THE ROLE OF THE
HIGH SCHOOL BUSINESS TEACHER
IN JOB PLACEMENT
by
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# TABLE OF CONTENTS

**CHAPTER I. INTRODUCTION** .................................................. 1

- Statement of the Problem .................................................. 9
- Purpose of the Study ....................................................... 10
- Definition and Scope of Job Placement .................................. 11
- Sources of Data and Methods Employed .................................. 13
- Limitations of the Study ................................................... 15
- Value of the Study ........................................................... 16
  - Table I - Graduates' expressions of their satisfaction with their employment ................................................. 17

**CHAPTER II. HISTORICAL BACKGROUND** .................................. 20

**CHAPTER III. A STUDY OF PROCEDURES NOW EMPLOYED OR ADVISED FOR GIVING AID IN JOB PLACEMENT WITH PARTICULAR REFERENCE TO THE BUSINESS TEACHER'S ROLE** .................................................. 29

- An Overview of School Placement Today ................................. 29
- The Total Placement Process ............................................... 29
- Extent and Types of Placement Organization .......................... 33
- Table II - Guidance in placement and follow-up ....................... 35
- Table III - Practices followed by 10 centralized and 34 decentralized school placement services .................................................. 39
- Cooperation with State Employment Services .......................... 47
- Setting up Placement Aid ................................................... 68
- Preparation for Occupational Competency ................................ 76
- Cooperative Work Experience .............................................. 79
- Work Permits ....................................................................... 95
- Gathering and Interpreting Student Information ....................... 101
- Gathering and Using Occupational Information ....................... 118
- General Occupational Information ........................................ 118
- Specific Job Information .................................................... 124
- Help in Proper Matching of Student and Job ......................... 142
- Training for Job Application ............................................... 142
- Registration, Job-Listing, Referral and Confirmation ............... 148
- The Follow-Up Program and Job Adjustment ............................ 160

**CHAPTER IV. SUMMARY AND RECOMMENDATIONS** ....................... 174

- Summary .............................................................................. 174
- Recommendations ............................................................. 188

**BIBLIOGRAPHY** ...................................................................... 191

**APPENDIX** ........................................................................... 202
Placement is often said to be one of the most important, and perhaps the most neglected of the functions of the school. In this period of full production and high employment, there might seem to be little urgency in placement problems of youth, but latest census figures show that, while young people under 20 years represent only 3.7 per cent of the persons registered with public employment services, they represent 12.7 per cent of the unemployed. (58, p. 3)

In 1948, the director of the United States Employment Service reported a representative survey from Louisville, Kentucky, which showed that among out-of-school youth actively seeking work, one-third of the 16- and 17-year-olds were unemployed, and one-fifth of the 18- and 19-year-olds were jobless. He adds:

Thus it may be seen that even in periods of prosperity, hundreds of thousands of young people entering the labor market need assistance in choosing, preparing for, and finding
jobs that will utilize their aptitudes and abilities and afford them opportunity for progressively more responsible, remunerative, and satisfying employment. (31, p. 3)

Harm Harms says: "Every important educational survey made within the past few years reveals the fact that social and occupational adjustments are not made satisfactorily by graduates of our public secondary schools." (36, p. 305) The American Youth Commission reported in 1940 that of all youth aged 16 to 24, 30 per cent were unemployed, and "most of those working had little chance of advancement." (67, p. 244)

The need for providing youth with satisfactory employment is at least being recognized in a variety of areas. The International Labor Organization in 1949 recommended that assistance should be provided in "making the necessary contacts with other services or persons also concerned with placing the young person in employment." Businessmen are calling attention to the need. Representative is a survey made by the Tacoma chapter of the National Office Management association and the Tacoma Chamber of Commerce, of businessmen not only in Tacoma but in Seattle and elsewhere. On the basis of their findings they had this comment:

According to authoritative information, 75 per cent of each year's high school graduates do not continue formal education but at an average age of 17½ years begin to search for work.
Usually, it is sheer happenstance if these young men and women find and secure the right jobs for themselves, largely because as a rule they do not know how to apply for a job, and often because they are not clear in their own minds what type of job they want and could fill best....Job-hopping is a needless expense to both employer and employee. Too few persons do eventually secure the right job that way. (54, pp. 14-15)

In the words of the occupational information services supervisor of the Philadelphia public schools, "A stable economy requires workers qualified to meet manpower needs. Satisfaction or frustration from the day-by-day job has direct bearing upon personal well-being. It is evident, therefore, that employment in a suitable kind of work is to the advantage of both the nation and the individual. (61, p. 24)

The occupational adjustment study made by the National Association of Secondary School Principals in 1940 revealed that only 3.9 per cent of youth interviewed secured their first jobs through the school, while 51.2 per cent obtained them through relatives or friends, and 31.4 per cent through personal application; only 1 per cent of the youth interviewed obtained first jobs through a public employment agency, though, even at that time, there was an office accessible in every case. (44, p. 55)

In the light of these figures, it is important to note that in our more complex economic world parents are not so well qualified as they once were to help youth make
satisfactory job adjustments, and the young person himself cannot possibly gather singlehanded the extensive information he needs about occupations and his relation to them. Without help, he will quite probably begin his chosen work under unfavorable conditions. He may take a job which requires too much or too little of him. He may get no job at all, resulting in inestimable permanent harm, not only in his loss of perishable skills and of confidence in the school, but in loss of confidence in himself—and a large part of his education may have been in vain. At best, he will probably waste time seeking work.

At the invitation of their governor, 1500 Californians met in 1948 to discuss youth welfare. Included in the recommendations resulting was the following excerpt:

With the growing complexity of the occupational world, occupational adjustment through trial and error must be supplanted by wisely conceived, well-organized, adequately supported programs of vocational counseling, training, and placement suited to the various conditions prevailing throughout the state. (14, p. 28)

Anna Y. Reed, who was active in the very first federal efforts toward youth placement, has been quoted as terming effective placement the "alpha and omega of vocational guidance—-the alpha because finding suitable jobs for young people furnishes the facts upon which earlier steps in vocational guidance may be based, and the omega because it consummates and effectuates the whole process of educational guidance." (27, p. 387)
She has remarked also that everyone except educators themselves has long recognized that educational administration has been unconscionably slow in accepting responsibility for the distribution of its product. (65, p. 292)

However, educators too are quite aware of that fact. From the 1953 convention of the National Association of Secondary School Principals came: "Education for all youth would surely imply that consideration must be given to youth of all abilities... A placement service and work experience program of some sort would seem to fit into this philosophy." (13, p. 33)

At the 1950 convention of that same organization, a committee reported that a survey of its members had shown: "The placement and follow-up services are very important parts of the secondary school guidance program and perhaps the most neglected." (73, p. 45)

Benjamin Rowe says:

The transfer of youth from school to occupational activities is a vitally important process and must be viewed as one step in the educational progress of the individual... The most practical and meaningful approach to the solution of a problem involving establishment of good community relations and the selling of an educational program to the public is through a strong and continuing placement service. (70, p. 63)

Myers states positively that placement is an educational function and that "better results for youth, for the schools, and for society seem assured if placement of
youth to 21 years of age, perhaps to 25, is recognized as a function of the school system with financial and other assistance from the federal-state employment service."

(53, p. 309)

Other educators in both the guidance and business education fields are practically unanimous in agreeing. Dame points out the value of the placement bureau in keeping students in school, thereby promoting social and economic well-being. "The strain on an individual who is studying for a definite aim after graduation is reduced when he knows that there is assistance awaiting him on that day he is ready to obtain a position." (20, p. 165)

State departments of education are likewise aware of the need. The New Hampshire handbook tells its teachers that the school is in a most strategic position to aid in the placement of its pupils, and that in doing so it provides one of the major services of the guidance program and renders valuable assistance to the pupil and to the community. "Because of the complexity of modern occupational life, it is no longer easy for the drop-out or graduate to know or to contact the many sources of employment, even in his own community." (56, p. 67)

"Standards for Public Secondary Schools in Oregon" includes the requirement that every school have a guidance
program, which would "ordinarily include" job placement in school and after school. (59)

However, being aware of the need does not mean that it has been met. In 1940, the American Youth Commission reported that "the responsibility for providing an effective type of placement service has not been accepted in practice by more than perhaps five per cent of the schools that attempt to educate the young." (67, p. 245)

Walters wrote, in 1948, that "many of our large city school systems maintain well-organized placement services; but, unfortunately, the majority of our small and even of our medium-sized high schools are doing little or nothing to help their graduates secure jobs. However, this condition cannot continue indefinitely because students, graduates, parents, and employers are all beginning to question the attitude of indifference assumed by some public school officials." (88, pp. 255-256)

It will be shown in a later chapter that not all of even the largest schools have adequate placement, and follow-up of job-holders is no more adequate. A 1950 Minnesota survey of its high schools showed that twice as many students going on to college had been followed up as had those going from high school to jobs. (95, p. 54)

Some statistics will show just how large a stake the business education department has in this matter of job
placement. Shartle reports that, in 1950, 12 per cent of all employed persons were clerical workers—the trend is still upward but leveling off. (74, p. 332) Or to approach it from another angle, the Biennial Survey of Education in the United States for 1948-50 showed a total high school enrollment in business of more than 60 per cent of the total pupil enrollment. (84)

The business department has been called unique in that it offers the prospective employee terminal training for his work, and most students who follow the business sequence do so with a vocational objective. In view of the figures above and of the earlier stated fact that some 75 per cent of all high school graduates go directly into jobs, it would seem that business education departments are responsible for a sizable share of the $\frac{1}{2}$ to 2 million young entrants into the labor market each year.

Most educators agree that a sound business education program should provide opportunity for related work experience with supervision, for help with job-getting techniques and initial job placement, for continuing follow-up of graduates and dropouts, and for curriculum adjustments on the basis of findings made through placement and follow-up.

Woodward writes in the 1952 American Business Education Yearbook: "The specific application of guidance
procedures to business education has as its purpose the better selection and training of business students and the improvement of placement and follow-up techniques in order that its graduates may better achieve that objective."
(94, p. 260)

The importance of the business teacher's part in guidance is pointed up by Traxler's observation that "all teachers carry on guidance and will inevitably continue to do so. The problem is whether guidance shall be planned or accidental....Specialists can succeed only with the full and active support of teachers." (83, p. 308)

A California analysis of the business teacher's work is most specific in listing these duties: "maintains contacts with business establishments to place students in jobs; assists those already employed in job adjustment." (92, p. 273) Surely no business teacher can be blind to his obligation in this connection!

Statement of the Problem

What procedures can the business teacher use to most effectively help toward good occupational adjustment of business students? Granted that the need for giving placement help is recognized, what steps should be taken in a specific situation?
Effective placement requires tools, knowledge, and techniques on the part of placement personnel. Numerous types of information are essential. Certain physical facilities such as space for interviewing and files for records are necessary. Placement personnel need live contacts with sources of employment and referral agencies in the community. Any placement program requires cooperation from the whole school and from the community. How can the business teacher best bring about attainment of these "essentials" in his particular set-up?

And finally, to quote the question asked by Gruber in a talk at the National Business Teachers' convention in 1950: "Can we prove--not do we think--that a satisfactory percentage of our business graduates are working in the job for which they were trained?" (33, p. 52)

Purpose of the Study

The purpose of the study is to gather information which will not only help the writer to give more effective aid in placement, but which will help other business teachers in a like manner, and which may have some small influence in convincing teachers, administrators, and community agencies of the feasibility and vital importance of cooperating in job placement for youth.
Specifically the study attempts to discover and report (1) placement procedures advised by authorities; (2) placement procedures used by business teachers and others; and (3) bases for determining which procedures are best in a given situation.

Definition and Scope of Job Placement

Many definitions may be found for job placement. It is matching those who seek work with those who seek workers, with consideration given the individual differences of each. It means helping the student to get the job for which he is best fitted and where he can become a happy, useful citizen. The New Hampshire guidance handbook says: "Occupational placement involves assisting the individual to make the transition from school to an appropriate job. It may involve either full-time work after the pupil has left school or it may involve part-time employment while the pupil is enrolled in school." (56, p. 67)

Smith emphasizes that placement is not recruitment. First responsibility is to the student, but serving him will serve the employer as well, for placing the student in the job to which his aptitudes and interests are best adapted is to the employer's advantage too.

There is a need for developing a job to meet a given student's needs. The rate of job turnover after employees
are once placed is a better indication of effective placement than is the number of placements made. (77, p. 295)

Dame says placement is a school obligation—it is not an impersonal, outside activity, but the live, vital culmination of the year’s work. Then he quotes a somewhat academic—but discerning—definition:

Placement work defined in its simplest terms is the act of uniting those who seek work and those who seek workers. That is not a simple task because it brings into juxtaposition our intricate occupational life and the complexity of individual differences. Placement work is not merely bringing a man and a job together. It includes also assisting the individual to make decisions and choices so that he will be able to realize personal values, such as individual happiness, and social values, such as rendering his best service to society. (20, p. 167)

The Utah Guidance Services Handbook stresses that placement involves "getting employers to understand what the schools can and cannot do in meeting their needs for workers; and getting employers to understand that the school’s placement responsibility is primarily to further the occupational adjustment of students." (92, p. 272)

Endicott says that placement is a misnomer—that it is only the employer who actually places; that the placement agency "makes referrals." However, this paper will use the term in its customary sense. If vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon it, and progress
in it, then placement centers upon the entering phase, but makes use of the other phases as auxiliary procedures.

Primary attention will be given to placing of business graduates in full-time office jobs; but no placement process can ignore the value of work-experience programs, nor the responsibility which the school and business teacher have toward drop-outs. Distributive education, however, will be discussed only as it influences office placement.

Sources of Data and Methods Employed

Complete coverage of available youth placement literature published in the last five years was attempted, with a number of earlier sources used as well. This provided information not only as to opinions of authorities but also as to actual experiences with placement throughout the country.

The second principal source of data stemmed from another's research. As the basis of a study for a doctor's thesis on the role of the business teacher in all guidance areas, Dr. Robert M. Woodward sent questionnaires to business teachers in all states west of the Mississippi river. Of a total of 2,248 questionnaires mailed, 1,902 were sent to non-distributive education teachers. Of that 1,902, there were 618 usable returns—approximately 35 per cent of those mailed.
Questionnaires sent to and returns received from the three northwest states were as follows:

<table>
<thead>
<tr>
<th>State</th>
<th>No. Sent</th>
<th>Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>134</td>
<td>61</td>
</tr>
<tr>
<td>Oregon</td>
<td>121</td>
<td>65</td>
</tr>
<tr>
<td>Idaho</td>
<td>65</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>320</td>
<td>147</td>
</tr>
</tbody>
</table>

A complete tabulation of replies to the Placement and Follow-Up Section of the questionnaire was made for these three states and supplied the writer, who then wrote individual letters of further inquiry to all who reported frequent placement activity, with the exception of four teachers who were among several reporting from the same city. It was felt that the experience of a few would be representative of all in a given city. In addition, two teachers in Oregon and one in Washington who did not return the questionnaire were written to at the suggestion of their respective secondary school supervisors or vocational education directors. Total letters and responses numbered as follows:

<table>
<thead>
<tr>
<th>State</th>
<th>No. Sent</th>
<th>Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Oregon</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Idaho</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>29</td>
</tr>
</tbody>
</table>

Since the numbers surveyed were small, descriptive rather than quantitative information was sought mainly.  

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1. See Appendix
Letters asking placement information were also sent to vocational education directors and secondary school supervisors in Oregon, Washington, and Idaho. In addition, inquiries were made, by letter or interview, of a number of federal, state, and local authorities in guidance, employment, and business education.

Finally, a number of different procedures and forms were tried out personally by the writer during the school year 1952-53.

Limitations of the Study

Definite limitations are recognized. Coverage of business teachers even in the Northwest cannot be assumed to be complete, for there must be some successful placement operations not reported on the Woodward questionnaire; and replies to the writer's letter were necessarily subjective. Coverage throughout the rest of the country is strictly spotty.

More disappointing is the lack of availability of any long-term results of given procedures. The closest approach would be the school-employment service report shown in the following section.

And finally, it is realized that the local situation as a whole is the final determinant of which procedures are best in a given situation, and reports unavoidably leave portions of procedures and background to be assumed.

1. See Appendix.
Value of the Study

If this study can contribute in any small part to more interest in placement, or improved procedures on the part of business teacher, counseling service, school administration, or other agency, it will surely have been worth while.

The values of placement itself can hardly be disputed. First, the student benefits. His chances of getting the right job are better; his chances for good job adjustment are better; his morale while in school is better, for he has a more definite goal and feels confidence in his school. It is not just during depression or war that placement is important to him. It is at the point where he needs it.

Several recent surveys offer some substantiation for the above statements. The Pennsylvania State Employment Service this year made a statewide survey of high school drop-outs. It was found that of those who had received aid through the cooperative counseling program of the school and employment service, 22 per cent were satisfactorily placed; while of those receiving no aid, only 8.6 per cent were satisfied.

A recent survey of 1951 and 1952 graduates from 193 selected high schools in eleven states showed that 9 out
of 10 placed through the cooperative school-employment service program were satisfied with their jobs, while 7 out of 10 who obtained their jobs through other means were satisfied. Following is the detailed table which provides some indication that placement aid is worth while. (52, pp. 4-5)

<table>
<thead>
<tr>
<th>State</th>
<th>Employed satisfactorily</th>
<th>Employed satisfactorily through other than local office</th>
<th>Percent difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Dakota</td>
<td>100.0</td>
<td>50.0</td>
<td>+50</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>90.4</td>
<td>60.6</td>
<td>+30</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>82.4</td>
<td>60.6</td>
<td>+22</td>
</tr>
<tr>
<td>Kentucky</td>
<td>85.3</td>
<td>63.2</td>
<td>+20</td>
</tr>
<tr>
<td>New York</td>
<td>88.1</td>
<td>70.4</td>
<td>+18</td>
</tr>
<tr>
<td>North Carolina</td>
<td>87.5</td>
<td>66.6</td>
<td>+11</td>
</tr>
<tr>
<td>Alabama</td>
<td>97.9</td>
<td>87.2</td>
<td>+10</td>
</tr>
<tr>
<td>Washington</td>
<td>84.2</td>
<td>88.7</td>
<td>-4</td>
</tr>
<tr>
<td>Florida</td>
<td>90.0</td>
<td>89.7</td>
<td>-9</td>
</tr>
<tr>
<td>Arizona</td>
<td>58.2</td>
<td>Unknown</td>
<td>---</td>
</tr>
</tbody>
</table>

The school as well as the student may benefit. An Indianapolis high school reports that the placement program has given a feeling of confidence to both teachers and pupils that courses offered are practical and needed. More students remain in school. Another school reports that placement results in desirable publicity and better public relations as well as a better curriculum. (26, p. 225)
The teacher's part in placement makes her work more alive and gratifying and dynamic. Gertrude Forrester, who was herself a business teacher before becoming a guidance authority, quotes: "By participation in placement and follow-up work, teachers of business subjects who do the actual training raise the standards of training to higher levels; in this way vocational teachers keep abreast of progress in office, sales, and clerical work; in this way commercial teachers become qualified to give information about the requirements, opportunities and trends." (27, p. 445)

Many employers see benefits. Cranston, Rhode Island high school reports: "By means of our placement program we are able to send the employer students who have the training and qualifications to meet the employer's needs. We find this tends to overcome the usual complaints of employers that students have not had proper training for beginning clerical jobs." (26, p. 215)

Finally, if this study accomplishes nothing else, there is evidence that the inquiries sent have generated some thinking. Some business teacher comments will be quoted in a later section. Hamden Forkner of Columbia University headed a survey of 1200 schools for the purpose of curriculum evaluation and reported this effect:
One of the interesting outcomes of the study is that a number of schools have reported that they did not know that there were so many things that they should be doing and were not doing. Others reported that, even though they were unable to check any of the practices, it had set them to some realistic planning and thinking and that in some cases they were beginning immediately to put into practice those activities which were suggested on the list. (26, p. 217)
CHAPTER II
HISTORICAL BACKGROUND

The history of youth placement appears, not unnaturally, to be a series of attempts to meet pressures resulting from a variety of needs—from the need for poor relief in colonial times to the need now for "life adjustment." Changing pressures have put changing aspects on the placement problem.

Colonial placement consisted of "putting children out to service" at age 10 in order that their families would qualify for poor relief. The philosophy though was one of public service, for the objectives were to save public expense and teach children habits of industry and thrift. The placement officer was an "overseer" with no qualifications except the ability to make contracts that would save expense, but still there must have been some demand for "proper matching" even then, for the "master" was required to meet certain standards of maintenance, treatment, and sometimes education.

With the coming of factories to small towns, the "family system" was begun. Parents acted as placement officers for themselves and their children, all working as a family in the factory. This practice was common in
the southern cotton mills till child labor and compulsory education laws stopped it, and it is still used in agricultural work.

At about the same time, the "padrone system" is mentioned. Immigrant children were imported and placed by the "padrone." Many 12- to 14-year-olds were to be found in business and industry.

Legislation on child labor, compulsory education, and continuation school were the natural outgrowth of child labor abuses. Public demand for reforms was prodded by such English writers as Dickens, Bronte, Kingsley, and Ward, who focused attention not only on the evils of child labor but on the suffering of the unemployed.

England was the first country to assist juveniles to find suitable employment. Special services for youth were set up in the regular employment offices there in 1909, and a year later the local schools authorized the same kind of placement service and a dual system developed. In 1927, all placement was headed up in the Ministry of Labor, which provided funds to placement bureaus whether supported by the school or the employment service. In 1937 about one-third of the placement was by the local schools. (11, p.6)

In the United States some private employment offices existed as early as 1820 and municipal employment services appeared in a few places in the 1860's. Perhaps Boston
can claim the first youth placement service. In 1909, the board of education appointed a man to do placement work, and in 1917 his functions were taken over by the department of vocational guidance, which continues to handle the work. (40, p. 61)

Since 1905 in this country, the child labor and school laws have determined who may register for work. Starting around 1910, minimum wage laws applied only to women and minors in all states but one. Reed points out that this was not an unalloyed advantage to youth, or women either, as it brought about a seesaw demand for their services—up when general wages were high, and down or non-existent when general wages were low. (65, p. 272)

Anna Y. Reed, just mentioned, was one of the pioneers in youth placement through the public employment service. Her history of such efforts, while perhaps shaded by personal feelings, is very inclusive. (65, pp. 270-285)

The American Labor Legislation Review of 1915 reported that four public employment exchanges had youth departments, that vocational guidance was systematically carried on by public exchanges in Massachusetts, and that in three other states beginnings had been made by interested superintendents.

The first federal effort to service youth was in 1916, when the Commissioner of Immigration, who then headed what
employment service existed, ordered the creation of two youth services, one for boys and one for girls. However, no organization was ever perfected.

America's entrance into the first world war brought about an organization called the "United States Boys' Working Reserve." Formed by government and other agencies which wished to safeguard the interests and education of boys, this group attempted to place a junior counselor in each of the large employment offices. Only in the agricultural field was much actual placement accomplished, but it did build up a later supply of competent counselors for Junior Divisions of the federal employment service.

Following the war, the need for replacing young men in school or civilian work resulted in the organization of these first Junior Divisions. Contracts were made by the United States Employment service with school districts to establish and maintain local free employment service and vocational guidance to minors. While Reed is not specific as to extent of this contracting, she mentions that frequently the state employment service concerned was also a party to it, as in Indiana, which had a junior section in its state employment service.

This cooperation expanded for three years, with the service administered by local school personnel, who served without pay. Funds were contributed by the federal service
toward operating expenses, and all local appointments were subject to its approval. At the end of three years, however, the federal assistance began dwindling to letters of advice. Reed, who headed a portion of the federal service at that time, sums it up: "Lack of funds and permanent status, and incompetent leadership brought death to the Junior Division." (65, p. 281)

The depression of the 1930's was the next big factor in demand for youth placement. Walters describes the situation vividly:

The depression that began in 1929 and that threw millions out of work affected adolescents as well as adults. Hundreds of thousands of high school graduates were unable to find jobs, and youth unemployment with subsequent youth delinquency became a problem in communities throughout the nation. Sometimes vacancies that graduates could well have filled actually existed, but the youthful unemployed did not know where to look for them; and, on the other hand, employers had not yet acquired the habit of asking high schools to recommend applicants. In their despair many young people turned for help to their former teachers and principals, and eventually the request that schools should help secure jobs for graduates was heard not only from the youngsters themselves, but also from their parents and from welfare organizations. The establishment by the national government of the National Youth administration and the Civilian Conservation corps, two agencies intended to help unemployed youth, set a precedent for action by governmental bodies and intensified the demand that school authorities install job placement services. (89, p. 319)

Not only the schools but public employment services were feeling the pressure. In 1933, the Wagner-Peyser act
was the fourth federal attempt to provide youth placement service. While emphasizing state responsibility, it contributed rather liberally to local service. Charles E. Odell, who now heads the counseling and placement work of the United States Bureau of Employment Security, recently wrote:

Cooperative working relationships between public employment services and public and private secondary schools have been in existence from the very inception of the public employment service. New York State had developed a specialized junior placement service and a program for school cooperation long in advance of the passage of the Wagner-Peyser Act. When the act was passed, specific provision was made for "service to juniors" in the language of the bill.

During the depression decade, the United States Employment Service actually granted matching funds to states to partially subsidize school placement services for youth in Providence, Philadelphia, and San Francisco. (58, p. 3)

It might be further explained that the National Youth administration was set up in 1933 as a part of the Works Progress administration. Planned for youth 16-25 years of age, it furnished junior employment personnel to the state employment services, among other aids. There were 49 offices in 21 states which made use of this aid, according to Reed.

In 1935, the American Council of Education set up the American Youth Commission, which cooperated with the NYA to survey problems of youth and the ways to meet needs, and
later cooperated with the United States Employment service in setting up research and demonstration centers in connection with the schools of St. Louis, Providence, Dallas, and Baltimore. After 18 months ending in June, 1939, the commission reported, among other findings, that: There was a need for counseling and placement; 20 per cent of employment service offices had facilities to meet special needs of youth; there was a lack of coordination between schools and employment services. (11, p. 6)

A further outgrowth of this cooperative study was a comprehensive counseling manual, developed in 1940 and introduced in a few of the states. However, war mobilization cut short this service.

**World War II** reversed the situation of the 1930's. Business and industry were now desperate for help. As Froelich puts it: "The informal system of individual teachers handling requests from employers broke down when these requests became numerous during the war...in self-defense these schools had to organize placement services." (29, p. 229)

**Ending of the war** found millions of young men ready to begin or return to employment. The Servicemen's Re-adjustment act of 1944 included "providing effective job counseling and placement services" to World War II veterans. A nationwide counseling service was introduced into
the public employment services in 1945, but it was not until 1950 that the "substantial unmet needs of school leavers and graduates were given any concentrated attention." Then state supervisors of counseling from 43 states met with U. S. Office of Education and employment service representatives and planned a year-round program of school-employment service cooperation:

Briefly, this program calls for contacting graduates well in advance of school leaving and arranging for registration, counseling, and testing so that an active file of school graduates is actually in being before the end of the school year. This makes it possible to solicit job openings through the regular employer relations program and through various types of publicity media. As a result, some school graduates actually have job commitments from employers before they leave school and most of them are saved days, weeks, and months of aimless job shopping and hopping before they get started on the road to the right job.

The need for the program and the success of it are demonstrated by its growth in two fiscal years. Questionnaire studies in 1951 showed that 110,000 graduates were served through formal school agreements in that year. By 1952, the states estimated that 285,000 were served. Formal or informal working agreements based on the national policy statement have been negotiated with thousands of schools in hundreds of communities. (58, pp. 3-4)

However, neither the employment service nor the school has all its problems solved by any means. The former has not found the separate junior service completely satisfactory—a more recent complication in that connection being
the new emphasis on handling social security and unemployment compensation. The school too has a long way to go. Walters gives a fairly good picture of the public high school's status in placement work:

Helping the student to secure a position is a high school function that has been developed in the last twenty-five years.... Today placement work is a recognized function of the high school, although a large percentage of schools have not yet accepted their responsibility by installing a placement service. Nevertheless, educators, employers, and taxpayers have all changed their attitude toward placement service. (89, p. 318)

He points out that private schools led the way in effective placement procedures, and that change in public school attitude has resulted from the newer educational philosophy that education extends beyond the classroom; from demands of students, graduates, parents, and employers; and from influence of cooperative work programs.

More emphasis on guidance and counseling programs in the schools, helped along by contribution of federal funds through the George-Barden act of 1946, has also added impetus to the school interest in placement. Of course, most recently there is a definite tendency toward reduction of federal funds in a number of fields.
CHAPTER III

A STUDY OF PROCEDURES NOW EMPLOYED OR ADVISED FOR GIVING AID IN JOB PLACEMENT WITH PARTICULAR REFERENCE TO THE BUSINESS TEACHER'S ROLE

An Overview of School Placement Today

The Total Placement Process.

Each guidance authority has a slightly different version of what constitutes the total placement process, but each version boils down to include certain fundamentals. The end result desired of the placement process is a well adjusted worker. To achieve that result, it is necessary to provide for:

1. Thorough understanding of the student's abilities, aptitudes, and interests, and help in applying this information to his vocational future.

2. Complete and reliable occupational information -- both general and about specific jobs.

3. Help in proper matching of applicants and jobs.

4. Follow-up to evaluate the process, and, even more important, to aid in job adjustment.

As far as the business teacher is concerned, performance of any of the above functions helps in the performance of all the others, and performance of all of them is essential to doing the best job of preparing the student for occupational competency as well.
Glenn Smith includes in the placement process: orientation to the world of work; orientation to occupational fields; relating self to occupational life; and choosing an occupational area. (77, pp. 289-299) Crow says that successful job placement rests in good part upon two factors—extensive information concerning job opportunities, and intensive knowledge of the skill and personal qualifications of the applicants. (17, p. 225)

Rowe says that effective placement adheres strictly to certain basic procedures: serving the applicant and serving the employer; processing the application—referral and verification, and proper matching; promotional work; maintenance and classification of records; and follow-up.

The 1953 convention of the National Association of Secondary School Principals laid down the following principles for placement: "It is an important and integral part of the counseling program; every student should receive maximum education suitable to interests and abilities; service to the individual should be the principal criterion for placement; placement made in accordance with student interests and abilities should often lead to a permanent vocational choice." (13, p. 33)

In many ways a placement office is somewhat like a department store. It must have merchandise and customers. Its merchandise is a carefully arranged card file in which each job applicant is registered and classified according
to his qualifications and interests. Its customers are employers whose wants are similarly recorded. Its task is to match the students with the jobs in such a way that both employers and students are thoroughly satisfied. Later the placement office makes a follow-up contact with both to learn the more permanent results of its effort.

Placement involves frequent interviews with students and, therefore, counseling procedures are basic to the work of such an office. Much use is made of educational and vocational information. If the school has developed a comprehensive cumulative record, relatively little additional information is needed for placement purposes, although a special file of applicants must be kept. (24, p. 29)

In advising the setting up of placement service in the high school, a recent New Hampshire handbook on guidance makes these recommendations:

1. Where the services of the employment service are available, develop a working plan with that service to have the most effective placement possible in your community and to avoid duplication.

2. Placement is concerned with aiding pupils presently enrolled and all school-leavers, both drop-outs and graduates.

3. Placement services should be concerned not only with obtaining a satisfactory job but also with adjusting to the job, to the community, to fellow workers, and to associates.

4. Effective placement services require a planned procedure which provides adequate services for all individuals for whom school is responsible.

5. Pupils should learn proper techniques of making an application, obtaining a job, locating available jobs, and adjusting to the new employment situation...through counseling and group
activities such as units in appropriate classes, career clubs, special group meetings, etc.

6. Employers should be given pertinent, helpful information about pupil, including abilities, training, characteristics, and experience.

7. All placement services of the school should be coordinated by one central office or person; usually a counselor....Teachers and coordinators of vocational courses are in an especially strategic position to be of assistance.

8. Definite procedures should be established for assigning responsibility, reporting action taken, and coordinating all occupational placement activities.

9. Persons responsible for placement should be thoroughly informed relative to labor laws and regulations governing the employment of minors. (56, pp. 67-68)

Forrester includes in the functions of the placement worker the recruiting and registering of students, listing personal data, educational attainments, training, work history, and kinds of work desired; the assembling and organizing of all significant facts and credentials; classification of the applicant according to job qualifications; interviewing the candidate as to his wants, his abilities, his future (very important); reception of employer requests on special forms; selection and referral, giving each employer several choices, and each student too; giving aid to student in selling self for particular job; and sending recommendations and credentials of several candidates.
Also in her list are solicitation for special groups, such as the handicapped; verification of placements; field work to make contacts and keep informed; keeping records; following up both the employer and the employee—not just for school evaluation but also to help the employee in progressing. (27, pp. 390-392)

**Extent and Types of Placement Organization**

There seem to be no recent country-wide figures available on the extent of placement in the schools. And findings from spot surveys made are not entirely consistent one with another. About the only safe conclusion to be drawn is that definitely not all have placement who might make profitable use of the service.

Going back to 1937, a survey of 904 high schools in cities of 10,000 or more population revealed that 36.3 percent had no placement at all. The statement was also made that "in small communities there is often very little organized placement activity by either the public schools or the state employment service." In 1945, the school counselors or deans in 100 secondary schools were surveyed and exactly half did nothing with placement. It was added, however, that in many cases vocational instructors did effective work. (57, p. 258)

Endicott reported that an Office of Education study in 1941 showed that even among those high schools which would
probably rank at the top as to completeness of their guidance programs, only two-thirds maintained regular contact with employers for employment purposes. Again it was added that business education departments sometimes try to help. (24, pp. 53-56)

A more recent survey reported by Forkner was addressed to 1200 schools of all sizes and replied to by 250. Of the latter number, 148 reported a placement program in operation. There is always the possibility, of course, that the schools with programs are more likely to report than those without programs. (26, p. 224)

Lerner, in 1949, surveyed 86 schools in cities of 100,000 or more population and reported that 36, or 45 per cent, had no placement.

Woodward's findings, already referred to as one basis for the writer's research, show that out of the 618 business teachers returning a questionnaire sent to business teachers in every state west of the Mississippi, 43 per cent reported "frequently" placing business graduates, while 15 per cent do no placing, 15 per cent little placing, and 26 per cent only occasional placing. (See Table II, page 35.)
Table II - Guidance in placement and follow-up reported by 618 business teachers in states west of the Mississippi (No distributive education teachers included) (93, p. 114)

<table>
<thead>
<tr>
<th>Function</th>
<th>Of those replying to specific question:</th>
<th>Number Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Cent</td>
<td>Per Cent</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>Little</td>
</tr>
<tr>
<td>Contacting potential employers ...</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Providing placement in work experience outside school ...</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Placing of business graduates ...</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Assisting in placing other graduates ...</td>
<td>32</td>
<td>23</td>
</tr>
<tr>
<td>Placing of business drop-outs ...</td>
<td>48</td>
<td>32</td>
</tr>
<tr>
<td>Assisting in placing other drop-outs ...</td>
<td>61</td>
<td>26</td>
</tr>
<tr>
<td>Making regular follow-up studies of business graduates ...</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>Assisting in making regular follow-up studies of all graduates ...</td>
<td>58</td>
<td>23</td>
</tr>
<tr>
<td>Making regular follow-up studies of business drop-outs ...</td>
<td>67</td>
<td>22</td>
</tr>
<tr>
<td>Assisting in making regular follow-up studies of all drop-outs ...</td>
<td>73</td>
<td>21</td>
</tr>
<tr>
<td>Counsel former pupils ...</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>
However, it must be realized immediately that the fact that 43 per cent of the business teachers reported frequent placing did not mean that 43 per cent of the schools had organized placement. The writer's further survey of nearly all those reporting frequent placing in Oregon, Washington, and Idaho would be a fair indication that organized placement was not indicated in most cases. But it also strongly indicates that a lot of effective placement goes on without an organized set-up.

As noted earlier, out of 36 business teachers in Oregon, Idaho, and Washington to whom letters and questionnaires were sent, 29 replied. Of the 29, five were allotted time for placement work, though in one case the teacher was also a principal and in another he was a distributive education coordinator as well. Two of the 29 were allotted extra funds for placement; two were allowed clerical help, and 12 reported a phone, but it was obvious from further comments that in a number of cases this meant the office telephone.

From a city school credited with exceptionally fine business education supervision comes a typical comment: "I have worked for years to be given time for working up a set program, but nothing has ever come of it, so what

1. See Appendix
we have done has been outside school hours—in the evenings, on weekends, and a great deal during the summer. In fact, my summers are given over quite largely to this work. However, it amazes me that we get the results we do from our somewhat makeshift program."

Oregon's supervisor of occupational information and guidance services reported that he could give few suggestions as to where systematic programs of placement were being worked out in Oregon but that a number of business teachers were doing a very good job. One of the services rendered to Oregon high schools by his department is "help for the teacher-counselor in giving assistance in the satisfactory placement of the individual."

From Minnesota comes a recent report that one-third of all non-metropolitan high schools in Minnesota provide full-time placement service for graduates, and that three times as many large schools as small schools give help. (95, p. 54)

The Iowa state supervisor of guidance services said that of Iowa's 832 high schools, 44 with enrollments of 500 or over had placement bureaus in charge of a counselor or a business education supervisor; those with less than 500 enrollment had either the business teacher responsible for placement or no placement. He commented that the business
education teachers work through the guidance service to organize the best method of placement. (130)

A 1950 report from California states that the large schools have placement bureaus for all students, frequently operated in cooperation with the employment service, and in small schools the principal or vocational teacher handles placement. (43, p. 42)

At this point it would be well to explain the various types of placement set-ups possible. (1) In a number of large cities the placing of graduates of all departments in all high schools is centralized in one placement office. (2) In other large cities the placing of graduates is decentralized, each high school maintaining its own placement service. Moreover, in many medium-sized cities which have but one high school, the school maintains a single placement office for the graduates of all departments. To distinguish this from the program which takes care of several high schools in a city, this type will be referred to as a **general** placement system. (3) Many schools—probably by far the most schools—have no central service, or general service, but the business department or business teacher provides placement for business students. This placement may be consistent and planned, or it may be hit-or-miss. (4) Cooperation with the state employment
service may be combined with any of the foregoing types, but because of its many important aspects will be discussed as a separate type.

Lerner’s survey, mentioned previously, showed a division of the 86 large cities covered according to type of placement service:

10 had the centralized type of placement
34 had the decentralized (general) type
6 had a mixture of the two above types
36 had no placement service, as already stated

It was also determined what percentage of them had characteristics considered desirable for a placement program. In the table below are shown some of the procedures used in these large-city services.

Table III
Practices followed by
10 centralized and 34 decentralized school placement services
(49, p. 324)

<table>
<thead>
<tr>
<th>Practice</th>
<th>Centralized (Per Cent)</th>
<th>Decentralized (Per Cent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had full-time personnel</td>
<td>90</td>
<td>20</td>
</tr>
<tr>
<td>Extended service to graduates</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Extended service to drop-outs</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>Solicited job openings by phone</td>
<td>100</td>
<td>73</td>
</tr>
<tr>
<td>Solicited job openings in person</td>
<td>90</td>
<td>57</td>
</tr>
<tr>
<td>Had special room set aside</td>
<td>100</td>
<td>17</td>
</tr>
<tr>
<td>Kept active files of job seekers</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Used specific forms in placement</td>
<td>100</td>
<td>60</td>
</tr>
<tr>
<td>Followed up youth referrals</td>
<td>100</td>
<td>57</td>
</tr>
<tr>
<td>Cooperated closely with school personnel</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
An outstanding example of the central placement service is the one of the Baltimore public schools, which has been established for many years. Each semester the counselors from the placement office go to each high school and present to each graduating class the employment opportunities in the city, and explain the training and personal qualifications required to fill the openings. Following this, the placement counselors interview each graduate, after having received from the individual school's counselor basic data covering the scholastic, health, tests, and personality records of the individual graduate. From the interview, the placement counselor adds impressions of the applicant and information on his plans and job choices. The complete record is then filed in the central office for use in making employment contacts for the graduate.

The employer is informed of the placement service through personal calls, correspondence, and telephone conversations and publicity, as well as through recommendations of the service by employers who have secured competent workers. Some further details concerning Baltimore techniques will be mentioned in later sections. (4)

Another outstanding central system is found in Atlanta. Employer contacts are made by dividing the city into sections and a representative from each high school (usually the counselor) is responsible for making personal
contacts in his section, filling out a contact card after each call. Then, just prior to the June placement time, a double postcard is sent to each employer who was contacted. Job order cards are used to record orders coming in. Students use application cards which have room for follow-up information on them. (78, pp. 110-111)

Despite the fact that all guidance writers who have come to the writer's attention seem to agree that placement is one of the essential functions of the guidance department of the school, it has been difficult to find very many accounts of general placement programs directed by that department. While certainly it is not only the business student who needs help in job adjustment, the greater part of the information available has been concerned with service provided especially for the business student, or with service started for the business student and broadened into general placement later.

Frequently in the smaller schools the high school principal aids considerably in placement. Of the northwest teachers surveyed, a number reported specifically that calls from employers came through the principal. This could be a means of centralizing efforts except that the principal obviously is handicapped by too many other duties to leave adequate time; perhaps too, his relationship with students as disciplinary head is a drawback.
Froelich urges that placement efforts be centralized, not only to provide help to all students who need it, but to facilitate cooperation with employers and with the employment service; he says individual teacher referral is too hit-or-miss to be fair to the student, and the employer is less likely to call again if there is confusion as to handling his contact.

He cites Mt. Clemens, Michigan, as having a very successful placement office, owing to good organization and consistent use of the cumulative record and four other forms: (1) a student "employment record," which includes parent's name and occupation, choices of work, experience, and references; (2) a referral (introductory) card; (3) record of placements; and (4) record of requests. (29, p. 254)

Lincoln High school in Manitowoc, Wisconsin, has an effectively operating office in connection with the counselor's office and using student clerical help. The counselor and the business teacher cooperate in visiting larger offices of the city at least once a year, and each employer is telephoned just before Christmas and again in the spring by students with a set speech to use and a form on which to enter a report of the conversation. The student telephoners starts out: "This is the Lincoln High
School Counselor's office. We are interested in learning if you need any people for part- or full-time jobs. If so, we would be very glad to help you out." (118)

Roland G. Ross, Iowa State Supervisor of Guidance Services, indicated a number of Iowa schools had general placement headed by a counselor. He added, on being asked how best the business teacher could assist the counselor: "If a counselor is worth his salt he will know when he should go to the business teacher for information about the individual student as well as about the suitability of the student for a given job." (130)

Novak says that the counselor should not handle placement if the rest of the guidance work suffers as a result, but instead, some other qualified person, such as a school-work program coordinator or vocational teacher, should take it over. (57, p. 259)

The distributive education supervisor is frequently the coordinator of a general program for the school. A number of northwest teachers mentioned placement assistance from such a person. E. N. Brenner, Director of Adult and Vocational Education for the Corvallis, Oregon, public schools, is an example. He has many opportunities to register and place students in all fields, and to cooperate with the local employment service, through his supervision
of work experience programs in distributive education, office education, and trades and industries. (99)

Preston Doughton, head of the business department in the Salem, Oregon, high school, cooperates with the distributive education director in making all types of placements. (105) Another teacher reports that she handles stenographic placement, the distributive education teacher sales placement, and the office the balance. (102)

Tonne stresses that whoever is in charge should have definite contacts with prospective employers; should be free to leave the building during school hours; should make full use of other placement agencies, or any contacts students have with friends and relatives, and of newspapers. (81, p. 142)

Dame lists the necessary qualifications for a placement director as: Knowledge of occupations and their requirements; ability to size up students and employers; familiarity with labor regulations; cooperating ability; ability to compose oral and written reports that are understood easily; community leadership that will result in lasting contacts; and familiarity with educational facilities. He says:

If there is no school provision for placement, however, the business department itself should assume the responsibility of placing its
products in the job. The school and the student must each play his respective part, but the heavier responsibility lies with the business department. (20, p. 163)

This brings us to the placement service provided by the business department or business teacher. While it is evident that there is a definite need for making the service available to all students and for coordinating it as to operation, a number of writers believe the business department or business teacher is the logical leader.

Wrenn says the local situation determines who performs the placement function—perhaps it will be the counselor, perhaps a vocational coordinator. "More often it is a teacher who is asked to do this work because of interest and ability." (95, p. 57)

Dame states very positively that the business department should have at least a part in placement:

In an effort to settle the problem of who is to be responsible for the placement program, it may suffice to say that the business department head or the committee of business teachers should in some manner be responsible for placing business graduates. Further, if any other scheme is used, such as a school-wide plan through the guidance office, the business department should have some part in the program. These business teachers understand more fully than others the requirements of business and are aware of the extent of the individual student's preparation and ability to adjust to the specific job situation. (20, p. 168)

Even in Seattle, which maintains a central placement office in connection with the state employment service
(described later), the business department plays a major part. The Business Education Supervisor writes:

The Business Education department head in each high school assumes a large degree of responsibility for the proper placement of each of the graduates from his department. He makes it his business to be acquainted with the opportunities various companies have for employment. Over a period of years of successful placement of graduates, he has become acquainted with the special needs of quite a number of firms. Of course, the department head has the assistance of both the teachers of his department and of the high school administration whenever it is needed.

Among the 29 teachers in the Northwest who corresponded with the writer, it will be recalled that only five were given any released time for placement. Most of the teachers were doing placement entirely on their own time, after school or during vacations, or "stealing time from classes." No assistance from a general placement service was mentioned; in fact, in only one case was assistance from the counselor's office mentioned. The majority had few or no regular forms in use— one commented: "I think the use of a file as you suggest above would be valuable and good—but I have so many things to do it would be just another chore." (124)

While one teacher (109), who is apparently doing some effective placement, said, "It does not require very much time or work," the more typical comment was:
There is not enough time to do an adequate job; and the fact that there is no telephone on the third floor at school does not add to the ease with which placements may be made. As you can see, we have a very crude placement service ...but we do place most of our students before school closes in June. (128)

Eugene, Oregon, has taken a step in the right direction. There placement is considered a "teacher activity" so takes the place of other extra-curricular assignments. (115) Newark, New Jersey, has one business teacher in charge of placement, for which duty she has a "small amount of time released from class instruction," when she interviews students desiring full- or part-time jobs. (68, p. 201)

Two rather well organized business teacher-operated placement offices are described in the section on "Setting up Placement Aid," and, of course, there must be many others which are not recorded in the sources available. Some good placement service is also indicated, of both the general and business department type, in the material on employment service cooperation which follows.

Cooperation with State Employment Services.

While there is not complete agreement among educators that the school should depend greatly on aid from state employment services, there can be no doubt that the employment services often give excellent and extensive aid.
Lerner's 1949 survey of the 86 large schools showed that 69 (including both those with and without school placement) cooperated with the employment service. Only four of those reported "close cooperation"—meaning interchange of personnel, of facilities, of records, and of occupational information. The balance reported that the employment service personnel visited the school to register students; the school referred students to the employment service with cards; school records were supplied sometimes to the employment office; job information was furnished the school upon request; and/or irregular contacts only were maintained. (42, pp. 322-325)

The United States Employment service head says that, in 1951, there were 110,000 graduates served through formal school-employment service agreements. "By 1952, the states estimated that at least 285,000 were served," he adds. "Formal or informal working agreements based on the national policy statement (of the United States Office of Education and the United States Employment Service regarding school-employment service cooperation) have been negotiated with thousands of schools in hundreds of communities." (58, p. 4)

Reports from various states show varying extents of cooperation. North Dakota's state supervisor of business education writes: "We do not encourage an organized
placement service in the school itself. In most cities where this would be useful, there is already established a North Dakota placement service. (111) In Connecticut all graduates and also students of legal working age are referred to the employment services, and social security numbers are sent to the school for assignment. (19, p. 59)

In Iowa, only 5 per cent of the schools cooperate with the employment services, according to an estimate of the state vocational guidance director. (130) A 1942 report from California stated that there was growing recognition of the need for closer cooperation between employment services and schools; that in nearly all communities served by the employment service, the schools looked to it for assistance in placing students; that the relationships varied from the school's advising students to register at the local employment service to a cooperative arrangement between the agencies. A couple of years later, it was reported that San Francisco's coordinated plan had proved successful. The schools had first attempted individual placement and then joined forces with the Junior Employment service. Four persons from school and employment service divided their time between the two. (10, pp. 21-23)

The 1948 report of the California Conference on Youth Welfare included:
This section believes that effective placement can be best accomplished through the combined efforts of the schools and the state employment service; and it recommends that the leaders at the state level of both of these agencies take the initiative in developing a plan of cooperation which will offer to every youth the information he needs about job opportunities and provide assistance in applying for and obtaining work that will best use his training, knowledge, and interests. (14, p. 28)

From Massachusetts comes an estimate that in the school year 1951-52, some 206 schools were in cooperative programs with 40 "full-functioning" employment offices. (22, p. 28) In Wisconsin, approximately 55 per cent of the state's high schools were served during the 1951-52 school year. These schools had 65 per cent of the senior enrollment in all high schools. And they got results. Local office records showed that the majority of students who were counseled had obtained permanent jobs in line with the plans developed. (69, p. 10)

Ohio's state supervisor of guidance says of that state's cooperation with the state employment service:

Ohio is proud of its long history of cooperation between its schools and the local offices of the Ohio state employment service for the purpose of assisting high school graduates in securing employment in line with their interests and qualifications. Probably the greatest period of expansion in this direction came in 1941 and 1942 when a state-wide cooperative placement program was established. In those years a good percentage of Ohio's high school graduates, who became active job seekers on graduation, were assisted by the
employment service in securing their first jobs. This program has continued in effect each year since 1941. (120)

The employment service served 33.97 per cent of Philadelphia's high school graduates in June, 1952. (61, p. 24) Forkner's recent survey report mentioned that Fargo, North Dakota schools "interchanged and cooperated one hundred per cent with the state employment offices, making and sharing all surveys and statistics with them." (26, p. 224)

Portland, Oregon's nine high schools have a very good working arrangement with the state employment service, handling the cooperation through a vocational guidance committee made up of the vocational counselors from each high school and the director of guidance of the Portland public schools. (137)

Seattle's business education director writes:

We also use the employment service rather extensively. We have a beginning employment division of this service in Seattle with seven full-time employees in this division. Two of them are paid by the Seattle public schools, and the other five are paid by the state of Washington. All of them are under the direction and supervision of the Seattle public schools. This division is responsible for the employment of all young people in this area for all kinds of jobs as well as office positions. The office positions are more numerous than all others put together. We place about 1,000 business education graduates in business positions each year. The school division of the employment service does a great deal of vocational testing and has access to all of our school records so that when time comes to place a graduate sufficient information is available to place him properly. (104)
Forrester records that Providence, Rhode Island, subsidizes a school placement service instead of setting up its own youth section. The school committee has complete administrative authority but invites supervision of the employment service. The employment service contributes part of the costs, and assists in a complete and continuous survey of, and service for out-of-school youth. In St. Louis a similar plan is used but the office is located at the employment service office, with some school personnel. (27, p. 389)

Among the 29 teachers contacted by the writer in Oregon, Washington and Idaho, 10 mentioned using the General Aptitudes Test Battery of the employment service, and in most cases this was preceded by a talk by a representative of the service, explaining what help they had available for high school people.

While four of the teachers reported no contact whatever, eight told of consistent contact (two mentioning that the employment service people came to the school to register students for employment), and three told of sending students to the employment service office. One of those with consistent contact explained that not only did employment service representatives come to the school to register the student but the school was consulted as to
suitability of a given job for a given student before final matching. (105)

A couple of teachers reported making use of the General Aptitudes Test Battery results in the school counseling program. Another interesting possibility of aid from the employment service was suggested from Eugene--there the employment service sends a representative each spring to the secretarial practice class to give stenographic tests, and results of these tests are listed along with registration of the student for employment. (115)

In order to give some idea of the nature and extent of help which the employment service is prepared, at least in some cases, to render, an effort will be made to sum up activities carried on in various states.

The coordinator for special services in the Youngstown, Ohio, public schools writes:

We have a very fine working agreement with the local employment agency, which in our case happens to be the Ohio state employment service. This agency has developed a general aptitude test battery which they are willing to administer to any senior who is not going to college, or to our potential drop-outs. On the basis of this examination and interviews with these boys and girls, they are helped by the employment agency to get positions for which they are reasonably well qualified.

We do not lose track of these people after they have entered employment. The employment agency sends a periodical report to the principal
of the school from which the student graduated or withdrew. In this way we are able to keep in touch with them for a period of several months until they are reasonably well established in their jobs. We do not permit a boy or girl to drop out of school on a work certificate basis until they have registered with the employment service. We have found that this has added to our holding power. (103)

A statement of the typical program in somewhat chronological order, and with some detail as to procedures and forms, might be as follows:

Early in the fall an employment service counselor goes to the school and explains the employment service facilities, the purpose of the program, and the place of aptitude tests in the program. Basic elements of career planning are spelled out, pamphlets are distributed and discussed, and perhaps movies are shown when available. Then the importance of relating labor market information to what is known about oneself is explained.

After this presentation, in most states a screening form is used to discover which seniors will be entering the labor market the following June. On the following page is the standard form.

Only those seniors checking the No. 1 item are given the GATB test, as a general rule. This test measures ten aptitudes and then relates them to 20 different fields of work, which include about 1,800 different jobs.
EMPLOYMENT SECURITY AGENCY
State of Idaho

HIGH SCHOOL SENIOR SURVEY

NAME ____________________________

( ) Male  ( ) Female  SCHOOL __________

PLANS AFTER GRADUATION

1. ( ) I want a permanent job.  4. ( ) I plan to take a job for which arrangements have already been made.

2. ( ) I want a permanent job.  5. ( ) I plan to marry or stay at home and not seek a job.

3. ( ) I want a summer job and would like the help of the employment security agency in getting it.

4. ( ) I do not know what kind of job I want and I would like the help of the employment security counselor in making a vocational choice.

5. ( ) I plan to enter college or other school.

6. ( ) I plan to enter military service within the next year, or have other plans as follows: ____________________________

I would like to obtain information about the following occupations or apprenticeship training opportunities _________

(135)
The employment service has a form headed: SCHOOL REPORT OF GENERAL APTITUDES TEST BATTERY RESULTS. This form is specifically for the school records and not to be given to the student, although there is, of course, a separate report made on each student.

The front of the form lists the 20 fields with a box before each to check if the student has the required amount of aptitude for that field—the required amount being based on a comparison with similar aptitudes possessed by successfully employed workers in the field. The back of the form stresses that aptitudes alone do not insure success and mentions that many fields of work are not covered. Then there is a space for comments on (A) high or exceptional aptitudes; (B) deficiencies; (C) fields in addition to those checked in which student meets aptitude requirements; and (D) remarks, suggestions as to fields not covered by the test, tentative vocational plan, etc.

Finally, the form states: "To obtain the full value from this test, the student should have a personal interview with a counselor of the employment security agency, who will assist him to formulate a vocational goal in line with his aptitudes, interests, labor market conditions, and other pertinent factors."

The interview, usually conducted at the school on school time, involves an individualized review of the
education, training, aptitudes, interests, social and economic influences, and physical capacities of the boy or girl, and an attempt to help the young person relate these to alternatives of occupational opportunity. Emphasis is placed on the vocational decisions to be made.

Wisconsin and some other states make use of a "Vocational Plan Statement." It is a form which, when folded, fits into a wallet. On one side are listed the addresses of all employment offices in the state. The other side has the following arrangement:

This certifies that and the employment counselor in this office have jointly arrived at the following vocational plans:

<table>
<thead>
<tr>
<th>Field of Work</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIELD OF WORK</td>
<td>CODE</td>
</tr>
</tbody>
</table>

Vocational Plan

Wisconsin State Employment Service
(In this corner is the key to GATB test)
Located at
Counselor

The plan is explained in the counselor's talk before the seniors, and the latter are urged to discuss it with their parents, and are told that it will prove useful if
they wish to seek employment in other areas. The presentation of this statement at any employment service office in the state assures prompt efforts by that office to locate employment opportunities in line with the plan.

(69, pp. 7-10)

In the recent 11-state survey of school-employment service cooperation mentioned earlier, it was found that:

In most local offices reported in the survey, the employment service counselor has had access to the cumulative school record. In the better run schools, considerable data may be recorded by a number of teachers or pupil personnel workers regarding the pupil's school achievement, extra curricular activities, and personal qualities...Seven of the states also reported that individual case conferences were conducted between the ES counselor and the school counselor. (52, p. 6)

Various states use different forms for recording this information about students. Some employment offices have made no effort to obtain school information on individual students and consequently have no use for such forms. In these cases the regular office application blank alone is utilized. Leslie Sudweeks, Youth Counseling Director for the Idaho state employment service, pointed out that this may sometimes be due in part to the school's failure to provide realistic, objective information about students. A "Behavior Description" sheet which was tried out in a dozen schools in Idaho was dropped because it was felt that the information was not sufficiently valuable or
well-done to retain. It had places for the school to check the student's degree of responsibility, influence, adjustability, and concern for others, with space for comment at the end.

Several offices in Idaho are using a sheet entitled "School Record Data Form" to obtain student information from the schools. It is fairly simple and brief, yet allows listing of considerable information, including:

Name of student, school, school course, date of graduation or leaving, grade average, rank, subjects with best grades, subjects with poorest grades, physical handicap or impairment, comments concerning factors that may have a bearing on a vocational choice, special abilities, interests, personal traits, extra-curricular activities, hobbies, other factors, vocational plan, and standardized test results (interest, intelligence, achievement, etc.) (135)

A form which shows promise of being copied in other states is one now used by the Ohio state employment service and headed "Pre-Employment Record." It not only provides for listing of student information in consistent form but it has two little tear strips at the bottom on which to report placements to the school.

The first section of this sheet is entitled "Identification" and has place for student's complete name and address; age and date of birth; sex and race; parent or guardian's name and occupation; school and its location;
school course taken; date of leaving school; last grade completed; number in class; approximate rank in class, and general average.

The second section is labeled "School Report." It has place for consistently strong subjects; consistently weak subjects; majors; minors; grades or courses repeated and reason.

Next are listed "Vocational and Avocational Interests." These include occupation in which interest has been expressed; occupational goal last stated; extracurricular activities; outside activities and hobbies.

A space for work experience follows, including dates, employers, and job duties; and then under the heading "Health Record" is space for the number of days absent during the year and physical handicaps or limitations; and comments.

Each of the tear slips at the bottom is about an inch deep and is marked off from the rest of the sheet by perforations; the lower one is labeled "First Placement" and the other "Second Placement," and there is space for name, address, school, data, occupation, employer and wage, on each slip.

The reverse side of the sheet has a place for test results, including intelligence, achievement, aptitude,
and interest tests; and below that is a chart on which to make personal trait ratings. Ratings are made by checking various descriptive terms to indicate degrees of: industry and energy; relations with others; emotional stability; leadership; appearance; ability to learn; dependability; and punctuality. At the end is a blank space for counselor's comments and signature.

With respect to the tear slips, W. F. Lunsford, director of the Ohio state employment service, had this to add:

There is also direct contact between local offices and schools which permits exchange of information beyond that reported on paper. These personal contacts and discussions afford greater opportunities for solving problems which may arise and to further develop the cooperation procedure. They also provide, in a sense, a training situation in which the employment service and school personnel may learn more about each other's responsibilities and contributions to the welfare of youth. (120)

The writer attempted to learn what concrete values of the cooperative program had been established. Lunsford reported from Ohio:

We do not have statistics establishing that "success" in placement is different under this type of activity from that in the regular applicant service to youth. We have learned that through the cooperative program we have more of the students coming to our office for employment assistance, so do place a greater number.

But perhaps the greatest contribution of this program is in connection with potential school dropouts. A large percentage of the students
who have applied for work permits (because they intend to drop school) change their minds and continue in school till graduation after talking out the value of education versus immediate employment. When economic necessity compels that the student work, our employment counselors have been successful in encouraging enrollment in part-time or evening school by the student. (20)

The value of the program to the dropouts is stressed by others too. Massachusetts provides for an agreement that the local employment office will not take the case of a recognized dropout until the youngster has returned to school and discussed his leaving with his counselor or some school official. Such an agreement makes it necessary that the employment office counselor receive some form indicating that the youngster has discussed his problem with the school people and that they have had the chance to try to keep him in school. (22, pp. 28-30)

Philadelphia is making a vigorous effort to reduce the turnover among 16- and 17-year-old full-time workers. A cooperatively prepared leaflet, "What's the Next Move?" is being sent to parents of 16-year-olds who have lost their jobs, with an accompanying letter stating that the young person must either be enrolled in school, or have another full-time job. Reasons are given in the leaflet for him to make a good move this time and use the counseling, testing, and placement services of the nearest state employment service office. When a 17-year-old worker loses or leaves
his job, the PSES is notified by the Certificating Service and sends a leaflet to encourage him to use the free employment service. (61, p. 25)

Another service rendered by some state employment offices is promotion of employer interest in youth. On the following page is a letter used in Idaho this past spring. It was sent to several hundred business men in the state.

The questionnaire on the reverse side of this letter is as follows:

Name of Firm ________________________________
Address ________________________________
Telephone Number ________
Do you expect to have jobs high school graduates could fill?
   Yes ________ No ________
If so, what kinds of work? ____________________________
_____________________________________________________
Would you like to know more about our testing program?
   __________
Name of person to contact __________________________

Finally, the state employment services can offer help in research and training. In Michigan, "workshop programs" have been conducted in a number of locations by staff members of the Michigan employment security commission for
Here is an opportunity we should like to call to your attention. It concerns the utilization of our most precious resource—YOUTH.

Following Graduation Day, many local high school graduates will be looking to us to help them find jobs. Some will be seeking permanent jobs; others will be seeking temporary summer work. They offer you the enthusiasm and drive of youth, the ability to learn well when properly directed. Upon training, they can be a real asset to your business.

The Employment Security Agency has given many of these high school seniors the General Aptitude Test Battery, which measures their potential abilities in many different fields of work, covering nearly 2,000 jobs.

We suggest that you give some thought to where some of these young people may fit into your business. If you have such job openings, or expect to have, why not phone our office at _______? Or fill out and return the questionnaire on the reverse side of this letter.

Remember this is a public service for which there is no charge to applicant or employer.

Very truly yours,

Manager
administrative and guidance personnel of colleges and high schools in the state. In these, detailed study is made of certain techniques, such as testing, the use of the Dictionary of Occupational Titles, Part IV (entry occupations), as a counseling tool, and the conducting of the counseling interview. There is exchange of information, techniques, and tools. (75, p. 19)

Ohio too has an experimental cooperative program in progress in five communities.

It is natural that there are some limitations to the service available from the state employment offices. For example, here is a memo to all local offices from the director of the Iowa state employment service, September 17, 1952:

We must, therefore, limit our counseling service to those students that are entering the labor market and who meet the criteria for need of employment counseling. Again this service can be offered only on the basis that it will not in any way curtail our normal office operations. (130)

On the other hand, the importance of cooperation with schools is recognized. Hendrik Mugaas, employment specialist of the North Dakota state employment service, points out that high school graduates and dropouts represent the bulk of the new entrants into the labor market, and it is wise to appraise these new job seekers while they are still in school. (34, p. 668)
The Pennsylvania state supervisor of counseling, in reporting that the junior employment service had proved ineffective because the artificial division in the labor market resulted in sub-standard job opportunities for the junior division, mentioned that local advisory committees had helped the Pennsylvania employment service to function effectively. In addition, school counselors are given an opportunity to intern in the employment service office, and schools are aided in locating firms for school-work programs. (34, p. 601)

Educators differ as to value of employment service cooperation. Crow says, "Perhaps the most satisfactory function of school employment agencies might be that of cooperation with the United States employment service." (17, p. 225) Glen Smith decides: "It may be found that the school's appropriate function is that of utilizing and assisting with the coordination of placement services in the community rather than attempting to provide parallel services." (77, p. 340)

On the other hand, Myers says: "The employment service has wide coverage of employment opportunity but its primary interest is in the experienced adult." He adds that it is influenced by various pressures; it lacks student information; and it does not provide for follow-up.
But then he remarks that it cannot function properly without school aid. (53, p. 309)

Tonne believes that "governmental employment services seem to become overmechanized and concerned with the placement of large numbers of people in large enterprises." He too qualifies his disapproval by noting that "Employment service help has sometimes become more satisfactory by setting up a branch office in the school." (81, pp. 143-144)

The Iowa guidance supervisor observes that "the high school student is ready for a job of the type which the employment service never hears of." He considers the function of the employment service to be that of furnishing information about specific job possibilities and local, state, and national occupational trends to the school placement service. (130)

Froelich suggests utilizing the employment service for obtaining job specifications; employer information; hiring requirements; employment opportunities; general occupational trends; and help in follow-up. (29, p. 252) Dame advises cooperation with the employment services but emphasizes the need to keep direct contact with employers through school placement activities. (19, p. 63)
Setting Up Placement Aid

From even the necessarily incomplete coverage in the foregoing pages, it will be seen that there are many choices and many possibilities for rendering placement aid.

If the school has an efficient guidance department, the business teacher may try to promote general placement service there, but make sure his own understandings of business students and business occupations are utilized. If the city is a large one with several schools and there is need for, but lack of central placement, he may be so ambitious as to attempt some persuasion on the city supervisors, probably through his own school's administration.

If the local employment service is progressive and interested but overlooking some possibilities for aid to youth, he can do some promotion there. Or finally, and more probably, he can set up or improve his own placement service.

Whatever the system used, the advice which crops up repeatedly is: Let your local situation determine the direction of your efforts. Do not try to do it all at once, but be systematic in what you do. Be sure all efforts are coordinated and that you have the cooperation of students, other faculty, administration, businessmen and community. One suggestion is to "sell" the student council on promoting placement.
Walters says that regardless of the type of organization used, the success of the placement service depends upon five things:

1. The person in charge of the placement work must be definitely assigned, have time available, and know and be able to discuss the technical as well as personal qualifications of students.

2. A system of records of the students to be placed and vacancies to be filled, and clerical help to maintain them properly, are essential.

3. A plan to locate vacancies—make employer contacts—cannot be overlooked.

4. Training must be given students in finding and applying for jobs.

5. Follow-up is necessary.

Walters also cautions that provision must be made for adequate office space:

Even a part-time placement officer should be provided with a desk outside his classroom, for a classroom is never satisfactory for placement work. Interviews with students who are to be sent to call on employers should be private. Moreover, a classroom may lack filing facilities, and it seldom has a telephone. The latter is an indispensable aid in contacting employers and in receiving calls from employers.

Above all, employers object to doing business in a classroom. An employer who calls at a school to discuss needs or interview students and who is forced to carry on his business in a classroom instead of an office is likely to become disgusted.
with the unbusinesslike procedure, and in the future he may turn to some other source of employees. (89, p. 332)

Endicott says the minimum essentials for organized placement are a central office with desk space, file, phone and conference room; sufficient clerical help to keep records, answer the telephone, and arrange interviews; a director who has time and is a skilled counselor; and an adequate budget so service will be free. (24, p. 55)

But placement may be good and have a small beginning. In fact, the small beginning is preferred as long as it is planned and systematic. Edna Jesseph, Scappoose, Oregon business teacher, warns: "Don't try to do too much to start with. Things build up gradually." (116)

Even Gertrude Forrester, whose guidance and counseling service is widely recognized as a model, has this to say of its beginnings:

For the first two years, the author's work was carried on in addition to a full-time teaching load of seven daily classes of shorthand, typewriting, and bookkeeping. During the tenth year, one-half time was devoted to individual counseling and direction of the work. The program in the first few years was conducted without a cent of added expense to the school. Twelve years later, the program cost approximately 30 cents per pupil, in addition to staff time. (27, p. 3)

A Uniontown, Pennsylvania placement service started out with merely keeping record cards on business students,
including their personal and skill ratings; employers called and the cards were used to fill requests; and so it was decided to start a placement bureau. (64, pp. 394-397)

The commercial teachers of West Side high school in Newark, New Jersey, started with a vacant desk, a telephone, and $15 for supplies, in 1940. Forms were duplicated and students were trained for clerical help. The bureau was run by two business teachers excused from one-fifth of the regular schedule—about 1/2 hours a day each. One teacher concentrated on part-time placement and the other on full-time placement. Dropouts and earlier graduates were served too.

By 1945, 2500 calls from employers had been received and 3000 students had been placed. In that year, 70 per cent of the students were working part-time, including 90 per cent of the secretarial seniors, most of whom were in clerical or stenographic jobs. In 1943 and 1944, 95 per cent were placed before graduation.

The need for essential forms is stressed by the teacher reporting. Other specific needs mentioned are acquaintance with labor regulations and employment conditions; giving help with personal problems; and dealing with job requirements based on race, nationality, or religion, to give maximum advantage to the student. (71, p. 377)
The editor of American Business Education, in December 1951, recommended an article in that issue as describing "a functioning placement service for full- and part-time students. The description and the forms illustrated should be very helpful to the business teacher who is interested in developing a similar service in his school or department." (1, p. 87)

The placement service was one described by a business teacher in Grant Union high school, Del Paso Heights, California. The author had this to say:

A job placement office should be set up in every school which has a business department. This office should be very easy to organize. .. should begin by placing business students only, but in time as the office gets organized, it should also take on the responsibility of finding job opportunities for all students who need employment, regardless of specialization.

He urges cooperation with service and professional organizations of the community, and remarks that in many cases the placement division has come to be a major feature of the school, through service rendered the community and the resulting publicity.

He found that the greatest expense was the time consumed; that three hours a day at least were needed for recording, interviewing, making contacts, and making follow-ups. He urged that there be a small office where employers could interview students, equipped with a telephone with
outside line if possible, and desk and chairs for interviewing, and files, and a bulletin board for announcements of civil service and other job opportunities.

He specified that the materials needed to start were two file boxes, about 8½ by 11½ inches—one for student information and one for graduate information. He uses different color tabs to show type of work for which qualified, such as stenographer, file clerk, general, sales, etc., and these tabs are started at the left of the card, placed in the center after an interview, and on the right of the card after the student is placed. One other file box, 3 by 5 inches, is needed for employers' record cards. (1, p. 80)

Most of the business teachers contacted in the three northwest states felt that they had made only beginnings and needed further organization. Several mentioned intentions to set up a system, and expressed need for plans. Others felt there was more need for future plans, as:

My own feeling is that here in Spokane, under present conditions of supply and demand, there is not a great deal needed in the way of placement. However, these conditions are abnormal. When the supply catches up with the demand, there is going to be a real need for some effort on our part to place students. (110)

The thought may occur at this point, of course, that even if all students are now being placed, it may be necessary to inquire if they are properly placed.
Gruber suggests that a "reformation" may be started by utilizing all school resources for business experience; by coordinating jobs students get on their own with class instruction; by setting up a placement office, and by following up dropouts and graduates. (33, pp. 52-54)

Novak's advice on starting action is not to attempt it single-handed but to coordinate efforts, and get the support of students, teachers, parents, employers, and labor groups. The type of service depends on community need. If the state employment service is well developed, just assist them, and cooperate with other agencies which may be available to aid, as the YMCA, YWCA, Chamber of Commerce, B'nai B'rith vocational service, etc. He reminds the school that it has much significant information to give but equally as much to gather back. (57, p. 259)

Be prepared in advance to meet such problems as racial and religious prejudices, age restrictions, pupil unwillingness to leave locality, sub-standard wages, etc., advises Max Berger. (7, pp. 35-38)

As Myers puts it:

In the end, constructive results come not so much from insistence on any one plan of organization as from such universally essential things as competent professional leadership, recognition of the need for cooperation under any system, and sympathetic public support. (55, p. 301)
The business teacher can, with proper preparation, supply that competent professional leadership, and/or stimulate it in others. An over-all picture of what is involved in the placement process has been attempted. On the following pages are some added findings on the various phases of the process, which once again might be listed as:

- Preparation for Occupational Competency (prior to the placement process)
- Gathering and Interpreting Student Information
- Gathering and Using Occupational Information
- Help in Proper Matching of Student and Job
- The Follow-Up Program and Job Adjustment
Preparation for Occupational Competency

The business teacher's part in preparing the student for occupational competency would be a sufficient subject for a lengthy study in itself. Here it will be discussed in order to point up its relationship to placement.

Preparation is not only the foundation on which the actual placement process is built; it must also be the product of the placement process. Its total nature should be determined by what is learned through gathering and using student information; through gathering and using occupational information; through giving help in matching student and job; and through the follow-up program and job adjustment.

The logical place to start in evaluating the preparation you are providing is with local needs--which would involve occupational survey of your local labor outlets and follow-up of students who have supposedly been prepared.

Many surveys and follow-up reports have been made. No one community's survey will give the answer to another community's problems but it may indicate some of the answers possible.

A 1951 survey of members from 90 National Office Management Association chapters showed a predominance of complaints about the attitudes and sense of value of
beginning office workers. Next most common deficiencies noted were reading, writing, language skill, spelling, and penmanship. Too many students dropped out of school before being properly prepared; teachers knew too little about business; there was a lack of uniformity in preparation—but here it was mentioned too that there was a lack of specific job requirements set up by business; and it was recommended that there be more emphasis on business correspondence and business arithmetic. (32, pp. 101-106)

A Yakima, Washington, survey revealed that 38 per cent of the offices had difficulty in getting satisfactory stenographers or secretaries; 20 per cent, satisfactory bookkeepers; and 16 per cent, satisfactory bookkeeping machine operators.

That survey listed deficiencies in this order: inaccuracy; unwillingness to assume responsibility; lack of initiative; non-adaptability; and lack of interest.

Of all office employees, 78 per cent used typewriters; 74 per cent used adding machines; 71 per cent the telephone; 60 per cent filed; and 53 per cent had to meet the public. Most-used equipment and machines were also listed. Only two per cent of the positions could use people with less than high school graduation; 63 per cent could be filled by high school graduates without further training.
The vast majority gave no entrance tests; the few who did dictated at 80-90 words per minute average; required transcription at 10 words per minute or with satisfactory accuracy in reasonable time; gave special typing arrangement problems. Many hired on a trial basis. Most of them considered the personal interview the biggest factor in deciding on an employee. Main source of new help was want ads first, and private employment agencies second.

Recommendations resulting from the survey included setting up an adequate system of guidance, job placement and follow-up in the public schools; giving standardized office entrance tests to graduates; setting up an advisory committee to advise school officials; and setting up a program to arrange actual office experience for business teachers. (55, p. 9)

Dame finds that:

Upon examining the results of many surveys, certain items are common to nearly all....The three skill subjects--bookkeeping, shorthand, and typewriting--still rank high on any list of required subjects from both the employer's and the employee's point of view....Office practice, salesmanship, commercial arithmetic, and introductory business training usually come next in varied order of importance. Both employers and employees agree that there should be greater emphasis on the fundamentals of English, arithmetic, spelling, and penmanship. Greater personality development, particularly oral expression, and the ability to handle the telephone are frequent items revealed in these studies as needing remedial work. (20, p. 198)
The San Diego business education supervisor urges that schools give more attention to personality; and to student understanding of the private enterprise system, which, he says, is not based on wanting something for nothing. He believes the first thing needed is a better teacher understanding of community occupational requirements and opportunity. Then it is necessary to teach students good appearance and knowledge of how to sell themselves because "the student is at a definite disadvantage anyhow because of his inexperience." (3, p. 17)

Crow says to stress dress and grooming, punctuality, trustworthiness, industry, and ability to follow directions; to build the right attitude for getting along with the employer, other employees, and labor unions. (17, p. 232)

Jones advises teaching the student how to make good on the job by paying close attention to directions, not making the same mistake twice, and getting interested in a job and feeling he belongs to it. (42, p. 400)

Cooperative Work Experience

Perhaps the very best preparation for occupational competency is through work experience. The 1951 American Business Education Yearbook says:

Educators in general agree that there is no substitute for actuality. The best organized classroom situation cannot by any stretch of the
imagination provide the reality of an actual job
where the student must perform at business stand-
ards, take the responsibility for a job, and work
cooperatively with others in carrying out his re-
sponsibilities. Job experience alone, however, is
not sufficient. Unless the school is so organized
that time is provided for supervision of the stu-
dent on the job by properly trained supervisors,
much of the educational value of job experience is
lost. (26, p. 226)

The first of the "Imperative Educational Needs of
Youth" listed by the NEA Educational Policies Commission
in 1944 read: "All youth need to develop salable skills
...To this end, most youth need supervised work experience."

Work experience programs are probably as often recom-
mended by educators and business groups as is placement,
and both areas are receiving at least some attention in the
schools. At the 1953 convention of the National Associa-
tion of Secondary School Principals, it was reported that
one-fourth of all high school students in the United States
were working. (13, p. 31)

Of course, this did not mean that all were in work
supervised by schools. The 1948-50 Biennial Survey of
Education in the United States shows that only one per cent
of the high school students in this country are enrolled
in work experience programs; however, it mentions that most
of these are supervised by the school, indicating that
"work experience program" had not been used loosely. (84)
Moreover, there are indications that a fair percentage of these students are in business education programs. When it is considered that those taking part are usually a selected group in terminal courses, the implications are that a fair number of schools participate.

Of the 250 schools in Forkner's survey, 198 reported that they had work experience programs within the school itself. In commenting upon the value of this experience, schools reported that it helped in recommending students for jobs; gave students confidence; and developed good business attitudes. Also among the 250 schools reporting were 135 which had work experience in cooperation with business firms. These reported the above values plus increased permanent placement; better relations with businessmen; better retention of jobs; and better classwork in school. (26, p. 228)

A number of teachers and placement people report that work experience makes placement easier. In Iowa, 75 percent of those in work experience programs get permanent jobs through that experience. (130)

The superintendent of schools at Aberdeen, South Dakota reported trying a cooperative work-study plan for six years, and it is now definitely established as a "fundamental part of the high school program." Pupils attend school in the forenoon and work in business establishments afternoons.
It was found that 76 per cent of the graduates who had participated had found permanent employment in vocations for which they were trained, and 92 per cent of the graduates from the business curriculum had obtained regular work. (18, pp. 761-784)

Lincoln, Nebraska, found that "the minute the student was placed on a job, he became more serious in the school work, and his work improved both in caliber and speed." All jobs there proved permanent, but arrangement was made in advance that they should be. (48, p. 275)

Other enumerated advantages are: contact with changing trends, new machines, and new office materials; enrichment of course content; acquaintance with office routine; continuous opportunity to find shortcomings in training; and more interest and cooperation from business.

A survey made by several government agencies in 1947, covering 51 school systems in larger cities and 85 school systems in small towns, in 37 states, led to the conclusion that supervised, limited work experience helped school work, but that other kinds were a handicap. (47, pp. 1-59)

Forrester suggests that the value of work experience as a placement medium is attested by the fact that, during the depression years, approximately 85 per cent of the cooperative graduates from Wilmington, Delaware, high school found full-time employment before the first of the September following graduation. (27, p. 383)
Among the 29 business teachers contacted by the writer only three had work experience programs of some kind in connection with office training. Four of them had distributive education work-experience programs in their schools, and three mentioned students getting part-time work on their own. One of the latter mentioned that school work suffered as a result. One other had supervised a work experience program in a former position.

In Bonners Ferry, Idaho, students have held "practice jobs" in the community for two hours a day for two weeks during second semester. Some jobs were found helpful and others not. The teacher feels she must be more selective in choosing students for the experience, requiring that they have definite plans for office work, employable qualities, and the right attitude. (97)

Another business teacher writes:

As head of the business education department in the Flagstaff, Arizona, high school, I made a survey of all existing offices and the number of positions in them. Then I sent out a mimeographed letter to each, offering the services of a business education student for six weeks, for two hours a day, free, the students to receive office practice credit. We got good response and placed many students through this trial method. (107)

Last year was the third one for the work experience program in Grangeville, Idaho. There the bank, a grain warehouse, the Forest Service office, and the school office cooperate with the school by taking students a half-day
for one week. All office training students go to the bank and to the school office, and only the best to the other places. There are also occasional calls for part-time help from other offices in town. No pay is allowed. The program has been very effective in giving students permanent placement, as well as allowing the various places to try out a number of students. (100)

Grants Pass, Oregon, has a "Typing for Service" club, which has given many students work experience and a number permanent placement. (113)

As shown in the table on page 35, Woodward's survey indicated that about one-third of the 618 teachers returning questionnaires provided "placement in work experience or part-time jobs outside school."

Waukesha, Wisconsin, high school has participated for three years in a cooperative training program with two local business firms—Waukesha Motor company and the National Advertising company. The students in secretarial and clerical classes, numbering about 80, may work afternoons during two six-week periods of their senior year. Each student goes through the process of filling out an application blank, appears for an interview, and experiences the same orientation that a new employee in the firm does. They are paid at a minimum of 75 cents per hour and moved
from one department to another, and each is given varied instruction. (82, p. 37)

Lincoln, Nebraska, high school, already mentioned, places students during their last semester in school with the understanding that it will be full-time upon graduation, and it has been in every case. They usually work full afternoons and Saturday mornings, get school credit and are paid regular hourly wages, starting at 75 cents. Arrangements are made by each student at the very beginning of the last year so that proper scheduling can be done, and the coordinator can give consideration to their backgrounds and interests. (48, p. 274)

Another school requires cooperative office practice and has since 1928. Senior secretarial practice students take a course spring term which includes afternoons for one week in each of three different firms. The first month of the second semester is spent in class, then work experience is started; assignments for class are made each Monday morning. Payment is not allowed except for overtime work, and definite rules are laid down. Contacts with employers are made by letter and personal visits of superintendent, principal, and business teacher; by talks at service clubs; and through the students, who have proved of real help. (50, p. 433)
North Dakota has a number of training programs in both
distributive and office occupations. The business educa-
tion head writes that they believe the training is excel-
lent for finding out what the community needs are, and for
providing training for positions available. (Ill)

Cooperative part-time work is elected in the 12th
year in Minnesota. Students enrolled for this course sub-
stitute "Occupational Relations" for "Modern Problems" and
take, in addition to the required English, one other course
directly related to the type of work in which they are
employed. All cooperative students are in school three
periods in the morning and at work on a school-supervised
job in the afternoon, for which they receive both pay and
one credit per semester of work. (92, p. 276)

Both Fort Atkinson, Wisconsin, and Rock Island, Illi-
nois, have their office practice students work half-days
for two weeks in local business offices, without pay.
Before they are sent out to work, office technique, personal
appearance, manners, and personality are discussed. They
are taught how to approach the employers when reporting for
work. "The students are thankful for the experience, for
they will never have the terrible dread of the personal
application or the first day on the job." (27, p. 382)

Mt. Diablo, California, makes use of spring vacation
week and the three school days preceding it for intensive,
on-the-job training in downtown offices. Work is without pay and response from both students and employers is enthusiastic. Many students secure permanent positions through the contact.

The Business and Professional Women's club in Kansas City joins with the Wyandotte high school in providing a month's work experience without pay for half-days in Kansas City business firms. To be eligible students must have parents' consent and average school marks. Another school arranges for each member of the senior stenography class to spend after-school hours for two weeks in both a large and a small business office. Members of service clubs cooperate in arrangements. (27, p. 383)

In Corvallis, Oregon, a well organized program is conducted by the director of adult and vocational education. He started out by spending three months calling on all employers personally, bearing a letter signed by the school superintendent and the Chamber of Commerce and explaining that training needs were being determined.

He found out how many were employed each place, the turnover, employees' duties and training, and if the employer had any difficulty getting help—if so, the employer was asked if he would be interested in helping train one of the local high school students. If the employer was interested, a card was filled out for his firm, and
submitted to a local advisory council consisting of five voting members (employers and employees). This council approved or disapproved the firm for training students. Each summer the director rechecks all cooperating firms, but this takes only about three weeks.

Following a 30-day probationary period, a contract is made between each employer and student. Employers state wages (65 cents if non-Interstate Commerce, except 50 cents for the first 400 learning hours) and hours, promotion arrangements, duration, and other conditions, and agree to give proper training, and report every nine weeks. The student agrees to do his best, observe rules, be loyal, etc.

Effort is made to place students during the summer for the following school year. Minimum age is 16 and work permits are required under 18. The student may work only as long as he complies with all school requirements and does average or better class work. A health examination is given once a year. Students may spend a maximum of 44 hours at work and in school combined, and may not work after 10 p.m. in Oregon. One credit a year is given for a minimum of 15 hours' work a week. Students are sent with card to "apply."

Supervisory visits average once a month if everything is going smoothly, each week if not. The student's grade is determined by the school supervisor after talking to the
immediate superior and to the employer. Students in the program are required to take a related class. (39)

The Business Education coordinator in Olympia, Washington, supervises a program for office and distributive trainees. He tells in interesting detail how he started:

I joined the Chamber of Commerce and put the problem up to them. Through the retail board of that organization I got a number of jobs in stores and offices. About that time I asked to speak before the service clubs of the city and when they were informed about the program they came through with some jobs. I then sought out some of the employers who had not been contacted and asked them to come to school and talk to the classes about employment in their particular business. Even this seemed not to be enough, so I started a door-to-door canvass of every store and office in Olympia. In place of making a complete canvass of all the stores and offices, I stopped as soon as I had everyone on a job, so the following year I had to start all over again and cover the town.

After the second year it was easy. With employer-employee banquets, one employer talking to another, etc., I started to get calls for my students. However, I spend about one-third of my coordinating time each year doing missionary work for the next year. I do this in the spring just before school is out to try to place the students during the summer. When I enroll students I tell them to get out and get a suitable job for the summer that will qualify during the school year and you would be surprised to see how many can find places. By fall there are only a few not working so I can usually place them. I have 50 students working this year.

At the start of the school year he calls on all new employers to explain the program and make certain the job qualifies. Then he calls on old employers to make sure
relations are going satisfactorily. After that he tries
to get to each about once a month. Problems are taken care
of in three-way conferences. Students are not permitted
to change jobs during the year. Students work afternoons,
and office work pays 90 cents to $1.50 an hour. One credit
a semester is given, and a related course is taken for
additional credit. He has an advisory committee consisting
of two union members, two employers, and the chairman of
the retail board. Employer-employee banquets are held each
year. (132)

The problems of setting up a work experience program
encompass many of the general placement problems and a num­
ber of special ones. J. J. Bello, of Montclair, New
Jersey, high school, has compiled a helpful list of prob­
lems and their solutions. (5; P 343) Other workers have
encountered additional ones or slightly different aspects.
Below, an effort is made to sum up the items most commonly
needing attention, and what is being done about them.

1. Getting cooperation from the administration, fel­
low teachers, students and their parents, and the community.
Harms says that cooperative work plans have failed because
"an over-enthusiastic teacher attempted to put the plan in­
to operation without first organizing the community for such
a project." Alan Lloyd advises that the teacher develop
the program gradually, at first perhaps excusing students for specific work. (36, p. 298)

The administration must be sold on the values of work experience, to the point of providing adequate time for administration and supervision of the program. The approval, interest, and cooperation of fellow teachers must be obtained in advance. Two of the likeliest hazards of the program are scheduling difficulties and interference with study time. Bello suggests trying to overcome faculty prejudice with speakers who have had good experience with the program, and with a committee of teachers to examine objections. (5, p. 543)

An advisory council is strongly advised by nearly everyone experienced with the program. Instances of its use have already been noted. The council should be small enough to work efficiently but large enough to be truly representative of business, labor, and education. (A more detailed discussion of the advisory council appears in the section on "Specific Job Information.")

Businessmen must be sold on the advantages to themselves. The community must be aware of the program. Radio, newspapers, panel discussions and programs at various community meetings, and other publicity have been suggested. Parents and students must understand not only the advantages
to the student but his obligations in the program—his responsibility to the businessman.

2. **Employer Cooperation.** The teacher should visit the office himself to see if he would like to work there. He should know working conditions and the chances for advancement. He should make it clear to the employer that he is getting an inexperienced teen-ager but one who is anxious to learn and who can be trained; perhaps it is sometimes well to advise the employer to give an over-all picture of the job and then explain the details only a step at a time. Arrangements should be made to allow students not to miss out on desirable school activities.

The Montana business education supervisor, whose handbook is mentioned in paragraphs following, writes this concerning the matter of getting cooperators:

**Determining training stations in your town is the job for the teacher-coordinator.** Just plain visiting all business houses, finding out how many will employ students, what kind they prefer, how much they pay, how they wish to help in sharing training is a good start. Rating the firms and referring students to them in the fall is the next step. Students should be sent in two's and three's and screened by business firms themselves. (125)

An issue of American Business Education has listed a set of criteria for cooperative training stations:

The work station must be progressive and forward-looking. It must be a place where school and parents want boys and girls to work. The organization must be interested in young
people and desire to help in training them. The firm must be willing to pay wages to the student comparable with those paid to beginning workers in similar work. Physical surroundings should be satisfactory, sanitary, and desirable in every respect. The student should not be placed in a business owned or operated by a relative. (37, p. 93)

From a Seattle supervisor of a work experience program in retailing comes a suggestion which might be of value, especially after complete arrangements have been made. There the stores make their requests for help at a meeting of teachers and personnel managers. (102)

A writer in The Business Education World strongly advises a student-employer agreement to "clear up misunderstanding among employer, students, and schools." He recommends one from Forrester, and a copy of it is shown on the following page. (18, p. 781)

It will be recalled that the Corvallis, Oregon, plan uses a contract after a month's probation. Comparatively few schools seem to have a written agreement, however.

Mention has already been made that students sometimes obtain their own jobs for the work-experience program. Reep made a survey of work experience programs in the 11 western states in 1951 and found that 41 per cent of all students in the program were placed by the coordinator, while 30 per cent found their own jobs and had them okayed by the coordinator. Sixty-five per cent of the schools used the latter method, and many a combination of the two.
I, ________________________, acting as employer, do fully understand and agree to the following:

First, to show my willingness to teach the student my trade or business as circumstances permit, and insofar as possible route him through the different jobs of this particular business.

Second, to have said student under my training for 20 hours a week, hours to be arranged by mutual agreement.

Third, not to allow the training of this student to displace any other employee.

Fourth, to tell the coordinator each six weeks what progress the student is making.

Fifth, to confer with the coordinator upon any unsatisfactory situation in the training program before the student is released.

Sixth, to require the student to be on the job as regularly as a paid employee and fulfill responsibilities.

I, ________________________, as student, do fully understand and agree to the following:

First, that the above conditions relating to the employer are known and agreed to by me.

Second, that I shall attempt to learn as quickly as I can.

Third, that I will be prompt in getting to work.

Fourth, that I understand that there need be no set pay for the 20 hours of training, but if the employer desires to pay something, it may be accepted.

Fifth, that I will, under all conditions, show my desire to learn and to cooperate with the person teaching me, and to make the work as pleasant as possible.

Sixth, that I will be exceedingly careful to observe the rules of business etiquette as they concern my employer's business.

(18, pp. 781-784)
Whatever the plan for obtaining the training station, Bello cautions the teacher-coordinator to make sure that he gets on the right footing with employers and stays there; that he keeps businessmen happy with wise placement and good supervision. (5, p. 544)

3. Determining the basis of student selection and placement. Reep's survey found that requirements for placement usually included: Health--half required a medical examination; minimum age--half set 16--or the year in school, most often the 12th; parent's consent; scholarship minimum--usually average or above; related courses; and often interests, abilities, and economic need. (66, pp. 21-34)

One of the first things to give practical consideration is that school and labor laws affect your local situation. Knowledge of legal regulations is more important, if possible, to in-school placement than to placement of graduates, so will be discussed here.

WORK PERMITS

The Fair Labor Standards Act of 1938, amended in 1945, and again in 1949, requires that employees engaged in interstate commerce or production of goods for interstate commerce shall not be paid less than 75 cents an hour. (Mere observers do not come under this.) However, special
certificates may be secured from the administrator under
Section 14 of the act authorizing employment of the pupil
as a learner at a wage below the statutory minimum. (27,
p. 379-398)

In addition, the federal legislation prohibits children
under 16 being employed during school hours, or for
more than three hours a day outside school hours, except
in certain situations where it is proved that further atten-
tdance of school would cause hardship in the child's
family or be educationally unprofitable, after the eighth
grade. (87)

Then there are the individual state laws to consider.
In some states the laws would not limit the program in any
way. In some, it may be necessary to get approval of the
Labor and Industries department on the grounds that it is
a learning experience and not regular employment. In some,
it may be necessary to limit the program to observation
only.

A check was made of labor, school attendance, and
continuation-school legislation in the three northwestern
states. The minimum age for employment in all three
states, Oregon, Washington, and Idaho, is 14. In Idaho, a
work permit is required under sixteen for work during school
hours unless the young person is "literate and proficient"
in certain subjects—usually this means high school
graduation. In Oregon an employment certificate, or work permit, is required between 14 and 16 years of age, unless there is a continuation school in the community, in which case a permit is required up to 18 years. Washington requires a school exemption certificate issued locally to students employed during school hours while under 15.

In addition, there are laws regulating the number of hours of work allowed. Idaho permits a maximum of nine hours a day, and of 54 hours a week, under 16 years of age. Oregon allows an eight-hour day, and a 44-hour week for youth under 18. Washington stipulates a maximum of eight hours per day and a six-day week for children under 16 when school is in session; in computing the total hours, one-half the total attendance hours in school are included.

Besides this information, the work-experience supervisor (or placement officer) should know the source of certificates, regulations as to meal periods, as to night work, and as to working conditions. Of course, the federal government and most states have laws regarding employment of minors in hazardous occupations but office work practically never falls into this category.

4. Determining the length of time and the hours to be worked. The local situation would naturally be a major factor. Reep found that most programs lasted one year
that there was considerable variation in the number of hours worked, but 46 per cent of the schools arranged for 16-20 hours per week.

Individual items to consider in this connection are the school set-up, community needs, laws, and most of all the individual pupil: his health, his future plans, his time available for study and for school activities—in other words, his needs.

5. Determining school credit to be given. Reep reported that this averaged the same as the credit given for one regular class. Bello points out that it should depend upon time spent, supervision and correlation with related course, and type of employment—although, of course, only that employment which gives useful training should be included to begin with.

6. Determining pay students are to receive. Reep found that 86 per cent of the cooperative students were paid, and that the average was 65 cents an hour. Several writers noted have suggested that the program be begun without pay. This has some advantage perhaps in getting more willing cooperation from employers at the start, and establishing in the student's mind that the primary purpose is training. On the other hand, it is contended that receiving pay makes the procedure more meaningful to the student, and it has been the writer's experience that
many students who need the office training will take different types of job instead if the latter are the only source of earnings.

7. **Supervision, reporting, and grading.** Several examples of supervision have been given. Always it should be in the direction of helping—first, helping the student, and, second, helping the employer. Good correlation with class work is essential. Being alert to working conditions and educational benefits of the given job is essential.

Reporting apparently is most successful when done by the supervisor after interviewing the immediate superior and employer. It does need to be regular, and meaningful records should be kept. In the Manitowoc, Wisconsin, program, employers are asked to sign regular report cards, which makes it possible for them to see students' other grades. There the employers fill out a work report and send it to the school and the student is called on to make a periodic oral report. (118)

A number of practical employer report blanks were received from business teachers and there are many available in published volumes. Readers might be referred to a handbook put out by the Montana state supervisor of business education. Prepared especially for part-time cooperative work experience with office practice classes, it gives
useful detail on all phases of such a program. Nicholson points out that the purpose of such a program is not only to provide pre-employment office training, but to keep youth in school, and to meet more quickly an acute need for employees. (125)

Miscellaneous suggestions which have been made include the following: It takes a year or two to prepare the program; start with what is already under way. Avoid exploitation of the child, curtailment of education, and unfair competition with adults. Be prepared to meet prejudices as to race or creed, if necessary. Include in a related class such things as deductions, social security and other benefits, and make it a clearing house for actual problems from work. Restrict program to 12th-grade students who are employable in specific places. Register enrollees in the spring for the following fall. Keep the program elastic --perhaps use periodic committees to check on it.
Getting to know the student is the first step in assisting him to make a wise occupational choice. And the foundation for knowing the student is the cumulative record (assuming it is as complete as it should be) and the personal contact and interview.

The cumulative record should start with any pre-school data obtainable and be a complete history of the pupil's school experience, social and economic background, and home and other relationships. It should reveal his traits, his physical and health data, any occupational experience, his recreational activities, and any other significant information—including, of course, all test results.

Guidance authorities are unanimous in agreeing that, while tests are only a part of the picture, and can be misleading, they have their uses. Every school should have tests available for measuring intelligence, achievement, interests, aptitudes, abilities, and personality development.

Intelligence tests (usually the group type for all students and individual ones for confirmation) and achievement tests are fairly familiar in all schools. Commonly used interest tests are:

Kuder Preference Record, Science Research Associates, Chicago (Sample, 50 cents)
Strong Vocational Interest Blanks, Stanford University Press, California (Sample, 15 cents; costs more than Kuder to use)

Tests recommended to learn clerical aptitudes include:

Minnesota Vocational Test for Clerical Workers, Psychological Corporation, 522 Fifth Avenue, New York

Test of Clerical Competence, Science Research Associates, Chicago (Sample, 25 cents)

The General Aptitude Test Battery, which is administered free by the state employment service, should be mentioned here too. This is now being given to ninth and tenth grade students on an experimental basis; previously it has not been considered valid for students under 16 or 18.

Use of the Terse Shorthand Aptitude test has been mentioned but the writer is so firmly convinced that it does not measure the determining factors in successful shorthand use, that she is unwilling to include it in the recommendations. For that matter, Woodward, writing in the 1952 Business Education Yearbook, has this to say:

"Until the reliability and validity of aptitude tests in business occupations is much higher than at present, however, the life of a student should not be influenced by too great reliance upon their predictive values. (94, p. 286)"

Personality development tests most often mentioned are:
Bell Adjustment Inventory, Stanford University, California (Sample, 15 cents)

Bernreuter Personality Inventory, Stanford University, California (Sample, 25 cents)

The personality inventory is of particular interest to business teachers in view of the oft-quoted figures that 90 per cent of the employment failures are owing to personality deficiencies. Self-rating and teacher-rating charts are frequently used. The National Association of Secondary School principals has a "Personality Record" prepared so that a number of different teachers may rate each student on the same sheet. Its contents include five gradations to check regarding:

- Seriousness of purpose
- Industry
- Initiative
- Influence
- Concern for others
- Responsibility
- Emotional stability

In addition, there is space for significant school activities; special interests or abilities; significant limitations--social, physical, mental; additional information about financial needs or work experience; and principal's recommendation. There is a possibility, however, that a fairer picture can be obtained of the student with each teacher rating on a separate sheet, so that other ratings cannot influence him.
And finally, the tests which may be of most immediate concern to the business teacher are the vocational competency—the business entrance—tests. These are some comments from northwestern business teachers contacted:

In this day and age when there is usually a shortage of workers rather than jobs, most students find work for themselves, before they are really ready, but we can't control it. (124)

We need some system whereby employers will check with us on the qualifications of graduates before hiring them. This applies to students who seek jobs by themselves and not through the school. Employers get some "lemons" that way, but continue to do it. (109)

Our greatest difficulty is as always that... too many people secure work without having taken the majority of our courses. We have been criticized severely sometimes because of the students who have secured work on their own and who were not adequately trained. (113)

Seattle had the same trouble and did something about it. Their business education supervisor writes:

Through the cooperation of the Seattle chapters of the National Office Management Association and of the Northwest Personnel Management Association with the public schools, we have developed a STATEMENT OF PROFICIENCY card which each qualified graduate receives a couple of weeks before graduation. The use of this card helps to assure that business will receive qualified people. Its use will also help to take away any possible criticism which would be leveled against the schools when business hires graduates who are not qualified. (104)
Herewith is a sample of the card used in Seattle. The face of it (shown) states that the student has completed either the secretarial course, the bookkeeping course, the merchandising course, or the clerical course. On the back of the card appears the following statement, or a similar one applicable to the course for which the card is issued:

The Clerical Course includes Typewriting, Elementary Bookkeeping, Business Arithmetic, Business Law, Business English, and two semesters of Office Practice, as well as the regularly required and elective subjects that must be studied to qualify for a high school diploma.

For information regarding attendance, punctuality, initiative, dependability, and other personality traits, call the School Placement Service, Seneca 5150.

It will be recalled that the school placement service referred to is operated cooperatively with the state employment service. Here is kept a photostatic copy of the complete school record of all who get the Statement of Proficiency.

Members of the two associations cooperating with the Seattle schools have agreed to ask applicants to let them see the card. It will be noted that the grade average
for business education courses is recorded on the face, and Dotson reports that this has proved to be very good motivation. In order to obtain the statement, a grade of "C" or better in the last semester of terminal courses is required. Students who fail to qualify are expected to continue their training till they do, or go into work for which they are better fitted.

The national answer to realistic evaluation of vocational competency is the National Business Entrance Tests, jointly sponsored by the National Office Management Association and the United Business Education Association.

Each year an official test series is published which may be administered in any center where there are five or more examinees in any of the five testing fields covered: stenography, typing, machine calculation, bookkeeping, and general office practice. There must be a test administrator and a proctor who abide by certain regulations, but any school can qualify.

There are two versions of the test—a short one used by some business firms and the regular two-hour one used by schools and sometimes by business. A part of any examination, whether in one or more skills, is a test in business fundamentals and general information.

Official tests are graded by a joint committee of the sponsoring organizations—the nearest location to the
Northwest being Sacramento. Each skill test costs $1, including the general information test and the grading of the examination. Official tests must be given in April, May, or June. A certificate of proficiency is given to students passing. Of high school students taking the last one, about 64 per cent passed.

It is possible, too, to get the tests from former years to use as school examinations or for guidance in training. Obviously they would be of value in preparing students for job application, and for giving the teacher pertinent information about the student's immediate qualifications in a given field.

These unofficial tests cost 50 cents each or are sold six for $2, or 25 assorted for $5. The address is:

National Office Management Association
12 East Chelten Avenue
Philadelphia 44, Pennsylvania

While Forkner's survey showed that only 50 out of the 250 schools replying had used the NBET tests, NOMA's latest figures show 11,000 used in 1952 and more in 1953.

Seattle was expecting to use NBET tests as a standard against which to check their school grading. It was planned that shortly before the close of school select groups of students with grade averages of A, B, and C in the different areas would be given the tests and then each high school could compare its achievement with achievement set
up for NBET. A follow-up of these same students on the job was also planned, with findings made available to all teachers for any purpose they saw fit.

Shipley suggests (76, pp. 35-44), and many business teachers reported using city, state, and federal civil service examinations, and as mentioned before, at least one teacher obtained the services of the state employment service in providing its typing and stenographic tests.

Cumulative records (sometimes called "personal folders") should be kept accessible to authorized persons but completely confidential otherwise. Traxler urges the teacher to study the records and note not only the general achievement and test results level of her pupils, but the achievement in her own field compared to other fields, and to diagnose difficulties and provide remedial teaching while there is still time.

The next consideration is to interview individually every graduating senior, preferably in the early part of the school year and again in the spring. Both guidance authorities and business teachers have stressed the value of this individual contact. Some schools have excellent results from interviewing the parents too. Family background is a vital factor in job choice. Grosse Point, Michigan, interviewed parents and gathered valuable data such as pupil background, economic situation, hopes of
the parents, and character of the pupil. They report 97 per cent of all graduates placed. (46, p. 42)

Furthermore, effort should be made in the student interview to help him get a clear picture of his own interests, abilities, and aptitudes in relation to occupational opportunities. An interview report blank has been found useful in some schools. However, in many cases reported, this and other information was "kept in the head."

Walters says, "A placement system, to be successful, must be based on a system of records. These should include records of the students to be placed and records of the vacancies to be filled." (89, p. 323)

He recommends using, in addition to the cumulative record, a summary of the data from it for the business department, a small picture of each student, and a work experience record including written opinions of former employers gathered by the teacher and kept on file. One teacher reports writing herself to one of each student's references and keeping this report in the student's folder.

At least half of the business teachers writing from Oregon, Idaho, and Washington reported keeping an application file of some kind, and several good forms were sent the writer. A number mentioned using central office files and probably others actually do use them. Four teachers kept records of ratings by other teachers. Type of records
ran from a simple card listing name, address, phone number, and job wanted, to some very complete inventories.

Only two samples of preliminary information records were received. One was from Grants Pass, Oregon, for use with bookkeeping students. Headed by the student's name and textbook number, it has a place to check business subjects already taken and to make out a class schedule for the semester. Then these questions are asked:

Are you employed outside school hours? Where? Type of work? Have you ever worked during summer vacations or after school or weekends? What did you do? Are any members of your family employed in store or office occupations? Type of work? Ownership? Or what? What do you plan to do when you graduate? If you plan to continue your school training after high school, what course do you plan to follow?

The student was asked to explain on the back of the sheet his purpose in taking bookkeeping, what he hoped to get out of the course, if he planned to arrange for the necessary daily time to do a good job on each assignment, etc. (113)

The writer has borrowed the most applicable features from several published forms and developed a blank which is filled in by all business students in all classes at the beginning of each school year—and to which information is added from the school office, and from the teacher's observations as the school year progresses. It has been found valuable both to become acquainted with students and to keep information about them immediately available. (See following,)
Your Name ____________________ Address ____________________ Phone _______
Grad. Year ______ (LEAVE BLANK: OQS _____ GPA _____ Credits Attend. Now _____ Average _____)
Other

Names of Father & Mother: Nat’lty & Lang.: Occupation: Church: Marital Status:

___________________________ ___________________________ __________________________

Others living in your home and approximate ages (Brothers, sisters, others):

___________________________ ___________________________ __________________________

On the back would you give a history of yourself, telling where you have lived and how long; the most important events in your life, etc.
In the spring, when intentions and ambitions have become more specific, the combination application blank and follow-up card shown on the two following pages (each page pictures one side of the card) is passed out to senior students. Exact instructions are necessary to get specific information desired, and students fill out the application side partially in ink and partially in typewriting. The very last line on this side is filled in by the teacher or the office. The follow-up side is, of course, used the following year after said students have graduated.

Vancouver, Washington, uses a "Senior Data" sheet, in which it is found there is increasing interest among businessmen. Several different teachers check a sheet for each student. Labeled "CONFIDENTIAL" conspicuously in red, it includes the following questions, with various gradations to choose from in answering:

How well does he get on with others? (avoided, unnoticed, accepted, well liked, sought, etc.) Does he need constant prodding or does he go ahead with work without being told? How emotionally stable is he? What kind of a citizen has he been? Has he a program with definite purposes, in terms of which he distributes his time and energy? What are his chances of success in college? Indicate his primary interests: intellectual, social, musical, dramatic, artistic, outdoor other than athletic, no evident interests, other interests than those listed. Indicate any unusual aptitudes: writing, mathematics, music, art, public speaking, drama, foreign languages, business, athletics,
Grad. Date _____

(Last name-first name-middle init.) (Complete permanent address) (Phone)

1. 2. 3.

(KINDS of work wanted, in order of pref.; check if permanent ( ) ; temporary ( )

List useful high school courses; Grade Avg.: Skills Gained: Comments:

What activities made you more useful? ________________________________

What further education do you plan and when? ____________________________

Starting with MOST RECENT work experience, list below main jobs held, including:

Employer and Address Duties Dates Wages Superior's Name Liked it?

Attend. GPA Cooperation Dependability Honesty Efficiency Appearance
(FOLLOW-UP SIDE OF COMBINATION CARD)

<table>
<thead>
<tr>
<th>Last name-first name-init.</th>
<th>Address</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers and addresses:</td>
<td>Duties:</td>
<td>Dates:</td>
</tr>
<tr>
<td>_________________________</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>_________________________</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>_________________________</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

How did you obtain first job after graduation? ________________________________

High school training which has helped: ________________________________________

High school training needed and lacking: ________________________________

Additional training had (where, how long) _________________________________

What are your future plans, or hopes? _________________________________

Do you know of a job opportunity for someone else? _________________________

Other comments or suggestions: ________________________________________
others. What weaknesses have you noticed? Indicate any special honors earned? What line of further study would you advise? Further comments regarding this student? (Signature) (121)

The Virginia state department of education has a "Student Personnel Record" which is frequently recommended by guidance and business educators. Among other places, it appears in the 1952 volume of the American Business Education Yearbook. (94, pp. 259-278) The form has place for the following information:

Student name; address; telephone; birth date; date of graduation or withdrawal and reason; name of parent and address; occupation of mother and father; tests, scores, and percentile; personality ratings on a scale of excellent, good, average, or poor, on twelve traits—ability to follow instructions, accuracy, cooperation, courtesy, dependability, initiative, loyalty, personal appearance, poise, punctuality, speech, tactfulness, and miscellaneous; "terminal ratings" on occupational skills including English fundamentals of spelling, vocabulary, and punctuation; bookkeeping; shorthand (dictation rate and transcription rate); typewriting rate; number of hours of filing; adding machine hours; calculating machine hours; machine transcription hours; duplicating machine hours; and penmanship. There is also space for a composite personality rating, a "production rate" rating, and remarks as to health limitations, etc.

Charles Anderson, whose article in a 1951 issue of American Business Education has already been quoted, used two forms which seem worth recording. One is a card entitled "INDIVIDUAL RECORD FOR PLACEMENT GUIDE" (for Grant Union high school in Del Paso Heights, California). The other is a "REPORT OF COMMERCIAL STUDENTS" used by other
teachers in the school to provide information about business students for the teacher handling placement.

The "Individual Record for Placement Guide" has place to check the major (stenographic, bookkeeping, general clerical, or salesmanship); to list test results (I. Q., E. Q., General Clerical, Kuder, and Shorthand Aptitude); for the name, sex, birth date, address, telephone, and birthplace of the student; for the father's and mother's name, address, and occupation, and whether living; for the number of sisters, of brothers, and for the language spoken at home; for interests, hobbies, and college plans; for the name of teacher recommending that student; and for the field (typing, shorthand, salesmanship, bookkeeping, general office work, and others) in which student is "best qualified."

The reverse side of the card has place for the educational background, including graduation date and training beyond school work in high school; plus a list of courses taken in the high school, with each teacher's report on the student's grade in his course, the student's dependability, initiative, temperament, appearance, etc. Finally, there is an employment record, with dates, employer names, types of work done, and follow-up. (I, p. 90)

The "Report of Commercial Students" includes columns for the name of the student, his class, his grade, his
speed, his dependability, his initiative, his appearance, and for any comments the teacher wishes to add. (1, p. 91)

It may be interesting to note a list of the forms used in West Side high school in Newark, where it will be recalled the placement service is run by two teachers, each with only one-fifth time released, and student help. It includes:

1. Senior application for full-time placement, including personal data, future plans, skills, job preferences, evaluation of personality and attendance by teacher, and referrals, results and follow-up.

2. Senior data sheet: taken by the placement officer to local businesses; includes photo.

3. Drop-out record: similar to senior application but used by drop-outs.

4. Part-time work application: includes schedule, has room for referrals, results, and comments.

5. Scholarship sheet: all part-time workers must have approval of ALL teachers on this.


There seems to be agreement that, not only is the business teacher in the best position to know the business students, but that some forms are necessary for the systematic recording of this information.
Gathering and Using Occupational Information

Occupational information is of two kinds—general information about the occupational world or about the opportunities in a broad field of work, and specific information about individual jobs.

**General Occupational Information**

Some understanding of the world of work and the student's relationship with it should have been built up through even the elementary grades. Beginning with the junior high school, perhaps, occupational courses or units should be incorporated into the learnings of every student—not with the idea of his making an occupational choice which cannot be changed but to start some constructive thinking on his part.

Exploratory and tryout courses have been suggested and tried, but, as Woodward says in the 1952 American Business Education Yearbook, "there is not scientific evidence of their value in skill subjects."

"Career days" or "career conferences" seem to have proved very valuable in providing occupational information. Woodward describes a plan used in the high school of Gulfport, Mississippi. Consultants in various fields are provided, and students are given a questionnaire to serve as a guide in questioning the consultants. Questions
concern the status of the occupation, the rates of pay, working conditions, personal qualifications, and training required. (94, p. 263)

Normally the teacher of terminal business courses has students who have more or less decided on a business career but usually they still have a great deal to learn about their field. Eyester says all these things should be included in the information provided a student about a given occupation:

...general nature, importance in its service to society, statistics on it, duties and responsibilities of the worker, skills and abilities needed, conditions under which work is done, general education requirements, technical education requirements, personal characteristics and traits desired, means of gaining entrance to the field, the limitations and opportunities, the salary and advancement, the economic, educationa, and social status of co-workers. (76, p. 35)

Kitch says that two major types of information are needed—qualitative data concerning specific occupations, dealing with the nature of the work, the qualifications of workers, the education and training required, wages, and working conditions; and quantitative data on the numbers of workers engaged in various fields of work, conditions of supply and demand, turnover, employment outlook, and long-term trends. (43, p. 32)

Probably it should be known also how wages and opportunities in the local area compare with other areas, and
the advantages or disadvantages of living in the area. Perhaps labor unions will be a factor. According to a recent NOMA survey, 15 per cent of the office workers in western companies surveyed were unionized. (91, p. 12) In some areas, even when office workers are not unionized, the union will be a major factor in the employment situation.

The teacher or placement officer needs complete information about legislation which concerns young workers. It will be recalled that work permits were discussed in the section on work experience.

Plans while in high school and actual employment later have a comparatively high rate of correlation in the business field, according to most surveys—or, to put it another way, a comparatively high percentage of business students are employed in line with their training. Within the business field, however, there is considerable variety, and it might be well to caution against choices made on the basis of the supposed glamour of the job, or the social prestige, or salary alone, or to please some other individual. Students should be urged to examine many opportunities and make a choice on the basis of their own needs.

The sources of published occupational information are many and varied. Only a few which are most often recommended will be listed here. Incidentally, in the survey of the
northwest teachers, no one source was mentioned by all, but included were: school vocational library, occupational units, FBLA club study, color slides of graduates at work, speakers, career days, teacher’s work experience, former students, and several literature references, all of which, plus several more, are included below:

**Dictionary of Occupational Titles, Part IV (Entry occupational classification),** which can be obtained for 50 cents from the Government Printing office or borrowed from the local state employment service.


**United States Government Monographs,** including one called "Occupations" by Greenleaf (Voca. Div. Bul. No. 247, cost 45 cents); and a variety of others costing from 5 to 15 cents each and listed in Miscellany No. 3296, which may be had free from the U. S. Office of Education, Washington 25.

**Occupational Information, sourcebook by Baer and Roeber,** Science Research Associates, 57 West Grand Avenue, Chicago 10, about $3.50.

**American Job Series,** informational monographs on various jobs; write for price list to Science Research Associates, 57 West Grand Avenue, Chicago 10.

Much labor market information of a current nature can be obtained from the local office of the state employment service, not only regarding the nation and the state, but
about the local situation as well. Michigan is one state which has an "Occupational Guide Series"—55 different booklets, each covering one field of work and including such information as nature of work, number of workers, number of openings per year, trends, places of employment, working conditions, qualifications for entry and advancement, advantages and disadvantages, and hiring channels.

It should indeed be remembered that the state employment service offices have a wealth of occupational information of both a general and specific nature and are usually most cooperative in supplying it to school representatives.

Teachers are advised also to get their names onto the mailing lists of the Bureau of Census, the Department of Commerce, the U. S. Office of Education, and the U. S. Government Printing office for occupational information materials. Much occupational information will be found too in magazines such as Saturday Evening Post, Charm, Glamour Magazine, Ladies' Home Journal, Occupations, Mademoiselle, Guidance Chronicle, and Scholastic.

Before going on, mention should perhaps be made of the importance of the teacher's being occupationally informed himself. Reed says, "Throughout the entire history
of juvenile placement, neither public-school graduates nor drop-outs have ever shown any confidence in the occupational distribution ability of educators, and they have rarely returned to the school office for replacement. Worldly-wise youngsters will not accept the referral decisions of occupational illiterates." (65, p. 30)

Teachers are aware of this need. From the business education teacher in the Medford, Oregon, high school comes the following:

I believe the secret of any employment program is one's understanding of what the prospective employer has to do. I try to acquaint myself with the routine business workings of our many places here in the valley. Even so, I find that I need to change our course of study after our students report to us on things they did not get or things they need to get more of. (129)

The state employment services help with this phase too and it will be recalled that mention already has been made of cooperative in-service training programs in several states. New York's state employment service provided the coordinator for a teacher-counselor training course in "Employment Opportunities and Requirements for Beginning Workers." Teachers visited various businesses and industries, and a union hiring hall and headquarters. (8, pp. 8-9)

In a number of cities, NOMA is cooperating in providing vacation work for teachers in order that they may have
more immediate knowledge of the field in which they advise. Even in the absence of a NOMA chapter, it should be possible to work out such cooperation.

Specific Job Information

In turning to the gathering of specific job information, one of the first things that comes to mind is the occupational survey. It is the business of the state employment service office to have a constantly revised job analysis of the local community. Sometimes, however, it may not represent complete coverage of the places which beginning office workers might fill, and a survey fostered by the school is in order for the immediate purpose of placement. Also, a local job survey can reveal much additional information to the school, such as training needed or lacking, procedures and equipment used, and working conditions.

Reed says that the job-opportunity survey should include all the employing concerns in the labor-market area. It should reveal entry jobs and their pre-employment requirements, the usual percentage of beginners for whom there are promotional opportunities, and the percentage which, after a period of induction and adjustment, will probably have to seek positions in other communities; and
it should show which firms offer counseling services, in-service training, or apprenticeships. (65, p. 291)

In Glen Smith's "Principles and Practices of the Guidance Program" there are excellent directions for a community occupational survey.

The first steps are getting approval of the school administration and appointing a steering committee, which may be a much more complicated process than the simple statement would indicate. The survey cannot be a success unless the administration—and this may mean the board of education too—is "sold" on it. Then there is the matter of "selling" the community and students as well.

Smith advises that the "steering committee" be appointed from labor, management, employment service, service clubs, PTA, and other community groups. (77, pp. 210-220)

This is equivalent to the advisory council so frequently advised as an aid in all phases of business education. Hayden and Jennings, writing in American Business Education, went into some detail concerning its formation and activity:

First, it is a group of civic-minded school representatives and business leaders. Usually it is appointed by the school board after the coordinator (which may mean the business teacher) and the superintendent, and perhaps the
Chamber of Commerce secretary or other business leader, have decided upon and approached a tentative group--usually five to seven members representing various business interests.

The council may serve many uses. It may provide employment information, training needs, help in better selection and placement, advice on setting up standards or the curriculum itself, selection of work-experience training stations, aid in follow-up studies, or--as in this immediate case--help with an occupational survey. But, whatever the immediate activities, it serves as a liaison between school and community. The writers add some specific suggestions as to dealing with the committee:

The success or failure of the group in attaining their desired goals rests largely with the coordinator. If the coordinator attempts to dominate the committee, the members will lose interest. On the other hand, if the coordinator keeps in the background and "spotlights" the activities of the other members--makes them feel that he recognizes their position of leadership in business--they will voluntarily assume greater responsibility in making the program a success. Many men who have worked with advisory committees suggest that the coordinator act as secretary of the committee and take notes, but that one of the business men be elevated to the position of chairman of the group. (37, pp. 89-94)

In some instances, it is well to have members of the council serve for a set term. The advisory committee set up in connection with the vocational and adult education program in Corvallis, Oregon, serves two years, with one
member starting a term every six months. The most common practice regarding meetings seems to be to have them called only when the need arises.

While frequently recommended in guidance and business education literature, the advisory committees are not found frequently. San Diego and some other larger schools do use them in connection with the business department. In the correspondence with business teachers in the Northwest, there was mention of advisory committee use in connection with distributive education. However, the advantages would seem obvious in view of how essential community aid is.

After setting up a steering committee for the occupational survey, it is necessary, according to Smith, to appoint a director and other personnel to carry the survey through. Then the exact purposes or individual objectives should be decided; publicity to gain community interest and cooperation should be planned; forms should be prepared that will get that information which meets the objectives; exact procedures should be outlined; and interviewers should be selected and trained, then tried out, and given necessary further training.

Even while carrying on the survey, tabulation of data should be started. Direction of the tabulation needs to be by persons thoroughly familiar with the business situation in order to include the proper findings and interpret
them correctly for the tabulation. Following the tabulation, the totals or results need interpretation and reporting. (And, of course, any value of the survey depends upon the use to which results are put!)

Smith records a revealing case history of such an occupational survey made in the town of Marshall, Michigan. Approval of the administration and business leaders was obtained; the chamber of commerce secretary and superintendent of schools served as steering committee heads; there was proper discussion and publicity; and then eight high school seniors were trained to do the interviewing. They were first given instructions, then sent out on a few trial interviews. They reported back and discussed their experiences before going on with the work.

All employers in the telephone directory were contacted. There were 300 reached in two weeks. If a firm had more than 10 employees, an appointment was made in advance by telephone.

The purpose of that particular survey had been to find what jobs were available and what training was justified for them. Among other things, it was found that there were enough part-time jobs to justify a cooperative program; that more than 70 per cent of the jobs required high school graduation; that more than 95 per cent of
them required persons 18 years old or more; and that there was need for more placement by the school. (77, pp. 210-220)

A rather recent survey in Minneapolis and St. Paul covered 67 employers by questionnaire, of whom 16 were interviewed as well. Some of the things revealed there were that the traits most wanted were dependability, cooperation, initiative, industry, and courtesy. It was found that the small firms were more inclined to hire experienced people rather than beginners, because they required the taking of more responsibility from the start and had more varied duties to perform. (62, pp. 21-22)

Regarding the latter finding, other surveys have revealed that the smaller firms offer the better opportunities for beginners—proving perhaps that each area needs its own individual survey. Types of firms frequently mentioned as giving consideration to beginning workers are insurance offices, doctors' offices, banks, state offices, and department stores.

Few surveys were reported in the letters from northwest teachers. One school has an annual survey by the FBLA club (Future Business Leaders of America), but the teacher reported little practical results. (123) Two years ago, a teachers' committee set up in Eugene, Oregon, for the purpose of in-service teacher training, surveyed
the businessmen and had vocational specialists as consultants. Outcomes of the survey were not reported. (115)

A Grants Pass, Oregon, business teacher sent out a letter to employers of the town. It started: "Are YOU interested in YOUR business? Sure! And we believe you will be interested in helping YOUR school help you. For that reason we would like the following information."

Questions asked, with space for reply, included:

How many total workers do you employ? How many of these are office workers or required to do work which takes business or commercial training? Of those required to do office work or work requiring commercial training, how many were graduates of this high school? Did these persons purport to have been commercial students at the high school? Did you inquire of their instructors at the high school as to what these students' abilities were? Were they recommended by the high school? Of those coming to you from our high school by recommendation, how many were satisfactory for work recommended? How many of those recommended were unsatisfactory?

The Grants Pass letter also provided a place for the employer to check his experience with various proficiencies of high school graduates--rating graduates good, fair, or poor as to use of English, spelling, mathematical ability, typing, etc. Then another chart followed which listed various office machines, with space for the employer to check the number used, the number of operators, how they were trained, and extent of training needed, as well as turn-over of such operators. (113)
McMinnville, Oregon, makes use of a check list for office visits which consists of a number of points to be checked under the headings of: Employment practices (including sources, and training and experience needed); Induction of employees; Supervision; Basis for promotion; Office benefits and relationships; Wage plan; Employee turn-over; and Kinds of work done in the office (listing various kinds of work and many different machines.) Following the points for checking, four questions are asked:

What training do most new employees lack? Are there specific skills or abilities required in this office that are different from requirements in other offices? What criticisms do you have concerning new employees? Is there a shortage of office workers? (109)

During the 1952-53 school year, the writer tried out a partial job survey, making use of the form shown on the following page. Each senior student in business classes visited one firm in Nampa, Idaho, after making an appointment by telephone. Each carried a letter of introduction from the principal, which read:

The bearer of this letter has asked to interview you. Each member of the Secretarial Practice Class and of the Advanced Typing class has chosen one firm in Nampa to approach regarding: (1) Jobs provided by that firm. (2) Suggestions for improvement of our business courses at Nampa high school.

You can help us to give you better help. We will appreciate your cooperation.
<table>
<thead>
<tr>
<th>No.</th>
<th>Duties</th>
<th>Training Required for Job</th>
<th>Age Required</th>
<th>Turnover</th>
</tr>
</thead>
</table>

**ADDITIONAL COMMENTS OR SUGGESTIONS:**
Copies of the form run on mimeograph paper were given to the students, who studied and discussed them in class, in order to gain a clear idea of just what information they sought and why they wanted it. In addition, this advance discussion encouraged more consistency in responses so that tabulation could be done more effectively.

Some questionnaire authorities urge the avoidance of "leading questions." Probably the most of those on the form are leading questions. But, because the system used could not hope to accomplish an immediate, complete coverage, it was hoped that it would promote some thinking in the right direction among businessmen.

At the bottom of the form will be seen a space for entering the names of business graduates who have been hired by the firm, either soon before the survey or in subsequent years. Notes made on the student's copy of the form are transferred in typed form to an identical blank run on stiff paper for permanent records.

It is planned that each year different firms will be surveyed in order to work toward complete coverage. Students are asked to get teacher approval of the firm chosen to survey. Naturally, this system is regarded as a stop-gap measure until a full-scale occupational survey can be promoted—one in which the administration, the rest of the school, and the community will cooperate.
Closely connected with the job survey is personal contact by the teacher or placement officer. Referring back to the table on page 35, it will be seen that out of the 618 teachers returning the Woodward questionnaire, 22 individuals gave no report on whether they contacted potential employers, while 32 per cent of the balance reported doing so frequently, 33 per cent occasionally, 18 per cent little, and 17 per cent never.

Of the 29 Oregon, Washington, and Idaho business teachers reporting to the writer, 11 specifically mentioned personal calls on employers, mostly after school or during vacations—often one or two a week. Four said they used the telephone. Eight said they merely took care of calls which came into the school. Almost half emphasized that the very best employer contact was the student who went out and made good on the job.

One teacher was a member of the National Secretaries association, another of the Business and Professional Women. It can be seen readily that these would be valuable contacts in placement. Several had connections with personnel people in firms who hired a lot of office help. Three mentioned contacts made through the FBLA clubs—in one school that organization has a potluck dinner in the fall, to which the previous spring's graduates are invited to tell about their new jobs. Other contacts
mentioned were service clubs, graduates, speakers, field trips, NOMA, and in several cases the distributive education coordinator.

The teachers who had tried want ads were not particularly enthusiastic. They did not have much to report on the use of publicity. Several used pictures or newspaper stories; however, one teacher commented that they had felt their efforts in the way of newspaper publicity had brought in no more employer calls than they had had prior to the publicity. (98)

Several mentioned using commercial placement agencies, but typical was one comment: "We caution the student about the cost of the service." (105) And another wrote: "We have no connection with any other placement agencies, although some of our students use them at times. This is particularly true of those who are of the bashful and timid type and who hesitate to start a business-to-business canvass." (110)

A couple of teachers had access to college employment services in the town; two received aid from the Chamber of Commerce; two received aid from dealer employment agencies (such as the Burroughs Business Machines and Royal Typewriter companies); and a number mentioned the state employment service, as already reported.
The National Business Entrance tests were mentioned by a couple of teachers but apparently no official testing centers had been set up. In other parts of the country, the latter tests, properly developed, have proved a valuable source of calls for employment, as names of students earning the proficiency certificate are circulated by the local National Office Management association chapters.

In addition, many northwest teachers assisted in having students take the city, state, and federal civil service tests, and two mentioned placement through the FBI. Several mentioned the value of rendering service when needed, as an employer contact--especially in emergencies. Grants Pass, Oregon's "Typing for Service" club is an example of a continuing contact of this sort. (113)

From more distant schools and from guidance and business education authorities came other ideas.

A school which contacts employers by correspondence, telephone, help-wanted ads, and former students, says: "We make it a practice to follow up every lead from whatever source obtained....In discussions with employers, we do mention salary." This school is staffed entirely by teachers for its placement work, but "with good secretarial help." (23, p. 466)

Some of the larger centralized schools with full-time placement personnel use some fine techniques which can be
utilized in part by the smaller school as well. Baltimore has a 3 by 5 inch card used in employer contacts:

<table>
<thead>
<tr>
<th>Name of Firm</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Date Visited</td>
</tr>
<tr>
<td>Type of Industry</td>
<td>Counselor</td>
</tr>
<tr>
<td>Person Interviewed</td>
<td></td>
</tr>
<tr>
<td>Physical Appearance and Layout:</td>
<td></td>
</tr>
<tr>
<td>Personnel Policies—Employment Standards and Promotional Opportunities</td>
<td></td>
</tr>
</tbody>
</table>

On the back of the card is space for two items: Job Openings and Requirements; and Additional Remarks. (4)

Los Angeles has a high school which uses publicity among its means of gaining employer contacts. In every letter mailed out from the school is enclosed a card reading: "We purchase your product. Why not use ours? Let us fill your next vacancy in sales, clerical, and secretarial positions with certified graduate students whom we can fully recommend. Call Angelus 7980 and ask for the placement supervisor. We thank you." (63, pp. 21-23)
Newark distributes a leaflet to employers, and another school mentions student speakers before service clubs to publicize the placement service.

Baltimore has a full-fledged publicity program. A large calling card headed "May we serve you?" is left by placement counselors at the firms visited. There are blotters advertising the placement service and booklets to leave entitled, "For Your Summer Job Openings" and "We Offer You--New Employees--Personal Records--A Placement Service"; and a scratch pad made up of sheets topped by the heading:

THE PUBLIC SCHOOL PLACEMENT SERVICE
for boys and girls
is available to you
CALL BELMONT 6 300
3 East 25th Street Baltimore 18

A writer in *The Business Education World* tells of using a "Placement Prospectus" which he describes thus:

Prepare a letter to mail to a select list of prospective employers. In this letter identify the types of eligible employees who expect to complete their training this semester; express a desire to be of service; and, in conclusion, extend an invitation for the employers to contact you at the school. Be sure to give your school telephone number; businessmen like to talk by telephone, but they don't like to look up numbers.
Enclose with this letter thumbnail descriptions of a number of your students. Make these descriptions accurate, interesting, and varied enough to meet the needs of different employers. For example, in our last "prospect list" we included the following:

"Prospect I: Competent stenographer available for immediate full-time employment. Completes her training in January. Has had part-time work. Has a special interest in arithmetic. A pleasant, hard worker of more than average ability, and the only full-time office worker available from us before June 1."

...Now, wait for the telephone to ring. If your experience is similar to mine, you'll be called immediately. The mystery of the name behind the description, the appeal of the information itself, confidence in your judgment, local needs—these and many more are the reasons you will get calls about your prospects. (80, pp. 441-442)

A business teacher in Utica, New York, surveyed a "cross section of business offices" and found that businessmen preferred direct contact with the school. This is in line with several other surveys and with the strongly expressed opinion of several teachers who corresponded with the writer.

However, the Utica survey also revealed that the employer needed education not only in the matter of checking with the school on applicants but in being able to tell exactly what he needed in an employee. (39, p. 17)

Businessmen and school do need to cooperate in working out job descriptions and standards of achievement, and then put them into terminology understood by both parties.
Ross points out another reason for direct contact between business teacher and employer:

The business education teacher has the responsibility of knowing the job possibilities in her community and has the responsibility of establishing the necessary rapport with the businessman so that when she has a person that needs polishing in certain respects, someone will say, "I will be glad to take him for two or three weeks." (130)

Dame suggests making employer contacts by having businessmen come to the school to speak or to demonstrate their products; by having students do some of the clerical work of the local businessmen; by keeping in contact with alumni who are in business; by belonging to service clubs and giving talks before them; by using want ads; and by writing articles and presenting radio broadcasts. (19, pp. 59-63)

Row's summary of contact methods includes: personal visits; descriptive materials to larger firms who might employ; letters to employers, using classified and industrial directories; contact with management, labor, and professional groups; inviting business and industrial people to visit school; asking alumni to refer job openings to the school; and publicity through radio and press. (70, p. 64)

Shipley provides a rather lengthy list of procedures the business teacher can use to find job opportunities:
Use the services of a local business education advisory committee
Learn of placement needs through summer work or through school membership in NOMA
Keep a card file of former students and firms for which they are working
Provide a supervised part-time work experience program in the school
Work with community committees, local merchants, and state employment service office
Get acquainted with education committees of the Grange, and with other agricultural groups
Have graduating students use the services of the state employment service, watch the newspapers for help wanted, apply for civil service, and make personal inquiries of employers (76, pp. 35-44)

None of the foregoing paragraphs is a complete summary in itself and an entire recapitulation will not be made here. But it might be stated that the principal ways of locating vacancies are through job surveys; follow-up of graduates; personal calls on employers by the placement worker; telephone calls; correspondence (including the mailing of letters, questionnaires, and lists of job applicants); publicity such as talks, newspaper articles, and radio broadcasts; cooperation with the employment service and other agencies; NBET and civil service tests; and encouraging students to locate vacancies.
Training for Job Application

The first step toward success in the actual matching of student with job is to equip the student to make proper application for the job. This step reaches back into student and occupational information, but it includes specifically showing the student how to summarize mentally and on paper the most helpful information about himself; showing him how to write a good application letter; giving practice in filling out an application blank; and giving as complete preparation as possible for the job interview.

The writer has, in the absence of any actual placement program, prefaced this training by a rather exact coverage of available job sources that the student may refer to on his own. These include the public employment services, and private, paid employment services; state and federal examinations; (NBET examinations should be another source soon); want ads in the newspapers--with mention that they must be answered the day they appear, for best results; and friends and acquaintances. Students are told that the surest method is to go to the right firm, knowing ahead the name of the man who actually does the hiring.

It is assumed that prior to this the teacher has assisted each student in listing those abilities, skills,
knowledges, and personal characteristics which will be of use in an office; has helped that student decide what type or what specific business can make best use of his abilities and characteristics; and, especially if the student is to approach the firm on his own, has guided him to select the particular firms it would be wise to approach, finding out all he can about those firms in advance, including the full name and position of the man doing the hiring. Employee handbooks are good materials to study at this point, not only those of a particular firm in which a given student is interested, but any available, in order to add to the general understanding of office customs and office terminology.

Next is to help each student in summarizing information about himself—usually in the form of a "data sheet." This can be used to enclose in an application letter, carried along to a personal interview to leave with the prospective employer, or simply carried along as a source of information for application blanks or to remind the applicant of information he wishes to present orally. One teacher, in fact, reports carrying the data sheets herself to prospective employers of her students.

The writer has found it helpful to give these pointers to students regarding the data sheet:
Make it as short as possible and still complete; have typing and arrangement as nearly perfect as possible; be sure it is clear as to meaning; list the kind of work desired, but do not make it too limited; list your address, telephone number, age and birth date, place of birth, height and weight, religion, marital status, and health condition; list your education with dates and achievement in areas of interest to employer; list experience, being specific as to dates, firm name, address, telephone, duties, wages, superior, and why you left; list miscellaneous facts about yourself that will make you seem a DESIRABLE OFFICE PROSPECT—do not picture yourself as an "activity girl" but as an efficient person with initiative, who likes people, is capable, and has varied interests.

Writing an effective application letter is another consideration. Stationery, typing, and arrangement should be business-like and of good quality. The letter should be addressed to the right name, spelled correctly. The purpose should be stated simply and clearly. Qualifications, training, and experience of use to that employer should be stated concisely and in a way that sells them. A few good references, complete with name, address, and perhaps telephone, should be given. Usually former employers are best but only those which will do most good for the given job should be used. (Much of this information may be in the data sheet instead.)

Finally, the letter should ask for an interview, firmly but pleasantly—not by "hoping." In writing the letter, phrases should be used that will mean something to the employer, as "strong stenographic course"—"care about
the appearance of my work and of myself" - "disposition that wears well"; but all such phrases should actually apply to the writer.

While the use of the application blank follows chronologically the interview, it is closely related to the application letter and data sheet and so will be discussed next. Firms usually regard it as a test of the applicant, so that it should be made out neatly and efficiently. All information should be at hand—in mind or on the data sheet. Foolish questions must be avoided. A good idea mentioned by the Eugene, Oregon, teacher was to duplicate copies of actual blanks used in the town and have students practice filling them out.

State and federal test application blanks also provide a chance for supervised practice. Businessmen who are asked to speak to the class may be asked to bring copies of their application blanks along, and such blanks are good things to pick up on field trips.

The importance of the interview is stressed by business teachers, educational authorities, and business representatives. A good hint of what the teacher should prepare her students for is given in the advice of the personnel director of a large Des Moines department store to persons hiring employees.
She says the interview is most important; that the applicant should be put at ease and then, if experience is lacking, asked about his training; his extra-curricular activities; why he'd like your kind of work; his work experience of any kind; his references; if any time was lost during the past year because of illness; what the father's occupation is; and the number of children in the family. She advises that the interviewer pay particular attention to personal appearance, health, energy, conversation, liking for people, self-confidence, alertness, sense of humor, and poise. (92, pp. 47-51)

Several business teachers in the northwest suggested having businessmen give students practice interviews before the class, and this was tried by the writer with great success. In one case a student was offered a job then and there, but, more important, it gives all the students the feeling that the process is less frightening and that they have some idea how to go about it—"poise comes from confidence and confidence from knowing how!"

Each year the writer asks the women's counselor of the local employment service to speak to graduating business students on job application. The employment service has excellent material on the subject to distribute too.

Instructions regarding the interview then should probably stress details of personal appearance; complete
preparation of information regarding oneself in relation to the job at hand; an interested, confident attitude—speaking up; asking good questions rather than the wrong ones about the work; telling the truth; and some "don'ts":

Don't take another person with you to the interview  
Don't put belongings on the desk—do not have unnecessary materials or packages along  
Don't stress your school marks—merely mention as though not too important and lots to learn  
Don't stress your activities except to mention as giving some preparation for usefulness

Following the interview, it seems a wise plan to write a "thank-you letter" to the employer.

John Marshall high school in Richmond, Virginia, holds a pre-employment conference and a five-hour training program over a period of five weeks for all applicants for employment. Speakers from business firms, and former graduates appear on the program. Application forms and other data concerned with seeking jobs are studied. (26, p. 233)

In Meadville, Pennsylvania, practice interviews are conducted with each senior before graduation, either by a teacher or by the personnel manager of a local firm. (26, p. 225)

Only selected students are allowed to take the actual civil service examination of the City of Los Angeles; but now all students are given practice examinations, not only
to select the students who will take the regular examination but also to give all students practice in application techniques.

An application blank is filled out by each student, and he is then interviewed by a committee made up of the business education supervisor and two businessmen. Students come prepared for the interview; four or five minutes are spent on it, and two minutes on rating the student. In addition, time is used for the committee to give the student helpful information and advice. Following this, each student has a conference with his business teacher, who passes on any committee suggestions made in the rating. Both students and businessmen like the plan and much direct placement results.

Registration, Job-Listing, Referral and Confirmation

Many procedures relating to the actual matching process have already been discussed. In dealing with registration it is necessary to reach back again into the section on student information, and in dealing with job-listing to overlap some of the material on specific job information.

First, an attempt will be made to summarize matching procedures being used by the teachers in Oregon, Washington, and Idaho with whom the writer corresponded.
In most cases it was indicated that some sort of file, perhaps just of cards listing most essential facts, was kept in the business department on at least the students seeking work; however, a few specified going down to use the central office files each time. Location of vacancies was in most cases by telephone calls coming in from employers, usually to the superintendent or principal, frequently to the teacher at school or at home. One teacher said she made contact for a particular student by telephone or by letter with a given employer, and another reported that he followed up calls made by students on employers.

Most of the group reported selecting several students to apply for each job listed. The basis of selection most often was referral to files, though others mentioned "just knowing" or using a teacher interview with the employer and then with the student, or basing selection on grades and reports from other departments.

Three teachers said the employers came to the school to interview students. One commented that, "Since we have a thorough testing program and know the abilities of our students, they are usually hired when they apply." (121)

Students were frequently reported taking along personal data sheets when applying—one mention of pictures was made in connection with the latter. Sometimes the data sheets were left with employers, sometimes not.
Scappoose, Oregon, students also carry samples of their work with them. (116)

Confirmation of placement was made by asking the student to report back in six cases; by calling the student in one; by asking the employer to call back in five cases; and by calling him in one. Three teachers mentioned recording placement in their files, but there is no doubt that many more teachers did so than mentioned it. It was indicated that most of those who did not specifically state how confirmation was made, did find out in one way or another what results came from the applications.

Apparently the representative procedure was: The employer contacted the school office or the teacher; the teacher discussed needs with the employer; the teacher referred to an office or personal file of students; several were sent for interviews, usually with personal data sheets, choice being made on basis of training and fitness for the particular job; results of applications were nearly always checked with the student and frequently with the employer; and some record of placement was usually made.

It might be helpful to present some individual reports as to particular details. A teacher from Beaverton, Oregon, specified that "Students have continual choice of whatever jobs there may be and are sent to apply for a job only if anxious to have that job." (106) Another teacher mentioned
checking with applicants to gain more information about the employer after the interviews. An interesting summary of one matching routine comes from Bremerton, Washington:

Calls come in from employers either directly to me in my room or relayed through supervisor or faculty. Jobs are discussed with employers, including requirements (hours to be worked, age, personal appearance, accuracy, training, ability to develop on job, grades), and benefits (hours, pay, advancement, working conditions), and arrangements are made for interviews. Jobs are discussed with suitable candidates, briefing them on directions, wearing apparel, manner to be used in interview—if student has not had office practice. Students are sent to the interview. (127)

A Seattle teacher provides this summary:

1. The call comes from the prospective employer. If we have never talked with him before, we first try to get acquainted with his business and with his type of personality as best one can over the telephone. Then we try to sell him on trying an oriental or colored girl, and, believe me, that is a job—often conversations run to forty and forty-five minutes! But what a satisfaction when he agrees to interview one of them, because once we can get him to do that and give a test, we are quite sure the girl will be hired, and liked after she is hired.

2. We talk to the girls who might be interested in the job as indicated by their personality and by their training, and select one or two to go down for an interview. They take with them a typed application letter and data sheet to assist them in filling out application blanks, and, sometimes to leave with the prospective employer.

3. The prospective employer is called to tell him who the girls are who will be down to see him and something about their abilities.

4. The girl goes down and reports back; the employer is called.
5. Several months later, we call the employer to see how the girl is getting along. We call the girl to see how she is liking the job and to give her a boost if she needs one. (Most of this is done at home after school hours.)

The writer previously mentioned as advocating the sending of a placement prospectus also asks to visit the employer personally, and takes along a portfolio of data sheets prepared by students, to lay the groundwork for one or more students to make personal application. A definite appointment is made for the student. The author reports that this procedure gives the applying students considerably more confidence and a pride in living up to their best qualities. Also, if they have the pledge of a job after school is over, it makes the balance of the year's school work more meaningful. In addition, he says that this system focuses attention of business leaders on the school's training program. (80, pp. 441-442)

Baltimore's plan for getting student information has already been given in some detail. Of course, matching procedures are worked out equally well. First, consideration is given to completely informing students with regard to the services the placement service has to offer. At the time the placement counselor speaks to each graduating class, students are given a little booklet entitled, "Opportunity Awaits You," which gives a complete and
readable explanation of the placement service and directions for using it.

Students who desire either permanent or temporary work after graduation sign up for a placement interview. Before each interview, the school counselor will prepare for the placement counselor a card summary including such information as the pupil's scholastic record, his extracurricular activities, his awards and honors, and his own comments concerning the student. During the placement interview, the graduate will add to this information and discuss his plans for work. When all of these data have been recorded, the placement counselor adds his impressions of the applicant, and then the application is filed in the placement office. The Baltimore registration card is a compact and inclusive one, about 5 by 8 inches when folded once. There is place on front and back for student information, referrals, placements, follow-up, and "other contacts." Duplicate copies are made out, each on a different colored card for different uses.

All employers who wish to get workers through the Baltimore central placement office put in their requests to the placement counselor either by telephone or by mail. A detailed record of each request is made and filed. Headed "Employers' Requests," the card includes space on the face for the following:
Name of firm; date; nature of business; phone; address; person calling; person to refer to; job description (title); number of openings; salary; age; education, hours; permanent, temporary, or part-time; work done; personal qualifications.

On the back of the card is a place to list referrals made on the request, and below that the placements made.

Through "careful study and selection," the placement counselor chooses one or more applicants for each job. A referral card is mailed to the applicant or he is instructed by telephone to make an appointment with the employer to investigate the job, and to notify the placement counselor of the result. "Often an applicant may be given several referrals before he finds the job he wants or the employer who wants him." (4, p. 9)

The referral card is about 2½ by 5 inches and bears the employer's name, address and telephone, name of the job opening, and "This will introduce" followed by place for the student's name, school, age, course, grade, and date. It is signed by the coordinator and counselor and ends with the note: "We shall be glad to discuss this applicant with you." (4)

Baltimore has, in addition, a number of forms for keeping complete office records of placement activities, which might conceivably be borrowed from in setting up the average placement organization. However, Baltimore's
forms are mentioned, not with the idea that they should be used as exact models in most situations, but as guides to items which may possibly need attention in any systematic placement.

After taking a look at some of the placement routines used, the following is an outline of steps which need to be taken:

1. **Make certain students know what service is available.** In the smaller schools, this may be simple but should not be entirely taken for granted. In the larger schools, more extensive planning is needed. Help from the student council is utilized in one school.

2. **Register applicants systematically and have all information readily available.** Several forms for this, including the writer's pictured on page 113, were described in the section about student information. The New Hampshire state department of education guidance handbook pictures a practical "Work Registration Form," and advises that all records be kept on the same size cards if possible--3 by 5, or 4 by 6 inches, and that a central system be used for registration records, employer contacts, job orders, and referrals. (56, pp. 67-71)

As mentioned in the student information sections, variously colored clips in different positions on the
cards, are frequently used to classify the cards, or to show placements made, etc. Classification may be by other means too, such as rearrangement in the file.

3. When job calls come in, list all information on some sort of record card. As with other forms, this one should be kept as simple as possible and still be adequate to meet local needs. Baltimore's has already been described. The New Hampshire handbook previously mentioned suggests one entitled "Employer's Request for Workers."

The latter has space for:

Title of position; Code number from Dictionary of Occupational Titles; Employer; Address; Phone; Kind of business; Request made by; Date; Skills required for job; Duties to be performed; Number of workers wished; Date to start; Length of employment; Wage or salary offered; Hours of work; Where to apply; To whom to apply; Disposition of request. (56, pp. 67-71)

While the teacher or placement person should already know something of the employer, there are a number of items which will be helpful on this form which is variously termed job report, job analysis, employer's request, vacancy record, etc.

These items may include the name, address, and telephone of the firm and perhaps how to reach it; the name of the person to whom application should be made; type of work to be done; whether boy or girl is desired; the wages to be paid; the hours to be worked; the date the
position will be open; training, and experience, if any, desired by employer; minimum age limits; and, in addition, the teacher needs to gain and record a clear picture of the type of person wanted.

At the bottom of the form, space should be provided to record names of applicants sent, and results, and perhaps a record of how the vacancy came to the school's attention. Some systems use page records of vacancies, but the card form has obvious advantages.

4. Refer the right student or students to the right job or jobs. The Corvallis, Oregon, public schools placement director merely hands his professional card to students to use as an introduction. On the back he writes: "Mr. (Employer) : Introducing (Student)" and his initials. On the front are placed two to four stars depending on how highly he wishes to recommend the student -- the basis being largely the school record. (99)

Del Paso Heights, California, high school sends four or five of its best qualified students, following an interview with the teacher to determine qualifications and interest in the job. Each student bears an interview card giving the name of the employer and of the interviewer, the address, phone, date and time of interview. In addition, each student takes along a sealed envelope holding the "Personal Data Record of Prospective Employee" which
is handed to the employer to give him some idea of the individual's grades and personal traits. The front has place for student's name, address, telephone, date of birth and age, and comments, such as "She is highly recommended by her bookkeeping teacher." The back has columns headed: Course; Grade; Speed; Dependability; Initiative; Attendance. (1, p. 92)

New Hampshire's referral card is noteworthy in that there is space at the bottom for "Action by Employer." There are blanks for "Accepted," "Rejected because..." and the employer's signature. (56, p. 71)

Some general suggestions concerning the referral process include providing the student with much encouragement, and taking a personal interest in him, but, on the other hand, recommending him only when or where reliable, and being completely honest with the employer as well as with the student. Jones adds that placement should be "personalized rather than mechanical." (42, p. 400)

The business teacher needs to keep in mind jobs specially adapted to the slower-learning applicant as well as to the gifted student. Shipley says that students who have met all the requirements for graduation should be permitted to take exams before the end of the term to accept full-time employment (76, p. 42), and Forkner
heartily agrees. (26, p. 225) Sometimes, however, it is difficult to decide on the dividing line between allowing for individual differences and giving some special privileges.

Some general advice to teachers comes from Endicott on the basis of a 1946 survey of 130 well-known companies: (1) supply the employer with more complete data about the applicant; (2) provide more realistic teacher appraisal of the applicant; (3) do more careful screening before referral; (4) centralize placement responsibility to give a dependable contact for employers. (24, p. 55)

In the same vein, Walters and Nolan say:

If the work of placing graduates in jobs is to be efficiently done...grades and recommendations must be based on a comparison of students' abilities with acceptable standards of achievement rather than on the unscientific and perhaps prejudiced personal opinions of teachers. (89, p. 224)

Regarding some miscellaneous considerations, they present these cautions:

Records, however well planned they may be, are valueless unless they are kept carefully and systematically....student helpers may be sufficient but....great care must be taken to use students who are trustworthy and who will treat the information they will necessarily encounter as strictly confidential.

...Although the high school is responsible for helping graduates to secure jobs, the school cannot guarantee jobs...and it should be impressed upon the students and their parents. (89, p. 330)
The Follow-Up Program and Job Adjustment

The 1952 American Business Education Yearbook quotes the Oregon guidance handbook in defining follow-up:

...the activity of obtaining facts about former students, whether graduate or drop-out, which shows present needs of these individuals, permits evaluation of educational services, and points to needed changes in subjects, teaching methods, and guidance services.

Then the yearbook adds that the particular value of the follow-up to business education "consists in the use of the findings to evaluate the effectiveness of the methods of instruction and to assist its graduates in job adjustment," and also "to secure data about job opportunities, job sequences, and wages, and to acquaint the business community with the school's effort to train better business employees." (94, p. 276)

"Most youth hold four or five jobs before they settle down in jobs that suit their interests and abilities. Education is perhaps one of the largest enterprises in the nation that does not do much market research to determine how to improve its products." This came from a recent issue of National Business Education Forum. (3, p. 17)

Tonno points out that follow-up gives impetus to the young worker to advance; he feels that someone is taking an interest. This educator believes follow-up should determine also the adequacy of salary and promotional
opportunities for a given individual to the end that further guidance may be provided in going after any further preparation needed. (81, p. 144)

The mechanics of the follow-up survey may be by letter, questionnaire, or card; by telephone; by having "office hours" when student and employer may visit the school; by personal calls on employer and student; or by several other means which will be mentioned.

The consensus seems to be that personal contact brings the best results, except that in certain instances it is more convenient for the employer to be contacted by telephone than in person. In few cases does the business teacher himself have time available to effect complete personal follow-up, but there are ways of providing adequately trained representatives.

Dame suggests a possible substitute for complete coverage, which is reported here without recommendation:

It has been the plan of some departments to send from six to a dozen personal letters to a like number of reliable alumni asking them to write as complete a report as possible regarding the information required. These people are hand-picked from the standpoint of their reputation for accepting responsibility rather than from the point of view of a particular occupation. In this way it is felt that a dozen well-done reports are just as reliable as fifty or a hundred incomplete, hurriedly done questionnaires. Unless an actual report is desired from each individual alumnus over a period of years, this procedure may save much time and expense. (20, p. 189)
Forrester suggests the value of planned group meetings to which alumni are invited to tell of their experiences. At such meetings the teacher can glean much useful information about the school program, as well as find how he can help graduates. Individual conferences, either as the outgrowth of group meetings or especially arranged, can be very productive of follow-up information, too. (77, pp. 96-97)

Whatever the method for obtaining the information, the points which usually need covering include:

From the student—name and address of company and department where employed; title and duties of job; wages; jobs held since leaving school; what occupation is wanted eventually; possibilities for advancement; school training most useful; training or experience needed but lacking; and satisfaction with the job, and why.

From the employer—aquacy of young worker’s preparation; whether his attitudes and office relationships are satisfactory; his chances of advancement; and how the school can help the employee, and also the employer.

The National Association of Secondary School Principals made a study of occupational adjustment, and as a result drew up in 1941 the following "salient characteristics of a follow-up plan":

1. Planned to serve needs of individual and school
2. Begun before the pupils leave school
3. Carried on continuously
4. Including all school leavers, drop-outs and graduates
5. Each class followed up for at least five years
6. Procedures used to insure returns from 80 percent or more
7. Representative sampling of each group interviewed
8. Each class followed up by the class adviser of that class through high school
9. Analysis of each survey made available to all
10. Conclusions concerning causes drawn with caution
11. Significant items for each individual transferred to cumulative record
12. Follow-up coordinated with post-school counseling service (83, p. 323)

One of the best outlines of directions for actually setting up a full-fledged follow-up study is found in a four-page leaflet entitled "Techniques of Follow-Up Study of School-Leavers" by Brewster and Zeran. (12) The following are excerpts from the introductory paragraphs:

A school may determine its success by examining its product....Obviously no set pattern can be suggested for making follow-up studies since much depends upon the objectives, scope, sponsors, and availability of adequate funds. Methods of carrying on the study are also dependent upon the personnel available, and the area to be included. Then, too, one technique may be successfully used in one area, another technique in another area, while a combination of various techniques must be used in a third because of existing conditions.

Some of the valuable suggestions contained in the outline of procedures include:

First, a planning committee may be utilized to list the purposes--the results desired. Among the purposes
will usually be evaluating effectiveness of the curriculum and guidance services; aiding school-leavers to make adjustments, get additional training, and form closer ties with school and community; adding to the individual inventory; and justifying changes in the school program.

The planning committee may also examine other follow-up plans, decide who will sponsor the study and what personnel and techniques should be used to carry it out. The probable cost of the study should be estimated too.

Second, the scope and techniques should be specifically determined. (While Brewster and Zeran do not so state, most of this writer's sources indicate that it is most desirable to include all school-leavers at the end of one, three, and five years.) If an all-school survey is not presently possible, the next best thing is to include all business graduates and drop-outs, or even only those taking terminal courses in business. Possibility of using the sampling technique is mentioned in this guidance outline of Brewster and Zeran's with the caution that it be made representative of all types and include enough persons to form a true picture. (12)

Methods the outline lists for obtaining information are, of course, the questionnaire (mailed or delivered); the interview; the telephone; and a combination of those methods.
Here it might be well to insert some suggestions for the questionnaire. It should be kept reasonably simple, only five or six questions being preferred, and, if it is to be returned by mail, a stamped card or envelope should be provided. However, even the latter does not guarantee delivery; better results have been obtained when there was personal delivery, as well as pick-up, of any type of questionnaire. The writer and others have achieved good success with sending the follow-up form out through present students to former ones. Group consultation will indicate students who are accessible to many of the school leavers whom it is desired to contact. Of course, other sources for verifying addresses are parents of school leavers, city and telephone directories, and other school personnel and students.

The interview is the second follow-up method listed by the outline. Most sources consulted indicate that as many students and as many employers as possible should be interviewed, by students or others who have been carefully trained in finding out and recording the information desired. The telephone, or third method, is particularly useful in making appointments with and locating people to be questioned, in following up on mailed questionnaires, and, as mentioned before, often is preferred as a contact by the businessman.
Brewster and Zeran include in their outline preparation of in-school pupils for future follow-up studies. Having seniors work on the follow-up of students who have left school already is, of course, about the best possible orientation. But effort should be made to inform and interest all students, including potential drop-outs. If the student drops before he can be interviewed, Brewster and Zeran urge a personal call by the teacher.

Other points brought up for consideration in this outline for a full-scale follow-up are: determining the work schedule and estimating cost; preparing forms; directing study personnel; introducing the study; collection of the data; tabulating the data; interpreting data and preparing report; and using the findings of the study. (12)

With reference to job adjustment values of the follow-up, several good comments have been found.

A 1953 issue of the National Association of Secondary School Principals Bulletin declares that occupations five years after leaving school are a better key to adjustment needs than earlier ones. (13, p. 33)

Myers points out that the school leaver's need may be for a job, for a better job, for adjustment on the job, for more preparation, or for a chance for cultural or community satisfactions. He suggests "reservoir" classes—civic,
economic, and vocational—for the temporarily unemployed. (53, p. 210) Wilmington, Delaware, does have what they call a "remedial instruction pool for unplaced seniors." (26, p. 225)

Shipley enumerates these phases of help in job adjustment: helping make possible further training, trying to straighten out job difficulties, suggesting places of employment, and giving additional help on job application. (76, pp. 35-44)

Some idea of the extent of follow-up programs in the West may be had by turning back to the table on page 35. It will be seen that of the 618 teachers west of the Mississippi returning questionnaires, 22 did not report, and, of the remainder, 16 per cent reported "frequently" as to "making regular follow-up studies of business graduates," 23 per cent "occasionally," 26 per cent "little," and 36 per cent "none." The number of those reporting follow-up of all graduates or of drop-outs was considerably smaller yet—7 per cent "frequently" assisting with regular follow-up studies of all graduates; 4 per cent with business drop-outs; and 2 per cent with all drop-outs.

Exact implications of these figures as to the actual follow-up programs in operation are not possible to
ascertain in view of the different possible interpretations of the terms by persons filling out the questionnaire.

Of the 29 business teachers contacted further in Idaho, Oregon, and Washington, six said they had no follow-up; seven made only incidental, unplanned follow-up of business students; while four mentioned an actual follow-up system. Three more had follow-up programs planned. A number of additional teachers mentioned frequently telephoning employed students, and/or their employers, and one gave departing seniors questionnaire cards to mail back. A number mentioned making a point of personal talks with employers or students when opportunity offered.

Lack of time was here again mentioned as the principal barrier, and "follow-up" like "placement" was typically the outside effort of the individual business teacher.

One follow-up program reported from West Linn, Oregon, made use of a return post-card sent in a short letter to former business students. The letter said:

The commercial department of West Linn High School is interested in knowing what you are doing and how much you benefited from your high school commercial courses.

We shall appreciate it if you will fill in the enclosed card and drop it in the mailbox today.

A card or letter with further information about your job, activities, or schooling will be most welcome.
The card includes space for name, address, employer's name and address, kind of work performed, high school subjects most valuable in work, subjects they wish they had taken, whether they are going to school now, name of school or college, and course being taken. (119)

McMinnville, Oregon's business teacher sends a letter signed by the principal and enclosing a questionnaire and stamped return envelope. The questionnaire asks about marital status, schools attended since high school and major field, employment and where, any promotions received, and chance for advancement in present position. Then there are check lists of possible courses taken in school, and of machines used and work done on the job, plus questions as to additional training the high school should offer. (109)

A questionnaire aimed at assisting with employee adjustment is sent to employers by a teacher reporting in American Business Education. This includes, besides the name of the employee and his address and telephone number, a series of gradations to check after these items: ability to learn and follow directions; quality of work; quantity of work; ability to work without supervision; personal traits; cooperation. Then the employer is asked to list the student's strong points, shortcomings, ways in which
training was inadequate, and whether the student would rate outstanding, above average, average, or unsatisfactory. (1, p. 93)

Boston's vocational guidance department has a school follow-up program of long standing. Employers are visited and workers are asked to call at the school office. Everyone is sent a questionnaire six to nine months after the start of the job, followed if necessary by telephone calls and home visits to the student. A complete summary is made of the student's work and adjustment. Cases are usually "closed" after the beginning worker has reached 21 or been two years on the same job. (42, p. 410)

Newark sends a double postcard each fall to graduates of the preceding year, and the unemployed students are contacted. (71, pp. 377-380) Lefler reports in a recent issue of the Journal of Business Education that she visits all offices the first semester where students have been placed the preceding spring in positions which are part-time during school and then full-time afterward. She says she gets good help from the Chamber of Commerce and the local chapter of NOMA. She explains:

I find out from the employer how the employee has developed since the period of full-time employment began. By questionnaire to the student, I find out about the employer, working conditions, hours, pay increases granted after full-time employment begins, and any other facts the student wishes to give. (48, p. 276)
In Paterson, New Jersey, a follow-up of 78 business and 12 academic graduates of January, 1951, was made under the direction of a typing teacher who is also a member of the placement bureau. Twenty members of her typing class were divided into four teams, each with a leader. Each team wrote to 23 graduates, enclosing postcards, and a letter asking what the graduate was doing and how he had benefited from the commercial courses. The students verified addresses, and, when the card was returned, stapled it to the high school record card. Of the 91 mailed, only five were not returned, probably largely because 56 of the graduates had been placed by the school, and also personal notes from students sending the questionnaire went with individually typed letters. (21, pp. 122-123)

Ahrens Trade High School, in Louisville, Kentucky, started out by telephoning all graduates to verify their addresses and explain the purpose of the follow-up. Then a letter and questionnaire were sent, followed by a telephone call when necessary. (Among their findings was the discovery that the best opportunity for beginning workers was in service-type organizations--insurance headed the list with 12 out of the 81 jobs held by all those surveyed.)

Baltimore will once again be quoted:

When the graduate has found his job he starts to work, but the placement service does not file his card away and forget it. At the
end of three months, and one year, if he remains on that job, the graduate will receive a follow-up letter. He will be asked to tell what he is doing, how he likes his work, and to make suggestions for other new workers. This information is summarized and put on his original application.

At the same time the employer is not forgotten. A similar letter is sent to him at the end of six months. He is asked to rate the employee's work, to state his progress, and to make suggestions for improvement. This information is also summarized and recorded on the applicant's card to be used in courses of study and curriculum revision and to be sent to the schools as up-to-date occupational information.

A part of each week the counselor spends visiting the offices, factories, and industrial plants in which he has placed new workers...to observe workers...to meet employers...to get suggestions. (4)

Following the 1941 Occupational Adjustment Study of the National Association of Secondary School Principals, that organization prepared a comprehensive set of suggested forms. A sample set of these forms may be obtained free by writing to the National Association of Secondary School Principals, National Education Association, Washington, D. C.

While costing more than self-prepared ones, they are efficiently arranged and easy to use—especially if an all-school follow-up is planned. They include a "Follow-Up Record Card," filled in before the student leaves school with essential home and school data, and allowing place for subsequent follow-up reports so arranged as to be easy to tabulate and analyze; a "Post-School Inventory," sent
as a questionnaire to all students one, three, and five years after leaving school; a "Follow-Up Interview Schedule," used in interviewing a selected sample of school-leavers; and the "Employer Interview Schedule," used in interviewing a selected sample of employers of students followed up.

On page 114 was shown the follow-up form the writer is using. It constitutes the back of the job application (student registration) card. Duplicated work copies of the form are given senior students for following up graduates and there is considerable advance consultation on the purpose of the information and how to get and record it.

However, follow-up efforts will be of little value if provision is not made too for properly recording and using follow-up results. One school duplicates and distributes the latter to students, employers, and school staff.
CHAPTER IV
SUMMARY AND RECOMMENDATIONS

Summary

Help in job placement is a needed and neglected part of our high school programs. In our more complex society, the student and his parents cannot manage the problem alone. Every important educational survey made within the last few years reveals the fact that social and occupational adjustments are not made satisfactorily by graduates of our public secondary schools. Surveys of businessmen confirm this conclusion, as do government surveys.

Guidance and business educators are practically unanimous in agreeing that help can best be given by the school. In view of the facts that 75 per cent of all high school graduates go directly into jobs; that 60 per cent of all high school students are enrolled in business; and that most students who follow the business sequence do so with a vocational objective, it would seem that business education departments are responsible for a sizable share of the 1½ to 2 million young entrants into the labor market each year.

Placement is of value in helping the student to better job adjustment and confidence in his school; in helping the school by improving its curriculum and building its
prestige; in helping the teacher by making her work more gratifying and dynamic; and in helping the community by providing a more stable and satisfactory working force.

The history of youth placement has been a series of attempts to meet various immediate needs: poor relief in colonial times; cheap labor with the coming of the factories; compliance with child labor, compulsory education, and continuation school legislation when abuses brought this legislation about; mobilization of workers and protection of youth's interests during the first world war; placing youth back in school or civilian work following that war; unemployment relief in the depressions of the 1930's; economic mobilization again for the second world war; and return to civilian work following that war.

While spasmodic attempts had been made previously by the federal government to aid in youth placement, it was not until 1950 that substantial unmet needs of school-leavers and graduates were given any concentrated attention. Then state supervisors of counseling from 43 states met with U. S. Office of Education and employment service representatives and planned a year-round program of school-employment service cooperation. In 1953, it was reported that 285,000 graduates had been served in 1952, and working agreements had been negotiated with thousands of schools in hundreds of communities.
During the past 25 years, along with more emphasis on guidance and adjustment, schools have recognized placement as a legitimate function of the school, but only a small percentage have made any organized arrangements for it.

In 1941, it was estimated that only 5 per cent of the schools had a regular placement program. More recently, extensive surveys have indicated that less than half of even the larger schools have placement. Individual states vary as to extent and kind of placement.

Woodward's survey of business teachers west of the Mississippi found about two-fifths of them "frequently" placing business graduates. Further correspondence with the Oregon, Washington, and Idaho teachers represented in this two-fifths revealed that in very few cases did "frequent placing" mean placement service that was organized in the opinion of the teacher.

Types of placement service vary greatly, but the principal divisions are:

1. **Centralized.** In perhaps a dozen large cities in the country, a central office takes care of placement of the school-leavers from all high schools in the city. Some of these offices naturally have worked out very efficient systems. In most cases, they are characterized by full-time personnel; extended service to graduates and drop-outs; solicitation of job openings by mail, telephone, and
in person; a special room set aside with files and telephone and place for interview; a file of complete information about job-seekers; specific placement forms; follow-up of youth referrals; and close cooperation with school personnel.

2. **Decentralized or General.** In some large cities and in many medium-sized cities, the individual high school has a placement service which helps school-leavers in all departments. It can have all the characteristics of the centralized system described, but usually it does not. Usually it does not have full-time personnel or even a special room set aside, but ordinarily placement effort is coordinated and active files of job-seekers are kept. Job openings are most often solicited by telephone, though sometimes by mail or in person, and sometimes not at all. Help frequently is given drop-outs, and specific forms and follow-up are sometimes utilized. The work is headed by a guidance person, a vocational teacher or coordinator, or by the principal.

3. **By Business Department or Business Teacher.** Indications are that this is the commonest type of secondary school placement in the United States today. Even in some of the general type offices, the business teacher plays (and rightly so, according to several quoted) a major role.
This type of placement is characterized in most cases by no released time; by no room or telephone (except the office telephone); by few files, though frequently office files on students were used; by a minimum of forms; by incidental job solicitation, or in person as time permitted; and by incidental follow-up—but by a surprising amount of help given the student by dint of the teacher's own exertion and willingness to devote his after-school and vacation hours to the cause.

4. Cooperation with State Employment Services. While not every educator advises great dependence on the state employment services, the majority advise maximum cooperation, and there can be no doubt that state employment services give valuable and extensive aid in many instances. As was mentioned in connection with the extent of placement, states vary as to the cooperation of their schools with the employment service. Some cooperate extensively.

Many states and many cities report enthusiastically on this cooperation. It ranges from "close"—where there is systematic interchange of personnel, of facilities, of records and of occupational information; to the more common types—where employment service personnel visit the school to explain their program, to administer the General Aptitudes Test Battery to selected students, and perhaps to register students for jobs following graduation; or,
sometimes, students are referred to the employment service with cards; or there is occasional exchange between school and employment service of student and job information.

Some employment service offices not only provide regular forms and procedures for getting complete student information from the school, but confer with the school regarding actual placement, and/or report to the school on a follow-up of the student on the job. This report may be in the form of "tear slips" from the individual student record, the registration cards returned, or lists of placements of a number of students, or may be given orally.

Not only does the employment service provide the school with valuable vocational counseling and aid in preventing drop-outs, but programs for the teacher have been arranged, including workshops and training in the use of various placement tools.

Thus it will be seen that there are many choices as to type of placement service to set up. Consensus of advice is to first consider the local situation—what is there to build on and what is needed. The next requirement is to be systematic, and to advance surely, if a bit slowly.

The business teacher is urged not to try to work alone but to get the interest and cooperation of the administration, other teachers, students, and community.
Efforts must be coordinated and responsibility centralized. While beginnings may be small, a separate space with telephone and file is needed for calls and interviews. Success depends on the person in charge having time available and knowledge of both students and the occupational situation; on a system of records and clerical help to keep them up to date; on a plan to locate vacancies; on provision for training in job application; and on follow-up.

Whatever the type of placement service chosen, there are some steps fundamental to all of them. These are (1) thorough understanding of the student's abilities, aptitudes, and interests, and help in applying this information to his vocational future; (2) complete and reliable occupational information, both general and about specific jobs; (3) assist in proper matching of applicants and jobs; and (4) follow-up to evaluate the process, and, even more important, to aid in job adjustment.

Prior to the actual placement steps comes preparation of the student for occupational competency. It is the foundation on which the placement process is built and it should also be the product of what is learned through the placement process. Follow-up and occupational studies should indicate local needs, and preparation should be in accordance. Local standards should be agreed on and National Business Entrance Tests used for country-wide rating.
Perhaps the best preparation of all for occupational competency is through work experience. Educators and businessmen are again practically unanimous in agreeing on this. Only one per cent of all high school students in the United States are enrolled in work experience programs, but most of these have the advantage of being in supervised programs, and would represent a fair number of schools. Woodward's findings were that about one-third of the teachers west of the Mississippi who responded to his questionnaire provided "placement in work experience or part-time jobs outside school."

Work experience gives practical training, help in placement, better business attitudes, better permanent job adjustment, and better school work—if supervised.

The work experience provided by various schools takes many different forms, ranging from a few hours a day for a week to a full year in the same office. Other considerations in setting up such a program are getting cooperation from administration, fellow teachers, students, parents, and community; employer cooperation; determining the basis for student selection and placement (including information about work permits); determining school credit to be given; determining pay students are to receive; and supervision, reporting, and grading.
1. **Gathering and Interpreting Student Information.**

Getting to know the student is the first step in assisting him to make a wise occupational choice, and the foundation for knowing the student is the cumulative record, personal contact, and interview. Tests should be a part of the cumulative record, including intelligence, achievement, interests, aptitudes, abilities, and personality development tests; but it should be recognized that they are only a small part of the picture.

Perhaps the tests of even more immediate concern to the business teacher are the vocational competency or business entrance tests. NBET tests may be utilized both informally in the classroom, and officially to gain for the student the national certificate of proficiency. Once employers are informed regarding the latter, it should prove a great boon to placement of deserving students.

The Seattle schools have established standards and give their own "Statement of Proficiency" as well, thus giving the qualified graduate a better chance and clearing the school of blame for unqualified applicants.

Cumulative records, or personal folders, should be kept accessible to authorized persons but completely confidential otherwise. It may be desired to transfer information from them to a more convenient form kept in the business teacher's own files. Each graduating student
should be interviewed and information added to the records, along with reports of other teachers, of employers, etc. The type of records used runs from a simple card to personal folders with inclusive material, but, whatever the form, it needs to be systematic and complete.

2. Gathering and Using Occupational Information. Occupational information is of two kinds: general information regarding broad fields of work, and specific job information. Introduction of the former should begin even before junior high and be incorporated into the learning of every student; in high school it may be presented through occupational courses or units, career days or conferences, and integrated with learnings in all classes. Teachers should have accurate data regarding the nature of the work, qualifications of workers, opportunities, and outlook in the various fields. Teachers should give the student help in examining the many opportunities and in making choices on the basis of his own needs.

Before graduation time approaches, the student should be assisted in getting specific job information. The state employment service can provide much of this as well as general occupational information, but the most effective procedure for school purposes is probably to make an occupational survey.
The occupational survey may be full-scale, of all kinds of jobs in the area, or promoted by the business department and concerned with office jobs only. In either case, it is highly desirable to get approval, interest, and cooperation of administration, other teachers, students, and community. An advisory council or steering committee is as helpful here as with the cooperative work experience program.

Exact purposes of the survey should be established. These are usually to learn what jobs are available in the town and what qualifications are required for each; what hours, wages, and working conditions prevail; what machines are used; and any other information needed in your local situation. There should be a planned procedure for gathering, tabulating, and making use of information desired. Interviewers should be well trained to collect exactly the items wanted. Personal interviews bring fullest returns.

Essential along with the occupational survey is personal contact between employer and teacher. Those reporting placement success almost invariably mentioned the value of a regular schedule of employer calls. Mail and telephone are used but not so frequently or enthusiastically recommended. Many advised membership in or talks before service clubs and other community organizations;
having speakers; keeping in touch with graduates; taking field trips; providing some community clerical service; and encouraging the taking of civil service tests. Private employment agencies were only occasionally suggested, and want ads were mentioned without much endorsement. Some of the larger services did quite a bit with publicity, but the smaller ones not very much.

Many teachers commented that good preparation of the student for occupational competency was the best employer contact of all.

3. Help in Proper Matching of Applicants and Jobs. The first step toward success in the actual matching of applicants and jobs is training in job application. This includes showing the student how to summarize mentally and on paper the most helpful information about himself; showing him how to make out an effective "data sheet" and write a satisfactory application letter; giving him practice in filling out application blanks; and giving him practice in and complete preparation for the job interview. The latter includes attention to appearance, readiness of information, and attitude.

The actual matching process may involve a variety of procedures. Forms and routines to fit the local situation need to be worked out for registration of applicants, for listing job-calls, for selecting students for referral,
and for confirming all referrals. In many situations, provision needs to be made for informing the student about the service, in advance of the other steps.

The business teacher or placement director is advised to take a personal interest in the student but to recommend him honestly.

4. The Follow-Up Program and Job Adjustment. Follow-up is not only essential to completion of the placement process but it is a valuable aid in making placement of many oncoming students possible by pointing directly to jobs which they may fill. In addition, it is the school's "market research" on how it may improve its product.

The mechanics of follow-up may be by letter and questionnaire, by telephone, by having school "office hours" when student and employer may visit the school, by personal calls on student and employer, and by group meetings and individual conferences.

Sample coverage may be used, but complete coverage is much preferred, as is the personal interview to any other means. Follow-ups should approach both student and employer on the basis of giving any help needed and improving school offerings. Follow-up should be continuous and is best directed by the teacher who knows those particular students best. It should be introduced to students before they leave school; the best introduction is to
train them to help with it while they are still in school. Generally, it is desired to learn from the school-leaver the name of the company where employed; title and duties of job; wages; jobs held since leaving school; occupation desired eventually; possibilities for advancement; school training most useful; school training lacking; and job satisfaction. From the employer is wanted the adequacy of the young worker's preparation; attitudes and office relationships; chances of advancement; how the school can help the employee and the employer. Local needs determine other items.

Results should be utilized to the fullest extent, and plans made to give needed help in job adjustment. Information should be added to the individual student record or on the form which best fits the local situation.

Perhaps the commonest recommendation as to timing is that a follow-up be made on students one, three, and five years after graduation. Drop-outs too should be followed up, by personal call of the teacher if an "exit interview" has not been possible. Evidence at hand would indicate that comparatively few schools now have regular organized follow-up of school-leavers.
Recommendations

As a result of this study, the following recommendations are submitted for consideration:

1. All business teachers should give serious thought to the need for work experience, placement, and follow-up, if these are not already a part of the school program.

2. The first step in undertaking any of the three functions should be obtaining approval, interest, and cooperation of the administration, students, businessmen, and the balance of the community; the advisory committee should be utilized.

3. Whatever the type of placement now existing or planned, it should fit the needs of the local situation and it should be systematic. Planned procedures and forms are mandatory to effective operation. They should be as simple as possible while still adequate for local needs, and well kept. Provision should be made for recording complete student information and complete occupational information. There should be a systematic routine for employer contacts and for organized listing of job calls and placement.

4. The business teacher should be diligent in his efforts to convince the administration of the necessity for providing released time; centralized responsibility
so that complete coordination of placement efforts is possible; office space with telephone, chairs, and files--for receiving calls, interviewing, and recording; and needed clerical help.

5. The business teacher should become personally informed regarding the local occupational situation, not only by personal employer contacts but by summer employment in local businesses.

6. Realistic standards for beginning workers should be worked out cooperatively with employers, making certain that terminology means the same to all parties.

7. The teacher should make use of NBET tests in her classes and promote the setting up of official testing centers. In addition, she should work toward establishing a local "statement of proficiency" recognized by employers.

8. The teacher should be realistic in appraising the student and honest in recommending him.

9. The teacher should provide guidance for the student, not only in selection of school courses to be taken, but in choosing further training available and desirable for him.

10. The teacher should utilize all community aids available in her placement efforts, most especially the help of the state employment service. That help should be developed to its optimum extent. If that service does
not provide forms to gain needed information about students, perhaps the teacher should construct some.

11. If one is not already established, the business teacher should institute a regular and continuous follow-up system, at least for business graduates and drop-outs.

12. And finally, every business teacher should take at least one course in guidance principles and practices.
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APPENDIX

(CORRESPONDENCE)
LETTER TO SELECTED BUSINESS TEACHERS
IN OREGON, WASHINGTON, AND IDAHO

March 20, 1953

Dear ——

You seem to be one of the few business teachers in Oregon, Washington, and Idaho who are doing something systematic about placement of business students. So could you possibly take a few minutes to tell me what you have found out about it?

I am trying to get ideas for a really workable placement plan here at Nampa high school. Then, if I succeed in gathering together a number of different suggestions which have actually worked in some schools, I'd like to make them available to any business teacher who might be interested—so I'll ask your permission to pass your information along, unless you specifically request that I do not do so.

It is not at all a proper questionnaire which I have attached. Some of the questions may seem ambiguous—or even "plain dumb." But they are there in case they will remind you to mention something that would help, or perhaps keep us out of trouble. Please do answer quite informally, and do be as free and specific as possible with your Helpful Hints!

Most gratefully,

(Mrs.) Marion Rycraft
616 - 11th Ave. So. Ext.
Nampa, Idaho

P. S. A stamped envelope is enclosed. I would so much appreciate your sending any forms you have found helpful, and I promise to reimburse you for any extra postage it takes.
QUESTIONNAIRE TO SELECTED BUSINESS TEACHERS
IN OREGON, WASHINGTON, AND IDAHO

Does the school allot you time__, extra funds__, clerical help__, phone__ for placement activity? or how do you manage?

Have you any favorite sources of general occupational information, and ways of helping the student decide if he's fitted for a certain kind of work?

Do you keep an up-to-date listing of all the clerical or office jobs in the community, including description, requirements, working conditions, etc? If so, how did you get it, and how do you keep it up to date?

What is your ROUTINE for getting and recording complete information about all business students? ( ) or just about those asking placement? ( ) Check which.

How do you make and keep systematic contact with employers?--leaving nothing to my imagination!

What exactly is your working relationship with the local office of the state employment service?

Have you any continuous connection with any other placement agencies? With other sources of specific job information? If so, could you say what it is, how you got it, and how you operate it?

I would appreciate very much your outlining your complete placement procedure in detail (with forms if possible), specifying such things as how calls come in, how you decide whom to send, whether they are sent to fill jobs or to apply for them, what they carry along, what report student and/or employer makes, etc.

What exactly do you do, and when, to follow up the student after placement? (If you have all-school follow-up would you explain your connection)

Have you any real publicity program?

Can you add anything about which things work best, and which not so well? Any ADVICE you can give will be wonderful!

IF YOU HAVE A WORK EXPERIENCE PROGRAM, will you tell me--

How you obtain places?

Student qualifications: Age ____ Grade ____ Other ____________________________

Hours __________ Pay __________ School Credit __________

Supervision (when, what kind, your employer relations, how you discover student problems, and approach a solution, etc.)

What is the usual effect of work experience on permanent placement--have you any figures available?
I am teaching office-training courses at Nampa high school, and it seems to me there is a real need for a systematic program of helping our high school graduates get—not just a job—but the right job.

While there appears to be widespread agreement among both guidance and business education people that placement help is an essential function of the high school, there is little available on successful procedures which have been followed.

Can you tell me of any high schools in -------- which do have any sort of practical working placement procedure, either in cooperation with the state employment service, through the school counseling set-up, or through a business education teacher?

I should like so much to contact any possible sources, with the hope of not only working out a practical program for our own business students, but of making a compilation of ideas available to other business teachers.

Thank you very much for any assistance.

Sincerely,

(Mrs.) Marion Rycraft
616 - 11th Ave. So. Ext.
Nampa, Idaho