EVALUATION OF VOCATIONAL GUIDANCE PRACTICES AND TECHNIQUES
IN SECONDARY SCHOOLS AS PRACTICED BY GRADUATES OF
NORTH TEXAS STATE TEACHERS COLLEGE

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NORTH TEXAS STATE TEACHERS COLLEGE

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MASTER OF ARTS

By

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CHAPTER I

INTRODUCTION

Statement of Problem

This study undertakes to compare practices in the secondary schools in which graduates of North Texas State Teachers College are employed with standards and techniques concerning vocational guidance which have been set up by writers in the field. More specifically it undertakes a study and comparison of the following: (1) school publications, (2) course in occupations, (3) organization of curricula, (4) specialized or exploratory courses, (5) vocational guidance activities, (6) using talks to convey vocational information, (7) information through employment contacts, (8) visits to and observation of work in occupations, (9) vocational information through interviews and conferences, (10) vocational information through facilities of the library, (11) local surveys of job opportunities, (12) personal study of occupations, (13) referral of students to experts, (14) study of classified advertisements, (15) use of occupational patterns, and (16) use of tests for self-analysis and to determine fitness for various occupations. This study will also attempt to determine the trend in vocational guidance in the schools in Texas included in this survey by determining: when the school
began a vocational guidance program if it has one, when the course in occupations was added if it has one, whether or not vocational guidance practices have been increased or decreased in the last five years, different phases of activity concerning vocational guidance that have been added in the last five years, whether or not a local survey to discover special types of training that should be provided by the school has been made in the last five years, what year a bookshelf of occupational books was added if the school library maintains one, how long the school has followed the practice of referring students to experts in certain occupations if it uses this practice, how long it has followed the practice of conducting studies of classified advertisements in a daily newspaper if it uses this practice, when it began the practice of presenting a picture of the pattern of abilities and interests characterizing successful workers in different occupations if it uses this practice, and whether or not the school is planning any definite changes in regard to increasing vocational guidance in the near future.

Sources of Data

The data used in this study were taken from a questionnaire presented to graduates of North Texas State Teachers College who are administrators in secondary schools, or are actively connected with the vocational guidance work in the school in which they are employed, or are teaching in the vocational field.
Collection of Data

Data were secured by two methods: first, by submitting questionnaires to graduates enrolled in graduate courses in North Texas State Teachers College; second, by mailing the same questionnaires to graduates of North Texas State Teachers College in the field and engaged in administrative duties.

Limitation of the Problem

This study is limited to a survey of the field as practiced by graduates of North Texas State Teachers College. It deals with a comparison of information taken by means of a questionnaire submitted to graduates of North Texas State Teachers College with Standards set up by writers in the field.

Definitions

Vocational guidance is a process of helping a boy or girl select, prepare for, enter upon, and make progress in an occupation. One of the most important problems that confronts a high school graduate today is the question of what vocation to enter. The social and economic structure of our civilization is constantly growing more complex; consequently the problem of the high school graduate selecting the vocation that best fits his abilities grows more difficult. The youth about to enter a vocational world subject to such rapid and extensive change is in need of vocational guidance; he needs guidance that not only will assist him in planning wisely
and preparing for a vocation for which he is fitted and in which he will have an opportunity to succeed, but that will prepare him also for the readjustment that he will have to make as the changes in the vocational world take place continually.

Some Related Studies

The enrollment in our high schools and colleges has increased very much in the last half century, and it is assumed from studies in the field that with this increase in enrollment the need for vocational guidance has increased also. C. M. McConn in an article "The Dilemma of Democratic Education" in the American School Board Journal very aptly brings out this fact. Quoting from this article:

In 1900 there were fewer than one hundred thousand students in all the colleges of the United States; now we have more than a million college students - an increase of nine hundred per cent in a third of a century. The figures for the public high schools are still more startling: around five hundred thousand boys and girls in 1900; more than five million today. Of these vast increments the great majority are obviously of those nonbookish types which in 1900 did not usually go to college at all or even remain in high school. The proportion of those types seems to have been small enough in 1900 so that they could be and were overlooked. Now they cannot possibly escape our attention.¹

A more recent study made by the Public Affairs Committee helps to substantiate this fact; also helps to show the responsibility of the schools for the vocational guidance and

training of boys and girls. Quoting from this study:

With free schooling available through high school, and free tuition in the state universities, more and more of our young people have been able to get a good education. Seventy years ago, only fifty-seven per cent of the children between five and seventeen years of age were in school. The figure is now eighty-two per cent. In 1900 there were about 700,000 pupils in schools of the high school level. There are now more than six million. Our colleges and universities had less than 250,000 students in 1900. By 1937 the number had grown fivefold.

Despite this growth in educational opportunities, a great many American youth still grow up largely untrained. Less than two-thirds of the boys and girls of high school age—fourteen to eighteen years old—are in school. In some states the proportion is far lower. Alabama, for instance, has only twenty-eight per cent of its young people of this age in school; Arkansas has just one in three.

Comparatively few of those who finish high school go to college, and fewer receive their degrees. In Baltimore it was found that only about one-fourth of the high school graduates went on to normal school or college. Only a little more than half of those entering college are graduated.²

Thus we see that only a little more than half of those who enter college are graduated; in some states many of those in the high school age group are not in school and many of those in school do not finish high school. In the Maryland study, mentioned in the same pamphlet from which the above quotation was taken, it was found that two-thirds of its young people had received no guidance in school. And in New York it was found that less than four per cent of a group of high school students said that teachers, principals, or counselors had helped them choose their occupations. So we see that a

²Maxwell S. Stewart, "Youth in School", Public Affairs Pamphlets, No. 22 (1938), pp. 7-8.
great many American youth still grow up untrained vocationally and this is a condition that we believe can be alleviated to a great extent through vocational guidance in our elementary and secondary schools. J. P. Treacy in an article "Analyzing A Guidance Program" in the American School Board Journal says:

Vocational guidance is not an act; it is a process. It should be started early in the life of an individual, and should be continued until he is vocationally adjusted. There are, however, certain strategic points at which vocational guidance should be stressed. Some of these are (1) at the end of the compulsory school age; (2) on entrance to high school; (3) on graduation from high school; (4) when considering withdrawing from school; and (5) when failing in school or at an occupation.

It is believed that the quotation above gives the attitude all people connected with the task of educating American youth should have toward vocational guidance. It is also assumed that if vocational guidance were stressed at the points mentioned in the quotation, it would help to prevent so many youth leaving our public schools untrained occupationally or vocationally; also help to reduce unemployment among youth.

Homer P. Rainey and Others in How Fare American Youth have shown that within the eight-year age span from sixteen to twenty-four are comprised approximately a third of all unemployed persons; also that a substantial part of youth spoken of as employed really work only part of the time. The important point brought out by this study was that part-time work may furnish pocket money, and in some instances even

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maintenance, it is seldom that we can consider a youth vocationally adjusted until he has a suitable fulltime job. Concerning the bread gap that exists between school and employment the study has this to say:

An analysis of unemployment by single years of age gives percentages considerably higher for youth still in their 'teens. In New York City, nearly four-fifths of youth 16 years old, out of school and wanting work (there are estimated to be 24,000 of them), have been unable to find it. In other areas the percentages are less, but, in every case of which we have record, above two-thirds. In immediately succeeding ages the unemployed, though fewer, still represent in most instances a majority; it is not until 20 is reached that they subside to the level of the average for the whole group.

Some portion of unemployed youth is, of course, composed of those who have had jobs but lost them, and this portion increases rapidly with advancing years. There can be little doubt, however, that among youth of younger ages the greater part of those seeking work have never been regularly employed since leaving school. For example, of 200,000 Pennsylvania youth under 20 who were seeking work in 1934, 71 per cent had never been employed. There exists then, a gap between school and the first job which is so extensive that it constitutes a major problem in the welfare of youth. Surveys in 1934 showed 56 per cent of employable youth 16 and 17 years old in Bridgeport, Connecticut, to be unemployed, 60 per cent of all employable youth of those ages in the non-agricultural areas of Pennsylvania, 65 per cent in Springfield, Ohio, and 69 per cent in the whole of Massachusetts.

Among youth seeking their first jobs, the percentage who have experienced long periods of unemployment has been consistently high. In the Connecticut study of youth who graduated from high school between 1931 and 1934 and has had from six months to two and a half years in which to secure employment, the proportion who obtained no position in that time was in some towns as high as 58 per cent. Among more than a thousand rural youth in Iowa, who had been out of school an average of three and a quarter years 56 per cent had not held any regular position. The seriousness of the situation disclosed by these figures will be emphasized when it is remembered that about two and a quarter million boys and girls leave school and college annually at different periods of the year, and that possibly two million of them seek
gainful employment.\(^4\)

In the light of this quotation and the ones preceding it, it is assumed that the school is the logical place for the first move to be made in the process of vocational adjustment which faces the youth leaving school; and in this initial stage it seems that the school yields more influence than any other organization can; hence it is primarily the school's responsibility. And it is believed that through a well organized vocational guidance program the school can obtain a comprehensive acquaintance with the employment field, and can pass this knowledge on the youth and enable him to find his place in the occupational world. Drawing a conclusion from the above quotation we might say that under the present system we are investing large sums in attempting to fit youth for life, and then when the process is judged to be fairly complete we release them to shift for themselves; the result appears to be to render many of them shiftless.

Some of the factors and influences to be used by vocational guidance workers in helping youth to select the right vocations which are advocated by the various authorities in the field are given in the next few paragraphs.

Fryer suggests the use of the intelligence quotient, the measure of intelligence. Quoting him, "Everyone should know his intelligence standing and plan his vocational career so

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\(^4\)Homer P. Rainey and Others, How Fare American Youth? pp. 35-36.
that he may be on equal competitive terms with other men.  

The following factors and influences to be used as a method of imparting vocational knowledge are advocated by Cohen in *Principles and Practices of Vocational Guidance*:

(1) Aptitude tests, (2) the curriculum, (3) the teacher imparting information, (4) taking children to visit industrial establishments, (5) presenting industrial processes through moving and still pictures, (6) teaching occupations, (7) inviting industrial managers to address the classes, (8) organizing an industrial museum, and (9) visiting industrial expositions, fairs, and bazaars.

Jones in *Principles of Guidance* recommends try-out and exploratory activities, the use of aptitude and intelligence tests, self-analysis tests, out-of-school-jobs, interviews, orientation, talks by business men, and the reading of biographies and occupational pamphlets as influences and factors to be used in helping the youth make a wise choice of a vocation.

Kitson in *I Find My Vocation* advocates the following: student obtaining information from successful people in a vocation, finding information in books and magazines, the interview, making vocational ladders, trying out in the vocation, self-analysis, and the use of intelligence and interest tests as a guiding factor.

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Neuberg in *Principles and Methods of Vocational Choice* suggests the following as the best method of securing vocational information; use of occupational books, contacts with occupations, contacts with people, especially faculty members, use of aptitude and intelligence tests to find out personal information about the youth and his fitness for an occupation, also interest tests to determine a student’s personality rating and measure his interest.⁹

Proctor in *Vocations* lists the following sources of vocational information; books and pamphlets, moving pictures, visits to offices and industrial plants, personal interviews, and talks on vocations.¹⁰

Patterson, Schneidler, and Williamson in *Student Guidance Techniques* advocate the use of vocational achievement tests in regard to shop courses, home economics, typewriting and stenography, bookkeeping, and different trades. In regard to interests, personality, adjustment, and attitude inventories they suggest the use of personality tests and questionnaires. They also advocate special aptitude tests in regard to clerical aptitude, art talent, musical ability, mechanical ability, dexterity, and a group of miscellaneous tests covering many aptitudes such as medical aptitude, law aptitude, power to visualize, and engineering drawing. Thus we see that


a well rounded course in testing for vocational guidance purposes is suggested by these authors and after each type of test advocated the authors list the name of tests for that aptitude, plus the name of the publishers, and the price of the test; making this a very practical book for those interested in vocational guidance.

The techniques concerning vocational guidance problems suggested by these authors are: analysis of occupational census data, local surveys of job opportunities, personal study of occupations, occupational bookshelves, course in occupations, vocational information conferences, referral of students to experts, study of classified advertisements, and use of occupational ability patterns. In regard to these techniques the authors warn us that these techniques should not be used unless the students have first been diagnosed and counseled regarding their aptitudes for job training and placement. In other words the student should be given an understanding of his own assets and liabilities before he is advised to think of his occupational future.

Concerning the responsibility of those connected with vocational guidance work the authors have this to say:

Every guidance worker must recognize and carry out his responsibility for doing more than to diagnose and advise the individual student. A very large number of student problems arise from certain sociological and educational conditions in the school itself or in the adjacent community. If guidance is ever to become more than remedial, workers must assume responsibility for clearing up the conditions which give rise to problems. This is the strategy of preventive work, so to organize
and permeate the school and community with the personnel point of view, that many student maladjustments will be prevented from arising. The cooperation of community officials and of parents is just as necessary as is that of school teachers and administrators, and perhaps easier to secure. It is a basic principle in guidance, that such personnel work, the preventive phase, will result in a more effective educational system.\textsuperscript{11}

Koos and Kefauver in \textit{Guidance in the Secondary School} point out the various methods of imparting vocational guidance knowledge and in many cases point out what has been done in the various ways. They give the results of a survey made in 1932 of 336 schools. This survey covered the following ways of giving vocational information of a guidance nature and will be used as a basis of comparison for a part of this study:

1. The program of studies
2. The high school handbook
3. Bulletins on opportunities for vocational training
4. A guidance number of the school paper
5. Published descriptions of occupational conditions and opportunities in the local community
6. Interviews with students about their vocational plans\textsuperscript{12}

They also give the results of this survey concerning the following vocational guidance practices and these are to be used as a basis of comparison in this study also. They are as follows:

1. Organization of school and offering in relation to guidance.
2. Flexibility of programs in relation to guidance
3. Vocational guidance activities


\textsuperscript{12}Leonard V. Koos and Frayson N. Kefauver, \textit{Guidance in Techniques}, pp. 157-299.
4. Course in occupations  
5. Exploratory or specialized courses  
6. Using talks to convey vocational information  
7. Visits to and observation of work in occupations  
8. Information through employment contacts  
9. Information through interviews and conferences  
10. Information through facilities of the library

13 Ibid., pp. 31-159.
CHAPTER II

VOCATIONAL GUIDANCE PRACTICES AND TECHNIQUES IN TEXAS SECONDARY SCHOOLS

The purpose of this chapter is to present data obtained in this study relative to vocational guidance practices and techniques used in vocational guidance in Texas secondary schools administered by graduates of North Texas State Teachers College, or in which graduates of North Texas State Teachers College are employed and are actively engaged in or connected with vocational guidance work. An attempt will also be made to present data to indicate the trend in vocational guidance in Texas secondary schools.

Of the fifty schools included in this survey, forty-six per cent indicated that they were meeting vocational guidance needs in regular class work; twenty-four per cent indicated that they had an organized vocational guidance program; seventy-five per cent of those who had an organized vocational guidance program indicated that they began the program some time during the last five years; and one hundred per cent of those indicating that they had a vocational guidance program, indicated that interest had increased in the program since it had been inaugurated.

The comparisons made in some of the following tables are between the survey made by Leonard V. Koos and Grayson
N. Kefauver in 1933 and this survey. The survey by Koos and Kefauver included three hundred thirty-six schools; this survey includes fifty schools. The reader should also remember that a period of five years has elapsed since the time the Koos and Kefauver survey was written and the present survey.

**TABLE 1**

PERCENTAGE OF FUNCTIONARIES SERVING AS ADVISERS AND COUNSELORS

<table>
<thead>
<tr>
<th>Functionary</th>
<th>Superintendent</th>
<th>Principal</th>
<th>Teacher</th>
<th>No indication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adviser</td>
<td>32</td>
<td>36</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>Counselor</td>
<td>38</td>
<td>20</td>
<td>28</td>
<td>14</td>
</tr>
</tbody>
</table>

The data in Table 1 show that in 32 per cent of the schools in this study the superintendent performed the duty of adviser, and in 38 per cent of them the superintendent performed the duty of counselor. These data show that in 36 per cent of the schools the principal performs the duty of adviser, and in 20 per cent of them the principal performs the duty of counselor. In 22 per cent of them some teacher performed the duty of adviser and in 28 per cent of them some teacher performed the duty of counselor.

Ten per cent of the schools gave no indication of having advisers and 14 per cent gave no indication of having counselors.
<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Koos and</th>
<th>This</th>
<th>Difference in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kefauver</td>
<td>Survey</td>
<td>Per cent</td>
</tr>
<tr>
<td>Less than 200</td>
<td>37.8</td>
<td>56</td>
<td>+18.2</td>
</tr>
<tr>
<td>From 200 to 499</td>
<td>57.3</td>
<td>60</td>
<td>+2.7</td>
</tr>
<tr>
<td>From 500 to 999</td>
<td>60.9</td>
<td>66.6</td>
<td>+5.7</td>
</tr>
<tr>
<td>1000 and over</td>
<td>72</td>
<td>50</td>
<td>-22</td>
</tr>
</tbody>
</table>

The data in Table 2 attempt to show the percentage of schools of different enrollment that use talks by administrators, teachers, counselors, or advisers to convey vocational guidance information. In the schools of less than two hundred enrollment, 56 per cent of those in this survey used this technique while 37.8 per cent of those in the Koos and Kefauver survey used this technique. In schools from two hundred to four hundred ninty-nine, 60 per cent of those in this survey used this technique while 57.3 per cent of those in the Koos and Kefauver survey used this technique. In schools from five hundred to nine hundred and ninty-nine, 66.6 per cent of those in this survey used this technique while 60.9 per cent of those in the Koos and Kefauver survey used this technique. In the school of one thousand and over, 50 per cent of those in this survey used this technique while 72 per cent of those in the Koos and Kefauver survey used this technique. In the schools of less than 200, 18.2 per cent more of the schools
in this survey than in the Koos and Kefauver survey used this technique; in those from two hundred to four hundred ninety-nine, 2.7 per cent more of the schools in this survey than the schools in the Koos and Kefauver survey used this technique; in schools from five hundred to nine hundred ninety-nine, 5.7 per cent more of the schools in this survey than in the Koos and Kefauver survey used this technique; and in schools of one thousand and over, 22 per cent less of the schools in this survey than in the Koos and Kefauver survey used this technique.

TABLE 3

PERCENTAGE OF SCHOOLS OF DIFFERENT ENROLLMENTS PROVIDING FOR CERTAIN PHASES OF VOCATIONAL GUIDANCE ACTIVITY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Koos and Kefauver Survey</th>
<th>This Survey</th>
<th>Difference in Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment Under</td>
<td>Over</td>
<td>Enrollment Under</td>
</tr>
<tr>
<td>Vocational</td>
<td>40.4</td>
<td>63.4</td>
<td>64</td>
</tr>
<tr>
<td>Placement</td>
<td>20.4</td>
<td>33.3</td>
<td>68</td>
</tr>
<tr>
<td>Follow-up</td>
<td>13.5</td>
<td>22.6</td>
<td>36</td>
</tr>
</tbody>
</table>

The data in Table 3 show the percentage of schools of different enrollments providing for certain phases of vocational guidance activity; namely, vocational guidance, placement, and follow-up activities. In the schools of under two hundred enrollment, 64 per cent of those in this survey provide for vocational guidance activities while 40.4 per cent of those
In the Koos and Kefauver survey provided for these activities. In the schools of more than two hundred enrollment, 72 per cent of those in this survey provide for vocational guidance activities while 63.4 per cent of those in the Koos and Kefauver survey provided for these activities. In regard to placement, 68 per cent of the schools of under two hundred enrollment in this survey provided for this activity and 20.4 per cent of those of the same enrollment in the Koos and Kefauver survey provided for this activity; 60 per cent of the schools of over two hundred enrollment in this survey provided for this activity while 33.3 per cent of those of the same enrollment in the Koos and Kefauver survey provided for this activity. In the schools of under two hundred enrollment 36 per cent of those in this survey provided for follow-up activities while 13.5 per cent of those in the Koos and Kefauver survey provided for these activities; in schools of more than two hundred enrollment 64 per cent of those in this survey provided for follow-up activities while 22.6 per cent of those in the Koos and Kefauver survey provided for these activities.

In the schools of less than 200 enrollment, 23.6 per cent more of the schools in this survey than in the Koos and Kefauver survey provided for vocational guidance; in the schools of more than 200 enrollment, 8.6 per cent more provided for it. In regard to placement activity 47.6 per cent more of the
schools of less than 200 enrollment provided for this activity than in the Koos and Kefauver survey; in schools of more than 200 enrollment, 26.7 per cent more provided for it than in the Koos and Kefauver survey. In regard to follow-up activity 28.5 per cent more of the schools of less than 200 enrollment provided for this activity than in the Koos and Kefauver survey; in schools of more than 200 enrollment 41.4 per cent more provided for it than in the Koos and Kefauver survey.

Program of studies
Circular on college entrance
Booklet on school opportunities
Student's handbook
Description of opportunities for vocational training
Guidance number of school paper
Reading list on occupations
Per cent

XXX Koos and Kefauver survey
ZZZZZ This survey

Figure 1 Graph showing the per cent of schools publishing each type of publication.
The data in Figure 1 show the percentage of types of publications published in the schools and distributed to students. In this survey 76 per cent of the schools published a program of studies while the percentage for those in the Koos and Kefauver survey was 78.3. In this survey 42 per cent of the schools published a circular on college entrance requirements while the percentage for those in Koos and Kefauver survey was 15.9. In this survey 22 per cent of the schools published a booklet on school opportunities while the percentage for those of the Koos and Kefauver survey was 20.2. In this survey 28 per cent of the schools published the student's handbook while the percentage for those in the Koos and Kefauver survey was 26.5. In this survey 24 per cent of the schools published a booklet on describing opportunities for vocational training while the percentage for the Koos and Kefauver survey was 15.4.

Koos and Kefauver found in their survey that generally publications were made available more often in the larger schools than in the smaller schools, however the only percentages given were for the printed program of studies. This same fact was found to be true of this survey also. The percentage of schools of less than two hundred enrollment distributing the program of studies was 56.8 per cent in the Koos and Kefauver survey and 64 per cent in this survey; the percentage of schools of more than two hundred was 81.7
per cent in the Koos and Kefauver survey and 84 per cent in this survey.

| Flexible program of studies          | XXXXXXXXXXXXXXXXXXXXXXXXXXXXX                     |
| Elective subjects                   | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX           |
| Two or more curricula               | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX         |
| Curricula for specific occupations  | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                  |
| Facility of curriculum transfer     | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX       |
| Part-time cooperative curricula     | XXXXXXXXXXXXX                                   |
| Part-time continuation courses      | XXXXXXXXXXXXX                                   |
| Per cent                           | ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ

 XXXX  Koos and Kefauver survey
 ZZZZ  This survey

Figure 2  Graph showing percentages of frequency of appearance of features of organization of the curriculum.

The data in Figure 2 show the percentage of the frequency of appearance of certain features of organization of the curriculum which will aid the student in making a more discriminating choice of a vocation than he could be expected to make with a program more rigidly organized and administered. Fifty-six per cent of the schools in this survey indicated that they had a flexible program of studies, and the percentage for those in the Koos and Kefauver survey was 69.
Other percentages are as follows: elective subjects, this survey 80 per cent, Koos and Kefauver survey 92.6 per cent; two or more curricula, this survey 68 per cent, Koos and Kefauver survey 84.8 per cent; curricula for specific occupations, this survey 74 per cent, Koos and Kefauver survey 53.3 per cent; facility of curriculum transfer, this survey 58 per cent, Koos and Kefauver survey 81.8 per cent; part-time cooperative curricula, this survey 12 per cent, Koos and Kefauver survey 24.1 per cent; part-time continuation courses, this survey 20 per cent, Koos and Kefauver survey 27.3 per cent.

In comparison 13 per cent less of the schools in this survey had a flexible program of studies; 12.6 per cent less had elective subjects; 16.8 per cent less had two or more curricula; 20.7 per cent more had curricula for specific occupations; 23.8 per cent less had facility of curriculum transfer; 12.1 per cent less provided for part-time cooperative curricula; and 7.3 per cent less provided for part-time continuation courses than the schools in the Koos and Kefauver survey.

The data in Table 4 show the percentage of schools offering special or exploratory courses. Comparisons with the Koos and Kefauver survey will be made only in the eight and ninth grades; results of this phase of the survey by Koos and Kefauver for the tenth and eleventh grades were not obtainable. The percentage of schools offering shop was as follows:
### TABLE 4

**PERCENTAGE OF SCHOOLS OFFERING SPECIAL OR EXPLORATORY COURSES**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Grade VIII</th>
<th>Grade IX</th>
<th>Grade X</th>
<th>Grade XI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Koos and Kefau-</td>
<td>This</td>
<td>Koos and Kefau-</td>
<td>This</td>
</tr>
<tr>
<td></td>
<td>ver Survey</td>
<td>Survey</td>
<td></td>
<td>Survey</td>
</tr>
<tr>
<td>General shop</td>
<td>21.7</td>
<td>26</td>
<td>+ 4.5</td>
<td>17.4</td>
</tr>
<tr>
<td>Wood work</td>
<td>67.4</td>
<td>20</td>
<td>-47.4</td>
<td>58.7</td>
</tr>
<tr>
<td>Sheet metal</td>
<td>26.1</td>
<td>2</td>
<td>-24.1</td>
<td>17.4</td>
</tr>
<tr>
<td>Mechanical drawing</td>
<td>52.2</td>
<td>8</td>
<td>-44.2</td>
<td>50</td>
</tr>
<tr>
<td>Typing</td>
<td>25.9</td>
<td>20</td>
<td>-3.9</td>
<td>17.4</td>
</tr>
<tr>
<td>Shorthand</td>
<td>2.2</td>
<td>4</td>
<td>+2.2</td>
<td>6.5</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>4.3</td>
<td>2</td>
<td>-2.3</td>
<td>23.9</td>
</tr>
<tr>
<td>Home making</td>
<td>54.2</td>
<td>64</td>
<td>+9.8</td>
<td>39.2</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4.3</td>
<td>44</td>
<td>+39.7</td>
<td>6.5</td>
</tr>
<tr>
<td>Music</td>
<td>50</td>
<td>60</td>
<td>+10</td>
<td>45.7</td>
</tr>
<tr>
<td>Freehand drawing</td>
<td>43.5</td>
<td>6</td>
<td>-37.5</td>
<td>39.1</td>
</tr>
</tbody>
</table>
eighth grade, this survey 26 per cent - Koos and Kefauver survey 21.7 per cent; ninth grade, this survey 14 per cent - Koos and Kefauver survey 17.4 per cent; tenth grade 4 per cent and eleventh grade 4 per cent. The percentage of schools offering woodwork was as follows: eighth grade, this survey 20 per cent - Koos and Kefauver survey 67.4 per cent; ninth grade, this survey 30 per cent - Koos and Kefauver survey 58.7 per cent; tenth grade 20 per cent and eleventh grade 4 per cent. The percentage of schools offering sheet metal was as follows: eighth grade, this survey 2 per cent - Koos and Kefauver survey 26.1 per cent; ninth grade, this survey 2 per cent - Koos and Kefauver survey 17.4 per cent; tenth grade 4 per cent and it was not offered in any of the schools in the eleventh grades. The percentage of schools offering mechanical drawing was as follows: eighth grade, this survey 8 per cent - Koos and Kefauver survey 52.2 per cent; ninth grade, this survey 20 per cent - Koos and Kefauver survey 50 per cent; tenth grade 12 per cent and eleventh grade 6 per cent. The percentage of schools offering typing was as follows: eighth grade, this survey 20 per cent - Koos and Kefauver survey 23.9 per cent; ninth grade, this survey 24 per cent - Koos and Kefauver survey 17.4 per cent; tenth grade 48 per cent and eleventh grade 54 per cent. The percentage of schools offering shorthand was as follows: eighth grade, this survey 4 per cent - Koos and Kefauver survey 2.2 per cent; ninth grade, this survey 6 per cent - Koos and
Kefauver survey 6.5 per cent; tenth grade 36 per cent and eleventh grade 44 per cent. The percentage of schools offering bookkeeping was as follows: eighth grade, this survey 2 per cent - Koos and Kefauver survey 4.3 per cent; ninth grade, this survey 14 per cent - Koos and Kefauver survey 23.9 per cent; tenth grade 52 per cent and eleventh grade 58 per cent. The percentage of schools offering home making was as follows: eighth grade, this survey 64 per cent - Koos and Kefauver survey 54.2 per cent; ninth grade, this survey 58 per cent - Koos and Kefauver survey 39.2 per cent; tenth grade 50 per cent and eleventh grade 44 per cent. The percentage of schools offering agriculture was as follows: eighth grade, this survey 44 per cent - Koos and Kefauver survey 4.3 per cent; ninth grade, this survey 36 per cent - Koos and Kefauver survey 6.5 per cent; tenth grade 32 per cent and eleventh grade 32 per cent. The percentage of schools offering music was as follows: eighth grade, this survey 60 per cent - Koos and Kefauver survey 50 per cent; ninth grade, this survey 48 per cent - Koos and Kefauver survey 45.7 per cent; tenth grade 42 per cent and eleventh grade 50 per cent. The percentage of schools offering freehand drawing was as follows: eighth grade, this survey 6 per cent - Koos and Kefauver survey 45.5 per cent; ninth grade, this survey 4 per cent - Koos and Kefauver survey 39.1 per cent; tenth grade 4 per cent and eleventh grade 6 per cent.

The comparisons for the eighth grade are as follows:
4.3 per cent more offering general shop, 47.4 per cent less offering woodwork, 24.1 per cent less offering sheet metal, 44.2 per cent less offering mechanical drawing, 3.9 per cent less offering typing, 2.2 per cent more offering shorthand, 2.3 per cent less offering bookkeeping, 9.8 per cent more offering home making, 39.7 per cent more offering agriculture, 10 per cent more offering music, and 37.5 per cent less offering freehand drawing than the schools in the Koos and Kefauver survey. The comparisons for the ninth grade are as follows: 5.4 per cent less offering general shop, 28.7 per cent less offering woodwork, 15.4 per cent less offering sheet metal, 30 per cent less offering mechanical drawing, 6.6 per cent more offering typing, 5 per cent less offering shorthand, 9.9 per cent less offering bookkeeping, 18.8 per cent more offering home making, 29.5 per cent more offering agriculture, 2.3 per cent more offering music, and 35.1 per cent less offering freehand drawing than the schools in the Koos and Kefauver survey.

### TABLE 5
PERCENTAGE OF COURSES ON OCCUPATIONS IN EACH OF THE GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Koos and Kefauver Survey</th>
<th>This Survey</th>
<th>Difference in Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII</td>
<td>1.6</td>
<td>38</td>
<td>-56.4</td>
</tr>
<tr>
<td>IX</td>
<td>71.4</td>
<td>26</td>
<td>-45.4</td>
</tr>
<tr>
<td>X</td>
<td>7.9</td>
<td>10</td>
<td>-2.1</td>
</tr>
<tr>
<td>XI</td>
<td>7.9</td>
<td>8</td>
<td>-0.1</td>
</tr>
</tbody>
</table>
The data in Table 5 attempt to show the percentage of courses on occupations in each of the grades offered by schools in this survey, and make comparisons with those in the Koos and Kefauver survey. In the eighth grade 38 per cent of the schools in this survey offered the course on occupations, and 1.6 per cent of those in the Koos and Kefauver survey offered the course. In the ninth grade 26 per cent of the schools in this survey offered the course and 71.4 per cent of those in the Koos and Kefauver survey offered it. In the tenth grade 10 per cent of the schools in this survey offered the course and 7.9 per cent of those in the Koos and Kefauver survey offered it. In the eleventh grade 8 per cent of the schools in this survey offered the course and 7.9 per cent of those in the Koos and Kefauver survey offered it.

The comparisons for those offering the course on occupations are as follows: 36.4 per cent more in the eighth grade, 45.4 per cent less in the ninth grade, 2.1 per cent more in the tenth grade, and 1 per cent more in the eleventh grade than those in the Koos and Kefauver survey.

**TABLE 6**

<table>
<thead>
<tr>
<th>Functionary</th>
<th>Vocational Guidance</th>
<th>Placement</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Adviser</td>
<td>6</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Superintendent</td>
<td>70</td>
<td>58</td>
<td>40</td>
</tr>
<tr>
<td>Principal</td>
<td>16</td>
<td>38</td>
<td>28</td>
</tr>
</tbody>
</table>
The data in Table 6 show the percentage of different functionaries having control of certain phases of vocational guidance activity. In regard to vocational guidance 6 per cent of the schools indicated that a counselor had charge of this activity, 6 per cent indicated that an adviser had charge of it, 70 per cent indicated that the superintendent had charge of it, and 16 per cent indicated that the principal had charge of it. In regard to placement 4 per cent indicated that a counselor had charge of this activity, none of them indicated that an adviser had charge of it, 58 per cent indicated that the superintendent had charge of it, and 38 per cent indicated that the principal had charge of it. In regard to the follow-up activity 4 per cent of the schools indicated that a counselor had charge of this activity, 2 per cent indicated that an adviser had charge of this activity, 40 per cent indicated that the superintendent had charge of it, and 28 per cent indicated that the principal had charge of it. Twenty-six per cent of the schools reporting made no indication of having the follow-up activity.

The data in Table 7 attempt to show the percentage of schools using certain specified techniques for securing and imparting occupational information. In regard to local survey of job opportunities 22 per cent indicated that they used the technique, 74 per cent indicated that they did not use it, and 4 per cent made no indication in regard to it. In regard to personal study of occupations 84 per cent indicated that they used the technique, 6 per cent indicated
### Table 7

#### Percentage of Schools Using Specified Techniques for Securing and Imparting Occupational Information

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Using Technique</th>
<th>Not using Technique</th>
<th>No Indication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local survey of job opportunities</td>
<td>22</td>
<td>74</td>
<td>4</td>
</tr>
<tr>
<td>Personal study of occupations</td>
<td>84</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Occupational bookshelf</td>
<td>46</td>
<td>54</td>
<td>0</td>
</tr>
<tr>
<td>Vocational information conferences</td>
<td>28</td>
<td>66</td>
<td>4</td>
</tr>
<tr>
<td>Referral to experts</td>
<td>54</td>
<td>42</td>
<td>4</td>
</tr>
<tr>
<td>Study of classified advertisements in daily newspaper</td>
<td>56</td>
<td>44</td>
<td>0</td>
</tr>
<tr>
<td>Occupational patterns</td>
<td>20</td>
<td>74</td>
<td>6</td>
</tr>
<tr>
<td>Aptitude tests</td>
<td>28</td>
<td>72</td>
<td>0</td>
</tr>
</tbody>
</table>

That they did not use it and 10 per cent made no indication in regard to it. In regard to occupational bookshelf 46 per cent indicated that they had one and 54 per cent indicated that they did not have one. In regard to vocational information conferences 28 per cent indicated that they used this technique, 66 per cent indicated that they did not use it, and 4 per cent made no indication in regard to it. In regard to referral of students to experts 54 per cent indicated that they used this technique, 42 per cent indicated that they did not use it, and 4 per cent made no indication in.
regard to it. In regard to study of classified advertisements in a daily newspaper 56 per cent indicated that they used this technique and 44 per cent indicated that they did not use it. In regard to occupational patterns 20 per cent indicated that they used this technique, 74 per cent indicated that they used it, and 6 per cent made no indication in regard to it. In regard to aptitude tests 28 per cent indicated that they used them and 72 per cent indicated that they did not use them.

TABLE 8

PERCENTAGE OF SPECIFIED GUIDANCE PRACTICES ADDED TO CURRICULUM IN LAST FIVE YEARS IN SCHOOLS OF DIFFERENT ENROLLMENTS

<table>
<thead>
<tr>
<th>Vocational guidance practices</th>
<th>Under 200 enrollment</th>
<th>Over 200 enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per cent having</td>
<td>Per cent not having</td>
</tr>
<tr>
<td>Placement</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Follow-up</td>
<td>24</td>
<td>76</td>
</tr>
<tr>
<td>Counseling</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>Guidance and placement</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>Orientation</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>Group advisement</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Occupational studies</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>Preadmission advisement</td>
<td>4</td>
<td>96</td>
</tr>
</tbody>
</table>

The data in Table 8 show the percentage of specified guidance practices added to the curriculum of the schools of
different enrollments included in this study in the last five years. In regard to placement 44 per cent of the schools of less than two hundred enrollment indicated that they used this practice and 56 per cent indicated that they did not use it; 48 per cent of the schools of more than two hundred enrollment indicated that they used it and 52 per cent indicated that they did not use it. In regard to follow-up activity 24 per cent indicated that they used it and 76 per cent indicated that they did not use it; 56 per cent of the schools of more than two hundred enrollment indicated that they used it and 64 per cent indicated that they did not use it. In regard to counseling activity 48 per cent of the schools of less than two hundred enrollment indicated that they did not use it and 52 per cent indicated that they did use it; 76 per cent of the schools of more than two hundred enrollment indicated that they used it and 24 per cent indicated that they did not use it. In regard to guidance and placement 8 per cent of the schools of less than two hundred enrollment indicated that they used it and 92 per cent indicated that they did not use it; 12 per cent of the schools of more than two hundred enrollment indicated that they used it and 88 per cent indicated that they did not use it. In regard to orientation 36 per cent of the schools of less than two hundred enrollment indicated that they used it and 64 per cent indicated that they did not use it; 48 per cent of the schools of more than two hundred enrollment indicated
that they used it and 52 per cent indicated that they did not use it. In regard to group advisement 44 per cent of the schools of less than two hundred enrollment indicated that they used it and 56 per cent indicated that they did not use it; 52 per cent of the schools of more than two hundred enrollment indicated that they used it and 48 per cent indicated that they did not use it. In regard to occupational patterns 52 per cent of the schools of more than two hundred enrollment indicated that they used them and 48 per cent indicated that they did not use them; 36 per cent of the schools of more than two hundred enrollment indicated that they used them and 64 per cent indicated that they did not use them. In regard to preadmission advisement 4 per cent of the schools of less than two hundred enrollment indicated that they used it and 96 per cent indicated that they did not use it; 16 per cent of the schools of more than two hundred enrollment indicated that they used it and 84 per cent indicated that they did not use it.

Of the fifty schools included in this study 56 per cent indicated that they had increased vocational guidance practices in their schools and 4 per cent indicated that they had decreased vocational guidance practices in the last five years.

Fourteen per cent of the schools in this survey indicated that they were planning definite changes in their school in regard to vocational guidance in the near future.
Following is a list of courses, practices, and functionaries these schools indicated that they were planning to add to their curriculum in the near future: home making, course on occupations, wood work, vocational agriculture, commercial courses, keeping cumulative records, follow-up activities, vocational guidance activities and dean of girls.

Following is a list of other facts concerning the trend of vocational guidance in Texas secondary schools in the last five years. Seventy-five per cent of the schools reporting that they had an organized vocational guidance program indicated that it was begun in the last five years; 82.6 per cent of those reporting that they offered a course in occupation indicated that it was added in the last five years; 100 per cent of those reporting local surveys for job opportunities indicated that they had begun this practice in the last five years; 78.3 per cent of those reporting that their library maintained a bookshelf of occupational books indicated that it had been added in the last five years; 96.3 per cent of those reporting that they used the practice of referral of students to experts indicated that they had begun this practice in the last five years; 92.8 per cent of those reporting that they conducted studies of classified advertisements in a daily newspaper indicated that they had begun this practice in the last five years; and 90 per cent of those reporting that a pattern of abilities and interests characterizing successful workers in different occupations
was presented to students in their school indicated that they had begun this practice in the last five years.
CHAPTER III

SUMMARY AND CONCLUSIONS

This study has been made in an attempt to evaluate vocational guidance practices and techniques in Texas secondary schools. It undertakes to evaluate the following practices and techniques: (1) percentage of functionaries serving as advisers and counselors, (2) use of talks to convey vocational information, (3) percentage of schools of different enrollments providing for certain phases of vocational guidance activity, (4) school publications, (5) organization of the curricula, (6) specialized or exploratory courses, (7) course in occupations, (8) functionaries having control of certain phases of vocational activity, (9) techniques for securing and imparting occupational information, (10) guidance practices added to the curriculum of schools of different enrollments in the last five years. This study also undertakes to determine the trend in vocational guidance in the last five years by determining the percentage of the following practices that were added or begun in the last five years: (1) organized vocational guidance program, (2) course in occupations, (3) local surveys for job opportunities, (4) bookshelf of occupational books, (5) referral of students to experts, (6) study of classified advertisements in a daily newspaper, and (7) pattern of
abilities and interest characterizing successful workers in different occupations.

Summary

(1) In Table 1 on percentage of functionaries serving as advisers and counselors the results show that in 32 per cent of the schools reporting the superintendent performs the duty of adviser and 38 per cent indicated that he performs the duty of counselor; 36 per cent indicated that the principal performs the duty of adviser and 20 per cent indicated that he performs the duty of counselor; 22 per cent indicated that some teacher performs the duty of adviser and 28 per cent indicated that some teacher performs the duty of counselor; 10 per cent made no indication in regard to an adviser and 14 per cent made no indication in regard to a counselor.

(2) In Table 2 on percentage of schools of different enrollments using talks to convey vocational information the comparative per cents for schools of less than two hundred enrollment and those of enrollments between five hundred and nine hundred ninety-nine were both positive; while those for high schools of enrollments from two hundred to four hundred ninety-nine and those for high schools of one thousand and over were both negative. The highest percentage for this practice for schools in this survey was 66.6 and the smallest 50, giving an average of 58.3 per cent more than half of the schools in this survey using this practice.
(3) In Table 3 on percentage of schools of different enrollments providing for certain phases of vocational guidance activity the comparative per cents were all positive; however the reader must keep in mind that the Koos and Kefauver survey was made five years earlier than this one. The average comparative per cents were as follows: plus 16.1 for vocational guidance, plus 37.1 per cent for placement, and plus 31.9 per cent for follow-up activity. The average of the comparative per cents indicates that only 28.4 per cent of the schools in this survey more than those in the Koos and Kefauver survey provide for these activities.

(4) In Table 4 showing percentage of different types of publications published in the school and distributed to students it was found that percentages for schools in this survey were greater for every publication except the program of studies, and the comparative per cent for the publication was minus 2.3 per cent.

(5) Table 5 shows the percentages of frequency of appearance of certain features of organization of the curriculum. The percentages for schools in this table were less in every division except for curricula for specific occupations; the comparative per cent for this item was plus 20.7.

(6) Table 6 shows the percentage of schools offering special or exploratory courses. Comparisons with the Koos and Kefauver survey were made only in the eighth and ninth grades; data were not available for comparisons in the tenth
and eleventh grades. Fifty-four and five-tenths per cent of the comparative per cents for the eighth grade were negative and 63.6 per cent of the comparative per cents for the ninth grade were negative; while the average per cent of these courses in the tenth grade was 27.6 and the average for the eleventh grade was only 27.3 per cent.

(7) Table 7 deals with the percentage of schools in this study offering a course on occupations. This table showed a rather large increase in percentage for the eighth grade for schools in this survey over those in the Kos and Kefauver survey; the percentage for the former being 58 and the latter 1.6. The comparative per cents for this course were 75 per cent positive; however the average per cent for schools in this survey offering the course was only 20.5.

(8) The data in Table 8 show the percentage of different functionaries having control of certain phases of vocational guidance activity. The percentages for vocational guidance were; 70 per cent in charge of superintendent, 16 per cent in charge of principal, only 6 per cent in charge of an adviser, and only 8 per cent in charge of a counselor. The percentage for placement were; 58 per cent for superintendent, 38 per cent for principal, no per cent for adviser, and only 4 per cent for counselor. The percentages for follow-up were; 40 per cent for superintendent, 28 per cent for principal, only 2 per cent for adviser, and only 4 per cent for counselor.
(9) Table 9 shows the percentage of schools using certain techniques for securing and imparting occupational information. It was found that the percentage for those not using the techniques was 11.8 greater than the per cent for those using the techniques. The average per cent of those using the techniques was only 42.2, and an average of 3.5 per cent made no indication as to using these techniques.

(10) Table 10 shows the percentage of specified guidance practices added to the curriculum of the schools in this survey in the last five years. For schools of less than two hundred enrollment the average per cent of those adding these practices was 32.5 and the average for those not adding them was 67.5; for schools of more than two hundred enrollment the average per cent of those adding them was 40.5 and the average of those not adding them was 59.5.

(11) In regard to the trend in Texas secondary schools; the average per cent of all vocational guidance practices, activities, and techniques that were added in the last five years was found to be 87.9 per cent.

Conclusions

(1) From the data in Table 1 we may conclude that in more of the schools in this survey the duty of adviser and counselor is in charge of administrators than teachers or some other functionaries.

(2) In light of the Koos and Kefauver survey the data in Table 2 would indicate that the schools of less than two
hundred enrollment and those of enrollments between five
hundred and nine hundred ninety-nine were using this practice
more than those of enrollments from two hundred to four
hundred ninety-nine and those of enrollments of over one
thousand.

(3) The data in Table 3 on percentage of schools of
different enrollments providing for certain phases of voca-
tional guidance activity show that for schools of over two
hundred enrollment the percentage is 66.6 greater than in
those of less than two hundred enrollment which would indi-
cate that schools of more than two hundred enrollment are
providing for these activities more than those of less
then two hundred enrollment.

(4) In light of the Koes and Kefauver survey the data
in Table 4 show that the secondary schools in Texas are in-
creasing the number of publications published in the school
and distributed to students.

(5) In light of the Koes and Kefauver survey, the data
in Table 5 would indicate that the schools in this survey are
not providing for enough of certain features of organization
of the curriculum which will aid the student in making a
more discriminating choice of a vocation than he could be
expected to make with a program more rigidly organized and
administered.

(6) The data in Table 6 would indicate that the schools
in this survey are not offering enough of the special and
exploratory courses.

7. From the data in Table 7 we may conclude that only a small per cent of the schools are offering a course in occupations and that it is being offered in different grades in different schools with apparently no central tendency.

8. The data in Table 8 lead to the conclusion that the greater percentage of vocational guidance activities are under control of administrative heads in Texas secondary schools.

9. The data in Table 9 show that the percentage of the schools using local surveys of job opportunities, personal studies of occupations, occupational bookshelves, vocational information conferences, referral of students to experts, studies of classified advertisements in a daily newspaper, occupational patterns, and aptitude tests is rather low. These techniques are all helpful in imparting occupational information and it seems reasonable to conclude that the percentage of schools in this survey using these techniques is not as high as it should be.

10. From the data in Table 10 we may conclude that in the last five years the schools of over two hundred enrollment have added more guidance practices than the schools of less than two hundred enrollment.

11. In view of the fact that of all the vocational guidance practices, activities, and techniques followed in the schools reporting in this survey the percentages range from 75 to 100, it seems reasonable to conclude that the
trend in Texas secondary schools is to increase vocational guidance practices.

Of the guidance practices used in these schools 87.9 per cent were added in the last five years.
CHAPTER IV

RECOMMENDATIONS

From the data shown in Chapter II, and the conclusions drawn from the data in Chapter III, the following recommendations are submitted:

1. That every secondary school have an organized vocational guidance program with an administrator of the system in charge of it.

2. That all secondary schools provide for the following three important activities: vocational guidance, placement, and follow-up activities.

3. That all secondary schools which are deficient in the printing and distributing of the following publications print and distribute to students as many as possible of the following: program of studies, circular on college entrance requirements, booklet on school opportunities, student's handbook, description of opportunities for vocational training, guidance number of school paper and reading list on occupations.

4. That as many as possible of the following features of organization of the curriculum which are lacking in the secondary school be added to its curriculum for further enrichment of the curriculum and to aid the student in making
a more discriminating choice of an occupation; flexible programs of studies, elective subjects, two or more curricula, curricula for specific occupations, facility of curriculum transfer, part-time cooperative curricula, and part-time continuation courses.

(5) That more special and exploratory courses be added to the secondary school curriculum.

(6) That where additional study of occupations is needed or desired a course in occupations be added to the secondary school curriculum open to the grade level or levels in which it is deemed to be practical and to be needed.

(7) That all secondary schools adopt as many of the following techniques as are needed in their local situation and consider these as a vital part of the vocational guidance program; local survey of job opportunities, personal study of occupations, maintenance of an occupational bookshelf, vocational information conferences, referral of students to experts, study of classified advertisements in a daily newspaper, use of occupational patterns, and use of aptitude tests.

(8) That the smaller high schools attempt to add more of the following guidance practices in order to provide equal opportunities for all students in regard to vocational guidance; placement, follow-up service, counseling, guidance and placement, orientation, group advisement, occupational studies, and preadmission advisement.
APPENDIX

QUESTIONNAIRE

Name____________________  School____________________

VOCATIONAL GUIDANCE PRACTICES

Vocational guidance is a process of helping a boy or girl select, prepare for, enter upon, and make progress in an occupation. This is a questionnaire for collection of data in a proposed study of vocational guidance practices in some Texas high schools. Your cooperation in conscientiously reading and answering this questionnaire will be appreciated very, very much. Identity of school and person answering questionnaire will be kept strictly confidential.

Size of your high school (enrollment) ________________

Your position; supt. ___, prin. ___, teacher (if connected with vocational guidance work) ___.

If teacher, check your position in relation to vocational guidance work; counselor ___, adviser ___, teacher of vocational work or subject.

Where possible answer the questions by underscoring the Yes or No in the margin.

Yes, No I. Are you meeting vocational guidance needs in regular class work?

Yes, No II. Does your school have an organized vocational guidance program?

If so, who has charge of it? ___________________________
Yes, No Did you begin this program in the last five years?

Yes, No Has interest in this program increased since it was added?

Yes, No III. Do you have some teacher that performs the duty of adviser?

If not, does the principal or superintendent perform this duty?

Yes, No Do you have some teacher that performs the duty of counselor?

If not, does the principal or superintendent perform this duty?

Yes, No IV. Are talks given in your school by administrators, teachers, counselors, or advisers to convey vocational guidance information? (underscore ones who give talks)

If so, how often?

Yes, No Did you begin this practice in the last five years?

Yes, No V. Does your school offer a course in occupations?

If so, to what grade level or levels is it open (check)

___8th. ___9th. ___10th. ___11th.

When did you add this course to your curriculum?

___yr.

Yes, No Has the enrollment in this class increased or decreased since it has been added?

VI. Check the following phases of activity and underscore the official who takes charge of that activity:

___1. Vocational guidance (counselor, adviser, supt.,
2. Placement, helping student secure a job or a position (counselor, adviser, supt., prin.)
3. Follow-up, to see if individual is making satisfactory progress (counselor, adviser, supt., Prin.)

Yes, No VII. Does your school attempt to gather reliable information about occupations?

Yes, No If so, is this information placed where it will be readily accessible to all interested? (high school library, city library, county library, or elsewhere)

Yes, No VIII. Have you increased vocational guidance practices in your school in the last five years?

If so, why

List practices added:
1. 
2. 
3. 

Yes, No IX. Have you decreased vocational guidance practices in your school in last five years?

If so, why

List practices eliminated:
1. 
2. 
3. 

X. What phases of activity, concerning vocational guidance have been added in the last five years? (Under-
score ones added) placement, follow-up service, counseling, guidance and placement of handicapped children, orientation, group advisement, occupational studies, pre-admission advisement, group advisement? Others

If any of the above have been eliminated in the last five years, list them

Yes, No Are you contemplating adding any of the above in the near future?

Yes, NoXI. Has there been made a local survey to discover special types of training that should be provided by the school to meet local needs in the last five years?

If so, by whom

Yes, NoXII. Do you encourage students to make a personal study of occupations that seem to interest them?

Yes, No Does this study include both a study of available information in the library and interviews with actual workers and employers?

Yes, NoXIII. Does your library maintain a bookshelf of occupational books?

If so, what year was this added?

Yes, NoXIV. Do you have vocational information conferences in which experienced workers lecture to groups of students or conduct round-table conferences in regard to a given vocation?

If so, has the number of students attending these conferences increased or decreased since you began
this practice? Increased Decreased (underscore correct answer)

Yes, No XV. Are students in your school referred to experts in certain occupations for information in that particular occupation?

If so, how often

How long have you used this practice? ______ yrs.

Yes, No If not, do you have any other practice by which students may contact experts in different occupations?

How long have you used this practice? ______ yrs.

Yes, No XVI. Do you ever conduct studies of classified advertisements in a daily newspaper?

If so, how long have you followed this practice? ______ yrs.

Yes, No Do students seem to derive enough useful information from this practice to justify it?

Yes, No XVII. Is a picture of the pattern of abilities an interests characterizing successful workers in different occupations ever presented to students (job analysis and man analysis)?

If so, when did you begin this practice? ______ yr.

How often; weekly, monthly, semi-annually, ______ annually? (check correct answer)

Yes, No XVIII. Are tests ever given to give students the opportunity of self-analysis to determine their fitness for various occupations?
If so, how often; monthly, semi-annually, annually?

XIX. Check the following publications that are published and distributed to students in your school:

   1. Program of studies
   2. Circular on college entrance
   3. Booklet on school opportunities
   4. Student's handbook
   5. Description of opportunities for vocational training (in school paper or some other publication)
   6. Guidance number of school paper
   7. Reading list of occupations

XX. Check the following features which the organization of your school includes:

   1. Flexible program of studies (program of studies which is flexible so as to adapt it to differences in needs and interests of students)
   2. Elective subjects
   3. Two or more curricula (academic, general, commercial etc.)
   4. Curricula for specific occupations (commercial, industrial, agriculture, home making, music, art, etc.)
   5. Facility of curriculum transfer (transfer of pupils with little or no loss of credit from one curriculum to another)
   6. Part time cooperative curricula (those in which
7. Part time continuation courses (courses set up so that students regularly employed may attend school a minimum number of hours per week)

XXI. Check the following exploratory or specialized courses that are offered in your school and give the grade in which they are offered:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1. General shop</td>
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<tr>
<td>2. Wood work</td>
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<tr>
<td>3. Sheet metal</td>
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<td>4. Mechanical drawing</td>
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<td>5. Typing</td>
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<td>6. Shorthand</td>
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<td>7. Bookkeeping</td>
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<td>8. Home making</td>
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<td>9. Agriculture</td>
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<td>10. Music</td>
<td></td>
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<tr>
<td>11. Freehand drawing</td>
<td></td>
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</tbody>
</table>

Yes, No XXI. Are you planning any definite changes in your school in regard to vocational guidance in the near future?

If so, list them:

1. ____________________________
2. ____________________________
3. ____________________________
BIBLIOGRAPHY


