

A VOCATIONAL STUDY OF THE GRADUATES AND
WITHDRAWALS OF UNION HIGH SCHOOL,
DUGGER, INDIANA

by
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I. INTRODUCTION

A. Defining The Problem

The purpose of this study is to find out what occupations the graduates and withdrawals of Union High School, Dugger, Indiana, are following; what caused them to make their choices; what benefits the high-school training has been to them; what subjects in the curriculum have benefitted them most; what ones would have benefitted them more, had they been offered; finally, the adequacy of the high-school course for the pursuit of work in higher institutions of learning.

B. Reasons For Making Study

The writer has been connected with Union High School for a period of seven years, first as teacher of mathematics, then as assistant principal, and for the last four years as principal. After such long tenure one learns to know most of the graduates and something of their vocations. The writer desires to find out more definitely what the graduates and withdrawals are doing and to try to find out how well the high school is functioning in the lives of its former pupils.

Educators of today are stressing the fact that curricula and subjects should be offered that help the pupils in their vocations and in everyday life. One hears a great deal about guidance and guidance programs. The fact that the writer knows definitely what a school's graduates are doing will help materially in work of this kind.

C. The Community

Dugger, Indiana, is made up largely of miners. Since mining in Indiana seems to be on the decline, most of graduates must seek employment in other fields and in different localities. This gives another reason for making the study.

D. Sources Of Data

The questionnaire method was used in collecting data. A copy of the questionnaire will be found in the Appendix. A questionnaire and letter were mailed to each graduate and withdrawal whose address could be found. There was a very good return from the graduates. About two months later a second request was made from those who had not returned their questionnaires. Union High School was built in 1921. The first class graduated in 1922. From 1922 until 1929 there were 283 graduates and 205 withdrawals. The number of graduates who returned their questionnaires was 184, or sixty-five per cent of the total. The return on the withdrawals was not so good; forty-seven of these were returned, or twenty-two and nine-tenths per cent. One reason for such a small return is that a large number could not be located. There are probably more than 205 withdrawals, but it had been the custom to enroll only those pupils who stayed long enough to earn credits. In the last few years an attempt has been made to enroll on a permanent record all pupils who enter.

E. Procedure

All data collected from the graduates and withdrawals were

by means of the questionnaire. The questionnaires were answered very completely in most cases, and the writer believes the data to be as reliable as any received by that method. The questionnaire consisted of four chief parts: (1) personal, (2) vocational information, (3) extra-curricular activities and (4) curriculum. The material was handled under these four heads. The data of the male graduate, the female graduate, the male withdrawal and the female withdrawal were listed separately so that comparisons and contrasts could be drawn.

II. PERSONAL INFORMATION CONCERNING

GRADUATES AND WITHDRAWALS

Factors of a personal nature will receive major attention in this section. This type of data is usually interesting because it deals so closely with the individual. A brief summary of the schools is given here which will give a background for future discussions.

A. Summary Of Schools

Previous to 1880 the children of Dugger attended school at Samaria, which was about two miles east of town. About this time the people of Dugger petitioned for a better school and one nearer town, so the children were sent to the Comb's School, which was located near the old Mason home, west of Dugger. This arrangement could not last long, since the town was growing rapidly, and the parents were demanding better educational opportunities for their children. About 1884 Mr. Samuel Smith was elected trustee of Cass Township and he, seeing the need of a school house in Dugger, built a two-room brick building. In 1888 another one-room school house was built in the north part of town. It was in this year that the first graduating class, which was three in number, received its diplomas from the eighth grade. About two years later a large brick building was erected on the site of the present grade school. This building was destroyed by

fire in the year 1898 and was replaced by a four-room frame building onto which two more rooms were added about the year 1907.

The first year of high school was added in 1903, and from 1905 until 1911 three years of high-school work were offered. It was an accredited high school at this time and remained so until 1921. A four-year course was offered in 1912 and there were four in the first graduating class.

The first schools were in charge of the township trustee, but in 1902 the town took over the schools. About 1918 a movement was started to build a large, modern building with good equipment so that all the pupils from the whole township in the upper six grades might attend. The schools were turned back to the township, and a good building was erected in 1921 which was called "Union High". This building accommodated the community very well for seven or eight years, but at the present time with an enrollment of over 300 in the senior high school, an addition is needed very much.

B. Geographical Distribution

1. Graduates. It is always interesting to know where the graduates of a school are located. It has been stated before that the mining industry in Dugger is on the decline and that the graduates must seek employment elsewhere. A study of the following table shows that this is true. More than two-thirds of the male graduates are now located outside the town and township and the number of female graduates is almost as high. This increases the responsibility of the school, because it not

only must train its pupils to fit in the home community but it must also enable the graduate to adapt themselves to the many and various types of communities in which they find employment.

TABLE I
PRESENT LOCATION OF MALE AND FEMALE GRADUATES
OF UNION HIGH SCHOOL

Location	Males	Per-centage	Females	Per-centage	Total	Per-centage
Dugger and Cass Township ...	25	32.5	40	38.1	63	35.7
Indiana*.....	23	29.7	38	36.2	61	33.5
Michigan	19	24.7	18	17.1	37	20.3
Illinois	5	6.5	2	1.9	7	3.9
Ohio	4	5.2	1	.9	5	2.7
New York	1	1.3			1	.6
Kentucky			1	.9	1	.6
Minnesota			1	.9	1	.6
Washington, D. C.			1	.9	1	.6
Oklahoma			1	.9	1	.6
Colorado			1	.9	1	.6
Total	77	99.9	105	98.7	182	99.9

* Includes all places in Indiana outside of Cass Township.

This table shows that there are a few more females living at home and in Indiana than there are males. It is probable that males find it easier to get jobs at a fair salary away from home. It is interesting to note that twenty-four and seven-tenths per cent of the males and seventeen and one-tenth per cent of the females are in Michigan. Most of these are in Detroit, Pontiac, and Flint, where the great automobile factories are found.

TABLE II
PRESENT LOCATION OF MALE AND FEMALE WITHDRAWALS
OF UNION HIGH SCHOOL

Location	Males	Per-centage	Females	Per-centage	Total	Per-centage
Dugger and Cass Township	9	50.0	6	20.7	15	31.9
Indiana.....	3	16.7	12	41.4	15	31.9
Ohio.....	1	5.6	4	13.8	5	10.6
Michigan.....	2	11.1	3	10.3	5	10.6
Illinois.....	2	11.1	1	3.4	3	6.4
Kentucky.....			3	10.3	3	6.4
W. Virginia....	1	5.6			1	2.1
Total	18	100.1	29	99.9	47	99.9

We find a much higher per cent of the male withdrawals at home than the male graduates. No doubt the graduates find it easier to get along away from home than the non-graduates do. This would indicate that the high school is of some value in getting positions, or it might mean that the high-school graduates have more initiative in securing positions than the withdrawals.

comparisons. The median of the class of 1925 is 10.6 per cent.

C. Age Of Graduation From High School

The age of graduation from high school shows very accurately the amount of retardation and acceleration in a school system. The policy of annual promotions has been adhered to at Dugger, because of crowded conditions and the belief that it is less expensive than semi-annual promotions. This works against acceleration, because a pupil might be able to be advanced a half year but not a whole year. It also makes for greater retardation, because a pupil can not be retained for a half year, and if retained at all, it must be for a whole year.

TABLE III

AGE AT GRADUATION FROM HIGH SCHOOL

Age	Previous to 1930		1930 Class		Total	
	Number	Percent	Number	Percent	Number	Percent
16	14	7.7	4	9.8	18	8.1
17	55	30.2	20	48.8	75	33.6
18	69	37.9	11	26.8	80	35.9
19	32	17.6	6	14.6	38	17.0
20	11	6.0			11	4.9
21	0	0.0			0	.0
22	1	.5			1	.4
Total	182	99.9	41	100.0	223	99.9

Table III shows that the median age at graduation previous to 1930 is eighteen and forty-six hundredths years. The graduates of the class of 1930 are included in some of the tables for comparisons. The median of the class of 1930 is seventeen and

eight-tenths years. This is somewhat lower and shows a tendency in the right direction. The high median at graduation would indicate a rather high percentage of retardation.

D. Age At Which Withdrawals Left School

The age at which pupils leave school has been increased considerably due to the present compulsory school attendance law. Graduates of the eighth grade residing in Sullivan County and having no transportation are not compelled to go to high school. This often works a hardship on some that would like to be in school. The following table shows the age at which withdrawals left school.

TABLE IV
AGE AT WHICH WITHDRAWALS LEFT SCHOOL

Age	Number	Percentage
14	1	2.13
15	4	8.52
16	15	31.92
17	14	29.79
18	11	23.41
20	2	4.26
Total	47	100.03

Table IV shows that the largest number left school at age sixteen, which is to be expected due to the school attendance law. The reasons for leaving school are brought out in Tables V and VI.

E. Reasons Withdrawals Left School

Van Denburg¹, in his investigation of high schools of New York City, has made a comparison between success and length of stay in high schools. His investigation shows that high or low marks - success - have a significant relation to retention or elimination. Terman² has shown that "mental inferiority" is the "chief cause" of retardation. This is not the cause for those leaving the high school at Dugger, at least not for those who have returned questionnaires.

O'Brien³ states in his study of high-school failures that "the percentage of failure is no higher for those leaving than for the ones who do not leave". A study of the following table shows that the pupils themselves have not given failure in school as a chief cause.

¹Joseph K. Van Denburg, Causes of the Elimination of Students in Public Secondary Schools in New York City, Teachers College Contributions to Education No. 47, (1911), p. 175.

²Lewis M. Terman, Intelligence of School Children, (Houghton Mifflin Company, 1919), p. 82, 317 pp.

³F. P. O'Brien, The High-School Failures, Teachers College Contributions to Education, No. 102, p. 54.

TABLE V
REASONS WHY WITHDRAWALS LEFT SCHOOL

Reasons		Per- Males centage		Per- Females centage	Total	Per- centage
To get married			9	31.0	9	19.1
Wanted to work	6	33.3	1	3.4	7	14.9
Lack of finance	4	22.2	2	6.8	6	12.8
Change of residence	1	5.6			1	2.1
Poor student	1	5.6			1	2.1
Didn't like the way things were run	1	5.6			1	2.1
Needed to support family	1	5.6	3	10.3	4	8.5
Poor health	1	5.6	1	3.4	2	4.3
Dissatisfied	2	11.1	1	3.4	3	6.4
No reason	1	5.6	1	3.4	2	4.3
No answer			11	37.9	11	23.4
Total	18	100.2	29	99.6	47	100.0

Almost a third of the girls quit school to get married and a third of the boys quit school to work. "Lack of finance" and "Needed to support family" might be taken as a single reason, which would include more than twenty-one per cent of those leaving. Only three whose fathers were dead gave lack of finance as a reason.

F. Marital Status Of Graduates And Withdrawals

1. Graduates. Earning a livelihood becomes a very serious problem for the young man who has a wife and family to support.

The male graduates are not taking on the responsibilities of home making to as great an extent as the female graduates are. The following table shows the number of male and female graduates that are married.

TABLE VI
MARITAL STATUS OF GRADUATES

Age at Marriage	Males	Percentage	Females	Percentage
16			1	.95
17			1	.95
18			10	9.52
19	2	2.6	11	10.47
20	4	5.2	8	7.62
21	5	6.5	4	3.81
22	2	2.6	4	3.81
23	3	3.9	4	3.81
24	1	1.3		
26	1	1.3		
27			1	.95
Total	18	23.4	44	41.9

Table VI shows that twenty-three and four-tenths per cent of the males and forty-one and nine-tenths per cent of the females who have graduated are married. There are fifty-five males and sixty-one females who are not married. Most of the graduates are still very young, since the classes range from 1922 to 1929. It is interesting to note that twenty-nine and five-tenths per cent of the females were married by age twenty, while at the same age

only seven and seven-tenths per cent of the males were married. This is probably due to the fact that females are being supported while the males are not able to support themselves and a wife too.

2. Withdrawals. A higher percentage of withdrawals are married than graduates. This is especially true of the females. This is shown by comparing Table VI with the following table on marital status of withdrawals.

TABLE VII
MARITAL STATUS OF WITHDRAWALS

Age at Marriage	Males	Percentage	Females	Percentage
16			2	6.90
17	1	5.56	7	24.14
18			3	10.34
19	1	5.56	2	6.90
20	2	11.11		
21	1	5.56		
Total	5	27.29	14	48.28

Nine of the fourteen married females withdrew from school to get married. Forty-eight and three-tenths per cent of the female withdrawals were married by the age of nineteen and only eleven per cent of the males were married at that age. The females who left school have married at an earlier age than the female graduates. This was to have been expected, since so many females left school to get married. The withdrawals could not resist nature as well as the graduates and have put present pleasure ahead of deferred pleasure. The large number of marriages and leaving school to work

verify this statement.

G. Training Beyond The High School

1. Number. The number of graduates who take training beyond the high school and the kind of training they take give the administrator a basis for the kinds and number of courses that should be offered in the high school. A table showing the number who have taken training follows.

TABLE VIII

NUMBER OF GRADUATES WHO TOOK TRAINING BEYOND THE
HIGH SCHOOL AND THE NUMBER TAKING
NO FURTHER TRAINING

	Males	Per- centage	Females	Per- centage	Total	Per- centage
Took training	54	70.1	64	60.9	118	64.3
No training	23	29.9	41	39.1	64	35.7
Total	77	100	105	100	182	100

Table VIII shows that fifty-four males, or seventy and one-tenth per cent took some training beyond the high school. This is a very high percentage, but the next table shows that twenty-two males took six months or less training. This leaves thirty-two, or forty-one and five-tenths per cent who have taken a year or more of some kind of training. The above table shows that sixty-four, or sixty-four and three-tenths per cent of the females continued their education. This is not quite so high as for the males but still is very high. Table X shows that fifteen females took six months or less work. This would leave forty-nine, or forty-

six and seven-tenths per cent, who have taken a year or more of work. This is five and two-tenths per cent better than for the males who have taken a year or more of work. Although the females rank higher in having one or more year's work, we find from Tables IX and X that more males than females have completed their college work.

2. Kinds of Schools Attended. The kinds of schools attended show to some degree the kind of training that the graduates are taking. Some show clearly that they prepare for business and others for the professions. The colleges and universities give training for either business or the professions. Some may attend for the cultural training received.

The length of attendance shows the amount of training received. The following table shows that about two-fifths of the males attended six months or less. Some are still in school and some lacked the necessary finance, but the fact that two-fifths spent such a short time in college indicates that many are unsettled as to what they should do.

TABLE IX
TYPES OF COLLEGES ATTENDED BY THE MALE GRADUATES
AND LENGTH OF ATTENDANCE

Kind	6 mo. or less	1 yr.	2 yrs.	3 yrs.	4 yrs.	A.B. or B.S.	M.D.	Total
College	2	4	1	5	2	2		15
University ...	4	3	3	3	1	1		16
Technical	8	1						9
Medical							1	1
Dental			1		1			2
Business	8	3						11
Total	22	11	5	8	4	3	1	54

Table IX shows that there is one graduate with an M. D. degree, and three with a baccalaureate degree. The three males who had over three and one-half years' work and who are still in school were listed under "four years". There is also a dentist with four years' work, who is practicing at present. Counting all these makes a total of eight who have had four or more years of work. This is ten and four-tenths per cent.

are shown in the following table.

TABLE X
TYPES OF COLLEGES ATTENDED BY FEMALE GRADUATES
AND LENGTH OF ATTENDANCE

Kind	6 mo. or less	1 yr.	2 yrs.	3 yrs.	4 yrs.	A.B. or B.S.	M.D.	Total
College	5	8	14	1	2	2		32
University		2				2		4
Normal	1	2		1				4
Technical	1							1
Business College	3	2						5
Nurse's School	5	5	4	4				18
Total	15	19	18	6	2	4		64

Table X shows that there are four females or three and eight-tenths per cent of all the females reporting who have a baccalaureate degree. There are six, or five and seven-tenths per cent, who have four years' work. This is four and seven-tenths per cent less than for the male graduates. Taking the males and females together, there are five per cent who have had four or more years' work. Since the graduates have not been out of high school very many years and such a large number have taken from one to three years of training, we can expect this percentage to increase greatly.

3. Colleges Attended. The graduates' choice of a college may be due to various influences. Some of these are: the type of course offered, location, cost, religion, prestige, teachers, friends, and relatives. The colleges attended by the graduates are shown in the following table.

TABLE XI
COLLEGES AND UNIVERSITIES ATTENDED
BY GRADUATES

Name	Males	Females	Total
Indiana State Teachers College	13	25	38
Indiana University	7	2	9
Depauw University	4	1	5
Purdue	2	1	3
Franklin	1	1	2
Butler University	2		2
Cincinnati University	1	1	2
Indiana Central College		2	2
Detroit City College	1		1
Eastern Illinois State Normal		1	1
Michigan Central Teachers College ...		1	1
College of Pharmacy, Indianapolis ...	1		1
National Kindergarten, Chicago		1	1
Oakland City College		1	1
Harding College		1	1
Genesee County Normal		1	1
Total	32	39	71

Table XI shows that thirty-eight graduates have attended the Indiana State Teachers College. This is a very high number and includes more than fifty per cent of those who have attended college. One reason for this is that so many of the graduates are teachers or preparing to be teachers. Other reasons that so many have attended Indiana State Teachers' College are that it is an

excellent school and near home. Of the seventy-one graduates who have attended college, twenty-nine are teachers. We may expect more teachers from the seventy-one graduates who have attended college, because several are still in school and preparing for that work. Some of the parents have moved to Michigan, so three of the graduates have attended school there.

4. Business and Technical Schools. The function of the business college is to train its students directly for the business world. The technical schools train for the business world, but the work is of a technical nature. The following table shows the number in these and other schools.

TABLE XII
OTHER SCHOOLS ATTENDED BY GRADUATES

Name	Males	Females	Total
Dental	2		2
Technical	9	1	10
Business	11	5	16
Nurse's Training		18	18
School of Music		1	1
Total	22	25	47

Table XII shows that eighteen females, or seventeen and one-tenth per cent of the female graduates, have taken up nursing. This occupation ranks next to school teaching for the females. More males have gone to business colleges than females.

H. Summary

Thirty-two and five-tenths per cent of the male graduates, thirty-eight and one-tenth per cent of the female graduates, fifty per cent of the male withdrawals and twenty and seven-tenths per cent of the female withdrawals are living at home.

The median age of graduation is eighteen and forty-six hundredths years.

Almost a third of the females left school to get married.

A total of eighteen male graduates or twenty-three and four-tenths per cent and forty-four female graduates or forty-one and nine-tenths per cent are married.

The females who left school have married at a younger age than the female graduates.

Thirty-two males, or forty-one and five-tenths per cent, of the male graduates have taken a year or more of some kind of training.

Forty-nine female graduates, or forty-six and seven-tenths per cent, have taken a year or more of training beyond the high school.

Eight male graduates, or ten and four-tenths per cent, have had four or more years of college work. Six female graduates, or five and seven-tenths per cent, have had four years of college work.

The graduates have attended sixteen different colleges and normal schools in addition to business colleges and nurses training schools.

III. VOCATIONAL INFORMATION CONCERNING

GRADUATES AND WITHDRAWALS

A. Occupation Of Parents

1. Graduates' Parents. The occupations of the parents show one the chief occupations and what occupations the graduates would likely follow if they remained in the community. It gives some information concerning the probable income of the community. The table showing the occupations of parents follows.

TABLE XIII

OCCUPATIONS OF PARENTS OF GRADUATES

Occupation	Males	Females	Total
Coal Mining	52	92	144
Mining	35	75	110
Mining and farming	9	8	17
Coal operator	4	2	6
Mining and carpenter	1		1
Mining and factory	1		1
Mine foreman	1	1	2
Mining and engineer	1		1
Mining and paper hanger		1	1
Mine inspector		1	1
Miner's official		2	2
Engineer (mine)		2	2

TABLE XIII (CONTINUED)

Farmer	11	16	27
Factory work	3	2	5
Merchants	11	5	16
Manager of Chain Grocery .	2		2
Grocer	2		2
Furniture	2		2
Feed, Coal & Ice	1		1
Hardware & Grocer	1		1
Hardware	1		1
Druggist	1	1	2
Tailor & Clothier	1		1
General Store		4	4
Minister	2	1	3
Barber	2	1	3
Blacksmith	2	1	3
Doctor of medicine	2	1	3
Oil Station Attendant	2		2
Telephone employee	1	1	2
Contractor		2	2
Undertaker	1		1
Mechanic	1		1
Teamster	1		1
Dentist	1		1
Teaching	1		1
Paper Hanger	1		1
Carpenter	1		1

TABLE XIII (CONTINUED)

Stone Cutter	2		2
Detective		1	1
Brick Layer		1	1
Special Police		1	1
Insurance Agent		1	1
Total	97	126	223

Table XIII includes forty-one graduates of the class of 1930. This was done because it gives a larger number and tends to show the true conditions of the occupations of the parents. There are 110, or forty-nine and three-tenths per cent of the parents, engaged in coal mining. Mining is thus the chief occupation. There are seventeen more engaged in mining and farming; six coal operators; one miner and factory worker; one miner and carpenter; two mine foremen; one miner and paper hanger; two miners' officials; one miner and engineer; one mine inspector; and two engineers. This makes thirty-four more who are more or less engaged in mining and makes a total of 144, or sixty-four and five-tenths per cent, engaged in mining. Almost two-thirds of the people are engaged in coal mining. The next largest single occupation is farming, with a total of twenty-seven, or twelve and one-tenth per cent. The two main occupations include seventy-six and six-tenths per cent of the parents studied. The other twenty-three per cent include a wide variety of occupations, with very few in any one. These occupations are chiefly of a business nature which one would find in any small town.

One can not expect the graduates to take up mining to any great extent, because mining has been in a slump during the past several years. The following tables giving the occupations of the graduates show that this is true.

2. Parents of Withdrawals. The occupations of the parents of withdrawals are very much the same as those of the graduates. The occupations are not so numerous due to the smaller number of parents studied. However, there is one difference worth mentioning. Farming is the second chief occupation of the graduates' parents, with eleven per cent of the total. Of the parents of the withdrawals there is only one farmer, or two and one-tenth per cent. This would seem to show that farmers are interested in educating their children. The table of occupations follows.

TABLE XIV
OCCUPATIONS OF PARENTS OF WITHDRAWALS

Occupation	Males	Females	Total
Coal Mining	11	16	27
Carpenter	1		1
Railroad Telegrapher	1		1
Bookkeeper at mine	1		1
Factory	1	5	6
Farmer & Miner	1		1
Bricklayer		1	1
Contractor & Carpenter		1	1
Township Trustee		1	1

TABLE XIV (CONTINUED)

Merchant	2	2	
Teacher	1	1	
Minister	1	1	
Janitor	1	1	
No answer	1		
Total	18	29	47

Table XIV shows that twenty-seven, or fifty-eight and seven-tenths per cent, of the parents are miners. To include the miner-bookkeeper and the farmer-miner, it makes a total of twenty-nine, or sixty-three per cent. This is only fifteen per cent less in the mining occupation than that of the parents of graduates in mining. This shows that the chief occupation is mining.

B. Occupations Of Graduates And Withdrawals

1. Graduates. "The High School contributes directly toward the end of learning a vocation for a livelihood."¹ This is a statement by the Commission of the National Education Association on the Reorganization of Secondary Education. No doubt, the school contributes directly but not specifically to a great number of occupations. The number of occupations that graduates take up is very large, and the training that a high school gives must be, for the most part, of a general nature so that it can

¹Cardinal Principles of Secondary Education, United States Bureau of Education Bulletin No. 35, (Washington: Government Printing Office, 1918), p. 13.

function in the occupational lives of its pupils.

The occupations of the male graduates are shown in the next table.

TABLE XV
OCCUPATIONS OF MALE GRADUATES AT PRESENT

Occupation	Number
In School	11
Clerk	8
Factory Labor	8
Teacher	6
Salesman	6
Farmer	4
Electrician	3
Bookkeeper	3
Machinist	2
Filling Station Attendant	2
Miner	1
Dye-Maker	1
Paper Hanger	1
Store Manager	1
Factory Foreman	1
Secretary	1
Mechanical Engineer	1
Manager of Scientific Brake Laboratory	1
Bell Telephone Mechanic	1

TABLE XV (CONTINUED)

Landscape Work and Real Estate Salesman	1
Dentist	1
Aircraft Welder	1
Truck Driver	1
City Detective	1
Minister	1
Factory Inspector	1
Public Utility System Expert	1
No Work	7
Total	77

Table XV shows the wide diversity of occupations followed by the male graduates, with no definite trend toward any one occupation. The greatest number in any single occupation is that of "In school", with a total of eleven, or fifteen and seven-tenths per cent. The next largest number is in factory work, with a total of eight, or ten and four-tenths per cent. The most interesting point about this table is that it shows a wide choice of occupations. Only one graduate is engaged in mining, while sixty-four and eight-tenths per cent of the parents are engaged in mining.

The occupations of the female graduates are also varied. They, like the males, must seek employment for the most part away from home. The following table gives their occupations.

TABLE XVI

OCCUPATIONS OF FEMALE GRADUATES AT PRESENT AND OF
FEMALE GRADUATES BEFORE MARRIAGE

Occupation	Number Single	Number Married	Total
Teacher	19	4	23
Clerk (store)	4	11	15
Student Nurse	6	1	7
Factory Work	2	4	6
In School	6		6
Nurse	5		5
Stenographer	3	2	5
Bookkeeper	3	2	5
Secretary	2	2	4
Telephone Operator	2		2
Housework	3	1	4
At Home	2		2
Librarian		2	2
Clerk (Newspaper office)	1		1
Lunch Room Operator	1		1
Clerk (bank)		1	1
Obstetrical Supervisor		1	1
Comptometer Operator		1	1
Post Office Worker		1	1
Registered Pharmacist		1	1
Waitress		1	1
None	1		1
No Answer	1	9	10
Total	61	44	105

Table XVI shows nineteen, or thirty-one and seven-tenths per cent of the unmarried females, are teaching school. This is the only occupation with any considerable number in it. Four of the married females are or were school teachers. This makes a total of twenty-three engaged in teaching, or it is twenty-one and nine-tenths per cent of the total number of females. Teaching offers a fair salary, and it is one of the few occupations in which a considerable number is needed in the local community. It gives many teachers the advantage of staying at home and also working. The writer knows of one young teacher who has been teaching in a large city system but who prefers teaching at home at a lower salary. Clerking is the second chief occupation. The majority of these is working in local stores. Their salaries are not high, but being able to work at home is a strong factor. Practically all the other occupations that the females follow are away from home.

2. Withdrawals. The number of withdrawals is not so large as the number of graduates. The number of occupations that they follow is not so large or so varied. This indicates that the high school opens the way to occupations that are not open to the under graduates. The table showing occupations of the withdrawals follows.

TABLE XVII
PRESENT OCCUPATIONS OF WITHDRAWALS

Occupation	Males	Females	Total
Homemaking		14	14
Factory Labor	3	4	7
Clerk (store)	2	4	6
Farmer	3		3
Miner	2		2
Waitress		2	2
Nurse		2	2
Assistant Advertising Manager ..	1		1
Printing Office Work	1		1
Tipple Construction Work	1		1
Bill-Poster	1		1
Beauty Parlor Operator		1	1
Music Teacher		1	1
Telephone Operator		1	1
None	2	5	7
Total	18	34	52

Table XVII shows that fourteen, or forty per cent of the females, are engaged in home making. There is no definite trend among the males. This indicates that there is no favorite occupation and that one can not prophecy what occupations will be followed. Factory labor stands first among the withdrawals, and school teaching is first among the graduates. There are fourteen graduates doing factory labor, or seven and six-tenths per cent of the total.

cent of the total, while fourteen and nine-tenths per cent of the withdrawals are doing factory labor. Clerking runs high among the graduates and withdrawals for both males and females. A study of the tables shows that the graduates have many more desirable positions open to them.

C. Years In Present Occupation

1. Male Graduates. The length of tenure is an important factor in a vocational study. It gives us some information as to the permanency of occupations and the amount of shifting from one to another. The table of tenure follows.

TABLE XVIII
YEARS MALE GRADUATES HAVE PURSUED
THEIR PRESENT OCCUPATION

Time	Number	Percentage
Less than 6 months	7	10.94
6 months	8	12.50
1 year	18	28.13
2 years	12	18.75
3 years	12	18.75
4 years	2	3.12
5 years	2	3.12
6 years	2	3.12
8 years	1	1.56
Unemployed	6	
In school	6	
No answer	1	
Total	77	99.99

The median length of tenure for the male graduates is ninety-five hundredths years. This is low, but as has been stated before, many graduates are very young, and this would reduce the tenure. The United States Department of Labor considers a job as permanent if held for three months or longer. From that point of view practically all the employed have permanent positions.

2. Female Graduates. There are seven males and seven females with tenure of six months or less. After deducting the number of married, the unemployed, those in school, and those with no answer the median tenure is one and fifty-eight hundredths. This is higher than for the males. A much higher percentage of females is engaged in teaching than males. This is a profession that requires considerable training, and the number of those leaving the profession is comparatively small. This would be in favor of the females because so many more females are teaching than males. Other occupations of the females - such as nursing, secretarial work, and bookkeeping - require more specialized training than many occupations followed by the males, and those in these occupations would not change jobs as readily as those in occupations not requiring so much training. The table of tenure for females follows.

TABLE XIX
YEARS FEMALE GRADUATES HAVE PURSUED
THEIR PRESENT OCCUPATION

Time	Number	Percentage
Less than 6 months	7	11.29
6 months	7	11.29
1 year	10	16.13
2 years	12	19.35
3 years	10	16.13
4 years	6	9.69
5 years	4	6.45
6 years	4	6.45
7 years	2	3.23
Unemployed	2	
In school	8	
Married	30	
No answer	3	
Total	105	100.01

All four tables on length of tenure show that tenure is very short. This seems to indicate that neither the graduates nor the withdrawals are satisfied with their occupations. It is a well known fact that it costs the industries a considerable sum of money to train a new man for a position. This varies with the type of work that is being done. The short tenure shown by the tables would indicate that there is a great waste in training people for new jobs. Some leaders in industries of late

years are making studies of their men and placing them in positions for which they are best fitted. If this can be done successfully, it would be approaching the ideal. The short tenure would indicate that such studies should be made and that there is a great need for vocational guidance. One graduate has said that every high school should have a person who is well qualified to help pupils find out what they can do successfully, and then give them help in preparing for it. Pupils do feel the need of a guidance director, and many schools are making an attempt at this kind of work.

3. Male Withdrawals. It is interesting to compare the tenure of withdrawals with graduates. The table showing tenure of the male withdrawals follows.

TABLE XX
YEARS MALE WITHDRAWALS HAVE PURSUED THEIR
PRESENT OCCUPATION

Time	Number	Percentage
Less than 6 months	3	21.43
6 months	1	7.14
1 year	2	14.29
2 years	4	28.57
3 years	1	7.14
4 years	2	14.29
5 years	1	7.14
Unemployed	3	
No answer	1	
Total	18	100.00

The median number of years tenure for the male withdrawals is one and twenty-five hundredths. This is somewhat higher than for the male graduates. The percentage of male withdrawals with six months or less training is higher than for the male graduates. The male graduates have tenure for six and eight years, but the withdrawals do not have any beyond five years.

4. Female Withdrawals. The female withdrawals have none with less than six months tenure. The tenure of the female withdrawals is shown in the following table.

TABLE XXI
YEARS FEMALE WITHDRAWALS HAVE PURSUED THEIR
PRESENT OCCUPATION

Time	Number	Percentage
Less than 6 months		
6 months	3	20.00
1 year	5	33.33
2 years	4	26.67
3 years	1	6.67
Unemployed	2	13.33
Married	10	
No answer	4	
Total	29	100.00

The tenure of the female withdrawals is nine-tenths years. This is lower than for the graduates and male withdrawals. The greatest tenure for the female withdrawals is three years, while for the female graduates it is seven years. Of the four groups

studied tenure for the female withdrawal is the shortest.

D. Age At Which Former Pupils Decided Upon Occupation

The age at which former pupils decided upon their present occupation gives one some interesting information. If they had decided this question at graduation, it would mean that they were working toward a goal. If the age is much above that of graduation, it would mean that they had tried one or more jobs and had decided on the present job either through experience or opportunity. The age at which the male graduates decided upon their present occupations follows.

TABLE XXII
AGE AT WHICH MALE GRADUATES DECIDED UPON
PRESENT OCCUPATION

Age	Number	Percentage
10	2	3.17
15	1	1.59
16	8	12.70
17	8	12.70
18	11	17.46
19	7	11.11
20	7	11.11
21	8	12.70
22	6	9.52
23	4	6.35
24	1	1.59
No answer	14	
Total	77	100.00

Table XXII shows that two males had decided upon their present occupations at age ten. Since the median age of graduation is eighteen and twenty-four hundredths years, one may say that, nineteen males, or thirty and sixteen-hundredths per cent, had decided upon their present occupations either before or by the time of graduation.

TABLE XXIII
AGE AT WHICH FEMALE GRADUATES DECIDED UPON
PRESENT OCCUPATIONS

Age	Number	Percentage
9	1	1.43
10	2	2.86
11	1	1.43
13	2	2.86
14	2	2.86
16	6	8.57
17	11	15.71
18	17	24.28
19	12	17.14
20	8	11.43
21	4	5.71
22	2	2.86
23	2	2.86
No answer*	35	
Total	105	100.00

*Many giving no answer were married students and unemployed.

Table XXIII shows that the female graduates have decided upon their present occupations much earlier than the males. One finds that fourteen had decided by the age of sixteen, and by the age eighteen, forty-two, or sixty per cent had decided. At the same age the males had only thirty and sixteen-hundredths per cent. This indicates that the female graduates had planned their careers earlier in life than the male graduates.

TABLE XXIV

AGE AT WHICH MALE WITHDRAWALS DECIDED UPON
PRESENT OCCUPATIONS

Age	Number	Percentage
13	1	7.14
14	1	7.14
15	2	14.29
16	1	7.14
17	1	7.14
18	1	7.14
19	3	21.43
20	2	14.29
21	1	7.14
22	1	7.14
No answer	4	
Total	18	99.99

Table XXIV shows that the male withdrawals had selected their present occupations much earlier than the male graduates, which is to be expected. By age eighteen, seven, or fifty per cent, had

chosen their present occupation while for the male graduates at that age thirty and sixteen-hundredths per cent had decided.

TABLE XXV

AGE AT WHICH FEMALE WITHDRAWALS DECIDED UPON
PRESENT OCCUPATIONS

Age	Number	Percentage
14	1	5.88
15	1	5.88
16	3	17.65
17	5	29.41
18	4	23.53
19	2	11.76
20	1	5.88
No answer	12	
Total	29	99.99

Table XXV shows that by age eighteen, fourteen females, or eighty-two and thirty-five hundredths per cent of those answering, were working at their present occupations. This is the highest of any group at that age. Since one of the main reasons for leaving school was "lack of finance", one finds that the withdrawals are really working.

E. Opinions As To Permanence Of Occupations

People who are satisfied and contented with their occupations are willing to follow them permanently. The following tables on opinions as to permanence of occupations would indicate the amount of satisfaction and contentment. However, there are many who are more or less contented with their present occupations that are

ambitious and want something better. The tables showing opinions follows.

TABLE XXVI
OPINIONS AS TO PERMANENCE OF OCCUPATIONS
OF MALE GRADUATES

Permanence of Occupation	Number	Percentage
Yes	18	23.38
No	44	57.14
Undecided	1	1.30
Students	6	7.79
Unemployed	8	10.39
Total	77	100.00

The occupations of the eighteen who have decided on their permanent occupations may be found in Table XXXVI. More than half of the males are working at temporary occupations, and ten and thirty-nine hundredths per cent are unemployed.

TABLE XXVII
OPINIONS AS TO PERMANENCE OF OCCUPATIONS
OF FEMALE GRADUATES

Permanence of Occupation	Number	Percentage
Yes	23	21.90
No	37	35.24
Married	23	21.90
Undecided	4	3.81
In school	16	15.24
Total	105	100.09

The occupations of the twenty-three females who have found their permanent occupations may be found in Table XXXVII. There are forty-four married females and twenty-three of these are not working other than home making. They could be counted with those who have a permanent occupation. If the forty-four were counted, there would be a total of sixty-seven, or sixty-three and eighty-one hundredths per cent of the total number of females, with a permanent position. This is forty per cent more than for the males. Twenty-one of the married females are working, and all but two have said that their work is not permanent. Of these two, one is a teacher and the other is a bank clerk.

TABLE XXVIII
OPINIONS AS TO PERMANENCE OF OCCUPATIONS
OF MALE WITHDRAWALS

Permanence of Occupation	Number	Percentage
No	13	72.22
Yes	3	16.67
Unemployed	2	11.11
Total	18	100.00

Table XXVIII shows sixteen and sixty-seven hundredths per cent of the male withdrawals have permanent occupations. This is seven per cent less than for the male graduates.

Table XXVIII

has been given

most important

given here.

TABLE XXIX
OPINIONS AS TO PERMANENCE OF OCCUPATIONS
OF FEMALE WITHDRAWALS

Permanence of Occupation	Number	Percentage
Yes	4	13.79
No	7	24.14
Undecided	3	10.34
Married	11	37.93
Unemployed	4	13.79
Total	29	99.99

Table XXIX shows that the female withdrawals have four, or thirteen and seventy-nine hundredths per cent who have permanent positions. This is the lowest of the four groups that the writer has considered. There are fourteen married females, three of whom are doing work temporarily. If we count the married females with those who have permanent occupations, we would have a total of eighteen, or sixty-two and seven-hundredths per cent. This is practically the same as for the female graduates, which is sixty-three and eighty-one hundredths per cent.

F. Requirements That Individuals Think
They Need For Advancement

1. Male Graduates. Fifty-four male graduates previous to the class of 1930 have expressed what they think are the chief requirements for advancement in present work. They checked the three most important and gave them in order. The table showing this is given here.

TABLE XXX

REQUIREMENTS THAT MALE GRADUATES THINK THEY NEED
FOR ADVANCEMENT IN PRESENT WORK

Requirement	First Choice	Second Choice	Third Choice	Weighted*	Rank
Training	15	7	7	66	1
Experience	5	16	9	56	2
Salesmanship	3	1	1	12	9
Personality	6	6	6	36	3
Ability to meet people ..		3	5	11	10
Honesty	6	6	3	33	5
Industry	2	2	7	17	8
Skill	3	6	7	28	6
Good health	7	5	4	35	4
"Pull"	5	1	3	20	7
Answered	54				
No answer	23				

*In order to rank the requirements some method of weighting had to be used. First choice was given a weight of three points; second choice was given two points; and third choice one point.

The male graduates put training as the first requirement for advancement, while the female graduates put "good health" as first. Females, no doubt, realize that good health is essential for the long grind in the business world, and training and experience would be of little value to them without health. The female graduates have put "training" second and "experience" third.

2. Female Graduates. The female graduates previous to the class of 1930 have expressed their opinions as to the requirements

for advancement in their present occupations. The table showing this is given here.

TABLE XXXI

REQUIREMENTS THAT FEMALE GRADUATES THINK THEY
NEED FOR ADVANCEMENT IN PRESENT WORK

Requirement	First Choice	Second Choice	Third Choice	Weighted*	Rank
Training	15	21	9	96	2
Experience	11	10	12	65	3
Salesmanship		1	2	4	10
Personality	9	11	13	62	4
Ability to meet people ..	3	7	6	29	6
Honesty	10	9	8	56	5
Industry	3	5	2	21	8
Skill	3	6	5	26	7
Good health	24	10	12	104	1
"Pull"	1	2	3	10	9
Number answered	79				
No answer	26				

*Weighted: first choice, three points; second choice, two points; third choice, one point.

"Pull" does not rank very high. It is at or near last place in all groups. The female withdrawals put "good health" first, as did the female graduates; but the female withdrawals put "training" in sixth place; while the female graduates put it second. This is probably due to the type of work that the withdrawals are doing where training is not so essential.

The male graduates have put "personality" in third place, and the female graduates have put it in fourth place. This makes that factor rank high. "Honesty" ranks fifth place for both the male and female graduates. The "ability to meet people" is more important to the females than to the males. The males have placed it last. "Salesmanship" is the weakest factor in success as determined by the male and female graduates.

3. Female Graduates of 1930. The graduates of 1930 have not had an opportunity to work so their answers are opinions as to the factors that are most important for advancement in their future work. Their answers can be compared with those who are working. The table of answers of the 1930 female graduates is shown here.

TABLE XXXII

REQUIREMENTS FOR ADVANCEMENT THAT FEMALE GRADUATES
OF 1930 THINK WILL AID THEM MOST

Requirements	First Choice	Second Choice	Third Choice	Weighted*	Rank
Training	8	3	3	3	1
Experience	1	6	2	17	4
Salesmanship					9
Personality		4	3	11	5
Ability to meet people ...			2	2	7
Honesty	5	6	4	25	2
Industry					9
Skill		2	1	5	6
Good health	5	1	4	21	3
"Pull"					9
Number answered	19				

*First choice given three points; second choice, two points; third choice, one point.

The females of 1930 have placed "training" first, while the other female graduates have placed it second with "good health" first. The new female graduates think "honesty" of second importance. The other male and female graduates have placed it in fifth place.

4. Male Graduates of 1930. The table for the male graduates of 1930 corresponding to that of the females of 1930 is given below.

TABLE XXXIII

REQUIREMENTS FOR ADVANCEMENT THAT MALE GRADUATES
OF 1930 THINK WILL AID THEM MOST

Requirements	First Choice	Second Choice	Third Choice	Weighted*	Rank
Training	5	5	11	36	1
Experience	2	6	1	19	3
Salesmanship					9
Personality	1	3	1	10	5
Ability to meet people ..			1	1	7
Honesty	3	8	3	28	2
Industry					9
Skill	1		2	5	6
Good health	1	4	2	13	4
"Pull"					9
Number answered	17				

*First choice, three points; second choice, two points; third choice, one point.

Table XXXIII shows that the male graduates of 1930 have placed "training" first and "honesty" second. "Training" was put first by the other male graduates. "Salesmanship", "ability to meet people", and "industry" rank among the last three in both tables of male graduates. The other graduates have ranked "personality" higher than the graduates of 1930. "Honesty" is ranked much higher by the class of 1930 than by the other graduates.

5. Male Withdrawals. The table of requirements for advancement of male withdrawals is shown here.

TABLE XXXIV

REQUIREMENTS THAT MALE WITHDRAWALS THINK THEY NEED
FOR ADVANCEMENT IN PRESENT WORK

Requirements	First Choice	Second Choice	Third Choice	Weighted*	Rank
Training	2			6	5
Experience	4	3	1	19	1.5
Salesmanship		1	1	3	10.5
Personality		2	1	5	7
Ability to meet people ...		2	1	5	7
Honesty	1	5	1	14	3
Industry	1	2		7	4
Skill		2		4	9
Good health	2	6	1	19	1.5
"Pull"		1	3	5	7
Self-confidence	1			3	10.5
Number answered	14				

*First choice given three points; second choice, two points; and third choice, one point.

The male and female withdrawals have both selected "good health" as the most important requirement. The male withdrawals have put "training" in fifth place, while both groups of male graduates ranked it first, but the female graduates placed it second. "Industry" ranked in eighth or ninth place in all groups of graduates, but the male withdrawals gave "industry" fourth place.

6. Female Withdrawals. A table of requirements that the female withdrawals think are necessary for advancement is given here.

TABLE XXXV

REQUIREMENTS THAT FEMALE WITHDRAWALS THINK THEY NEED
FOR ADVANCEMENT IN PRESENT WORK

Requirements	First Choice	Second Choice	Third Choice	Weighted*	Rank
Training	2	3		12	4.5
Experience	2	1	4	12	4.5
Salesmanship		1	1	3	8.5
Personality	1	5	3	16	3
Ability to meet people ...		2	2	6	6.5
Honesty	5	5	3	28	1
Industry		1	1	3	8.5
Skill		3		6	6.5
Good health	5	4	1	24	2
"Pull"		1		2	10
Number answered	18				

*First choice given a weight of three points; second, two points; and third, one point.

Taking all the groups of graduates together with rankings on the various factors and combining them to get the total and doing the same for both groups of withdrawals the following conclusions were derived:

Training ranks first for graduation but fourth for withdrawals.

Experience ranks two and one-half points for graduates but third for withdrawals.

Good health ranks two and one-half points for graduates but first for withdrawals.

Honesty ranks fourth for graduates but second for withdrawals.

Personality ranks fifth for graduates and fifth for withdrawals.

Skill ranks sixth for graduates but eighth for withdrawals.

Salesmanship ranks tenth for graduates and tenth for withdrawals.

G. Occupations of Graduates With Permanent Occupations

1. Male Graduates. The occupations of all the male graduates were listed under Table XV. Many of these occupations were not considered permanent. The permanent occupations are shown in Table XXXVI.

TABLE XXXVI

OCCUPATIONS OF MALE GRADUATES WHO THINK THEY HAVE
FOUND THEIR PERMANENT OCCUPATIONS

Occupation	Number	Percentage
Teaching	4	22.23
Electrician	2	11.11
Salesman	2	11.11
Farmer	2	11.11
Clerk	1	5.56
Machinist	1	5.56
M. D.	1	5.56
Servicing Oil Burner	1	5.56
Landscape work, salesman	1	5.56
Dentist	1	5.56
Truck driver	1	5.56
Public Utility System Expert	1	5.56
Total	18	100.04

Table XXXVI shows that eighteen of the male graduates, or twenty-three and thirty-eight hundredths per cent of the total number of males, think they have found their permanent occupations. This would leave more than three-fourths in temporary positions. In the above table there are twelve different occupations, with teaching having the greatest number, with twenty-two and twenty-three hundredths per cent.

2. Female Graduates. The female graduates who think they have found their permanent occupations have named ten different occupations. They are given in the following table.

TABLE XXXVII
OCCUPATIONS OF FEMALE GRADUATES WHO THINK THEY HAVE
FOUND THEIR PERMANENT OCCUPATIONS

Occupation	Number	Percentage
Teacher	10	43.48
Student Nurse	4	17.36
Stenographer	3	13.04
Nurse	2	8.68
Radio Entertainer	1	4.35
Secretary	1	4.35
Bookkeeper	1	4.35
Office Worker	1	4.35
Total	23	99.96

Table XXXVII shows twenty-three of the female graduates, or twenty-one and nine-tenths per cent of the total number of female graduates, have found their permanent occupations. This is one and four-tenths per cent less than for the male graduates. This seems to be a rather low percentage. The most favored occupation for the females is teaching, with a total of ten, or forty-three and forty-eight hundredths per cent. Teaching ranked highest for the males, but their percentage was only twenty-two and twenty-three hundredths.

H. Aid Of High School In Determining Present Occupation

One-third of the graduates say that the high school has helped them specifically in deciding upon their present occupation. The others say that the high school did not help or gave no answer. This would indicate that vocational guidance is needed in the school. Whether the high school was of any help or not in deciding upon the present occupations is shown in the following table.

TABLE XXXVIII
SPECIFIC ASSISTANCE OF HIGH-SCHOOL WORK IN AIDING
GRADUATES TO DECIDE UPON PRESENT OCCUPATIONS

Was High-School Course of any help?	Graduates			
	Male	Percentage	Female	Percentage
Yes	26	33.77	37	35.24
No	38	49.35	40	38.10
No answer	13	16.88	28	26.68
Total	77	100.00	105	100.02

Table XXXVIII shows that at least a third of the male and female graduates thinks that their high-school work helped them specifically to decide upon their present occupations. About one-half of the male graduates said that the high school did not help. A smaller percentage of the female graduates asserts that the high-school work did not help.

TABLE XXXIX

SPECIFIC ASSISTANCE OF HIGH-SCHOOL WORK IN AIDING
WITHDRAWALS TO DECIDE UPON PRESENT OCCUPATIONS

Was High-School Course of any help?	Withdrawals			
	Males	Percentage	Females	Percentage
Yes	4	22.22	4	13.79
No	12	66.67	14	48.38
No answer	2	11.11	11	37.93
Total	18	100.00	29	100.10

Table XXXIX shows that four of the male withdrawals, or twenty-two and twenty-two hundredths per cent, stated that the high-school work helped in their choice of work. Of the female withdrawals only thirteen and seventy-nine hundredths per cent maintained that high-school work helped them. A much higher percentage is found in both the male and female withdrawals than among the male and female graduates who think that high-school work was of no value. One would expect this from the fact that they withdrew before graduation.

I. Reasons Or Persons That Have Influenced
Choice Of Occupation

1. Graduates. The effect of the high school as an aid in determining occupations has just been discussed. Other influences are shown in the following table.

Experiences

Teachers and Guidance

Total

Table XL shows that the male graduates

TABLE XL

PERSONS, EVENTS, AND INHERENT QUALITIES OF OCCUPATION CHOSEN
WHICH INFLUENCED THE MALE AND FEMALE GRADUATES
IN CHOOSING THEIR PRESENT OCCUPATIONS

Reasons	Males		Females	
	Number	Percentage	Number	Percentage
Teacher	11	5.94	20	9.39
Father	17	9.19	21	9.86
Mother	18	9.73	25	11.74
Brother	6	3.24	6	2.82
Sister	5	2.70	9	4.23
Friends	14	7.57	11	5.16
Minister	2	1.08	1	.47
Greater Opportunity ..	27	14.59	19	8.92
Promotion	12	6.49	7	3.29
Idea of Service	8	4.32	17	7.98
Lure of Business	12	6.49	12	5.63
Liking, Aptitude	19	10.27	35	16.43
Some Events	6	3.24	4	1.88
Reading Books	1	.54	1	.47
Money	17	9.19	19	8.92
Death in Family			2	.94
Out-Door-Life	10	5.41	1	.47
Assurance of Position			1	.47
Experience			1	.47
Love for Children			1	.47
Total		99.99		100.01

Table XL shows that the male graduates gave "greater oppor-

tunity" as the chief reason for choosing their present occupations, and the female graduates gave "liking, aptitude" as their chief reason. The percentage in each case is not high. The male graduates have placed "liking, aptitude" second; "mother", third; "father" and "money" have a rank of four and one-half. The female graduates have given "mother" as the second factor to influence their choice; "father" is third; and "teacher" is fourth. The family circle with friends, teacher, and minister have influenced forty-three and sixty-seven hundredths per cent of the females and thirty-nine and forty-five hundredths per cent of the male graduates. Ten males, or five and forty-one hundredths per cent of the males, have given "out-door-life", while only forty-seven hundredths per cent of the females did so.

2. Withdrawals. The reasons or persons influencing the choice of occupations of the withdrawals is given in the following table.

TABLE XLI

PERSONS, EVENTS, AND INHERENT QUALITIES OF OCCUPATION CHOSEN
WHICH INFLUENCED THE MALE AND FEMALE WITHDRAWALS
IN CHOOSING THEIR PRESENT OCCUPATIONS

Reasons	Males		Females	
	Number	Percentage	Number	Percentage
Teacher			4	8.33
Father	5	17.86	5	10.42
Mother	1	3.57	8	16.67
Brother	1	3.57	1	2.08
Sister			1	2.08
Friends	1	3.57	3	6.25
Minister			3	6.25
Greater Opportunity ...	2	7.14	3	6.25
Promotion	1	3.57	2	4.17
Idea of Service	1	3.57	3	6.25
Lure of Business	1	3.57	2	4.17
Liking, Aptitude	1	3.57	1	2.08
Some Events	2	7.14	2	4.17
Reading Books			3	6.25
Money	6	21.43	6	12.50
Death in Family	2	7.14		
Out-Door-Life	4	14.29	1	2.08
No Answer	3		14	
Total		99.99		100.00

Table XLI shows that the male withdrawals gave "money" as the chief reason for choosing their present occupations. Since "lack of finance" was one of the chief reasons for quitting school, one can readily see why "money" would be the chief reason for the withdrawals choosing their present occupations. The female withdrawals have said that their mothers were chiefly responsible for their present occupations. "Money" ranks second for the females, and "father" ranks second for the males. "Liking, aptitude" had sixteen and forty-three hundredths per cent of the female graduates but only two and eight-hundredths per cent of the female withdrawals. "Greater opportunity" had fourteen and fifty-nine hundredths per cent of the male graduates but seven and fourteen-hundredths per cent of the male withdrawals. "Out-door-life" had five and forty-one hundredths per cent of the male graduates and fourteen and twenty-nine hundredths per cent of the male graduates, a much higher per cent.

J. High School As A Profitable Investment

Has the time spent in high school been a profitable investment from an occupational standpoint? That question is answered by a study of the following table.

TABLE XLII

TIME SPENT IN HIGH SCHOOL AS A PROFITABLE INVESTMENT
FROM OCCUPATIONAL STANDPOINT

Group	Yes	Per- cent- age	No	Per- cent- age	No Answer	Per- cent- age	Total
Male Graduates	69	89.61	3	3.90	5	6.49	77
Female Graduates ..	97	92.38	2	1.90	6	5.71	105
Male Withdrawals ..	16	88.89	1	5.56	1	5.56	18
Female Withdrawals	21	72.41	1	3.45	7	24.14	29
Total	203	88.65	7	3.06	19	8.30	229

Table XLII shows sixty-nine males, or eighty-nine and sixty-one hundredths per cent, said that the high-school work has been a profitable investment from an occupational standpoint. A few more of the female graduates, ninety-two and thirty-eight hundredths per cent, think the same way. More than three-fourths of the male and female withdrawals taken together maintain that the high-school work they have had has been profitable to them. It is very gratifying to know that eighty-eight and sixty-five hundredths per cent of all former pupils believes that their work in high school has been a profitable investment. This does not mean that the high school might not have given work which would have been still more profitable.

The following table shows the amount of training that the withdrawals received at Union High School.

TABLE XLIII
AMOUNT OF TRAINING WITHDRAWALS RECEIVED
BEFORE LEAVING

Sex	Semesters							Total
	0	1	2	3	4	5	6	
Male		2	6	2	3	0	5	18
Female	1	1	5	0	6	0	16	29
Total	1	3	11	2	9	0	21	41

Table XLIII shows that twenty-one, or forty-four and seven-tenths per cent, of the withdrawals have had at least six semesters of work. Nine more have had at least two years of work. In the last table we found that more than three-fourths of the withdrawals considered their work as profitable from an occupational standpoint. The fact that thirty individuals, or sixty-six and two-tenths per cent, have had two or more years' work probably accounts for the above statement.

K. Value Received From High School

1. What Male Graduates Consider Most Important. The values received from high school that the male graduates consider most worth while are shown in the following table.

TABLE XLIV

VALUES RECEIVED FROM HIGH-SCHOOL WORK WHICH
MALE GRADUATES CONSIDER MOST IMPORTANT

Value	Number	Rank
General information	51	1
Development of self-confidence	49	2.5
Training in the use of good English	49	2.5
Assuming responsibility	44	4
Power of concentration	36	5
Development of personality	35	6.5
Development of better habits of living .	35	6.5
Learning to become a social being	34	8
Power to study	30	9
Better knowledge of problems of life ...	22	10
Number answered	76	
No answer	1	

Table XLIV shows that "general information" is the chief value received by the male graduates. This is followed by "development of self-confidence" and the "training in the use of good English". The male graduates of the class of 1930 selected "power of concentration" as being of greatest value, followed by "development of self-confidence".

2. What Female Graduates Consider Most Important. The values received from high school that the female graduates consider most important are shown in the following table.

Opinions of females. ...
ninth place and "better knowledge of ..."

TABLE XLV

VALUES RECEIVED FROM HIGH-SCHOOL WORK WHICH
FEMALE GRADUATES CONSIDER MOST IMPORTANT

Value	Number	Rank
Training in the use of good English	71	1
Development of self-confidence	58	2
General information	56	3
Assuming responsibility	49	4
Learning to become a social being	46	5
Development of personality	44	6
Power of concentration	39	7
Development of better habits of living ...	36	8
Power to study	27	9
Better knowledge of problems of life	22	10
Answered	101	
No answer	4	

Table XLV shows that the female graduates consider "training in the use of good English" as the greatest value received from their high-school work. The male graduates put this in second place. Under the study of the value of high-school subjects, the female graduates put English first, and the male graduates placed it second. The female graduates of the class of 1930 who are not included in the above table selected as their choice "training in the use of better English". There is a high degree of correlation between both the male and female graduates' opinions of values. Both groups have put "power to study" in ninth place and "better knowledge of problems of life" in last

place.

3. What the Male Withdrawals Consider Most Important.

The values received from high school by the male withdrawals are shown in the following table.

TABLE XLVI

VALUES RECEIVED FROM HIGH-SCHOOL WORK WHICH
MALE WITHDRAWALS CONSIDER MOST IMPORTANT

Value	Number	Rank
Training in the use of good English	13	1
Development of self-confidence	12	2
Development of personality	8	3
General information	7	4
Power of concentration	6	5.5
Development of better habits of living ..	6	5.5
Learning to become a social being	4	7.5
Power to study	4	7.5
Assuming responsibility	3	9.5
Better knowledge of problems of life	3	9.5
No value	1	11
Answered	17	
No answer	1	

Table XLVI shows that male withdrawals put "training in the use of good English" in first place. This agrees with the female graduates but not with the male graduates. The male graduates gave this a rank of two and one-half. The male withdrawals placed "general information" in fourth place, while the male

graduates placed it first. "Assuming responsibility" ranks ninth for the male withdrawals but fourth for the male graduates. "Better knowledge of problems of life" was placed last by both groups of males.

4. What the Female Withdrawals Consider Most Important.

The values received from high school that the female withdrawals consider most important are given in the following table.

TABLE XLVII

VALUES RECEIVED FROM HIGH-SCHOOL WORK WHICH THE
FEMALE WITHDRAWALS CONSIDER MOST IMPORTANT

Value	Number	Rank
Training in the use of good English	22	1
Development of self-confidence	17	2.5
Assuming responsibility	17	2.5
Learning to become a social being	15	4
General information	13	6
Better knowledge of problems of life	13	6
Power to study	13	6
Development of personality	12	9
Power of concentration	12	9
Development of better habits of living	12	9
Answered	27	
No answer	2	

Table XLVII shows that the female withdrawals have considered "training in the use of good English" as most important. This agrees with the male withdrawals and the female graduates. The male graduates, however, placed "training in the use of good English" as most important.

"Development of self-confidence" is placed second by all the other groups and given a rank of two and one-half by the female withdrawals.

A study of these four groups would indicate that the chief value received from the high school is the "training in the use of good English". "The development of self-confidence" would rank second. "Better knowledge of problems of life" would rank last.

L. Summary

One-hundred forty-four of the graduates' fathers, or sixty-four and five-tenths per cent, are coal miners, but twenty-seven fathers of the withdrawals, or fifty-eight and seven-tenths per cent, are engaged in the same occupation.

The occupations of the graduates and withdrawals are varied with only one per cent of the graduates engaged in mining.

The greatest number of graduates in any single occupation are those in school, with a total of eleven, or fifteen and seven-tenths per cent.

A total of nineteen, or thirty-one and seven-tenths per cent, of the married females are teaching school. Twenty-one and nine-tenths per cent of all the female graduates is teaching school.

There is no definite trend in the present occupation of the male graduates.

The female graduates show a slightly longer tenure than the male graduates. The tenure is short for both male and female graduates.

Nineteen male graduates, or thirty and sixteen-hundredths per cent, have decided upon their present occupations either before or by the time of graduation. The female graduates have a better showing with forty-two, or sixty per cent.

More than one-half of the male graduates are working at temporary occupations.

Counting the married female graduates as having a permanent occupation the total is sixty-seven, or sixty-three and eight-tenths per cent, with permanent occupations. This is much higher than for the males.

The male graduates put "training" as the first requirement for advancement in present occupation, while the female graduates put "good health" first.

Only eighteen male graduates, or twenty-three and thirty-eight hundredths per cent, think they have found their permanent occupations. Teaching is the leading permanent occupation of the male graduates. Twenty-three female graduates think they have their permanent occupations (exclusive of married females). Teaching is the favored occupation with a total of ten, or forty-three and forty-eight hundredths per cent.

At least a third of the male and female graduates think their high-school work helped them to decide upon their present occupations.

More than nine-tenths of the graduates thinks the high school has been a profitable investment from an occupational standpoint. Eighty-eight and sixty-five hundredths per cent of all the former pupils thinks his high-school work has been profitable from an occupational standpoint.

The "training in the use of good English" is the value received from high school of greatest importance according to former pupils.

IV. EXTRA-CURRICULAR ACTIVITIES

"Every high school should make adequate provision for extra-curricular activities. Student activities are bound to exist --- the adolescent youth demands activity. The student activities furnish the school's best opportunity to utilize spontaneous pupil interest. Efficient school management will provide for their administration, supervision, and stimulation. The reputation of the school is gained in many instances by the contact of the school with the community through student activities. The standing of the principal in the community is dependent largely upon the standards maintained in the extra-curricular activities of the school. The careful direction of extra-curricular activities is a responsibility which a principal must accept. The attempt to evade or shirk this duty brings failure to the individual and disaster to the school.

1. The following principles should be kept in mind in administering the extra-curricular activities program;
 - a. Each activity should contribute to one or more of the general aims of secondary education.
 - b. Extra-curricular activities should have their foundation in the curricular activities and should help to motivate them.
 - c. An activities period should be included in the regular daily program of the school, and the

teachers should consider this work as a part of their regular assignment.

- d. Only such activities as can be properly supervised and directed should be encouraged.
- e. Each activity should be sponsored by a teacher interested in that activity.
- f. The activities should be conducted on a democratic basis.
- g. Special care should be taken to work out a good accounting system to handle the funds."¹

A. Value Of Extra-Curricular Activities

The State Department of Education recommends extra-curricular activities to the extent that they can be properly supervised and directed. These activities should grow out of the curricular activities and be motivated by them. Do they have value to pupils from an occupational point of view? The following table shows what the graduates and withdrawals think regarding the value of extra-curricular activities.

¹ "Extra-Curricular Activities." Administrative Handbook For Indiana Schools -- State Department of Public Instruction, Bulletin No. 100 Revised Edition, 1930, p. 72.

TABLE XLVIII

VALUE OF EXTRA-CURRICULAR ACTIVITIES IN HELPING
TO DEVELOP THOSE QUALITIES ESSENTIAL TO
SUCCESS IN YOUR OCCUPATION

Are Extra- Curriculars Valuable	Male Graduates		Female Graduates		Withdrawals	
	Number	Per- centage	Number	Per- centage	Number	Per- centage
Yes	37	61.67	57	79.17	11	64.71
No	23	39.33	15	20.83	6	35.29
No answer	17		33		30	

Table XLVIII shows that almost one-half of the male graduates and more than one-half of the females think that extra-curricular activities have been of value in helping to develop qualities essential to success in their occupations. If extra-curricular activities are helpful to this large number of pupils in an occupational way, it would seem that they should have a prominent place in high school.

1. Athletics. The table showing the number of graduates participating in athletics is shown here.

TABLE XLIX

NUMBER OF GRADUATES WHO PARTICIPATED
IN HIGH SCHOOL ATHLETICS

Did You Participate?	Graduates			
	Males	Percentage	Females	Percentage
Yes	36	46.75	26	24.76
No	41	53.25	79	75.24
Total	77	100.00	105	100.00

The percentage of all females taking athletics in high school is twenty-five and three-tenths per cent, while for all the males it is forty-three and two-tenths per cent. For the male graduates it is forty-six and seventy-five hundredths per cent. This shows that a rather high percentage of males are getting the benefit of athletics, while the females are not being benefitted to such an extent. If athletics are good, more females should take part in it. About four years ago, inter-school athletics for females were discontinued. A females athletic club was formed to take its place following the suggestions of the Women's National Amateur Athletic Association. Union High School was the first school in the state of Indiana to become a member. This organization seems to be filling the needs of females' athletics in high school. It does not attract so much attention as males' athletics as carried on at present, but it has a membership around thirty, or approximately twenty-five per cent of the female student body. This is not as high as it should be, but it takes care of all the females who are interested.

The following table shows the number of withdrawals who participated in athletics.

TABLE L
NUMBER OF WITHDRAWALS WHO PARTICIPATED
IN HIGH SCHOOL ATHLETICS

Did you participate?	Withdrawals			
	Males	Percentage	Females	Percentage
Yes	5	27.78	8	27.59
No	13	72.22	21	72.41
Total	18	100.00	29	100.00

Table L shows that five males, or twenty-seven and eight-tenths participated in high school athletics. This is considerably lower than for the male graduates. A higher percentage of female withdrawals took part in athletics than did female graduates.

Taking graduates and withdrawals together with both males and females, there is a total of seventy-five, or thirty-two and eight-tenths per cent who took part in athletics. This is not high; hence a good physical education program is needed.

The following table shows the field of athletics in which distinction was obtained.

TABLE LI

FIELD OF ATHLETICS IN WHICH DISTINCTION WAS OBTAINED

	Graduates				Withdrawals			
	Males	Per-cent-age	Females	Per-cent-age	Males	Per-cent-age	Females	Per-cent-age
Basketball	26	33.8	19	18.1	1	.5	3	10.3
Baseball	21	27.3			1	.5		
Football	1	1.3			1	.5		

Table LI shows that twenty-six of the male graduates, or thirty-three and eight-tenths per cent of the total males won distinction in athletics. Letters are awarded to those winning distinction in a sport. The number in baseball is not so high, but it is not a major sport in this high school. Two years ago football was introduced in the high school. More males can participate in this game than in basketball, and besides no costly gym is needed in which to play this game. During the past year ten senior males received a letter in football. This is forty per cent of the males in the graduating class.

TABLE LII
 VALUE OF PARTICIPATION IN ATHLETICS
 IN PRESENT OCCUPATION

Were Athletics Of Value?	Graduates				Withdrawals			
	Male	Per- cent- age	Female	Per- cent- age	Male	Per- cent- age	Female	Per- cent- age
Yes	19	61.3	9	47.4	1	25.0	3	60.0
No	12	38.7	10	52.6	3	75.0	2	40.0
No answer	5		7		1		3	
Total	36	100.	26	100.	5	100.	8	100.0

Table LII shows that nineteen male graduates, or sixty-one and three-tenths per cent of those answering, think that athletics are of value to them in their present occupation. Forty-seven and four-tenths per cent of the female graduates that answered thinks them of value. There is a total seventy-five males and females of both graduates and withdrawals who have participated in athletics, and thirty-two of these, or forty-two and sixty-seven per cent, think athletics of value in their present occupations. Sixteen, or twenty-one and thirty-three per cent of the total participants, did not answer. Twenty-seven, or thirty-one per cent of the total number of participants, thought athletics to be of no value.

The following list of values of athletics is given by the female graduates.

Values of athletics as given by female graduates:

Positive

Develops a healthier body. - 9

Develops good sportsmanship. - 2

Teaches one to become a social being. - 2

Cultivates leadership, reliability. - 1

Negative

In kindergarten the games are very
simple and only children's games
are played. - 2

I can not see that basketball
helps any. - 1

There is no opportunity to use
experience. - 1

Values of athletics as given by male graduates:

Positive

Develops one physically. - 14

Teaches sportsmanship in every
walk of life. - 5

Develops self-reliance and sports-
manship. - 3

Develops personality. - 1

Helped by experience gained. - 1

Makes one's mind alert. - 1

Created a liking for the sport. - 1

Made my first job possible. - 1

Increased interest in high school. - 1

and helped me in social affairs.

Negative

Athletics have nothing to do with
present work. - 3

In fact, I would have profited more by
my high-school course if I had not
participated in athletics.

- 2

They did not employ me for my
athletic ability.

- 1

Athletics is not my profession.

- 1

Values of athletics as given by withdrawals:

Males

A good athlete can get employment; gives
one a "pull".

Athletics made me stronger, faster on my
feet, and developed a muscular body which
the company wants.

Sports, if taken in the right manner,
teach a person to play a clean, straight
game all through life.

Females

Helps one physically and mentally.

Most of the above answers are favorable to athletics. Many
of the answers show that athletics have done more than to develop
the body physically but have developed other qualities - such as
cooperation, self-reliance, leadership, reliability, and sports-
manship. It would seem that athletics have a place in the high
school.

The values of extra-curricular activities are shown in the
long list following. Many of the answers are similar, but they
usually express a different idea and all are given.

2. Extra-Curricular Activities. The table showing the extra-curricular activities participated in by male graduates is given here.

TABLE LIII
EXTRA-CURRICULAR ACTIVITIES PARTICIPATED
IN BY MALE GRADUATES

Activity	Number	Percentage
School Parties	45	72.58
School Plays	37	59.68
Acting as Class Official	24	38.71
Debating	20	32.26
Inter-school Athletics	17	27.42
Orchestra	16	25.81
Oratorical Contests	10	16.13
Dramatic Club	10	16.13
Serving in Student Council	9	14.52
Literary Society	7	11.29
Essay Contests	6	9.68
Glee Club	5	8.07
Hi-Y	3	4.84
Public Speaking	1	1.61
Aiding with School Annual	1	1.61
Editorial work	1	1.61
Athletic Treasurer	1	1.61
Did not participate or no answer	13	

Table LIII shows that school parties rank first among the activities participated in by the male graduates and school plays, second. Twenty males, or thirty-two and twenty-six per cent, took part in debates. The Hi-Y organization ranks in thirteenth place, with only three, or four and eighty-four hundredths per cent, taking part in it. This organization is new to the high school, having been organized just two years, and only one graduating class that has been considered has had an opportunity to belong.

The following table shows the activities participated in by the female graduates.

TABLE LIV
EXTRA-CURRICULAR ACTIVITIES PARTICIPATED
IN BY FEMALE GRADUATES

Activities	Number	Percentage
School Parties	80	86.08
Glee Club	60	64.66
School Plays	48	51.75
Acting as Class Official	28	30.12
Debating	27	18.29
Literary Society	20	21.52
Essay Contests	18	19.37
Dramatic Club	18	19.37
Orchestra	15	16.14
Inter-school Athletics	12	12.90
Girls Athletic Club	10	10.76
Serving In Student Council	10	10.76
Oratorical Contests	8	8.61
Blue Triangle	5	5.38
Latin Club	1	1.08
Did not participate or no answer	12	

Table LIV shows that school parties hold first place for the female graduates. This was also first for the males. Glee Club holds second place with sixty cases, or sixty-four and sixty-six hundredths per cent. This activity ranked twelfth for the males. School plays ranked third for the females, with forty-eight cases, or fifty-one and seventy-five per cent. This

ranked second with the males. The Girls' Athletic Club ranked eleventh, with ten cases, or ten and seventy-six hundredths per cent. Only one graduating class has had an opportunity to belong to this organization. This club has taken the place of inter-school athletics. The Blue Triangle Club does not rank very high because of just being newly organized. Pupils at present are taking a very active part in these two last-named clubs.

The list of values of extra-curricular as given by the male graduates follows.

Values of extra-curricular activities by male graduates:

Positive

Develops cooperation, personality, and social qualities.	- 18
Develops power to speak in public.	- 10
Develops self-confidence.	- 9
Teaches one to assume responsibility.	7
Develops talent.	- 2
Gives one general experience which carries over into field not closely related.	- 3
Trains one's mind and body for the future.	- 2
Taught me how to enjoy life, and created a desire to advance in life.	- 2

- Gets actual experience in other fields of activities not gained in the curricular activities. - 2
- Helps one in organization of work. - 1
- Increased my vocabulary and served as a fundamental base for my future success. - 1
- Resulted in closer friendships due to coming in contact with fellow students. - 1

Negative

- None of these activities is needed in my present work. - 4
- Musical work does not help me in my present work. - 3
- The activities I took part in were not important. - 1
- Character building can not be begun so late. - 1

Values of extra-curricular activities by female graduates:

Positive

- Develops self-confidence, poise, leadership, personality, social qualities, and co-operation. - 66
- Helps one to express his own opinion and ideas on any topic. - 7
- Helps one to assume responsibility. - 6
- Develops a greater interest in school. - 6

Gains general knowledge in other fields.	- 4
Helps one to become "broad-minded".	- 2
Enables one to use better English.	- 2
Develops ambition.	- 1
Develops courage.	- 1
Develops discretion.	- 1
Develops ability.	- 1
Causes one to gain prestige.	- 1
Helps in organization of work.	- 1
Builds better health.	- 1
Develops resourcefulness.	- 1
Gives one an insight into the problems which one is called upon to meet in his present line of work.	- 1
Aids one in coaching if he has taken part in an activity.	- 1
Gave a broader knowledge of art.	- 1

Negative

I did not take enough interest in these activities to aid me.	- 2
The only thing needed for this occupation is nerve and skill.	- 1
These activities were in no way connected with my line of work.	- 1
These activities do not help in home making.	- 1

and more extensive They have not helped me in my present occupation, but it has

helped me to meet the public. - 1

Values of extra-curricular activities by withdrawals:

They help me to meet people and to talk
before large audiences. - 3

In my present occupation they do not
help me, but in other occupations they
should. - 1

The extra-curricular activities broadens
one's knowledge. - 1

The preceding statements by graduates and withdrawals indicate that they have received benefits of various kinds from extra-curricular activities, and one would conclude that they are worth while.

B. Summary

Almost one-half of the male graduates and more than one-half of the female graduates think that extra-curricular activities have been of value to them in helping develop qualities essential to success in their occupations.

Twenty-five and three-tenths per cent of the female graduates and forty-six and seventy-five hundredths per cent of the male graduates who have returned questionnaires have taken part in athletics.

Twenty-six graduates, or thirty-three and eight-tenths per cent of the total number of male graduates, won a letter in athletics.

The values given to extra-curricular activities by the graduates and withdrawals indicate that they should be continued and more attention given to them.

V. THE CURRICULUM

A. Introduction

The schools of Dugger came under the control of Cass Township in 1921. It was in that year that Union High School was built. The first graduating class of the new school was in 1922. The curriculum for the first few years was strictly academic with few electives. The following subjects were required: English, four units; mathematics, three units; botany, one unit; social studies, three units; manual training or domestic science, one unit; and Latin, two units. This left two electives for the entire four years.

In 1926 a vocational shop course was introduced. This course accommodated about twenty males, but their course extended over a two-year period. This helped the situation for some of the males who did not intend to go to college. A rather definite course which does not include Latin is made for these males. At the request of the Vocational Division of the office of State Board of Education this course has been changed into an auto mechanic course.

In 1928 a commercial course was introduced with bookkeeping, typing and shorthand. Many students desired this course. Much good work has been done in this department. The two years of Latin are not required of those not going to college, although one year is required of most pupils. Two years of mathematics are required of most pupils. Four years of English are strongly

recommended but not required. The curriculum used in 1929-1930 is given here.

CURRICULUM OFFERED AT UNION HIGH SCHOOL
DURING SCHOOL YEAR 1929-30

Ninth Year

*ENGLISH, 1 unit
*ALGEBRA, 1 unit
*BIOLOGY, 1 unit
*PHYSICAL EDUCATION¹, .5 unit
*PHYSICAL EDUCATION², .25 unit
*HOME ECONOMICS¹, 1 unit
Manual Training, 1 unit
Citizenship and Vocation², 1 unit

Eleventh Year

*ENGLISH, 1 unit
*UNITED STATES HISTORY, 1 unit
Latin II, 1 unit
Shop Mathematics², 1 unit
Auto Mechanics², 2 units
Business English, .5 or 1 unit
Bookkeeping, 1 unit
Commerical Arithmetic, .5 or 1 unit
Biology, 1 unit
Home Economics, advanced¹, 1 unit

Tenth Year

*ENGLISH, 1 unit
*PHYSICAL EDUCATION¹, .25 unit
*PHYSICAL EDUCATION², .5 unit
*GEOMETRY, 1 unit
LATIN I, 1 unit
Shop Mathematics², 1 unit
Auto Mechanics², 2 units

Twelfth Year

*SOCIAL STUDIES, 1 unit
English IV, 1 unit
Business English, .5 or 1 unit
Typing, 1 unit
Bookkeeping, 1 unit
Shorthand, 1 unit
Commercial Arithmetic, .5 or 1 unit
Home Economics, advanced¹, 1 unit
Biology, 1 unit

*Subjects required for graduation.

¹Courses for girls only.

²Courses for boys only.

Harmony, 1 unit

Physics, 1 unit

Bible, .5 unit

Harmony, .1 unit

Commercial Geography, .5 unit

Bible, .5 unit

Commercial Geography, .5 unit

Subjects in capital letters are required except for the boys on the auto mechanics course and a few others by special permission. The boys on the auto mechanics course omit Latin, geometry, and general history.

Chorus and orchestra were electives during the entire four years. History of music was offered the following year as was also solid geometry and algebra 3. Business English and Bible were omitted the following year.

B. The Curriculum of Union High School

1. Graduates Opinion as to Present Curriculum. After the graduates have left school and have worked from one to six years, they are in a good position to express their opinion as to the courses which they have taken while in high school. The following table shows the number that are satisfied with the curriculum they followed.

TABLE LV
NUMBER SATISFIED WITH THEIR CURRICULUM

Number	Graduates				Total	Per-centage
	Males	Per-centage	Females	Per-centage		
Satisfied	24	35.29	30	37.04	54	36.24
Not satisfied	44	64.71	51	62.96	95	63.76
No answer	9		24		33	
Total	77	100.00	105	100.00	182	100.00

Table LV shows that twenty-four, or thirty-five and twenty-nine hundredths per cent, think the curriculum they took was satisfactory. A slightly smaller per cent of females is satisfied.

2. Subjects More Helpful. The next table shows the subjects which the graduates think would have been more helpful to them.

TABLE LVI
SUBJECTS WHICH WOULD HAVE BEEN MORE HELPFUL IN
PRESENT OCCUPATION OF GRADUATES

Subject	Number of Males	Number of Females	Total
Commerce	26	42	68
Bookkeeping	5	12	17
Business arithmetic		1	1
Business English	1	2	3
Commercial law	1		1
General Shop			

TABLE LVI (CONTINUED)

Penmanship		1	1
Salesmanship	3	7	10
Shorthand	3	7	10
Typing	11	11	22
Science	23	24	47
Agriculture, more	2		2
Bacteriology		2	2
Botany, advanced	1		1
Chemistry	12	9	21
First aid course		1	1
Geography		1	1
Heating and ventilating	1		1
Laboratory technique		1	1
More science	2	1	3
Nature study		1	1
Psychology		2	2
Physics	5	3	8
Physiology, advanced		2	2
Zoology		1	1
Music	5	6	11
Harmony		1	1
History of music	2	2	4
Music		1	1
Music appreciation	1	2	3
Theory of music	2		2
General Shop	9		9

TABLE LVI (CONTINUED)

Blue print reading	1		1
Industrial Arts	1		1
Mechanical drafting	2		2
Mechanical drafting, advanced .	3		3
Mathematics	5	2	7
Mathematics, more		2	2
Shop mathematics	1		1
Trigonometry	4		4
Domestic Science		6	6
Languages	1	5	6
German		1	1
Foreign language		3	3
French or Spanish		1	1
Latin, more	1		1
Social studies	3	2	5
Economics	2		2
Sociology	1	2	3
English	4		4
Bible	2		2
English and literature	1		1
Public speaking	1		1
Art		2	2
General course in guidance		1	1
Physical education	1		1

Table LVI shows that the subjects which would have benefitted the females more than the ones which were taken are commercial subjects and chemistry. The males have selected the same two only in reverse order. Many of the subjects that would have benefitted them are or have been in the curriculum at some time or other. This shows that one knows what he should have taken after he has felt a need for it. One female has indicated a course in guidance. A withdrawal has also mentioned the fact that a guidance program is needed. The commercial course has been added and is now open to pupils who want it. Physics is also in the present curriculum.

3. Subjects Removed. There are twenty males and nine females who want subjects removed. This is a total of twenty-nine, or fifteen and eight-tenths per cent. The trouble with most small high schools is that not enough electives are offered. The pupils who have asked that certain subjects be dropped did so, no doubt, due to a dislike created while taking them. The fact that eighty-four and two-tenths per cent of the graduates does not want any subjects removed would be sufficient justification for continuing them.

TABLE LVII
SUBJECTS WITHDRAWALS THINK UNNECESSARY

Subject	Number of Males	Number of Females	Total
Latin	7	2	9
Geometry		3	3
Botany	3		3
Shop work	3		3
Latin II	1	1	2
Latin, optional	1	1	2
Physical geography		1	1
Commercial geography		1	1
Civics	1		1
Music	1		1
History, less	1		1
European History	1		1
Harmony	1		1
Manual Training	1		1
Biology	1		1
Would not drop any	57	96	153

There is a total of thirteen who do not want Latin at all or want to make it optional. Two of these do not want it the second year. The present practice at Dugger is to require at least one year of Latin of all students, unless they are on the vocational auto mechanics course. There has been a departure from this in a few cases.

4. Subjects Added. The graduates were asked to specify what subjects should be added to the curriculum. A total of eighty-seven graduates would add no courses to the curriculum. This is forty-two and three-tenths per cent of the total number reporting. This indicates that a high percentage is satisfied with the courses that are being offered. The following tables give the subjects that graduates would have included.

TABLE LVIII
SUBJECTS MALE GRADUATES THINK SHOULD BE ADDED

Subject	Number	Subject	Number
Science	30	Penmanship	1
Biology	1	Salesmanship	1
Chemistry	12	Vocational	10
First aid course ..	1	Advanced mechanical drawing	1
More science	2	Agriculture	2
Psychology	1	Architectural drawing	2
Physics	2	Blue Print Reading ..	1
Physiology	1	Vocational subjects	1
Languages	12	Industrial arts	1
French	2	Mechanical drawing ..	2
French or German ..	8	Mathematics	6
Spanish	2	More mathematics ...	1
Commerce	10	Shop mathematics ...	1
Bookkeeping	1	Trigonometry	4
Business courses ..	7		

TABLE LVIII (CONTINUED)

Music	6	Social studies	1
Band	1	Elementary Economics	1
Harmony	2	World History	1
Music Appreciation .	2	Physical education	2
Orchestra	1	Would add none	31
English	5		
Bible study	2		
Grammar	1		
Public Speaking	2		

Table LVIII shows that the males want chemistry and commercial courses. There also seems to be quite a demand for some modern foreign language. A commercial course was put in three years ago, and the demand for business courses has come from pupils who graduated before that time. Of all the subjects mentioned above the following have not been offered: chemistry, trigonometry, art, modern foreign language, blue print reading, advanced mechanical drawing, psychology, band, penmanship, and salesmanship. The other courses have been offered or are being offered.

TABLE LIX
SUBJECTS FEMALE GRADUATES THINK SHOULD BE ADDED

Subject	Number	Subject	Number
Science	23	Commerce	24
Bacteriology	1	Bookkeeping	6
Chemistry	12	Business courses	7
First aid course ..	1	Shorthand	5
More science	1	Typing	6
Physics	3	Languages	18
Physiology	2	French or German	14
Psychology	2	More foreign language	4
Zoology	1	Social studies	3
English	8	Occupations	2
American literature	1	Sociology	1
Bible study	2	Vocational	3
Grammar	1	Agriculture	1
More English	3	Home nursing	1
Public speaking ...	1	Vocational guidance .	1
Art	6	Music	2
Physical education ...	5	Music Appreciation ..	1
Would add none	57	All music courses given more time	1

Table LIX shows that fourteen females think that French or German should be offered in the high school. Twelve think that chemistry should be offered. One finds a considerable demand for a business course and the subjects coming under it. A great many had mentioned a business course but knew that it was being

offered now and they are not counted. The greatest demand from both males and females has been for a business course. This is being taken care of at present. There is a total of twenty-four who want chemistry. The writer thinks that subject should be added. Possibly, it should be alternated with physics.

5. Subjects Estimated to be of Most Value. The value an administrator places upon certain subjects and the value given by the graduates may be entirely different. The graduates were asked to check the subject that they considered of most value to them in their present occupation. They were supposed to check just one but in most cases they checked more than one. Their answers are just as valuable and are given in the following table.

TABLE LX

SUBJECTS ESTIMATED TO BE OF MOST VALUE TO MALE
GRADUATES IN THEIR PRESENT OCCUPATIONS

Subject	Number	Percentage
Mathematics	45	65.12
English	41	59.42
Physics	28	40.58
Mechanical Drawing	27	39.13
Commercial subjects	22	31.88
Manual Training	21	30.43
Sciences	20	28.99
History	14	20.29
Auto Mechanics	12	17.40
Latin	10	14.49
Agriculture	8	11.59
Biology	5	7.25
Music	4	5.80
Art	3	4.35
Occupation	2	2.90
Number answered	69	
Did not answer	8	

The male graduates have estimated that mathematics is of most value to them in their present occupation and English is second. This is contrary to what the writer expected, but it constitutes a good reason for continuing mathematics. A total of approximately fifty males has taken auto mechanics, and twelve have said that it has been of most value to them.

TABLE LXI
SUBJECTS ESTIMATED TO BE OF MOST VALUE TO FEMALE
GRADUATES IN THEIR PRESENT OCCUPATIONS

Subject	Number	Percentage
English	66	73.33
Mathematics	49	54.44
Domestic science	38	42.22
History	28	31.11
Sciences	22	24.44
Commercial subjects	22	24.44
Latin	18	20.00
Music	18	20.00
Biology	14	15.56
Agriculture	8	8.89
Physics	8	8.89
Art	5	5.56
Occupation	4	4.44
Number answered	90	
Did not answer	15	

Table LXI shows that the female graduates think that English has been of most value to them in their present occupations. They have placed mathematics second and domestic science third. Since a rather high percentage of females is married, one can see why domestic science would rank high. The commercial subjects rank rather high for both males and females. Since this course has been in just one year, one can see how highly they value it.

The withdrawals have reported on the subjects of most value to them. The graduates and withdrawals agree very closely in regard to the value of subjects. The tables giving the value of subjects for the male withdrawals follows.

TABLE LXII
SUBJECTS ESTIMATED TO BE OF MOST VALUE TO MALE
WITHDRAWALS IN THEIR PRESENT OCCUPATIONS

Subject	Number	Percentage
Mathematics	12	85.71
English	8	57.14
Mechanical Drawing	5	35.71
Manual Training	4	28.57
Auto Mechanics	3	21.43
Agriculture	3	21.43
History	2	14.28
Sciences	2	14.28
Physics	1	7.14
Commercial subjects	1	7.14
Number answered	14	
Did not answer	4	

The male withdrawals have selected mathematics as the most valuable subject to them. In this they agree with the graduates, but the withdrawals have a slightly higher percentage. They have also placed English in second place.

TABLE LXIII

SUBJECTS ESTIMATED TO BE OF MOST IMPORTANCE TO FEMALE
WITHDRAWALS IN THEIR PRESENT OCCUPATIONS

Subject	Number	Percentage
English	18	69.23
Mathematics	15	57.69
Domestic science	12	46.15
History	8	30.77
Latin	6	23.08
Sciences	5	19.23
Music	5	19.23
Agriculture	3	11.55
Commercial subjects	3	11.55
Biology	2	7.69
Occupation	1	3.84
Physics	1	3.84
Number answered	26	
Did not answer	3	

The female withdrawals have selected the first four subjects of greatest value in the same order as the female graduates. This shows a very high correlation between the female graduates and the female withdrawals.

C. Summary

Fifty-four graduates, or thirty-six and twenty-four hundredths per cent, think that the present curriculum is satisfactory.

The female graduates think that the commercial subjects and chemistry would have helped them more than the subjects they did take. The males have selected the same two, only in reverse order.

Fifteen and eight-tenths per cent of the graduates want subjects removed. This is not high. Latin is the chief subject that graduates and withdrawals wish discontinued.

The male graduates and the male withdrawals have selected mathematics as the subject of most value to them in their present occupations. The female graduates and the female withdrawals have selected English as the subject of most value to them in their present occupations.

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VI. APPENDIX

A. Copy Of Letter To Former Pupils

Dugger, Indiana.

I have been connected with Union High School for six years and am greatly interested in it. I am making a Vocational Survey of the graduates and withdrawals of this school from the beginning graduating class in 1922. If you will be kind enough to aid me in this study by answering the questions which are on this blank, it will help me materially in making recommendations for the improvement of the curriculum in our local school.

In filling out this questionnaire, it may be necessary for you to answer some questions that you will consider rather personal. I wish to assure you, however, that none of the information contributed by any one of the graduates or withdrawals of Union High School will ever be divulged in connection with the name of the person concerned. The purpose of this study is to see if the curriculum is actually functioning in the occupational lives of the graduates and withdrawals, to find out what subjects they consider to be of greatest value to them in their occupations, to collect data which may be useful in the vocational guidance of Union High School pupils. I might add that I wish to use this as the basis for a master's thesis.

I trust that you will be able to assist in this effort to collect information that will enable your high school to be of greater use to its present and future students.

Will you please be good enough to fill out the blanks on the enclosed questionnaire and return it to me at once?

Thanking you again for the time and trouble you have been put to in helping with this survey, I am

Respectfully yours,

C. W. Stegemoller,
Principal.

I. Personal Information.

1. Name _____ Age _____ Sex _____

2. Address _____

3. Age graduated from high school _____

4. If you did not graduate, how old were you when you dropped out of high school? _____

5. Married (Check) Yes _____ No _____ Age at marriage _____

6. If Elementary Education was obtained in types of school mentioned below, indicate the number of years in each.

Rural _____	Town _____	City _____
Parochial _____	Private _____	Others _____

7. Did you take any kind of education beyond high school?
Yes _____ No _____

8. If you attended some other institution of learning after you graduated from high school, please give the information listed below. List others if necessary.

Kind of Instruction	Check	Years or months in attendance	Name of Institution	Nature of Course	Degree
College
University
Normal School
Technical School
Medical College
Dental College
Nurse's School
Business College
Theological School
_____
_____

9. Have you taken any Correspondence school courses? Yes _____ No _____

10. If so, what was the nature of the courses?

11. If you dropped out of High School before graduating, what were the reasons for your leaving school?
- _____
- _____

II. Vocational Information.

1. What is (or was) your father's occupation?
- _____

2. What is your own present occupation? _____
To married women: list occupation other than homemaking followed by you before or after marriage.

3. What length of time elapsed between your leaving high school and the date upon which you started to work.
Months _____, Weeks _____

4. List of occupations you have followed.

	Nature of the Work	Did you like the work (Check)			The number of years you followed this occupation at all
		Very well	Fairly well	not at all	
Occupation No. 1.
" No. 2.
" No. 3.
" No. 4.
" No. 5.
" No. 6.
_____
_____

5. How many years have you followed your present occupation? _____
6. At what age did you decide upon the occupation which you now follow? _____
7. Do you consider it your permanent occupation for life? Yes _____ No _____
8. Check the three most important requirements for advancement in your present work, listing them 1, 2, 3 in the order of their importance:

Requirements	Check	Requirements	Check
Training	Honesty . . . . .	.....
Experience	Industry . . . . .	.....
Salesmanship	Skill . . . . .	.....
Personality	Good Health . . . . .	.....
Ability to Meet People	"Pull" . . . . .	.....
_____	_____

9. Did your high school work help you specifically to decide upon your present occupation? Yes ___ No ___

10. Check below the persons or reasons which influenced the choice of your present occupation. List others if necessary.

Persons or Reasons	Check	Persons or Reasons	Check
Teacher	Idea of Service . . . . .	. . . . .
Father	Lure of business . . . . .	. . . . .
Mother	Personal injury . . . . .	. . . . .
Brother	Liking, aptitude . . . . .	. . . . .
Sister	Some events . . . . .	. . . . .
Friends	Reading books . . . . .	. . . . .
Minister	Money . . . . .	. . . . .
Greater Opportunity	Death in family . . . . .	. . . . .
Promotion	Out-Door-Life . . . . .	. . . . .

11. Do you consider the time spent in high school a profitable investment from the occupational standpoint? Yes ___ No ___

12. Check the values below that you consider most important received from your high school work. List others if necessary.

Value received	Check	Value received	Check
Self confidence	How to concentrate . . . . .	. . . . .
General information	To speak better English . . . . .	. . . . .
Development of personality	About problems of life . . . . .	. . . . .
Ability to meet people	Better habits . . . . .	. . . . .
Assume responsibility	How to study . . . . .	. . . . .

III Curricular Information.

1. Would you have been benefited to a greater extent in your present occupation by some other subjects or subject which might have been included in the high school curriculum? Yes ___ No ___

2. If yes, what other subjects do you think would have proved of greater value to you in your present occupation? List subjects below.

3. What subjects do you think should be added to or removed from the curriculum of the high school?

Subjects removed

Subjects added

4. Check the high school subject that you consider of most value to you in your present occupation. Fill in others if necessary.

Subjects	Check	Subjects	Check
History	Agriculture . . . . .	. . . . .
Mathematics	Occupation . . . . .	. . . . .
Sciences	Domestic Science . . . . .	. . . . .
English	Art . . . . .	. . . . .
Auto Mechanics	Physics . . . . .	. . . . .
Latin	Commercial Subjects . . . . .	. . . . .
Music	Biology . . . . .	. . . . .
Mechanical Drawing	Manual Training . . . . .	. . . . .

IV. Information Concerning Extra-Curricular Activities.

1. Did you participate in high school athletics? Yes___ No___
2. In what field of athletics did you receive letters or other distinction? _____
3. Did your participation in athletics help you in your present occupation? Yes___ No___
4. Give the reason for your answer to No. 3

5. Check other extra-curricular activities that you engaged in.

Extra-curricular	Check	Extra-curricular	Check
Literary Society		Orchestra	
Oratorical contests		Girls' Athletic Club.	
Essay contests		Glee Club	
Dramatic Club		Blue-Triangle	
School parties		Student Council	
Class official		Inter-school athletics.	
School plays		Debates	
Hi-Y			

6. Do you think that the time spent in the extra-curricular activities in No. 5 helped you to develop those qualities essential to success in your occupation? Yes___ No___
7. Give reasons for your answer to No. 6

8. We would appreciate any other suggestions for the improvement of your high school.