EMPLOYMENT COUNSELING AND PLACEMENT OF YOUTH
IN SELECTED SECONDARY SCHOOLS OF OKLAHOMA
EMPLOYMENT COUNSELING AND PLACEMENT OF YOUTH
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By
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1937

Submitted to the Department of Commercial Education
Oklahoma Agricultural and Mechanical College
In Partial Fulfillment of the Requirements
For the Degree of
MASTER OF SCIENCE
1942
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ACKNOWLEDGMENTS

Acknowledgment is made to Mr. R. R. Russell, Woodward, Oklahoma and to Mr. J. Andrew Holley and Mr. Reiff, Oklahoma Agricultural and Mechanical College, for their understanding and supervision which made this study possible.

Appreciation is also expressed to the Oklahoma State Employment Service for their interest and cooperation in making this study.

R. M. B.
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CHAPTER I
INTRODUCTION
THE GROWING INTEREST IN, AND NEED OF, EMPLOYMENT COUNSELING AND
PLACEMENT FOR YOUTH

When the first census of the United States was taken in 1790 there
were only 782 adults for every 1,000 children. At that time we were a
new nation with jobs to be done on all sides. There were forests to be
cleared, homes to be built, farms to be worked and later, railroads to
be constructed. Human labor was the basis of our economy, and since
there was more work to be done than labor to do it, there was competition
for the services of young people when they came of working age.

By 1930 the census showed 2,013 adults for every 1,000 children. The
expectancy of life of the individual had lengthened and the number of
productive years for each worker had increased. Consequently, workers held
their positions longer and more and more young people were growing up to
find the opportunities they had hoped would be theirs already taken by
adults. Today, the machine is the basis of production and other thousands
of young people are growing up to find the work they hoped to do elimi­
ated as a result of mechanization.

Until 1900, when young people were unable to find employment or when
they were displaced by machinery, they were able to go into farming. The
free land of the American frontier provided an outlet for those seeking a
chance to work and unable to find it in industry. Today homesteading and
farming are no longer outlets for unemployed youth.
The increasing difficulties young people are experiencing in finding their places in the working world is illustrated by the decrease in the number of young people gainfully employed in industry and by the increase in the number of young people enrolled in secondary schools. In 1890 there were 357,913 students enrolled in secondary schools, but there were nearly five million youth between fourteen and seventeen years of age not in secondary schools. In 1936 there were six and one-half million in secondary schools and three million youth between fourteen and seventeen not in secondary schools. Although this increase was due partially to the natural desire of young people to improve their minds and partially to establishment of better school facilities and enactment of compulsory school attendance laws, a large part of it was due to the fact that young men and young women had no other place to go.

Even in the boom year 1928 all was not as well as it seemed for youth. There were the children of our million and a half unemployed workers who suffered. In the years 1930, 1931, and 1932, when bank suspensions were averaging 2,700 a year, reaching the catastrophic number of more than 4,000 in 1932, millions of young people were direct victims—the life savings of their families wiped out; their hopes for the future shattered. When homes were being lost at the rate of 400,000 in the year 1932 young people by the millions suffered. When thousands of farm families were having their farms sold out from under them in 1932, young people again suffered. School and college enrollments began to decline ominously and the bewildered faces of young wanderers began to show up with alarming frequency in the bread lines and hobo jungles.

Soon after his inauguration in 1933, President Roosevelt established
the Civilian Conservation Corps for the purpose of providing employment for thousands of the young men who had been caught in the economic maelstrom of the preceding four years. The Civilian Conservation Corps was unable to relieve the situation for all the young men who needed employment nor did it provide aid for unemployed young women. About two million young people were leaving school each year and most of them had to look for work.

On June 26, 1935 the National Youth Administration was established by President Roosevelt to aid out-of-school youth between the ages of seventeen and twenty-five and to aid, financially, youth in high schools and colleges who were unable to continue their education without part-time employment.¹

In creating the National Youth Administration, President Roosevelt declared:

I have determined that we shall do something for the Nation's unemployed youth because we can ill afford to lose the skill and energy of these young men and women. They must have their chance in school, their turn as apprentices, and their opportunity for jobs—a chance to work and earn for themselves.

It is my sincere hope that all public and private agencies, groups, and organizations, as well as educators, recreational leaders, employers, and labor leaders will cooperate....

.....the yield on this investment should be high.²

On June 6, 1933 the Wagner-Peyser Act was signed. It created the United States Employment Service as a permanent bureau, "to promote and develop a national system of employment offices for men, women,

---


and juniors". In 1940 there were 342 offices providing special services for juniors throughout the nation; in Oklahoma there was only one office with a junior placement division, the Oklahoma City office.3

That leaders in the field of education recognize the need for employment counseling and placement is evident from the following paragraphs:

The economic depression which closed the door to employment and caused youth to remain longer in school, the rapid growth of enrollment and attendance in secondary schools, the change in the type of the school community and population which in turn has caused the extension and expansion of the educational offerings in the curriculum, the demand for specifically trained workers created by constantly changing methods of production have all placed emphasis upon more adequate preparation and provision for guidance in the secondary schools of our country. Approximately two million of our youth reach the age of employability each year.

The United States Office of Education, Washington, D. C., has established an Occupational Information and Guidance Service for the purpose of assisting state and local officers in developing and conducting complete and effective guidance services. The following

The definition of guidance has been adopted:

The process of helping the individual discover, and use, his natural endowment, in addition to special training obtained from any source, so that he may make his living, and live, to the best advantage to himself and to society.4

With this definition in mind, the six principal elements in a guidance program which are considered to cover essentials are:

1) individual inventory
2) occupational information
3) counseling
4) the exploration of training opportunities
5) placement
6) follow up.

In order to complete the plan of guidance in the secondary school in accordance with the essentials mentioned above, some provision for placement and follow up after graduation should be made. Some aid can and should be given graduates of the secondary schools in placement, either in an institution of higher learning or in suitable employment, and the added provision should be made for keeping in contact with these graduates over a period of years.5

Arthur J. Jones makes the following comment in regard to the need for employment counseling:

The young person is now confronted with a bewildering complexity of choice, not only of occupations and kinds of jobs within an occupation, but also of future schools and kinds of specialized training for life work. Intelligent choice can result only where the young person has adequate facts and experiences and receives careful counseling at all stages of his progress. These, the School must provide.6


one must come to the conclusion, first, that secondary education must be reviewed both as to materials used and as to methods and techniques in the direction of adaptation to youth interests, and needs in a post-war world that will not much resemble the pre-war world; and, second, that the state and local authorities must provide guidance—educational, social, economic, and spiritual—and satisfactory employment for youth.

The local community, aided by the state, should take greater responsibility for guidance while the youth is in school, and for service in getting him adjusted to jobs when school days are over.

WHOSE RESPONSIBILITY?

Clearly, it is being recognized more and more widely that the counseling and placement of youth is a public responsibility.

Placement is held to be an important and integral part of occupational adjustment. It is the end result toward which counseling and occupational training are directed.

Cooperation between the school and the public employment offices is necessary for good counseling and placement service to young persons at the time of transition from school to work, according to the report of the Advisory Committee on Education.

7. Dean Shelby of the University of Texas, Division of Extension, in a speech at Goose Creek High School, Texas; June, 1942.


That schools should make available to young people, while in school and after they leave school, systematic personal and vocational guidance and organized assistance in job placement in cooperation with public employment services was recommended by the White House Conference on "Children In A Democracy" held in January of 1940.\textsuperscript{11}

Guidance, placement, and follow up are essential features of an effective program of commercial education but relatively little has been done concerning placement in many schools.\textsuperscript{12} Vocational guidance in commercial education has more important social implications than it has in other fields,\textsuperscript{13} and commercial education without the support of an adequate guidance program is as futile and objectionable as any game of chance.\textsuperscript{14} Placement is an educational process and an essential function of the secondary schools.\textsuperscript{15} Placement and follow up are a part of the program of commercial education and represent one of the most pressing and important problems confronting the vocational commerce program.\textsuperscript{16}

\begin{itemize}
\item \textsuperscript{11} White House Conference, \textit{Children In A Democracy}. Washington: Government Printing Office, 1940, p. 36.
\item \textsuperscript{12} Allan Laflin, "The Selection, Guidance and Placement of Students in Business Positions", \textit{National Business Education Quarterly}, 7:16, March 1939, (Also mimeographed).
\item \textsuperscript{13} A. E. Conwell, "Futility of Commercial Education Without Guidance", \textit{Journal of Business Education}, 10:8, September 1934.
\item \textsuperscript{14} F. G. Nicklos, "Vocational Guidance in Commercial Education", \textit{Education}, 55:416, March, 1935.
\item \textsuperscript{15} Joseph F. Cannon, "Placement and Follow Up in the California Public Secondary Schools", \textit{Journal of Business Education}, 9:8, June, 1934.
\end{itemize}
Less than one-third of the youth between the ages of sixteen and twenty succeed in finding jobs; more than one-half of those above twenty obtain employment. Youth between the ages of eighteen and twenty constitute the youth group affected most seriously by unemployment. Most of the people of this age group are out of school and find it difficult to obtain jobs. Youth without placement advice encounter more difficulties in locating jobs. Schools should either assume the responsibility of placing youth or make provision for such placement with other agencies.17

From the foregoing it is evident that many leaders are agreed that counseling and placement services should be made available to youth and that the schools must bear at least a portion of the burden. The same leaders are indefinite, though on the questions of 1) how much responsibility for counseling and placement should be assumed by the schools, 2) what other agency, public or private, can best assist the schools in aiding youth.

In the next few pages is given a review of several existing agencies which concern themselves more or less with serving youth. The articulations of these agencies are reviewed with special attention to 1) the purpose of their organization 2) their availability to youth 3) their facilities for aiding youth (either by cooperation with the schools or independently) 4) their demonstrated efficiency in the fields of counseling and placement.

Oklahoma State Employment Service. The state employment office system is a part of a larger nation-wide system of some 1600 public employment offices maintained by state and federal governments. The Oklahoma Office has developed five objectives. They are summarized as follows:

1. The Oklahoma State Employment Service offers to all applicants an organized medium of contact with suitable employment.

2. The second objective of the Oklahoma State Employment Service is to assist in the administration of the Oklahoma Compensation Law.

3. The third objective of the Service is to bring about an adjustment between supply and demand of labor in various industries and localities throughout the state.

4. The fourth objective is to serve as an authoritative source of information concerning supply and demand of labor, the number and the occupations of the unemployed in Oklahoma and the particular qualifications of workers required in various industries.

5. The fifth objective is to offer specialized service to groups of workers whose opportunities are competitively limited due to either age, or physical condition.\(^{18}\)

That special attention is given youth in the Employment Service is shown by the following statement:

In the Oklahoma City local office there has been established and is maintained, a special division within that office for the handling of youths between the ages of sixteen and twenty-one. These youths are given special attention by two members of the personnel who devote their entire time to the taking of applications and placing of youth in employment.\(^ {19}\)


\(^{19}\) Ibid. p. 48.
The Oklahoma State Employment Service does not solve all of the problems of employment and unemployment, but it does help by giving a service without charge to either employer or worker, where these two can be brought together. Through personal interview, study of the worker's pertinent training and practical experience, and sometimes by tests of skill and knowledge of the work to be done, the employment service determines the applicant's qualifications and abilities. By means of a standard classification system, the applicants are grouped in the office files according to the kind of work for which each person is qualified. It is then a simple matter for the employer to tell the employment service the kind of worker needed for any job and to have at his disposal for selection only those who meet his specifications.

The employment service assists in bringing about an adjustment between supply and demand of labor in industries and localities throughout the state and nation. Prior to the establishment of the employment service on a statewide basis, mass layoffs due to completion of work or curtailment of production left large groups of workers with little hope and no accurate information about obtaining employment elsewhere. Now, the Oklahoma State Employment Service is recognized both by employers in finding a sufficient number of workers to meet local demands and by workers as an authority on job opportunities.20 A placement, private or public, includes an order from an employer for a specified kind of worker; selection by the employment office

20. Ibid. p. 48.
from among those registered of one or more applicants who most nearly fit the employer's specifications; referral of the selected applicants to the employer; selection by the employer of a worker from among those referred to him, and verification of the applicant's employment by the employment office. If any of these things are not included in the transaction, it is recorded as a supplemental placement. Ninety percent of the placements made by the Service are complete. 21

In addition to a headquarters office for administrative purposes, located in Oklahoma City, the employment service operates twenty-eight branch offices throughout the state; branch offices are so located as to serve all sections of Oklahoma, as follows:

<table>
<thead>
<tr>
<th>Ada</th>
<th>Durant</th>
<th>Miami</th>
<th>Poteau</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altus</td>
<td>El Reno</td>
<td>Muskogee</td>
<td>Seminole</td>
</tr>
<tr>
<td>Ardmore</td>
<td>Enid</td>
<td>Norman</td>
<td>Shawnee</td>
</tr>
<tr>
<td>Bartlesville</td>
<td>Guthrie</td>
<td>Oklahoma City</td>
<td>Stillwater</td>
</tr>
<tr>
<td>Bristow</td>
<td>Hugo</td>
<td>Okmulgee</td>
<td>Tulsa</td>
</tr>
<tr>
<td>Chickasha</td>
<td>Lawton</td>
<td>Pawhuska</td>
<td>Vinita</td>
</tr>
<tr>
<td>Clinton</td>
<td>McAlester</td>
<td>Ponca City</td>
<td>Woodward</td>
</tr>
</tbody>
</table>

In each of these offices a force of trained workers sufficient in number and qualifications to handle the normal work load originating in the district served is maintained. From the offices listed above, itinerant services are given for at least a part of a day.

each week or twice a month, in sixty-five cities and towns. The cities and towns given this service are:

- Alva
- Anadarko
- Antlers
- Atoka
- Barnsdall
- Beaver City
- Bethel
- Blackwell
- Boise City
- Broken Bow
- Buffalo
- Chandler
- Checota
- Cherokee
- Cheyenne
- Claremore
- Clayton
- Cleveland
- Coalgate
- Cordell
- Cushing
- Drumright
- Duncan
- Elk City
- Eufaula
- Fairview

- Frederick
- Gage
- Grove
- Guymon
- Henryetta
- Hobart
- Holdenville
- Hollis
- Hominy
- Idabel
- Jay
- Kingfisher
- Madill

- Mangum
- Medford
- Nowata
- Okemah
- Pauls Valley
- Pawnee
- Perry
- Pryor
- Purcell
- Sallisaw
- Sapulpa
- Sayre
- Shattuck
- Stigler
- Stilwell
- Sulphur
- Tahlequah
- Taloga
- Tishomingo
- Wagoner
- Walters
- Watonga
- Waurika
- Westville
- Wilburton
- Wynnewood

The thousands of placements made by the Oklahoma State Employment Service during the two years covered by the report of the Commissioner of Labor, 1940, proves conclusively that the employment service meets a definite need of both employers and workers in Oklahoma and that more and more persons and firms are making use of it. Complete placements made over the two years by offices were as listed on the following page—
<table>
<thead>
<tr>
<th>Office</th>
<th>Placements</th>
<th>Office</th>
<th>Placements</th>
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<tbody>
<tr>
<td>Ada</td>
<td>2891</td>
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<td>6577</td>
</tr>
<tr>
<td>*Altus</td>
<td>1494</td>
<td>McAlester</td>
<td>4620</td>
</tr>
<tr>
<td>**Alva</td>
<td>937</td>
<td>Miami</td>
<td>2720</td>
</tr>
<tr>
<td>Ardmore</td>
<td>4250</td>
<td>Muskogee</td>
<td>26746</td>
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<tr>
<td>Bartlesville</td>
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<td>*Norman</td>
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<tr>
<td>**Duncan</td>
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<td>Ponca City</td>
<td>2289</td>
</tr>
<tr>
<td>*Durant</td>
<td>1736</td>
<td>*Poteau</td>
<td>533</td>
</tr>
<tr>
<td>*El Reno</td>
<td>1756</td>
<td>**Sayre</td>
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<tr>
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<td>6374</td>
<td>*Seminole</td>
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<tr>
<td>*Guthrie</td>
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<tr>
<td>**Guymon</td>
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<td>*Stillwater</td>
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<tr>
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<td>Tulsa</td>
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</tr>
<tr>
<td>*Hugo</td>
<td>1107</td>
<td>*Vinita</td>
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</tr>
<tr>
<td>**Idabel</td>
<td>251</td>
<td>*Woodward</td>
<td>1242</td>
</tr>
</tbody>
</table>

*New office opened last quarter of 1938.

**Opened last quarter of 1938, closed June 30, 1939.**
Private Fee-Charging Employment Agencies. Eleven fee-charging employment agencies were licensed by the Department of Labor during the period of July 1, 1938 to July 1, 1940. These agencies were required to pay license fees of fifty dollars per year. The organizations are restricted by Oklahoma Law in the following manner:

All private employment agencies operating in the State are required to hold a license; they may not use any name similar to that of the Oklahoma State Employment Agency; they are not permitted to charge in excess of five per cent of the first month's wage*; they are required to issue a receipt to each person securing employment giving complete details of the transaction. 22

These employment agencies were organized as business enterprises for the purpose of making a profit from the placement of persons seeking employment. All were located in the larger cities and their services were necessarily limited to those persons in the near locality or to those who had left their own communities and come seeking employment. No special facilities were maintained for serving juniors; the same personnel served adults and juniors alike.

The table on page fifteen shows the number of placements made by the various agencies and the average fee collected by each. The figures given are for a two year period (1938 to 1940) unless otherwise noted.

*This restriction was held by the Supreme Court of the United States to be unlawful (decision in the detailed case of Ribnik vs. McBride, State of New Jersey, May 28, 1928). As a result, agencies now are able to charge as much as the traffic will bear. It is a common occurrence that a fee of thirty to forty per cent of the first month's salary is charged.

22. Department of Labor, op. cit., p. 50.
<table>
<thead>
<tr>
<th>Agency</th>
<th>Location</th>
<th>Placements</th>
<th>Average fee per Placement</th>
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<tr>
<td>Beacon Employment Service</td>
<td>Oklahoma City</td>
<td>749</td>
<td>$12.72</td>
</tr>
<tr>
<td>Business Employment Exchange</td>
<td>Oklahoma City</td>
<td>517</td>
<td>12.55</td>
</tr>
<tr>
<td>Ray Long Company</td>
<td>Oklahoma City</td>
<td>1186</td>
<td>.44</td>
</tr>
<tr>
<td>Bates Employment Bureau</td>
<td>Lawton</td>
<td>144*</td>
<td>2.42</td>
</tr>
<tr>
<td>Caudle Personnel Service</td>
<td>Tulsa</td>
<td>488</td>
<td>13.83</td>
</tr>
<tr>
<td>Carey Employment Agency</td>
<td>Tulsa</td>
<td>42*</td>
<td>1.79</td>
</tr>
<tr>
<td>Home Employment Company</td>
<td>Tulsa</td>
<td>21*</td>
<td>.72</td>
</tr>
<tr>
<td>Lida Large, Commercial Employment Bureau</td>
<td>Tulsa</td>
<td>480</td>
<td>13.20</td>
</tr>
<tr>
<td>Liberty Employment Agency</td>
<td>Tulsa</td>
<td>1309</td>
<td>1.97</td>
</tr>
<tr>
<td>Nationwide Service Bureau</td>
<td>Tulsa</td>
<td>35*</td>
<td>5.42</td>
</tr>
<tr>
<td>Nurses Official Registry and Placement Bureau</td>
<td>Tulsa</td>
<td>39*</td>
<td>12.64</td>
</tr>
</tbody>
</table>

*These offices were open for periods less than two years in length.

The placements credited to the private fee-charging agencies are many less than those made by the State Service Offices during the same periods of time.

One of the reasons given for establishing and operating statewide systems of public employment offices is the alleged abuses practiced by some of the private agencies. Some of the more common of the
fraudulent practices were listed by the United States Bureau of Labor in 1913 as follows:

1. Charging a fee for registration and failing to make any effort to find work for the applicant.
2. Sending applicants where no work exists.
3. Sending applicants to distant points where the employment, if any, is unsatisfactory but whence the applicant will not return because of the expense involved.
4. Collusion between the agency and employer whereby the applicant is given a few days work and then discharged to make way for a new workman, the agency and employer dividing the fee.
5. Charging exhorbitant fees, or giving jobs to applicants who contributed extra fees, presents, etc.
6. Inducing workers, particularly girls who have been placed, to leave their work, pay another fee, and get a 'better job'.

Although rather strictly regulated by law, the private employment agency is not as dependable, efficient, and well qualified for dealing with youth as is desirable.

**National Youth Administration.** The youth work defense program to provide practical work experience for out-of-school youth and to prepare them for jobs in the defense industries was inaugurated by the National Youth Administration on July 1, 1941, as a special undertaking, closely paralleling past operations. This program operates in cooperation with the State Employment Service and the public vocational school system.

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Under the provisions of the National Youth Administration Appropriation Act of 1942 the Congress made available $60,000,000 for this undertaking. The immediate objective is to prepare 368,000 young people for jobs in private defense industries during the fiscal year starting July 1, 1941 and ending June 30, 1942.

The primary objective of the regular out-of-school work program is to provide out-of-school youth who are in need of jobs with the practical experience they need for private employment. In the course of the current fiscal year, an average employment of about 200,000 young people will be maintained, but taking into account the employment turnover, probably 500,000 different youth will have been employed in the course of the year, plus the 365,000 on defense projects.

As in past years, the student work program provides jobs to needy students in secondary schools and colleges to enable them to earn money needed to continue their education. This year it is expected that about 500,000 students will be employed.

Any youth between the ages of seventeen and twenty-four inclusive can make application for assignment to one of the numerous National Youth Administration projects. An interview is secured by the Youth Personnel Officer and he records the interests of the youth and the type of work that might best serve their interests and ability. From these applications selections are made for the various types of projects.24

The National Youth Administration provides both employment counseling and training and employment placement for needy out-of-school youth. For in-school youth, only financial help is given.

Civilian Conservation Corps. The Civilian Conservation Corps was established for the purpose of giving employment and supplemental training to young men who were out of school and in need of work. Employment counseling, training, and placement were all features of the program. Little consideration need be given this organization, however, for all Oklahoma Camps are to be closed in July of this (1942) year.

Civic Clubs. Almost every town and city has one or more civic clubs—the Chamber of Commerce, the Junior Chamber of Commerce, the Lions, the Kiwanis, and the different Merchant's Organizations. The purpose behind the organization of these clubs is usually a commercial one; they lack an established personnel for dealing with youth employment problems; the members have little time, as a general rule, to devote to interests outside their business. The civic clubs, if willing to cooperate in serving youth, can give much help but are not efficient agencies in themselves for dealing with youth.

SUMMARY

Considering these reviews, the assumption is made that, of the existing agencies, the State Employment Service is best qualified to deal with youth.

With this in mind, the problem with which this study is concerned is outlined as follows:
THE PROBLEM

Statement of Problem. It is the purpose of this study to ascertain by a survey of the practices in a number of secondary schools of Oklahoma—

a) to what extent and in what degree there are placement activities being carried out by individual schools;

b) to what extent and in what degree there exists cooperation between government supported employment agencies and the public secondary schools in the placement of youth throughout the State of Oklahoma (Counseling is incidental to placement);

c) to what extent and in what degree such cooperation (No. b above) is possible;

'c' involves—
1. determination of the facilities of the employment agencies for dealing with youth.

2. determination of the availability of the services of employment agencies to schools.

3. determination of the willingness of both the employment agencies and the schools to cooperate.

and from the findings make recommendations as to—

d) the responsibilities the schools should assume in making employment counseling and placement services available to youth.

Scope and Delimitations. This study is limited to the State of Oklahoma; to those employment agencies which are government supported; to selected secondary schools; to the special services for youth with no consideration given to the handicapped or negro youth. No attempt is made to evaluate the effectiveness of the different practices existing or to recommend as most effective any definite plan of cooperation.
The possibility that the majority of the schools not answering had no counseling-placement programs in effect is acknowledged.

Procedure. The steps of the procedure used in this study are as follows:

1. Information on—
   a) the extent to which cooperation between the individual branch offices and the schools of the region served, exists;
   b) how cooperation is carried on (by a resident representative of the office or itinerantly);
   c) agencies' facilities for dealing with youth;
   d) agreements for the affiliation of the agencies with the schools;
   e) desire of the agencies to cooperate with the schools;
   f) ways in which schools could best assist the agencies in giving employment counseling and placement services;
   g) exact services the agencies could make available to the schools;

was gathered by personal interviews and by personal letters from the twenty-six permanent offices of the Oklahoma State Employment Service, and from the office of the state director, Oklahoma City.

2. Personal interviews were made with twenty-five secondary school administrators and information on—
   a) size of school,
   b) type of counseling and placement services offered youth of the community,
   c) cooperating agencies in the program,
   d) assistance the school needed in carrying on the program,
3. From these responses (Numbers One and Two above), from the suggestions given in the personal interviews, and from a survey of current literature available in the Oklahoma A. and M. College Library pertaining to the activities involved in the organization and administration of a counseling and placement program, a check list was built. This check list was submitted to a jury of fifteen secondary school teachers, all of whom had had some training in graduate work. Their suggested revisions were made. The revised copy was then submitted to Mr. Holley, head of Business Education, Oklahoma A. and M. College, for correction and criticism. After a second revision, copies were checked by three administrators. No revisions were suggested. The check list was then used in personal interviews with twelve secondary school teachers familiar with the counseling and placement programs of their own schools. All items seemed to be easily understood and were correctly checked. The check list was assumed to be suitable for use.25

4. The check list was sent to two hundred selected secondary schools in the state.26 Replies were received from fifty of these. Supplementing replies by mail, twenty-nine were collected by personal interview, giving a total sample of seventy-nine schools.27

25. See Appendix A.
26. See Appendix B.
27. See Appendix C.
5. In view of the collected and analyzed data, conclusions were drawn and recommendations made as to the points outlined on the statement of the problem.

DEFINITIONS OF TERMS USED

**Youth.** All young persons who are between the ages of sixteen and twenty-one and those between the ages of twenty-one and twenty-five who are inexperienced.

**Employment counseling.** The program/process whereby the youth is advised/given information concerning occupational opportunities, aptitude for certain vocations, how to secure and hold a position, etc.

**Placement.** The location of a youth on a definite job which assures a salary or wage and offers some promise of permanency and advancement.

**Junior.** A 'junior' is, in this study, a youth.

**Oklahoma State Employment Service/Agency.** Oklahoma agreed to the following by proclamation of the Governor in October of 1933 and later by act of the Fifteenth Legislature:

- To designate a state agency to cooperate with the United States Employment Service in the promotion of a system of public employment offices throughout the state.
- To match funds apportioned to this state by the United States Employment Service.
- To submit to the United States Employment Service, through the designated agency, a plan of operating, including an outline of organization and budget of estimated expenditures, with assurance that the plan would conform to certain minimum standards with respect to personnel, office premises, equipment, and operating and reporting procedures.28

The agency so created is called the Oklahoma State Employment Service.

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Small Schools. Secondary schools with an enrollment of nine to one hundred forty-nine.

Medium Schools. Secondary schools with an enrollment of one hundred fifty to four hundred ninety-nine.

Large Schools. Secondary schools with an enrollment of five hundred and over.

Guidance. The process of helping the individual to discover, and use, his natural endowment, in addition to special training obtained from any source, so that he may make his living, and live, to the best advantage to himself and to society.

Essentials of a guidance program are:

1) individual inventory,
2) occupational information,
3) counseling,
4) exploration of training opportunities,
5) placement,
6) follow up. 29

IMPORTANCE OF PROBLEM

The growing interest in, and need of, employment counseling and placement services for the youth gives importance to a survey the purposes of which are to determine what is being done in the State of Oklahoma and to recommend action to be taken.

REVIEW OF LITERATURE

As far as can be determined, no study of this kind has been made either in the field of general education or business education for the State of Oklahoma.

Carmoleta Gregory made a similar study on a nationwide scope in 1940 for her Master's Thesis. Personal interviews were made at the state offices of the state employment services in Missouri and Oklahoma, by Miss Gregory, and information gathered from these sources. A list of seventeen cities was obtained from the United States office. All of these cities were cooperating with the public school system in some degree. The individual services were analyzed for information to ascertain the different organizations and relationships that existed in the public employment services that had more or less extensive cooperative programs with the schools in the counseling and placement of youth. Miss Gregory found, among other facts, that each cooperative program was organized differently and that limitations of the services were largely due to lack of an adequate number of personnel trained for the work.

In 1939, Ethel Brock wrote her Master's Thesis on "Implications of the Youth Employment Problem to Secondary Business Education". Among her findings is listed:

1. Youth without placement advice encounter more difficulties in locating jobs.
Among the recommendations she makes is:

1. Schools should either assume the responsibility of placing youth or make provision for such placement with other agencies.

Mr. Dennis D. Walden, in the Department of Trade and Industrial Education of Oklahoma A. and M. College, wrote his Master's Thesis in 1940 on "The Organization and Administration of Guidance Programs in Secondary Schools of Oklahoma". Facts listed in his findings include:

1. Placement, as an organized practice, has only made a small beginning. It is for the most part accomplished by some guidance worker who contacts employers.

2. Follow up services are neglected. Check-ups are for the most part either incidental or accidental.

3. The schools are not securing supplementary assistance from the State and Federal Employment Offices.

Among the recommendations made are:

1. Organized methods and systems of placement and follow up services should be a part of each guidance department.

2. Consistent use should be made of all articulating agencies.

Studies and publications, national in scope, concerning employment counseling and placement responsibilities of the secondary schools include:


2. Occupational and Industrial Studies, National Youth Administration, 1938-1942.

CHAPTER II

EXTENT AND DEGREE TO WHICH THERE ARE EMPLOYMENT COUNSELING AND PLACEMENT ACTIVITIES BEING CARRIED ON BY INDIVIDUAL SECONDARY SCHOOLS

The four maps of Oklahoma given on pages twenty-seven, twenty-eight, twenty-nine, and thirty show the distribution of the fifty small schools represented in this study, the twenty-four medium schools, and the five large schools.

EMPLOYMENT COUNSELING AND PLACEMENT PROGRAMS IN EFFECT IN THE SECONDARY SCHOOLS SURVEYED

Schools are little concerned with their graduates. The schools have finished with them, and they find themselves an unwanted group to whom the doors of opportunity are seemingly closed. Such an impasse breeds discouragement, resentment, and an attitude of rebellion or careless indifference that, if unchecked, may result in rendering a boy or girl absolutely unemployable—a situation with which every junior interviewer is familiar.

Table I, page thirty, shows the number of employment counseling and placement programs in effect in the seventy-nine schools represented in this study and gives the type of organization of the programs.

Table II, page thirty-two, indicates the number of schools offering counseling services, placement services, both types of services, and neither type of service.

### TABLE I

KINDS AND NUMBER OF COUNSELING-PLACEMENT PROGRAMS

IN EFFECT IN SCHOOLS INCLUDED IN THIS STUDY

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. Having Programs in Effect</th>
<th>No. Having Formal Programs Per Cent</th>
<th>No. Having Programs Per Cent</th>
<th>No. Offering Incidental Services Per Cent</th>
<th>No. Doing Nothing</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>45</td>
<td>90</td>
<td>7</td>
<td>14</td>
<td>38</td>
<td>76</td>
</tr>
<tr>
<td>Medium</td>
<td>23</td>
<td>96</td>
<td>7</td>
<td>29</td>
<td>16</td>
<td>67</td>
</tr>
<tr>
<td>Large</td>
<td>5</td>
<td>100</td>
<td>3</td>
<td>60</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Totals</td>
<td>73</td>
<td>100</td>
<td>17</td>
<td>56</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Per Cent of Total Schools (79) | 91 | 22 | 71 | 8 |
### TABLE II

**SCOPE OF EMPLOYMENT COUNSELING AND PLACEMENT PROGRAMS IN THE SCHOOLS SURVEYED**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number and Per Cent of Schools Offering:</th>
<th>Per Cent</th>
<th>Per Cent</th>
<th>Per Cent</th>
<th>Per Cent</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Counseling</td>
<td>Placement</td>
<td>Both</td>
<td>Neither</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small</td>
<td>35</td>
<td>70</td>
<td>21</td>
<td>42</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Medium</td>
<td>21</td>
<td>88</td>
<td>20</td>
<td>83</td>
<td>20</td>
<td>83</td>
</tr>
<tr>
<td>Large</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Totals</td>
<td>61</td>
<td>46</td>
<td>46</td>
<td>58</td>
<td>58</td>
<td>58</td>
</tr>
</tbody>
</table>

Per Cent of Total Schools | 77 | 58 | 58 | 8


Considering Tables I and II together, it is seen that seventy-three schools surveyed have counseling and placement programs in effect; of these only seventeen were formal programs while fifty-six were recorded as programs involving incidental services only. Sixty-one schools offer programs covering counseling services; forty-six include placement services; six, mostly small schools, offer no service of a counseling-placement nature. These facts are shown both in round figures and in percentages on the tables.

There is one factor which should be called to the attention of anyone who attempts an interpretation of these tables: While there are more small schools than medium and more medium schools than large, the number of youth served by each group is approximately the same. For example, in Table I, seventy-three of the total representation of seventy-nine schools, have programs; this is ninety-one per cent of the total. If the interpreter concludes that ninety-one per cent of the schools investigated have active programs, he is right. If he should conclude that ninety-one per cent of the youth enrolled in these schools have the benefit of counseling-placement services, he would be wrong. The percentage of youth to whom counseling-placement services are available is ninety-five, the average of the percentages for the three groups.

Small, medium, and large school groups serve about the same number of youth each. Ninety per cent of the small schools offer services, ninety-six per cent of the medium schools offer services, one hundred per cent of the large schools offer services. The
average of the three percentages is ninety-five, the average percentage of youth served by all three groups together.

Therefore, in the interpretation of the tables it is necessary to remember that the enrollment of each of the three groups of schools is about equal; that, unless otherwise stated, the numbers and percentages apply to schools only, not to youth served.

The results shown by these tables, Numbers I and II, are at the same time encouraging and discouraging. While only eight per cent of the representatives had no counseling-placement programs, only a small per cent, twenty-two, had programs definitely organized.

Vocational preparation, general and specific, and employment services are not in themselves enough. The way must be open to actual employment.2

Incidental programs are better than no program at all. Counseling services only are better than no service at all, but certainly the recognized need is great enough to justify a formal employment counseling and placement program in every secondary school.

ORGANIZATION OF PROGRAMS IN EFFECT

Education is a community responsibility. Every individual and every agency, public and private, should contribute.3

The organizations doing the most in offering counseling and placement services to youth in Oklahoma are listed in Tables III, IV, and V, pages thirty-five, thirty-six, and thirty-seven respectively.

3. Ibid.
<table>
<thead>
<tr>
<th>Organization</th>
<th>Schools Using These Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Cent</td>
</tr>
<tr>
<td>High School</td>
<td>37</td>
</tr>
<tr>
<td>Resident S E S**</td>
<td>0</td>
</tr>
<tr>
<td>Itinerant S E S</td>
<td>1</td>
</tr>
<tr>
<td>Civic Clubs</td>
<td>3</td>
</tr>
<tr>
<td>Youth Organizations</td>
<td>10</td>
</tr>
</tbody>
</table>

*Only schools having counseling and placement programs are considered.

**State Employment Service
### TABLE IV

**CIVIC CLUBS OFFERING EMPLOYMENT COUNSELING AND PLACEMENT SERVICES**

<table>
<thead>
<tr>
<th>Club</th>
<th>Small</th>
<th>Medium</th>
<th>Large</th>
<th>Total</th>
<th>Per# Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chamber of Commerce</td>
<td>3</td>
<td>4</td>
<td>17</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Lions Club</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Kiwanis</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Per cent based on seventy-three, the number of schools having programs.*
TABLE V
YOUTH ORGANIZATIONS OFFERING EMPLOYMENT COUNSELING AND PLACEMENT SERVICES

<table>
<thead>
<tr>
<th>Youth Organization</th>
<th>Schools Using Services:</th>
<th>Per* Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small</td>
<td>Per Cent</td>
</tr>
<tr>
<td>N. Y. A.</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Trades and Industries Courses</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Commercial Club</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Scouts</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>4-H</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Student Council</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Churches</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

*Per cent based on seventy-three, the number of schools having programs.
Sixty-five of the seventy-three schools having programs, expressed dissatisfaction with their existing procedures. This number represents eighty-nine per cent of the schools offering counseling-placement services (See Table VI).

### TABLE VI

**DISSATISFACTION OF SCHOOLS WITH EXISTING PROGRAMS**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Programs In Existence</th>
<th>Number Satisfied With Programs</th>
<th>Per Cent</th>
<th>Dissatisfied With Programs</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>45</td>
<td>4</td>
<td>9</td>
<td>41</td>
<td>91</td>
</tr>
<tr>
<td>Medium</td>
<td>23</td>
<td>2</td>
<td>9</td>
<td>21</td>
<td>91</td>
</tr>
<tr>
<td>Large</td>
<td>5</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Totals</td>
<td>73</td>
<td>8</td>
<td>11</td>
<td>65</td>
<td>89</td>
</tr>
</tbody>
</table>
Additional evidence of dissatisfaction with existing programs is given in the following comments contributed voluntarily on returned check lists:

1. The high school has no employment service for the high school students. During my two years here as full-time coordinator, I have endeavored to show the school administrators the need for a guidance and placement program but nothing has been accomplished. Local merchants and the Lions Club have assisted me in placing my own students and a few others in part-time work, but there is no planned program.

2. We have no placement program of any type, much to my regret. If any employer desires the services of a student he asks some teacher to recommend a capable worker.

3. Indifference and stagnation is characteristic of secondary school people in regard to guidance and placement of youth at present. In the future, faculty personnel may be better trained in these duties (guidance and placement). At least, lack of indifference will be necessary for a teacher to hold a position in a progressive school.

4. Almost every teacher gives some incidental counseling. Almost every superintendent and principal is doing some incidental placement. Perhaps the reason for the lack of formal programs of counseling and placement is the heavy load which school teachers and administrators carry. I think the faculty of a school has to be educated as to the need for the school assuming counseling and placement duties before the members will be willing to accept the additional work involved. Really, the chief problem lies in selling the faculty the idea.

5. One of the aims of the secondary school administration should be to develop a formal placement program for the youth of his community. The first step needed in this state is to develop an understanding of the need for guidance. I have no idea how extensive the guidance and placement program is as carried on in the state, but I am well aware that it, what is done, needs enlarging. I find that faculty members in general have little knowledge of the proper functions of guidance. They need more training in this type of work.
Tables VII, VIII, IX, and X, pages forty-two, forty-three, forty-four, and forty-five, give rather a complete picture of the administration of the counseling and placement programs in effect in the schools represented. These tables are based on seventy-three total representatives, the number having counseling-placement programs in effect. These facts should be noted:

1. There is little centralization of responsibility for either counseling or placement.

2. Only six per cent of the schools having programs have persons in charge of the counseling and placement who have no other duties; fifty-eight per cent have persons handling the work who have full teaching or administrative loads also.

3. The school administrators and the commercial instructor are in charge of placement in as many schools as is a coordinator.

4. In fifty-one per cent of the schools no funds are provided to finance counseling-placement activities; in thirty-three per cent of the schools the board of education pays the person in charge some additional salary.

5. In most of the schools, forty-four per cent, all teachers on the staff do counseling. These services are largely incidental.

The State Employment Service sets up the following requirements for its Junior Interviewers:

These interviewers are appointed on the general basis of competitive civil service examinations, requiring a thorough knowledge of junior-placement procedure and child-labor laws, and experience in placement, personnel work, and industrial investigation. Junior-placement workers must be college graduates with credit for a specified number of courses in vocational guidance, labor problems, psychology, and mental
testing, and must, of course, have proven their ability to
deal effectively with younger boys and girls.4

Placement services for young workers should be staffed
by properly qualified and professionally trained persons.5

If a professional agency sets up such requirements for the
individuals who are to serve youth in its organization, surely the
schools may well review those qualifications and look to the improve­
ment of their own personnel.

p. 49.

TABLE VII

PERSONS IN CHARGE OF EMPLOYMENT COUNSELING SERVICES

<table>
<thead>
<tr>
<th>Persons In Charge</th>
<th>Small</th>
<th>Per Cent</th>
<th>Medium</th>
<th>Per Cent</th>
<th>Large</th>
<th>Per Cent</th>
<th>Total</th>
<th>Per** Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>14</td>
<td>40</td>
<td>4</td>
<td>19</td>
<td>2</td>
<td>40</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td>Superintendent</td>
<td>11</td>
<td>31</td>
<td>5</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>Principal</td>
<td>5</td>
<td>14</td>
<td>5</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>N. Y. A. Supervisor</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Department Heads</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Commercial Instructor</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>33</td>
<td>1</td>
<td>20</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Coordinators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Activity Director</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocations Instructor</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance Director</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Only schools having counseling programs are considered.

**Per cents based on sixty-one, the number of schools having counseling programs.
<table>
<thead>
<tr>
<th>Persons In Charge</th>
<th>Numbers and percentages of schools using these persons:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small Per Cent</td>
<td>Medium Per Cent</td>
<td>Large Per Cent</td>
<td>Total</td>
<td>Per* Cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>14 67 5 25 0 0 19</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>4 19 6 30 1 20 11</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Instructor</td>
<td>2 10 8 40 1 20 11</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All teachers</td>
<td>4 19 0 0 1 20 5 11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinators</td>
<td>0 0 2 10 2 40 4 9</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Supervisor</td>
<td>0 0 0 0 1 20 1 2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Percentages based on forty-six, the number of schools having placement programs.
### TABLE IX

**DUTIES OF PERSONS IN CHARGE OF EMPLOYMENT**

**COUNSELING AND PLACEMENT**

<table>
<thead>
<tr>
<th>Duties</th>
<th>Total Schools</th>
<th>Per Cent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling and Placement duties only</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Other duties</td>
<td>46</td>
<td>63</td>
</tr>
<tr>
<td>Full teaching or administrative load**</td>
<td>42</td>
<td>58</td>
</tr>
</tbody>
</table>

*Base is seventy-three.

**Subdivision of 'other duties'.**
### TABLE X

**SOURCES OF FINANCE FOR COUNSELING-PLACEMENT PROGRAM**

<table>
<thead>
<tr>
<th>Sources</th>
<th>Small</th>
<th>Per Cent</th>
<th>Medium</th>
<th>Per Cent</th>
<th>Large</th>
<th>Per Cent</th>
<th>Total</th>
<th>Per* Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No funds provided</td>
<td>37</td>
<td>82</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>37</td>
<td>51</td>
</tr>
<tr>
<td>Board of Education</td>
<td>5</td>
<td>11</td>
<td>14</td>
<td>61</td>
<td>5</td>
<td>100</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>State Aid</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Donations</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Base is seventy-three.*
EMPLOYER CONTACTS

A vital feature of any placement program is the making of employer contacts. This may be done in several ways: a school official may make the contact direct with the employer as an individual or may contact a group through some civic club or organization; the youth may make his own personal contacts; contact may be made by letter, by press folders, or by some other form of publicity; the Chamber of Commerce may choose to canvass the community and list prospective employers; the State Employment Service stands ready to give placement service, including employer contacts, at all times.

Table XI, following, lists the methods most frequently used by the schools surveyed.

TABLE XI
HOW CONTACTS ARE MADE WITH EMPLOYERS

<table>
<thead>
<tr>
<th>Contacts Made</th>
<th>Type of School</th>
<th>Total Contacts</th>
<th>Per Cent*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small Medium Large</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By a school representative</td>
<td>14 18 4</td>
<td>36</td>
<td>76</td>
</tr>
<tr>
<td>By the youth</td>
<td>17 15 3</td>
<td>35</td>
<td>76</td>
</tr>
<tr>
<td>By letters</td>
<td>8 7 1</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>By press folders</td>
<td>0 0 1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>By Chamber of Commerce</td>
<td>1 1 0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>By S. E. S.**</td>
<td>0 1 1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

*Base is forty-six.

**State Employment Service.
FOLLOW UP

In business as well as in sport, success is conditioned by factors other than the possession and use of correct tools, equipment and form. The extent to which an organization follows through on its efforts is an important element in the ultimate success of those efforts. Placements do not in themselves tell the entire story of a placement program. Unless the youth 'makes good' in the position, unless the placement results in the mutual satisfaction of the employee and the employer, unless errors are discovered and corrected, the placement procedure cannot be called entirely successful. And the only way to determine accurately the success of a placement is by some system of follow up. Table XII, below, reports the extent to which follow up of placements is carried out by the schools having placement programs.

Table XIII, page forty-eight, lists the methods of follow up used by the different schools and the persons who are in charge of the procedure.

**TABLE XII**

**EXTENT OF FOLLOW UP OF PLACEMENTS**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. of Schools</th>
<th>No. Doing Follow Up</th>
<th>Per Cent of Schools Offering Services Which Do Follow Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>21</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>Medium</td>
<td>20</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Large</td>
<td>5</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Totals</td>
<td>46</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>Method</td>
<td>No. of Schools</td>
<td>Commercial Instructor</td>
<td>Commercial Coordinator</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----------------</td>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Activity reports from employed youth</td>
<td>9</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Activity reports from the employer</td>
<td>11</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Conferences with youth</td>
<td>11</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Personal check</td>
<td>15</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Use of questionnaire</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Use of letters</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
PURPOSES OF FOLLOW UP

Returned check lists carried the following comments in answer to the question, "What are the purposes of the follow up work done by your school?":

1. To determine the success and progress of the student—to let him know that the school is interested in him after graduation.

2. Supervision.

3. To determine the effectiveness of the teaching done, to determine the fitness of the employee, and to determine what the job requirements are.

4. To see that the pupil is satisfied in the position where he has been placed—satisfaction is essential to success.

5. To find the weaknesses in the educational program and to correct the faults of the workers, both personal and in skill lacks.

6. To offer remedial work.

7. To improve employee efficiency and to aid orientation on the job.
CHAPTER III

COOPERATIVE EMPLOYMENT COUNSELING AND PLACEMENT OF YOUTH

Vocational preparation, guidance, and counseling services adapted to modern conditions and the changing needs of youth should be extended in the school systems and, when carried on under other auspices, should be done in cooperation with the schools.

Placement services for young workers should be staffed by properly qualified and professionally trained workers, with full cooperation between the schools and the public employment services.

Federal, State, and local governments should provide work projects for youth over sixteen who are not in school and who cannot obtain employment.1

One of the main points emphasized in the Southern Regional Conference on Guidance and Personnel, which was held January nineteenth to the twentieth, 1940, was that agencies serving out-of-school youth are a counterpart of the public schools; therefore, they both need to cooperate in serving adequately the guidance of youth.2 The Metropolitan Conference on Employment and Guidance, November, 1939, listed, among other recent trends in education: "Cooperation among many agencies—schools, colleges, advisory committees of business men, state and county boards cooperating with the schools, National Youth Administration, Public Employment Services, etc."3

The joint efforts of the school and the public employment office are necessary for good counseling and placement service to youth at the time of transition from school to work.\(^4\)

If society is to render any really vital service in the field of occupational adjustment, there must be developed a junior placement service in a well-planned system of public employment offices closely integrated with the guidance and counseling work of the public system.\(^5\)

The task of providing placement services is large and at present inadequately performed in most communities; expansion of the present placement activities both of the schools and of public employment agencies is urgently needed. In every community where the United States Employment Service is in operation, the placement services in the schools should have a close functional relationship to this agency.\(^6\)

**EXTENT OF COOPERATION BETWEEN THE STATE EMPLOYMENT SERVICE AND THE SECONDARY SCHOOLS IN THE PLACEMENT OF YOUTH IN OKLAHOMA**

Of the seventy-nine schools included in this study, only eight schools, or ten per cent of the total representatives, have cooperative programs with the State Employment Service. This low percentage is due to the neglect of the small and medium schools; not one small school has any form of cooperative program with the State Employment Service; only three medium schools have any form of cooperation. All of the large schools cooperate with either a resident office, forty per cent, or with an itinerant representative, sixty per cent (Table XIV, page fifty-two).

---


TABLE XIV

NUMBER OF SCHOOLS WHICH DO AND WHICH DO NOT CARRY ON COOPERATIVE PROGRAMS WITH THE STATE EMPLOYMENT SERVICE

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number Cooperating with Resident Agency</th>
<th>Per Cent</th>
<th>Number Cooperating with Itinerant Agency</th>
<th>Per Cent</th>
<th>Total Cooperating</th>
<th>Per Cent</th>
<th>Total Not Cooperating</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Medium</td>
<td>3</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>13</td>
<td>21</td>
<td>87</td>
</tr>
<tr>
<td>Large</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
<td>5</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>10</td>
<td>71</td>
<td>89</td>
</tr>
</tbody>
</table>
The next section of this chapter will enumerate those services which each agency, school and employment agency, can offer to aid or supplement the work of the other in making employment counseling and placement services available to youth, and the extent of their present use and possible future use. Table XV, page fifty-four shows only the number and per cent of schools cooperating at present with the State Employment Service by giving information concerning youth applying for counseling and placement through the agency; Table XVI, page fifty-four shows the number and per cent of schools cooperating with the State Employment Service by using the services offered by that agency in counseling and placement.

It is evident from the results shown in these two tables that maximum use is not being made by either agency of the services offered by the other.

Twenty-three per cent of the total representatives cooperate by giving services; thirteen per cent cooperate by making use of the services offered by the State Employment Service. The considerable difference in these two percentages indicates that the higher percentage, twenty-three, representing services given, was requested activity rather than voluntary, resulting from requests made by the State Employment Service for information on applicants.
## TABLE XV
### NUMBER AND PER CENT OF SCHOOLS OFFERING SERVICES TO THE STATE EMPLOYMENT SERVICE

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number Giving Services</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Medium</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Large</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td>23</td>
</tr>
</tbody>
</table>

## TABLE XVI
### NUMBER AND PER CENT OF SCHOOLS USING SERVICES OFFERED BY THE STATE EMPLOYMENT SERVICE

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number Using Services</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Medium</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Large</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Totals</td>
<td>10</td>
<td>13</td>
</tr>
</tbody>
</table>
The following comments regarding the extent of existing cooperation are taken from personal correspondence received and personal interviews made:

There are but few schools in Oklahoma that have any form of guidance.\(^7\)

To some extent a cooperative relationship has existed between the public employment offices of this state and the secondary schools prior to the issuance of a letter of instruction regarding cooperation between secondary schools and employment offices in the registration of drop-outs and graduates.\(^8\)

These more specific instructions have developed a closer relationship, and in practically all of the cities where we have offices, the procedures suggested in our letter of February thirteenth are being followed, except, of course, at such points as we serve itinerantly.

At no point in Oklahoma do we have a joint placement service as it has not been felt that such an arrangement would be as advantageous as would the specialization of each organization within its field.\(^9\)

At the present time, the public schools and the employment service are cooperating by having the school authorities refer all graduating students to this office for an interview and possible employment counseling.

This cooperation is carried on by resident representatives of this office.

There does not exist, to my knowledge, any formal agreements for affiliation of this office with the schools.\(^10\)

No evidence has been found during the conduct of this study of the

---


8. See Appendix D.


10. Don Waters, Manager, Oklahoma State Employment Office, Tulsa, Personal Correspondence, June 18, 1942.
existence of any formal agreements for the affiliation of the State Employment Service with the schools. Any cooperation which has been found to exist may be termed 'incidental'.

EXTENT AND DEGREE TO WHICH COOPERATION BETWEEN THE STATE EMPLOYMENT SERVICE AND THE SECONDARY SCHOOLS IN THE EMPLOYMENT COUNSELING AND PLACEMENT OF YOUTH IS POSSIBLE

Granting that there is a need for cooperation between the two agencies (schools and employment services) and that some cooperation does already exist, the next step is to discover to what extent and in what degree such cooperation is possible. This involves three determinations:

1. determination of the facilities of the employment services for dealing with youth;
2. determination of the availability of the services of the employment services to schools;
3. determination of the willingness of both employment services and schools to cooperate.

Facilities of the State Employment Service for Dealing With Youth.

In adult divisions of state employment services applicants are classified occupationally by their work experience. Juniors who have had no work experience are a placement problem as occupational classifications are based on aptitudes, abilities and interests rather than work experience. Because of these difficulties, public employment offices have provided special services for juniors by the Wagner-Peyser Act,
"to promote and develop a national system of employment offices for men, women, and juniors".

Whether junior placement is the primary responsibility of the public schools or the employment service, the closest cooperation is essential. From the employment service the schools need employer contacts and occupational and industrial information in planning their vocational training and guidance programs. The employment service needs the school's data of the student's scholastic record and other activities and abilities, its testing service, its training facilities, and its assistance in registration.

Concerning the services which the State Employment Service can make available to the schools the following quotations are offered:

The public employment office is in a position to furnish the secondary schools with information on job specifications, employers' hiring requirements, employment opportunities and general occupational trends in the community. The local office, set up by the Federal and State governments, for the purpose of a labor exchange is in a strategic position to provide placement facilities for these youth. It can also supply aid to the school in securing information in many instances on the placement of their students and success or failure of the job variations, in the need for training and other information supplemental to school follow up procedures. These types of information will also supply the checks essential to persons who are developing curriculums and exercising guidance functions.

The urgency of the present problems suggest that the manager of the employment office should designate a member of his personnel whose part-time or full-time duties would be concerned directly with cooperation with the secondary schools. This may be combined with defense training courses. This individual should be chosen with careful consideration for experience and training in public school relationships or have a background as nearly related to, and sympathetic with, public school situations as can be obtained. 11

11. Cletus A. Hamilton—See Appendix D.
More specifically, the services for juniors offered by the State Employment Service include:

1. Interviewing—This may involve one interview or many; it may result in referral for placement only, or in addition, for aptitude tests, subsequent counseling, outside aid, further training, and so forth.

The interview covers counseling as well as recommendation for placement.

2. Classification—Noting those occupational classifications for which the individual qualifies at the time of his registration and preparing duplicate registration cards for the placement divisions handling the job orders in those occupations.

3. Placement—Referring the applicant to a prospective employer, explaining the procedures of the employment office service to him, and inviting him to return for periodic renewals until he is placed or to discuss his problem if he does not secure placement.

For the past year we have not had a person in any of our Oklahoma offices whose sole efforts were devoted to the placement of youth. In the past, for a period of two years, in Oklahoma City and Tulsa, we had junior placement units. We believe that all placement persons in our Service should be fully aware of the problems inherent in the placement of juniors, and by this awareness they would obviously consider young people for more placement opportunities than would a single unit handling the youth employment alone.  

4. Follow Up—Reports young people make, reports by the employer, personal investigation by the employment service representative, are some of the methods of follow up used. Plans for further training, methods for making adjustments to the job, to the employer, to fellow workers, as well as plans for ultimate removal in the case of a blind-alley job, are some of the points covered in the course of the follow up.

5. Employer Contacts—A program of employer visiting with special attention to the demand for juniors, builds up a file of prospective employers of juniors. Placements in Oklahoma are not made by the junior counselor, necessarily, but by the regular staff interviewers.

12. Ibid.
6. Publicity—Offices engage in research on training facilities and work opportunities in the community and prepare the information for distribution to persons in charge of guidance, counseling, and placement.

The United States Employment Service furnishes and publishes much information regarding opportunities for employment in different fields, employer hiring requirements, job specifications, and general occupational trends in the nation as a whole, in the different states, and, in some cases, in particular localities.

7. Cooperation—The State Employment Service seeks contact with schools and other sources of supply of youth employees to establish methods of cooperation; the State Employment Service seeks to cooperate with other agencies in the community in serving the vocational and related needs of young people.13

The extent to which the schools surveyed are using the services offered by the State Employment Service is shown in Table XVII, page sixty. Their replies to the question "Which services could you make use of in a counseling-placement program that you are not now using?" are listed in Table XVIII, page sixty-one.

Table XVII shows that the highest per cent of schools actually making use of any one service offered by the State Employment Service is thirteen. Table XVIII shows that the lowest per cent of schools indicating any one service offered by the State Employment Service which would be helpful to them in a counseling-placement program is fifty-six.

No attempt is made in this study to ascertain why there is not more cooperation between the State Employment Service and the secondary schools. The facts shown by these tables indicate great possibility for extensive cooperation.

<table>
<thead>
<tr>
<th>Services</th>
<th>Small Schools</th>
<th>Medium Schools</th>
<th>Large Schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per</td>
<td>No.</td>
<td>Per</td>
</tr>
<tr>
<td>Information on—</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job specifications</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Employer hiring requirements</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Employment opportunities</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>General occupational trends</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Use of placement facilities</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Follow up of placements</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Making employer contacts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Services</td>
<td>Small Schools</td>
<td>Medium Schools</td>
<td>Large Schools</td>
<td>Total Schools</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------</td>
<td>----------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Information on—</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Job specifications</td>
<td>36</td>
<td>76</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>Employer hiring requirements</td>
<td>39</td>
<td>78</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>Employment opportunities</td>
<td>37</td>
<td>74</td>
<td>16</td>
<td>67</td>
</tr>
<tr>
<td>General occupational trends</td>
<td>36</td>
<td>72</td>
<td>21</td>
<td>88</td>
</tr>
<tr>
<td>Use of placement facilities</td>
<td>30</td>
<td>60</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>Follow up of placements</td>
<td>27</td>
<td>54</td>
<td>20</td>
<td>83</td>
</tr>
<tr>
<td>Making employer contacts</td>
<td>30</td>
<td>60</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>Other services</td>
<td>5</td>
<td>10</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>
### TABLE XIX

**TABULATION OF 'OTHER SERVICES' SUGGESTED ON CHECK LISTS**

(From Table XVIII)

<table>
<thead>
<tr>
<th>Suggested Services</th>
<th>Small Schools</th>
<th>Medium Schools</th>
<th>Large Schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any counseling-placement aids</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Types of jobs most in demand</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Literature</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tests</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Concerning the assistance which the State Employment Service needs from the schools:

The school authorities can do much to assist the Employment Service in the placing of youth, if they will, by providing adequate records and evaluations both as to real and potential abilities as they have observed them.14

Schools, because of their long and continued contact with students, are in a position to furnish the employment office with much valuable information on applicants registering for employment. Data from the schools, such as the following, are particularly helpful in the registration, counseling, and placement of junior applicants:

1. School performance: Relative standing in the class, major subject-matter fields, best fields, poorest fields, honors received, are important.

2. Teachers ratings: Personality traits, such as dependability, cooperativeness; records of attendance and tardiness; work habits, and other characteristics observable over a period of time.

3. Records of standardized tests.

4. Extracurricular activities: School activities, such as those involving athletics, debating, the school paper, offices held in school organizations, hobbies, etc.

5. Physical and health facts relevant to occupational availability.

The urgency of the present problem suggests that schools which have no present provisions for this cooperative service should designate one or more persons on their staff to carry out the duties of the plan herein described; the number of persons and the allocation of duties of course would depend on the size of the school. The personnel would no doubt be selected on the basis of their training and experience in the selection and employment problems.

Suggested joint activities include:

1. Liaison activities between the school and the local employment office.

2. Utilization of present school records, teacher ratings, test records and other pertinent information about students who are presently dropping out or who will be graduated during the current year.

3. The provision and maintenance of forms, tests, records and other materials as may be required or needed.

4. The referral to the local employment office of such information on each student therein registered.\(^{15}\)

Services which are being offered by the schools for the purpose of cooperating with the State Employment Service are listed in Table XX, page sixty-five.

The pitiful inadequacy of the records kept in the majority of secondary schools is evident by the facts shown in Table XX and the table on page sixty-six (Table XXI), Number of Schools Keeping and Using Various Records.

Table XXII, page sixty-seven, tabulates the replies given to "Check the services which your school could offer for the purpose of cooperating with the State Employment Service".

When the three tables are considered together—services offered, records being kept and uses made of them—services which could be offered—the question "Why are not more services being offered when the indicated possibility is so great?" reoccurs.

---

\(^{15}\) See Appendix D.
<table>
<thead>
<tr>
<th>Services</th>
<th>Small Schools</th>
<th>Medium Schools</th>
<th>Large Schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per</td>
<td>No.</td>
<td>Per</td>
</tr>
<tr>
<td>Furnishing academic and test records of youth</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>17</td>
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<tr>
<td>Furnishing personality records of youth</td>
<td>6</td>
<td>12</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Administering Vocational &amp; Employment Tests</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Offering retraining or rehabilitation courses</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Giving counseling and guidance</td>
<td>10</td>
<td>20</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Providing the services of a</td>
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<td>2</td>
<td>2</td>
<td>8</td>
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<tr>
<td>Part-time coordinator</td>
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<td>Full-time coordinator</td>
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<td>2</td>
<td>3</td>
<td>13</td>
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<tr>
<td>Types of records kept</td>
<td>Small Schools</td>
<td>Medium Schools</td>
<td>Large Schools</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Records based on results of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic tests</td>
<td>32 64 17 34 10 20 16 67 14 58 12 5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Aptitude tests</td>
<td>10 20 6 12 4 8 5 21 5 21 5 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading tests</td>
<td>10 20 5 10 2 4 8 33 5 21 3 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement tests</td>
<td>20 40 5 10 2 4 8 46 9 38 7 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational and Employment Tests</td>
<td>3 6 1 2 1 2 7 29 7 29 7 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligence tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery tests</td>
<td></td>
<td></td>
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<tr>
<td>Personality records</td>
<td>11 22 7 14 6 12 9 38 8 33 7 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of behavior</td>
<td>17 34 8 16 7 14 8 33 4 17 4 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students educational &amp; occupational plans for the future</td>
<td>4 8 4 8 2 4 9 38 6 25 3 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselors reports</td>
<td>2 4 2 4 1 2 3 13 2 8 1 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interests reported by student</td>
<td>7 14 7 14 2 8 9 38 7 29 6 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity participation</td>
<td>30 60 12 24 8 16 16 67 7 29 5 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work-experience reports</td>
<td>6 12 3 6 3 6 6 25 4 17 5 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical examinations</td>
<td>12 24 5 10 4 8 5 21 2 8 3 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birth Certificate</td>
<td>4 8 2 4 2 4 4 17 1 4 2 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of records kept</td>
<td>Large</td>
<td>Schools</td>
<td>Total</td>
<td>Schools</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
<td>---------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Records based on results of:</strong></td>
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<td></td>
<td></td>
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<td>Academic tests</td>
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<td>40</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Aptitude tests</td>
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<td>40</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Reading tests</td>
<td>3</td>
<td>60</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Achievement tests</td>
<td>4</td>
<td>80</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Vocational &amp; Employment Tests</td>
<td>2</td>
<td>40</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Intelligence tests</td>
<td>2</td>
<td>40</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>English tests</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Battery tests</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Personality records</td>
<td>5</td>
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<td>Description of behavior</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
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<tr>
<td>Students educational &amp; occupational plans for the future</td>
<td>3</td>
<td>60</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Counselors reports</td>
<td>2</td>
<td>40</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Interests reported by student</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Activity participation</td>
<td>4</td>
<td>80</td>
<td>2</td>
<td>40</td>
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<tr>
<td>Work-experience reports</td>
<td>3</td>
<td>60</td>
<td>3</td>
<td>60</td>
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<tr>
<td>Medical examinations</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
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<tr>
<td>Birth Certificate</td>
<td></td>
<td></td>
<td>8</td>
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</table>
### TABLE XXII

**Number and Per Cent of Schools Which Could Offer Services to the State Employment Service**

<table>
<thead>
<tr>
<th>Services</th>
<th>Small Schools</th>
<th>Medium Schools</th>
<th>Large Schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Furnishing academic and test records of youth</td>
<td>41</td>
<td>82</td>
<td>17</td>
<td>71</td>
</tr>
<tr>
<td>Furnishing personality records of youth</td>
<td>30</td>
<td>60</td>
<td>16</td>
<td>67</td>
</tr>
<tr>
<td>Administering Vocational &amp; Employment Tests</td>
<td>36</td>
<td>72</td>
<td>19</td>
<td>79</td>
</tr>
<tr>
<td>Offering retraining or rehabilitation courses</td>
<td>19</td>
<td>38</td>
<td>16</td>
<td>67</td>
</tr>
<tr>
<td>Giving counseling &amp; guidance</td>
<td>27</td>
<td>54</td>
<td>16</td>
<td>67</td>
</tr>
<tr>
<td>Providing the services of a Part-time coordinator</td>
<td>19</td>
<td>38</td>
<td>14</td>
<td>58</td>
</tr>
<tr>
<td>Full-time coordinator</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Availability of State Employment Service Services to Schools. It is the aim of the State Employment Service to serve every community of the state either through a resident office or itinerantly. In addition to the headquarters office in Oklahoma City, twenty-eight branch offices are maintained throughout the state, so located as to serve all sections. On page eleven, Chapter One, the locations of these offices are listed. From these offices, itinerant services are given for at least a part of a day each week or twice a month in sixty-five other cities and towns. The cities and towns so served are listed on page thirteen, Chapter one. The map, page sixty-nine, shows the distribution over the state of points served by resident and itinerant offices.

Clearly, the services of the State Employment Service are within the reach of every youth, if only youth are aware of the aid those services may be in obtaining satisfactory employment.

The following comments are quoted from personal correspondence with the managers of permanent branch offices of the State Employment Service:

Schools should include in the History or Civics Courses the History of the United States Employment Service.

We have aid to offer, but not enough people are aware of that fact.

We are eager to cooperate with regional schools in the registration, counseling, and placement of youth.

We urge the schools to send all drop-outs and graduates to us for help in placement which the schools cannot give.
Willingness of the Employment Agencies and Schools to Cooperate.

Quotations already given in this chapter:
- No. 4, p. 51
- No. 9, and 10, p. 55
- No. 11, p. 57
- No. 13, p. 59
- No. 15, p. 64

indicate the willingness of the State Employment Service to cooperate with the schools. As further evidence that complete willingness on the part of the State Employment Service exists, the following is offered:

1. Of twelve permanent offices replying in personal correspondence to the question "Is your office willing to cooperate with the secondary schools in offering counseling and placement services to youth?", all replied, "Yes".

2. Drop-outs and graduates of the secondary schools are potential workers. This fact demands recognition of the fundamental principle that active cooperation between the public employment offices and the school systems is a prerequisite for successful employment counseling and placement of youth leaving the secondary school. 16

For evidence of the willingness of the schools to cooperate, reference may be made to Tables XVIII and XXI where the services which could be offered by the employment service and by the schools for the purpose of cooperation are listed with the number of schools given that indicated they could offer or could use the respective services named.

These personal opinions concerning the cooperation of schools with the employment service were listed on returned check lists:

16. See Appendix D.
1. It is almost certain that cooperation—referring the youth to the employment service for the services they offer—will come eventually; it should begin now.

2. I think cooperation is possible to the extent of exchanging information which can be used by both the employment service and the school for the benefit of the youth.

3. Much could be done in counseling and placement of youth if some other agency could take over the greater part of the work involving much time.

4. Schools cannot assume this burden alone (the employment counseling and placement of youth), yet they must do something along this line soon or the government will take over that function which will be the first step toward greater government control and supervision of education. For self preservation, the schools must offer such services; their best chance seems to be to offer what services they can and supplement their own efforts with help given by the State Employment Service.
CHAPTER IV

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In summary, the findings, conclusions, and recommendations pertaining to the points outlined in the statement of the problem are listed:

FINDINGS IN REGARD TO THE EXTENT AND DEGREE TO WHICH EMPLOYMENT COUNSELING AND PLACEMENT ACTIVITIES ARE BEING CARRIED ON BY THE INDIVIDUAL SECONDARY SCHOOLS

1. Some type of counseling-placement program is in effect in ninety per cent of the small schools surveyed, ninety-six per cent of the medium schools, and in all, one hundred per cent, of the large schools. Ninety-one per cent of the total representatives have some type of program in effect.

2. Formal programs are in force in fourteen per cent of the small schools, twenty-nine per cent of the medium schools, sixty per cent of the large schools, and twenty-two per cent of the total members.

3. Incidental programs are carried on in seventy-six per cent of small schools, sixty-seven per cent of the medium schools, forty per cent of the large schools, and seventy-one per cent of the total members.

4. Ten per cent of the small schools and four per cent of the medium schools, or eight per cent of the total representatives, offer no counseling or placement services whatsoever.
5. Considering the number of youth served instead of the number of schools surveyed, these findings may be interpreted to mean:

   a. Ninety-five per cent of the youth have some type of counseling-placement services available to them;

   b. Thirty-four per cent have the services of an organized program available;

   c. Sixty-one per cent have incidental services only offered them;

   d. Five per cent are offered no counseling-placement services.

6. Of the schools surveyed, ninety-one per cent has some type of counseling-placement program in effect. More specifically, seventy-seven per cent offer counseling services, fifty-eight per cent offer both counseling and placement services.

7. Seventy-eight per cent of the counseling-placement services offered youth are administered by the personnel of the secondary schools.

8. 'All teachers' of the faculty are responsible for forty-four per cent of the counseling services offered.

9. Superintendents are responsible for forty-one per cent of the placement activities.

10. Fifty-eight per cent of the persons in charge of the services have full teaching or administrative loads also.

11. Fifty-one per cent of the counseling-placement personnel receive no extra salary for their services.

12. Eighty-nine per cent of the schools are dissatisfied with their existing programs.

13. Of the schools having placement programs, thirty-three per cent do follow up work.
CONCLUSIONS

1. Most secondary school people admit the need of counseling-placement services for youth. The organized, planned programs in effect are too few, however. Especially in the small schools, too generally in the medium schools, often in the large schools, youth must seek help before it is offered.

2. Since a counseling program without placement, or a placement program without counseling, are both incomplete, only fifty-eight per cent of the secondary schools surveyed are attempting to do complete work.

3. The counseling and placement services being offered youth are, in general, under the direction of persons who are untrained for the work, who already carry a near-maximum load of responsibility, and who receive little or no extra compensation for counseling and placement services rendered.

4. Although the dissatisfaction with the counseling and placement programs now in effect is acknowledged, school people appear to lack the initiative to establish better programs.

RECOMMENDATIONS

1. Employment counseling and placement services should be made available to every youth.

2. The secondary schools should endeavor to offer these services (counseling and placement) to young people before the acute need of them is felt.
3. Incidental programs should be developed into organized programs whenever possible.

4. In all schools both counseling and placement services should be offered, each type of service supplementing the other.

5. The faculty of every secondary school should include at least one person who is trained in counseling, placement, and follow up work.

6. The responsibility for each of the three services, counseling, placement, and follow up should be definitely fixed and centralized.

7. School time should be allotted for carrying on the activities connected with counseling, placement, and follow up services or additional salary should be paid for any personal time the person in charge of the activities may spend.

8. Every secondary school should make of itself a leader in its community in maintaining facilities for the employment counseling and placement of youth.

FINDINGS IN REGARD TO THE EXTENT AND DEGREE TO WHICH THERE EXISTS COOPERATION BETWEEN THE STATE EMPLOYMENT SERVICE AND THE SECONDARY SCHOOLS IN THE EMPLOYMENT COUNSELING AND PLACEMENT OF YOUTH THROUGHOUT OKLAHOMA

1. None of the small schools, three of the medium schools, and all of the large schools have cooperative programs with the State Employment Service. These cooperating schools represent ten per
cent of the total number surveyed.

2. A slightly higher per cent, twenty-three of the total representatives, offer some services to the State Employment Service—ten small schools are included.

3. Thirteen per cent of the schools are using some services offered by the State Employment Service—this included three small schools.

4. Literature issued by the State Employment Service is more in demand at present (by thirty-eight per cent of the representatives) than are the services in employer contact, placement, and follow up (by nineteen per cent of the representatives).

FINDINGS IN REGARD TO THE EXTENT AND DEGREE TO WHICH COOPERATION IS POSSIBLE

1. From fifty-six to seventy-two per cent of the schools indicate that they could use additional services of the State Employment Service in their programs.

2. From six to seventy-six per cent of the schools indicate that they could offer additional services for the purpose of cooperation with the State Employment Service.

3. The State Employment Service has adequate facilities for dealing with youth.

4. The schools are not keeping adequate records from which to supply information needed by the State Employment Service concerning youth.
5. The services of either a resident or itinerant representative of the State Employment Service are available to almost all schools in the state.

6. Both the schools and the State Employment Service indicate complete willingness to cooperate.

CONCLUSIONS

1. The small schools, by comments on returned check lists and by the nature of their answers indicate that they have neither the personnel nor the time and money to offer their youth employment counseling and placement services. Yet, to a school, they neglect the organization of a program of cooperation with the State Employment Service. The medium schools are almost as neglectful. Only the large schools are availing themselves of the free and excellent services offered by the State Employment Service.

2. Schools are neglecting the possibilities for service to youth through the use of the employer contact, placement, and follow up facilities of the State Employment Service.

3. Cooperation does not exist to the extent or in the degree to which it is possible in the mutual exchange of services, in the receiving of services by either agency, or in the giving of services by either agency.

4. The State Employment Service is doing much better work on its part than are the secondary schools in regard to the adequacy of the facilities for dealing with the employment counseling and placement problems of youth.
5. Although the services of a resident or itinerant representative of the State Employment Service is available to almost all schools of the state, few schools are taking advantage of the services offered. The conclusion that either the administrators of the schools are indifferent or ignorant of the need for employment counseling and placement for youth, can be drawn.

RECOMMENDATIONS

1. All secondary schools should cooperate fully with a resident or itinerant representative of the State Employment Service in supplementing their employment counseling and placement and follow up services for the youth of the community.

2. The program of cooperation should facilitate the exchange of all pertinent information collected by either agency.

3. More extensive use of literature issued by the State Employment Service should be made in the employment counseling and general guidance program by the school personnel.

4. Greater use should be made of the employer contact, placement, and follow up facilities of the State Employment Service.

5. Information supplied through follow up of placements by the State Employment Service should be used to reorganize present educational programs to meet current needs of youth and business.

6. The secondary schools should keep more exact and complete records on youth.

7. The State Employment Service should give its activities more publicity, especially through the schools.
8. Willingness to cooperate should be transferred to action in cooperating.

9. Other studies should be made to:
   a. determine why more cooperation does not exist;
   b. determine how a cooperative program may function.
APPENDIX A

Check List and Letter
During the past several years it has become increasingly evident that the schools must assume, at least in part, the burden of giving employment counseling and offering placement service to the Youth of the country. Have you sometimes wondered to just what extent the schools of Oklahoma were assuming this duty—how the program carried out in your school compares with those in use in other schools?

Under the supervision of the graduate faculty of Oklahoma A. and M. College, Stillwater, I am making a study entitled "Employment Counseling and Placement of Youth in Oklahoma", which, I hope, will make the answers to the above questions available to those interested in them.

Your cooperation is sought in obtaining an accurate sample of existing practices in this state. Please use the enclosed check list to indicate the type of program in effect in your school, seal your answer in the self-addressed envelope, and post it with your other mail as soon as possible.

Yours sincerely,

(Miss) Ruth M. Bartlett

Do you want a copy of the findings of this study? Yes ___ No ___
Definitions: YOUTH—All young persons between 16 and 21 and those between 21 and 25 who are inexperienced.

EMPLOYMENT COUNSELING—The program/process whereby the Youth is advised/given information concerning occupational opportunities, aptitude for certain vocations, how to secure and hold a position, etc.

PLACEMENT—Location of a Youth on a definite job which assures a salary or wage and offers some promise of permanency and advancement.

General Information:

1. Are the employment counseling and placement services offered Youth in your community a part of a formal program or merely incidental?

2. What organization offers these services:
   a. High School? ______
   b. Resident State Employment Agency? ______
   c. Itinerant State Employment Agency? ______
   d. Civic Clubs? ______, Please list: ___________________________
   e. Youth Organizations? ______, Please list: ___________________________

3. Is your school satisfied with the part it plays in the plan now in use? Yes ___ No ___

4. Check the following services offered by the State Employment Agency which are or could be used by your school in a counseling and placement program:

   ARE COULD BE
   a. Information on—Job specifications
   b. Employer hiring requirements
   c. Employment opportunities
   d. General occupational trends
   e. Use of placement facilities
   f. Follow-up service
   g. Making employer contacts
   h. Others (Please list):
   i. ___________________________
   j. ___________________________
   k. ___________________________
   l. ___________________________

5. Check the following services which are or could be offered by your school for the purpose of cooperating with the State Employment Agency:

   ARE COULD BE
   a. Furnishing academic and test records of Youth
   b. Furnishing personality records of Youth
   c. Administering vocational and employment tests
   d. Offering retraining or rehabilitation courses
   e. Giving counseling and guidance
   f. Providing the services of a coordinator/supervisor
      Part time
      Full time
   g. Others (Please list):
   h. ___________________________
   i. ___________________________
   j. ___________________________
6. List the department and title of the person in charge of counseling and placement in your school:
   Counseling—
   Placement—

   Department
   Title of Person

7. Has this person other duties? No _____ Yes _____
   Explain:

8. How is the counseling and placement program financed in your school?
   Counseling
   Placement

9. Will you enclose an outline of the plan now in effect in your school?
   Yes _____ No _____ No formal plan _____

Details of Employment Counseling and Placement Information:

1. Please check in the following list those special records which are kept in your school files and indicate those used for counseling and those used for placement.

   a. Records based on results of:
      1. Academic tests
      2. Aptitude tests
      3. Reading tests
      4. Achievement tests
      5. Vocational & Employment tests
      6. Others—
   
   b. Personality records
   c. Description of behavior
   d. Student's educational and occupational plans
   e. Counselor's reports
   f. Interests reported by student
   g. Activity participation
   h. Work-experience reports
   i. Medical examinations
   j. Birth certificate
   k. Others—

2. Please list here the tests used in 'a' above:
   a1
   a2
   a3
   a4
   a5
   a6

3. How are contacts made with employers:
   Personal—By a school official
   By the Youth
   By Publicity—Letters
   Press folders
   Other
   By an organization

4. Is there any follow-up of placements? Yes _____ No _____

5. What are the purposes of the follow-up?

6. Method of follow-up:
   Activity reports by Youth, by employer to
   Conferences of Youth with school officials
   Personal check by
   By questionnaire by
   By letters by Organization/person

Please use the back of this sheet to list any additional information you are willing to give.
APPENDIX B

Determination of Survey Sample
Eighteenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma, July 1, 1938 to June 30, 1940, Table 17, "Distribution of Average Daily Attendance and Enrollment by Class and Size of Schools in Accredited Public High Schools, 1939-1940, page 52.

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Schools</th>
<th>Group Total</th>
<th>Per Cent of Representation</th>
<th>No. of Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000—above</td>
<td>7</td>
<td>Large</td>
<td>3.466</td>
<td>5.199</td>
</tr>
<tr>
<td>500—999</td>
<td>19</td>
<td>26</td>
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<td></td>
</tr>
<tr>
<td>400—499</td>
<td>6</td>
<td>Medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300—399</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200—299</td>
<td>56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>150—199</td>
<td>68</td>
<td>152</td>
<td>20.266</td>
<td>30.399</td>
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<tr>
<td>100—149</td>
<td>133</td>
<td>Small</td>
<td></td>
<td></td>
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<tr>
<td>80—99</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>70—79</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>60—69</td>
<td>66</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>40—49</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
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<td>30—39</td>
<td>64</td>
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<td>20—29</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>10—19</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0—9</td>
<td>1</td>
<td>572</td>
<td>76.266</td>
<td>149.399</td>
</tr>
<tr>
<td>Total</td>
<td>750</td>
<td>750</td>
<td>99.998</td>
<td>149.997</td>
</tr>
</tbody>
</table>

Base decided upon for sampling: 150 schools, which is twenty per cent of the total 750; the members of the sample to be distributed as indicated in the last column of above table.
APPENDIX C

Distribution of the school groups replying.
The following table shows the distribution of the school groups replying.

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Total Schools</th>
<th>Per Cent of Representation</th>
<th>No. of Representatives Desired</th>
<th>Number Representing</th>
<th>Per Cent of Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>500—above</td>
<td>26</td>
<td>3.466</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>150—499</td>
<td>152</td>
<td>20.266</td>
<td>30</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>0—149</td>
<td>572</td>
<td>76.266</td>
<td>115</td>
<td>50</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>750</td>
<td>99.998</td>
<td>150</td>
<td>79</td>
<td>223</td>
</tr>
</tbody>
</table>

Two hundred twenty-three is the total per cent of returns from the three groups—this is an average of seventy-four and one-third per cent of return on the base, 150 schools.

The Large group is well represented. It is acknowledged that the sampling of this group may not be as varied as is desirable because of the small number used, but it must be remembered that a larger number of youth is served by the large schools.

The lowest per cent of returns came from the Small group. The uniformity of the answers indicated on the check list leads one to believe that this group is representative of small schools in general. Therefore, the sample is assumed to be adequate.
APPENDIX D
TO: ALL MANAGERS

FROM: ADMINISTRATIVE OFFICE

SUBJECT: COOPERATION BETWEEN SECONDARY SCHOOLS AND EMPLOYMENT OFFICES IN THE REGISTRATION OF DROP-OUTS AND GRADUATES

Gentlemen:

The following suggested plan for cooperation between the Oklahoma State Employment Service offices and the schools, which, while relating to the defense program, is desirable as a continuing objective. The United States Office of Education is distributing similar information to school officials in all states.

Drop-outs and graduates of secondary schools are potential workers. This fact demands recognition of the fundamental principle that active cooperation between the public employment offices and school systems is a prerequisite for successful employment counseling and placement of youth leaving the secondary school.

PUBLIC EMPLOYMENT OFFICES CAN ASSIST THE SCHOOLS

The public employment office is in a position to furnish the secondary schools with information on job specifications, employer hiring requirements, employment opportunities and general occupational trends in the community. The local office, set up by the Federal and state governments, for the purpose of a labor exchange is in a strategic position to provide placement facilities for these youth. It can also supply aid to the school in securing information in many instances on the placement of their students and success or failure of the job variations, in the need for training and other information supplemental to school follow-up procedures. These types of information will also supply checks essential to persons who are developing curriculums and exercising guidance functions.

SCHOOLS CAN ASSIST THE PUBLIC EMPLOYMENT OFFICES

Schools, because of their long and continued contact with students, are in a position to furnish the employment office with much valuable information on applicants registering for employment. Data from the schools such as the following, are particularly helpful in the registration, counseling, and placement of junior applicants:

1. School performance: Relative standing in the class, major subject-matter fields, best fields, poorest fields, honors received.
2. Teachers' ratings: Personality traits such as dependability, cooperativeness; records of attendance and tardiness; work habits, and other characteristics observable over a period of time.

3. Records of standardized tests.

4. Extracurricular activities: School activities such as those involving athletics, debating, the school paper, offices held in school organizations, hobbies.

5. Physical and health facts relevant to occupational availability.

PERSONNEL FOR LIAISON PURPOSES

The urgency of the present problem suggests that schools which have no present provisions for this cooperative service should designate one or more persons on their staff to carry out the duties of the plan herein described. The number of persons and the allocation of duties of course would depend on the size of the school. The personnel would no doubt be selected on the basis of their training and experience in the selection and employment problems.

The Manager of the employment office should designate a member of his personnel whose part-time or full-time duties would be concerned directly with cooperation with the secondary schools. This may be combined with duties in connection with defense training courses. This individual should be chosen with careful consideration for experience and training in public school relationships or have a background as nearly related to, and sympathetic with public school situations as can be obtained.

SUGGESTED JOINT ACTIVITIES INCLUDE:

1. Liaison activities between the school and the local employment office.

2. Utilization of present school records, teachers' ratings, test records and other pertinent information about students who are presently dropping out or who will be graduated during the current school year.

3. The provision and maintenance of forms, tests, records and other materials as may be required or needed.

4. The referral to the local employment office of such information on each student therein registered.

Yours very truly,

CLETUS A. HAMILTON
ACTING DIRECTOR
BOOKS


GOVERNMENT PUBLICATIONS*


*All government publications listed here are issued by the Government Printing Office.


PERIODICALS

Anderson, Roy N., "Who Should Place Youth—School or Employment Office?" Teachers College Record, 40, (October 1938), 61.


Homer, Rainey P., "Guidance and Placement for America's Youth". Occupations, 15, (June 1937), 835.

Kellog, Ruth M., "Instead of A System!" Survey Graphic, 22, (March 1933), 185.


School Superintendents, "Occupational Adjustment". Occupations, 15, (June 1937), 836.


Southern Regional Conference on Guidance and Personnel, Raleigh, North Carolina, Occupations, 18, (March 1940), 442.

Stead, William H., "Itinerant Employment Services". Occupations, 18, (May 1940), 14-18.


STATE PUBLICATIONS


UNPUBLISHED MATERIALS


Typist—Ruth Maxine Bartlett
Woodward, Oklahoma