLE XXIII-A

REIMBURSABLE TEACHERS' RESPONSES TO QUESTION:  
 "HOW MANY YEARS EXPERIENCE HAVE YOU HAD AS A BUSINESS  
 EDUCATION TEACHER?"

Question	Number of D.E. Responses	Per Cent of 163	Mean Number Years Experience of D.E. Teachers
How many years experience have you had as a business education teacher?	159	95	6.6

Some teachers have not had course work in the field of guidance, but have become interested in it, and have read a great deal about it on their own time. These people certainly will recognize their responsibilities to the guidance function.

Tables XXIV and XXIV-A show the extent the teachers in each group have had guidance courses. Of the number of nonreimbursable people responding to this question, 66 per cent stated that they had one or more courses in the guidance field. A larger percentage of the reimbursable teachers, however, have taken guidance courses. Of this group, 81 per cent stated that they have had one or more guidance courses.

Table XXIV-A indicates that a much greater percentage of the reimbursable teachers have taken work related directly to the field of guidance in their academic training than have the nonreimbursable teachers. It is interesting to note, though, that two-thirds of the nonreimbursable teachers have taken guidance courses, which seems to indicate that these people realize the importance of offering guidance services to students in the business curriculum in the secondary schools. Certainly, this indicates that guidance work is not being taken lightly by many business teachers.

TABLE XXIV

NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION:  
 "HAVE YOU HAD ONE OR MORE COURSES IN THE FIELD OF GUIDANCE?"

Question	Number of Non D.E. Responses	Per Cent of 618 Teachers	Per Cent of Breakdown			
			Yes		No	
			No.	%	No.	%
Have you had one or more courses in the field of guidance?	533	86	353	66	180	34

TABLE XXIV-A

REIMBURSABLE TEACHERS' RESPONSES TO QUESTION:  
 "HAVE YOU HAD ONE OR MORE COURSES IN THE FIELD OF GUIDANCE?"

Question	Number of D.E. Responses	Per Cent of 163 Teachers	Per Cent of Breakdown			
			Yes		No	
			No.	%	No.	%
Have you had one or more courses in the field of guidance?	144	88	116	81	28	19

Business Teachers Have Taken Many Guidance Courses.

The teachers who have had guidance training listed approximately 40 different courses in response to the request in this section. A few of the teachers did not provide the course title as requested, but rather put the word "many" in the blank provided.

Tables XXV and XXV-A reveal the guidance courses most often mentioned as the ones having been studied by the nonreimbursable and the reimbursable teachers. The courses--listed in rank order--show Principles of Guidance as the course most commonly studied by the nonreimbursable teachers. The reimbursable teachers listed Vocational Guidance first and Principles of Guidance second. Counseling and Guidance is second for the nonreimbursable teachers and third for the reimbursable group. Tests and Measurements is listed fourth by both groups.

Psychology was listed as fifth by both groups of teachers, although they did not state the specific course title. Other psychology courses follow in sixth, seventh, and eighth places for the nonreimbursable teachers, while D.E. Courses in Guidance, Child Psychology, and Organization and Administration of Guidance are courses frequently noted by the reimbursable teachers. A few of the nonreimbursable teachers listed courses other than those shown in the table.

TABLE XXV

## GUIDANCE COURSES TAKEN BY NONREIMBURSABLE TEACHERS

Most Frequent Guidance Courses Taken by Nonreimbursable Teachers	Number of Teachers	Rank
Principles of Guidance.....	109	1
Counseling and Guidance.....	94	2
Vocational Guidance.....	92	3
Tests and Measurements.....	39	4
Psychology.....	38	5
Personality (Psychology).....	21	6
Adolescent Psychology.....	15	7
Personnel Procedures and Organization.....	14	8
Personnel Practices.....	14	9
Child Psychology and Development.....	12	10
Mental Hygiene.....	8	11
Guidance in Business Education.....	8	12

TABLE XXV-A

## GUIDANCE COURSES TAKEN BY REIMBURSABLE TEACHERS

Most Frequent Guidance Courses Taken by Reimbursable Teachers	Number of Teachers	Rank
Vocational Guidance.....	30	1
Principles of Guidance.....	25	2
Counseling.....	18	3
Psychology and Guidance.....	16	4
Tests and Measurements.....	15	5
D.E. Courses in Guidance.....	6	6
Child Psychology.....	6	7
Organization and Administration of Guidance.....	5	8
Psychology of Personnel Management.....	4	9
Vocational Education.....	4	10

Some of these courses are Counseling for Dean of Women, High School Guidance Problems, Character Education, Guidance in Extra-curricular Activities, and Family Life.

Were These Guidance Courses Taken Before or After You Started Teaching?

Tables XXVI and XXVI-A show the response to this question. Twenty-eight per cent of the nonreimbursable teachers stated that they took the guidance courses before they started teaching and 72 per cent stated they took them after they started teaching. On the other hand, 43 per cent of the reimbursable teachers noted they took the guidance courses before they started teaching and 57 per cent said they took them after they began their regular teaching duties.

The tables tend to indicate that many of the nonreimbursable business teachers recognized the need for guidance training and returned to school to study in this field. Likewise, the reimbursable teachers who did not take these courses before they started teaching returned to do so. It is interesting to note that the great majority of business teachers have done some work in the guidance field. This tends to indicate the importance placed upon guidance services by business teachers in both groups.

TABLE XXVI

NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION:  
 "WERE THESE GUIDANCE COURSES TAKEN BEFORE OR AFTER  
 YOU STARTED TEACHING?"

Question	Number of Non D.E. Responses	Per Cent of 618 Teachers	Per Cent of Breakdown			
			Before		After	
			No.	%	No.	%
Were guidance courses taken before or after you started teaching?	444	72	123	28	321	72

TABLE XXVI-A

REIMBURSABLE TEACHERS' RESPONSES TO QUESTION:  
 "WERE THESE GUIDANCE COURSES TAKEN BEFORE OR AFTER  
 YOU STARTED TEACHING?"

Question	Number of D.E. Responses	Per Cent of 163 Teachers	Per Cent of Breakdown			
			Before		After	
			No.	%	No.	%
Were guidance courses taken before or after you started teaching?	160	98	60	43	92	57

Did You Receive Any Training in Guidance from Your Business Education Department Courses When in Undergraduate Training to Become a Business Teacher?

Table XXVII and Table XXVII-A show the extent business teachers responded to this question. Thirty-one per cent of the nonreimbursable teachers said they received some training in guidance in their business education course work while in undergraduate school. The reimbursable teachers' answers indicated that they did not receive much more training in their undergraduate business education courses than the other group. Thirty-seven per cent of the reimbursable teachers stated that guidance was emphasized to some extent.

The tables are indicative of the lack of guidance being stressed in the undergraduate course work for the business teacher. This would seem that many teacher educational institutions are overlooking this important phase of education.

Can You State Briefly What This Training Was and the Extent of It?

Very few teachers responded to this question as can be seen in Tables XXVIII and XXVIII-A. The low response is due in part, no doubt, to the small number of teachers who

TABLE XXVII

NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "DID YOU RECEIVE TRAINING IN GUIDANCE IN UNDERGRADUATE BUSINESS EDUCATION COURSES?"

Question	Number of Non D.E. Responses	Per Cent of 618 Teachers	Per Cent of Breakdown			
			Yes		No	
			No.	%	No.	%
Did you receive any training in guidance from your business education department when in undergraduate training?	549	89	170	31	379	69

TABLE XXVII-A

REIMBURSABLE TEACHERS' RESPONSES TO QUESTION: "DID YOU RECEIVE TRAINING IN GUIDANCE IN UNDERGRADUATE BUSINESS EDUCATION COURSES?"

Question	Number of D.E. Responses	Per Cent of 163 Teachers	Per Cent of Breakdown			
			Yes		No	
			No.	%	No.	%
Did you receive any training in guidance from your business education department when in undergraduate training?	115	89	53	37	92	63

TABLE XXVIII

NONREIMBURSABLE TEACHERS' RESPONSES TO QUESTION:  
 "CAN YOU STATE BRIEFLY WHAT THIS TRAINING WAS AND THE EXTENT OF IT?"

Extent of Training	Number of Responses	Rank
Incidental or woven into other courses.....	58	1
Methods courses.....	19	2
Supervised teaching.....	3	3
Vocational and personnel guidance.....	1	4
Distributive education course.....	1	5
Total	82	

TABLE XXVIII-A

REIMBURSABLE TEACHERS' RESPONSES TO QUESTION:  
 "CAN YOU STATE BRIEFLY WHAT THIS TRAINING WAS AND THE EXTENT OF IT?"

Extent of Training	Number of Responses	Rank
Incidental.....	18	1
Methods courses.....	13	2
Supervised teaching.....	6	3
Coordinator course for distributive education....	3	4
Total	42	

stated they had received no training in guidance from their business education courses while taking their undergraduate work.

The tables indicate, however, the thinking of the teachers who did report that a certain amount of guidance training was emphasized in their business education courses. Fifty-eight of the nonreimbursable teachers and 27 of the reimbursable people mentioned the extent of this training as "incidental." Nineteen of the nonreimbursable people specifically noted that they had received some guidance training in their "methods courses," while only four of the reimbursable people specifically noted the "methods courses" as being the source of their guidance instruction. Only three of the nonreimbursable people and eight of the reimbursable teachers noted "supervised teaching," which indicates that teacher educational institutions practically are overlooking this area as a means of providing guidance instruction to the student teachers.

The tables indicate that the small amount of guidance training received by the business teachers from the business education department courses while studying to become teachers was considered to be "incidental" by the vast majority of the people in both groups.

Training and Experience of the Most Active Nonreimbursable and Reimbursable Business Teachers.

The questionnaire contains a total of eighty-three "frequently" blanks. A number of teachers in both groups checked "frequently" fifty or more times. It is interesting to note the similarities of the "most active" business teachers in each group, who on the basis of their "frequently" checks, seem to be doing more over-all work in guidance than are the other business teachers included in this study.

Thirty-four nonreimbursable teachers and 36 reimbursable teachers checked "frequently" fifty or more times. In comparing these teachers by groups, three factors are taken into consideration: (1) Whether or not there is an organized guidance program in their school; (2) The mean number of years experience of these teachers; and (3) Whether or not they have had one or more courses in guidance.

Regarding point number one, is there an organized guidance program in your school?, 28 of the 34, or 82 per cent of the nonreimbursable teachers, stated "yes," while 86 per cent or 31 of the 36 reimbursable teachers gave the same answer to this question.

The mean number of years experience for these 34 teachers of the nonreimbursable group is seventeen and

one-half, while the mean number of years experience for the 36 teachers of the reimbursable group is nine.

In regard to the third point, have you had one or more courses in the field of guidance, 27 or approximately 80 per cent of the 34 nonreimbursable teachers stated that they had one or more guidance courses, while 94 per cent or 34 of the 36 teachers in the reimbursable group checked that they had one or more courses in guidance.

Slightly more of the "most active" reimbursable teachers are in schools having guidance programs than are the "most active" teachers in the nonreimbursable group. However, when the "less active" teachers are compared to the "most active" teachers, more of the latter group are found in schools having guidance programs.

It is interesting to note that the mean number of years experience for the "most active" teachers is considerably higher than the mean number of years for the remainder of teachers. The "most active" nonreimbursable teachers in guidance have a mean number of years experience of seventeen and one-half as compared to nine for the "most active" reimbursable people. The mean number of years for the "most active" groups is considerably higher than the mean for the remainder of the business teachers in both groups.

It is also interesting to note that a greater

percentage of the "most active" reimbursable teachers had more formal guidance training than did the "most active" nonreimbursable teachers--ninety-four per cent compared to 80 per cent respectively. In comparing the "most active" teachers of both groups with the remainder of the teachers, the training of the former has been noticeably greater.

It is definitely indicative that the "most active" teachers in both groups are ones who are teaching in schools having guidance programs and who have had more teaching experience than the average teacher included in this study. Also, the most active teachers in guidance seem definitely to be those who have had training in guidance. A further point that bears this out is that all but three of the "most active" teachers stated that they had two or more courses, while the majority in each group stated that they had three or more courses in guidance.

## CHAPTER IV

## SUMMARY AND RECOMMENDATIONS

This study has been made in an effort to ascertain the present guidance activities of the business education teachers in the secondary schools west of the Mississippi River and to compare the guidance activities of the nonreimbursable business teachers with the reimbursable (distributive education) group of business teachers. Because guidance services as a program in the secondary schools is a relatively new movement in many of the schools, it was thought desirable to initiate a survey among the business teachers.

It is hoped that the study may be of value in the following ways: (1) to furnish information to business education teachers that may be utilized in the selection of guidance courses; (2) to college business teachers in preparing guidance materials which will most likely benefit prospective business teachers; (3) to aid school administrators and vocational education directors in further understanding the business teachers' problems in guidance; (4) to aid guidance directors in better utilizing business teachers in the school guidance program; and (5) to aid business teachers in determining and evaluating their own activities in guidance and their relationship to the

guidance program.

Guidance activities in varying forms seem to be permanently assured within the schools. Business teachers have acclaimed guidance to be most worth while and are concerned about their own deficiencies in dealing with guidance problems; also, they are concerned about the provision of an adequate guidance organization in their schools.

The vast majority of the business teachers are conscientiously attempting to help students individually resolve their problems. This is noted from the responses to the 2248 questionnaires mailed, from which responses were received from 834 and represented a return of 37 per cent. The nonreimbursable and reimbursable responses represented returns of 35 per cent and 48 per cent respectively. There are 781 usable returns included in this study.

The vast majority of the teachers in both groups are utilizing guidance information about the student as it is found in the cumulative folder. The nonreimbursable teachers do not utilize the information as much or as "frequently" as the reimbursable teachers do, but approximately 75 per cent of the teachers in both groups utilize all the points to some extent. The items receiving the most emphasis are home background data, health status, statement of unusual abilities, class achievement ratings, work experience outside school, data concerning occupational

fields discussed, data concerning educational plans, and statements of vocational plans. However, so many of the teachers stressed each item in this category to such an extent that it can be concluded that no point is, or should be, taken lightly. Also, that guidance training is essential to the reimbursable group, as well as the nonreimbursable group.

In regard to the teachers keeping guidance information in their own files, it is noted that a much greater percentage of the reimbursable teachers maintain this information than do the nonreimbursable group. Approximately 50 per cent of the teachers in both groups keep information in their own files regarding class achievement ratings, work experience outside school, data concerning occupational fields discussed, data concerning educational plans, and statements of vocational plans. It can be concluded that the reimbursable teachers have a much greater felt need for guidance information in their own files. The fact that a great number of the teachers in both groups stress the future plans area or vocational area of the students, is indicative of the great need for information of this type being made available to the teachers for their own files.

The extent business teachers gather information and

pass it on to the guidance department is quite astounding. Not an item listed is wholly neglected by either group. The reimbursable teachers gather more information and pass it on than do the nonreimbursable teachers. Approximately 50 per cent or more of the teachers in each group gather information about the students concerning home background data, health status, unusual abilities, class achievement ratings, work experience outside school, and data concerning educational and vocational plans. The future plans area of the students is again an area in which many of the business teachers gather information for the guidance department.

The area regarding the utilization of test results brings out that business teachers have a high regard for tests as tools of guidance. The reimbursable teachers use test results more "frequently" than do the nonreimbursable teachers--especially interest inventory and adjustment inventory results. Approximately 90 per cent of both groups utilize intelligence test results. A sufficient number of the reimbursable group utilize special tests, such as "sales aptitude," to such an extent that it can be concluded that special tests of this type are vitally important to this group. Over 50 per cent of the teachers in both groups utilize the results of standardized tests in guiding students.

Approximately one-third of the nonreimbursable teachers maintain test results in their own files, whereas, approximately 50 per cent of the reimbursable teachers do so, with the exception of the state civil service and clerical aptitude tests.

In regard to gathering test information and passing it on to the guidance department, approximately one-fourth of the nonreimbursable teachers do so, while approximately one-third of the reimbursable teachers do so, with the exception of the state civil service test. The interest inventory results are gathered and passed on by 37 per cent of the reimbursable group. This phase is indicative that, on the whole, business teachers are not called upon to any great extent to give tests and pass them on to the guidance department.

The extent business teachers recognize the need for referring students to the proper place for aid is great. Though business teachers do not "frequently" refer pupils to various persons or agencies, approximately 85 per cent or more do refer students to their counselors and to other teachers. They are practically unanimous in stating that they recognize individual differences and provide information and services in their own classes on an individual difference basis. The teachers do not refer pupils to social agencies or local community agencies to any

appreciable extent. No doubt this is handled by the guidance counselor, or the administration, after the teacher has referred the pupils to them. On the basis of so many teachers recognizing individual differences and referring students to other teachers for help, it appears essential that business teachers receive some training in this phase of guidance.

Many of the teachers in the nonreimbursable group do not visit the parents in the home, whereas 83 per cent of the reimbursable people do. This difference is due to the fact that the distributive education program requires the signature of the parents before placing the student on a part-time job. The reimbursable teachers tend to have a closer relationship with the parents than do the nonreimbursable group, which is undoubtedly due to the part-time work program. Approximately 90 per cent of the teachers in each group interview parents to some extent in regards to failing or exceptional children. Other contacts which the teachers have with the parents that are significant are parent interviews concerning educational, vocational, and social plans of the students, and pupil behavior. Approximately 60 per cent of the teachers stated the parents visit their classes a "little" or "occasionally." Business teachers, for the most part, are cognizant of the need for proper relationships with parents and seem to

be utilizing some means of contacting them. Many of the teachers in the nonreimbursable group stated that their most successful practices in keeping up home-school relationships are parents' night, open house, PTA or other school meetings. The reimbursable people noted that their most successful practices were home visits or parents' night. Talking to parents by telephone is a successful practice mentioned by teachers in both groups.

Business teachers are very active in presenting occupational information to the students. Though a greater percentage of the reimbursable teachers present this type of information than do the nonreimbursable teachers, the vast majority of both groups utilize several means to a great extent. Ninety-four per cent of the nonreimbursable teachers and 98 per cent of the reimbursable teachers utilize occupational briefs, pamphlets, and monographs, and present information on opportunities for vocational training. Other means utilized a great deal by both groups are occupational books, film strips and motion pictures of occupations, guest speakers, instruction on sources of occupational information, and aid the pupil in rating his personality from the viewpoint of the employer. The sociogram is not used a great deal, as only about 25 per cent of the teachers in each group use it to some extent.

It can be seen that the teachers in both groups put great emphasis on properly briefing students on occupational information.

The section on educational information was regarded highly by practically all the business teachers in both groups. Approximately 90 per cent or more of the teachers provided information to pupils in regard to curricular offerings in school, extra-curricular offerings, scholarships, and entrance requirements to colleges and other schools. One point, however, stands out in favor of the reimbursable group. It is, providing information to students about completing school requirements while working. Seventy-six per cent of the reimbursable teachers "frequently" provide information regarding this phase as compared to 31 per cent of the nonreimbursable teachers. Ninety-nine per cent and 83 per cent respectively of each group inform students on this point to some extent.

Placement techniques are important to the student's understanding prior to seeking a position. Proper training in this area is evidenced by the emphasis placed upon it by the business teachers. Approximately 90 per cent or more of the teachers of the nonreimbursable group and 95 per cent or more of the teachers in the reimbursable group stress how to answer want-ads, how to write letters

of application, how to fill out application blanks, how to state qualifications for employment, how to maintain proper employee-employer relationships, and how to conduct oneself during an interview. One hundred per cent of the reimbursable group also stress how to secure a social security number, compared to 83 per cent of the nonreimbursable group. No area was taken lightly by either group.

Many of the business teachers do not actively engage in making or assisting in follow-up studies. However, one area of follow-up work which is relatively important for the reimbursable group is that of making regular follow-up studies of business graduates. Eighty-five per cent stated that they make regular follow-up studies of business graduates; also 41 per cent of this group said that they did so "frequently." The areas that do receive much emphasis in regard to the placement and follow-up section are contacting potential employers and providing placement in part-time jobs outside of school. Ninety-four per cent of the reimbursable teachers perform these duties "frequently" and approximately 80 per cent of the nonreimbursable teachers do so to some extent. The majority of the teachers assist in placing business graduates, but many neglect the business drop-outs. Eighty-five per cent or more of the teachers in each group stated that they

counsel former pupils.

Business teachers discuss certain problem areas in their student interviews to a great extent. Current class work and course planning and future educational and vocational plans seem to be the areas in which the majority of the students have problems. Over 50 per cent of the non-reimbursable teachers and over 75 per cent of the reimbursable people state that their interviews with students "frequently" involve these two points. The other phases are also highly regarded in teacher interviews as 83 per cent or more of the nonreimbursable teachers and 94 per cent or more of the reimbursable teachers stated that their interviews with students included such points as social and emotional adjustment, home life, personal problems, and understanding of individual ratings.

The teachers in both groups noted the most common problems of the pupils in their departments to be those centering around current class work and future plans. Future vocational and educational plans was stated in the teachers' comments as the most common problem of the students. A number of the reimbursable teachers particularly noted that employer-employee relations was also a common problem. It can be concluded that the majority of students have problems pertinent to their present and future

welfare, as the great majority of teachers are cognizant of them and are attempting to help the students solve them by interviews.

Over 50 per cent of the nonreimbursable teachers made comments regarding their greatest responsibility in interviewing pupils. It is noted after classifying their comments that this group feel that their greatest responsibility is to gain the confidence of the pupils so they will relate their problems. A number of other teachers stated their responsibility was to develop in the student proper attitudes and a sense of responsibility. Not many of the reimbursable teachers made comments regarding this point, but the most common responsibility noted by this group was to get the student to "see himself" and make changes. The comments indicate the need for students and teachers to be able to work together with common understandings in order that the students will continue their work with confidence and feel a sense of responsibility. The comments are indicative of the fact that human relationships play a major role in obtaining desired results from the interviews. It appears evident that the teachers feel the need to interpret students' problems.

Many comments were made by teachers in both groups regarding their greatest difficulty in interviewing pupils.

In classifying the comments, it is apparent that lack of time is the main difficulty encountered. The nonreimbursable group particularly noted that this lack of time was due to several factors, one of which was being overloaded with class teaching hours. It is important to note, also, that the teachers stated that it was difficult to arrange interview time due to the unavailability of students. Some teachers, especially in the reimbursable group, stated they lacked privacy. The teachers in both groups commented, too, that they had difficulty establishing rapport in the interview and that this difficulty was partly due to the lack of guidance information. The nonreimbursable teachers noted that they had difficulty in the interviews in trying to help the students solve problems concerning the home.

A much greater number of the reimbursable teachers-- 82 per cent-- require an interview of each pupil in their classes as compared to 18 per cent of the nonreimbursable teachers. Seventy per cent of the reimbursable teachers said that they had time provided in their schedules for interviews, whereas, only 20 per cent of the nonreimbursable people answered "yes" to this question. Approximately 90 per cent of the teachers in both groups stated that their interviews were informal and incidental. Business

teachers unanimously are attempting to help students individually resolve their problems. One hundred per cent of the teachers in both groups answering this question stated that they make this attempt "frequently" as compared to 50 per cent of the nonreimbursable people who checked "frequently."

Teachers of both groups have similar difficulties in using guidance information. The five main difficulties, as classified from the comments for the nonreimbursable group, in order of frequency, are: (1) lack of time, (2) information is insufficient or incomplete, (3) information is not readily available or accessible, (4) information is difficult to secure and to keep up to date, and (5) lack of training in using guidance information. The five main difficulties for the teachers in the reimbursable group in order of frequency are: (1) lack of time, (2) information is not readily available, (3) information is incomplete or insufficient, (4) difficulty is in interpreting and applying information, and (5) information is not up to date. The nonreimbursable teachers made other comments in which they stated difficulties in using guidance information as due to lack of an organized guidance program, and, lack of sufficient personnel and help from counselors due to their heavy loads. The reimbursable teachers did

not have difficulties regarding these two latter points.

More of the schools in which distributive education programs are in effect have a full-time guidance person, as well as organized guidance programs. However, the percentage differences are not great in that 77 per cent of the nonreimbursable people, and 80 per cent of the reimbursable teachers indicated their schools employed a full-time guidance person.

The majority of the nonreimbursable teachers have been teaching much longer than the majority of the reimbursable teachers. The mean number of years experience for the nonreimbursable group is twelve years, compared to six and one-half for the reimbursable group. On the other hand, more reimbursable teachers have had one or more courses in guidance than have the nonreimbursable people. Eighty-one per cent said they did have such courses, as compared to 66 per cent of the nonreimbursable teachers.

In regard to the guidance courses taken by business education teachers, the main difference was that Principles of Guidance was the course more often taken by the nonreimbursable teachers, while Vocational Guidance was the course more often noted by the reimbursable teachers. Only a very few of the nonreimbursable teachers, and

none of the reimbursable teachers, stated that they had taken a course in Guidance in Business Education.

The majority of teachers in both groups did not take any guidance courses before they started teaching. Twenty-eight per cent of the nonreimbursable people and 43 per cent of the reimbursable teachers stated that they had taken one or more guidance courses before they started teaching.

In the majority of cases the business education departments are not devoting much, if any time, to offering guidance training to the student teachers. Sixty-nine per cent of the nonreimbursable teachers and 63 per cent of the reimbursable people stated that they did not receive any training in guidance from their business education department courses while in undergraduate training. The few teachers in each group who stated that they received some guidance training, noted that it was incidental. A few mentioned their methods courses as a source of some guidance training, and a very few in each group mentioned supervised teaching.

There were 34 "most active" nonreimbursable teachers and 36 "most active" reimbursable teachers who made 50 or more "frequently" checks out of a total of 83 in the questionnaire. Twenty-eight of the 34 nonreimbursable teachers and 31 of the 36 reimbursable teachers noted that

there is an organized program in their schools. These "most active" teachers as a group have had more experience than the other business teachers included in this study (as a group), in that the mean number of years experience for the 34 "most active" nonreimbursable teachers is seventeen and one-half, and the mean for the 36 "most active" reimbursable teachers is nine. More of these "most active" reimbursable teachers have had guidance courses than the "most active" nonreimbursable teachers-- 94 per cent compared to 80 per cent. However, a much greater percentage of these "most active" teachers in both groups have had one or more guidance courses than have the remainder of the business teachers included in this study.

It can be concluded that the most active teachers are those working in schools having guidance programs; and, at the same time, are those teachers who have had guidance training, as well as many more years of experience than the average business teacher included in this study.

#### RECOMMENDATIONS

1. Business education teachers should receive training in the use and interpretation of the cumulative folder information prior to, or during the beginning semester of teaching.

2. Business education teachers should have extensive vocational materials in their own files, as well as background information and information about the future plans of each business student.
3. Business education teachers should gather as much information as possible about the business students and pass this information on to the guidance department for use by all teachers--particularly in the areas of class achievement ratings, home background data, and the future plans of the student.
4. Business education teachers should be trained in the administration of standardized tests and aid the guidance counselors in performing this duty. All business teachers should understand the value of the testing program.
5. Business education teachers should receive guidance instruction in their undergraduate training.
6. Business education teachers should attempt to visit the parents whenever possible. They should consider the use of the telephone when personal visits are not practical.
7. Business education teachers should work with the guidance department, librarian, and with one another in maintaining up to date and sufficient occupational and

- educational materials for business students.
8. The guidance department should seek the cooperation of business teachers in orienting all students, not only business students, in proper placement techniques.
  9. Business education teachers should give placement help and attempt to engage in a regular follow-up study of business graduates as a means of evaluating the effectiveness and planning for the future of the business curriculum.
  10. Business education teachers should record the reasons for former students seeking their counsel and evaluate the conversation in the light of present teaching and placement methods.
  11. Business education teachers should be properly trained in the methods of counseling.
  12. The guidance department should help business teachers interpret student problems.
  13. School administrators and guidance officials should attempt to make it possible for business teachers to have a private place for student interviews as well as help make arrangements for the teacher and a student to have free time to get together.
  14. Business education teachers should record on a simplified form certain significant facts evolving from

their interviews with students, even though the interviews may be informal.

15. School administrators and guidance directors should attempt to keep guidance information adequate, up to date and readily available to business teachers.
16. In larger schools, the business department should have one teacher who is trained in guidance.
17. An attempt should be made on the part of the guidance department staff and business teachers to compile and arrange guidance information that is applicable to the local community and surrounding area.
18. All business education teachers should be encouraged by the guidance department to participate in the guidance of business students and make suggestions for improved guidance services.
19. Teacher education institutions for business teachers should encourage business teachers to take workshops or courses in the field of guidance.
20. Business education teachers on the college level should consider developing guidance units and/or a guidance handbook for teacher trainees to use in their methods and supervised teaching courses.
21. In secondary schools, wherever possible, a more experienced business teacher with a guidance background should be assigned the duty of orienting a new

business teacher in guidance techniques and organization found to be successfully operating within the system.

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APPENDIX A  
THE QUESTIONNAIRE

## The Business Education Teacher in Guidance in Selected Secondary Schools

The following questionnaire is designed to determine the guidance activities of business education teachers. The study is particularly concerned with finding out what you, the business teacher, are doing in the way of guidance activities.

Your cooperation will be greatly appreciated for it is only through your frank and honest reactions that adequate programs may be set up and important information disseminated to meet the needs of all business teachers now in the field and those being trained. You may omit your name if you wish. Please fill out school and city.

NAME ..... SCHOOL ..... CITY .....

1. To what extent do you, the business teacher, utilize guidance information in performing guidance activities?	Please check one				Do you keep information in this category in your own files? Do you gather any of this information and pass it on to the guidance department?			
	None	Little	Occasion-ally	Fre-quently	Circle correct answer		Yes	No
Home background data .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Health status .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Statement of unusual abilities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Statement of leisure-time activities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Anecdotes of class incidents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Class achievement ratings .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Work experience outside school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Data about community activities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Anecdotes of personality qualities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Ratings and anecdotes of social qualities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Ratings and anecdotes of emotional qualities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Data concerning occupational fields discussed .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Data concerning educational plans .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Statements of vocational plans .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No

2. To what extent do you, the business teacher, utilize results of each of the following in your guidance activities?								
	None	Little	Occasion-ally	Fre-quently	Yes	No	Yes	No
General intelligence test .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Clerical aptitude test .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
State civil service test .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Interest inventory .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Adjustment inventory or personality rating .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Achievement tests .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No
Other: If yes, please list .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	Yes	No

3. To what extent do you, the business teacher, recognize individual differences in pupils and then refer them?				
	None	Little	Occasionally	Frequently
Refer pupils to school counselor .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refer pupils to social agencies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refer pupils to local agencies for information, i.e., Chamber of Commerce, Service Clubs, etc. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refer pupils to other teachers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide information and services to pupils in your classes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide information and service to other pupils .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. To what extent do you, the business teacher, utilize the following procedures in performing guidance activities in the area of home-school relationships?**

	None	Little	Occasionally	Frequently
Parent interviews concerning failing or exceptional children .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent interviews concerning vocational, educational, and social plans of pupils .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent interviews concerning pupil behavior .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home visits .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents visits to classes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others: please list <i>Would you please make a brief comment on one or more successful practices which you have been using.</i>				

**5. To what extent do you, the business teacher, make use of the following in presenting occupational information?**

	None	Little	Occasionally	Frequently
Occupational books .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational briefs, pamphlets, and monographs .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career days .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Film strips and motion pictures of occupations .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sociogram .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tours of businesses and industries .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community occupational survey .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study of employment trends .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest speakers discussing occupations .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study of entry occupations .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis on occupations considered by pupils .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction on sources of occupational information .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job analysis information .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on opportunities for vocational training .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business education groups of students to study careers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aid pupil in rating his personality from the viewpoint of the employer .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. To what extent do you, the business teacher, make use of the following in presenting educational information to the student?**

	None	Little	Occasionally	Frequently
Information about curricular offerings in school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about extra-curricular offerings in school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarships and their requirements .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrance requirements to colleges .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrance requirements to technical or business schools .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about completing school requirements while working .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. To what extent do you, the business teacher, provide guidance services in the area of placement techniques?**

	None	Little	Occasionally	Frequently
How to answer want-ads .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to write letters of application .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to fill out application blanks .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to make a brochure or to state qualifications for employment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to obtain work permits and fill them out .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to register with placement agencies and pertinent information about placement agencies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to maintain proper employer-employee relationships .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to conduct oneself during interview .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to secure social security number .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. To what extent do you, the business teacher, provide guidance services in the area of placement and follow-up?**

	None	Little	Occasionally	Frequently
Contacting potential employers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing placement in work experience opportunities or part time jobs outside of school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placing of business graduates .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisting in placing other graduates .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placing of business drop-outs .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisting in placing other drop-outs .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making regular follow-up studies of business graduates .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisting in making regular follow-up studies of all graduates .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making regular follow-up studies of business drop-outs .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisting in making regular follow-up studies of all drop-outs .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counsel former pupils .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. To what extent do your interviews with pupils include the following points?**

Current class work and course planning .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future educational and vocational plans .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social adjustment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home life .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional adjustment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of individual ratings .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal problems, i.e., moral, religious .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Would you please comment on the most common problems of the pupils in your department.*

*What do you consider to be your greatest responsibility or difficulty in interviewing pupils?*

**10. On the following pertinent points regarding the interview would you please circle the correct answer.**

Is an interview required of each pupil in your classes? .....	Yes	No
Is the interviewing you do by scheduled appointment? .....	Yes	No
Is special time provided in your schedule for interviewing? .....	Yes	No
Do you have a private place to carry on the interview? .....	Yes	No
Do you make notes of your interviews? .....	Yes	No
Is the interviewing you do done in an informal, incidental manner as the occasion calls for it? .....	Yes	No
Do you make special effort to help a student individually resolve his problem? .....	Yes	No
How often would you say you made special effort to individually help students resolve their problems?		
	<input type="checkbox"/> None	<input type="checkbox"/> Little
	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Frequently

**11. What are the main difficulties you have or encounter in using guidance information?**

**12. Please answer the following questions.**

Is there a full time guidance person employed in your school? .....

Is there an organized guidance program in your school? .....

How many years of experience have you had as a business education teacher? .....

Have you had one or more courses in the field of guidance? .....

Please list those courses. 1. .... 2. ....

3. .... 4. ....

Were these guidance courses taken before or after you started teaching? .....

Did you receive any training in guidance from your business education department courses when in undergraduate training to become a business teacher? .....

Can you state briefly what this training was and the extent of it? .....

.....

.....

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WOULD YOU PLEASE MAKE A COMMENT REGARDING THE RELATIONSHIP BETWEEN THE BUSINESS EDUCATION TEACHER AND THE PROGRAM OF GUIDANCE SERVICES, OR ANY PHASE OF THE QUESTIONNAIRE. ANY EXPRESSION OF OPINION WILL BE APPRECIATED.

## APPENDIX B

## OREGON STATE COLLEGE

Department of  
Business Education

Corvallis, Oregon

Department of  
Secretarial Science

September 27, 1952

To Business Education Teachers

Dear :

Guidance in the secondary schools plays a very important part in our educational program. Using this fact as a springboard, I wish to study the guidance activities performed by the business teacher.

Business teachers, generally, are interested in this vital phase of the school program. Guidance is often done by a department or appointed person, but much of the value and objectives of guidance (formal and informal) can best be provided by teachers. This study is particularly concerned with finding out what you, the business teacher, are doing in the way of guidance activities.

The study is under the direction of Dr. Theo. Yerian, Head of the Department of Business Education, Oregon State College. The findings of this study should be of value not only to you as a business teacher, but to teacher training institutions as well.

You have been selected as one of the teachers to be included in this study. Your cooperation will be greatly appreciated. Will you please return the questionnaire soon--if possible before your Thanksgiving holidays.

Thank you very much for the time and effort expended in this endeavor.

Yours sincerely,

Robert M. Woodward  
Assistant Professor

## APPENDIX C

## OREGON STATE COLLEGE

Department of Business Education

Corvallis, Oregon

To State Superintendents of Public Instruction

Dear

We are undertaking a study involving business education teachers in the western states and urgently need a school directory from your state. If you have a directory giving the names of the business teachers and their respective high schools would you please send it to the Department of Business Education, Commerce Building, Room 116, Oregon State College, Corvallis, Oregon. If there is a charge, would you please send the directory and bill the department for it.

Thank you kindly.

Sincerely yours,

Robert M. Woodward  
Assistant Professor

RMW/lh



## APPENDIX E

SELECTED COMMENTS OF BUSINESS TEACHERS  
REGARDING THE PROGRAM OF GUIDANCE SERVICES

I believe it is true that the fifth year of training could be given entirely to guidance training, generally and specifically for understanding business students, but mere experience as a classroom teacher often fails to produce value or understanding. Mental Health approach is almost always ignored.

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Our guidance program is set up according to sex of pupils. Women counsel girls, men counsel boys. An attempt is being made to secure more cooperation through student referrals to subject matter specialists. In other words, as a man teaching business education course, I have been by passed too often in counseling girls on vocational needs and commercial courses.

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It is my belief that business teachers can and should play a strong role in guiding students to a full, happy vocational field, and, that in order to do this wisely and well, the business teacher must have actual business experience in addition to teaching, as well as postgraduate training in guidance and counseling.

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I firmly believe that through a good guidance program in business education, those students who are "dumped" on the department, would be easier to discover and therefore could be handled much better, easing the tremendous problem that type usually create, from the department.

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I would love to do guidance work and have the time in school, but I need help. I feel many of our pupils have potential abilities which are absolutely wasted for lack of guidance.

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One of the chief reasons why I think it is important for every business education teacher to consider himself as part of the counseling staff, even though he does not have an office, is that so many of our counselors are not either trained in business education, nor are they business

education minded. It is therefore our duty and responsibility to the students in our departments to give them the benefit of our training and experience, whether it is called counseling, guidance, problems, or what. When students have problems, we should discuss them when they are important to the students, not wait until they can be scheduled to appear at some office.

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Specific guidance toward the Business Subjects is needed in the lower classes: Freshmen and sophomores need to realize the opportunities.

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I think that the business education teacher has a great deal of responsibility in directing students vocationally. Very frequently students come to me and say, "Do you think I should accept an after-school job as a dental technician or should I stick to the stenographic line? I have an opportunity to work in Dr. X's office, but I like shorthand. Should I wait and see if I can obtain an office job after school? I need the money."

Another one will say, "If I go to college, do you think I should train for teaching work or secretarial work outside of schools?"

The businessmen call me for help in employment vacancies. Occasionally a student who is having a difficult home situation with no money available will ask me if I can find work for her after school, so that she can earn enough for clothes and stay in high school until graduation.

We have no counseling set-up in this school, so the guidance service really rests with the individual teacher. Enough time for interviews with all members of classes is lacking as a result.

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My job is to train students, to prepare them for work after graduation. I am often delayed by waiting for guidance counselors results on aptitude tests and interest inventories.

I wonder, sometimes, if the tests are given early enough in H. S. career to aid the student in selecting his choice of training.

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I feel very certain in my own thinking that we are falling far short of our responsibility in this most important area of guidance.

Since such a relatively small percentage of secondary

students go on to college, I think we should expand our guidance facilities to more nearly meet some of the vital needs of this great group of students that for one reason or another find it impossible to continue their education beyond high school.

---

I believe our business teachers could be used more in the schools' vocational guidance program. Business teachers don't have full time allotted for handling personal student problems. Because of the business background of commercial teachers I believe if they were brought into the guidance program more it would be of considerable value to guidance in the school.

---

If we as teachers are going to be able to help these students we must have a very active guidance service. The average secondary school teacher, however, hasn't the time (nor the interest) to give any aid so necessarily required at this time in the lives of youth. Every teacher must be guidance conscious to be an effective teacher.

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I think our greatest weakness is the fact that all records are supposed to be kept in the Guidance Department. However, I can see some wisdom here--too--for such records are of no value if not confidential or if they are segregated and only partially kept by two groups.

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I think I should have had more training guidance as I can see a greater need for it all the time. I do what I can in the course of my daily teaching.

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I believe that the business education teacher must perform a great deal of incidental guidance in connection with regular teaching activities and that an organized and operating guidance program would be of inestimable value. I do not think it is possible to have an organized and operating guidance program unless sufficient time and personnel are provided. It is undoubtedly true that some "guidance" takes place in most classes but I feel that some effort at coordinating this incidental guidance and furnishing definite services is essential if a school is to be considered to have a guidance program.

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I believe time should be allowed each department head to enable interviews to be scheduled and records to be kept.

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We (meaning the guidance department and teachers) work together encouraging capable students to prepare for the best jobs and placing the less capable ones in less responsible positions which they are able to fill successfully. I feel sure this system would work in any school.

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We cooperate with the placement office in placing all commercial students, and we have established many contacts directly with personnel officers of the various companies.

---

The guidance person in our school and I work very closely on all placement problems and on most personal problems pertaining to vocations, professions, etc. We both encourage as much actual visitation on jobs as we can. We cooperate on solving problems that arise, both personal and business, among our students. I think our programs are both very beneficial and we are very successful as a result of our cooperation.

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We work together in placing students in business or in advising them to go to college. Sometimes I have more influence than the guidance teacher.

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The business teacher does a great deal of individual counseling with the students in her classes. This, too, is the heart of good guidance--the good relationships established in the school room. Guidance cannot be isolated.

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In regard to guidance, I believe in many cases, the classroom teacher is in a better spot to do it at the time necessary, rather than suggest the pupil go to a counselor whom he or she may not know very well. A good teacher is constantly counseling and guiding, but I do wish we did have time to contact parents personally.

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There is a very close relationship, as our guidance director recognizes the fact that the B. E. department does probably more in the field of guidance than any other. The B. E. teachers are on his counseling committee.