

THE EXTENT TO WHICH THE NEGRO HIGH SCHOOLS
IN KENTUCKY MEET THE NEEDS OF THE
GRADUATES AS DETERMINED BY THE
OCCUPATIONAL STATUS OF THE
GRADUATES

By

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Contributions of the Graduate School
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The thesis of Herbert Kirkwood,
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CHAPTER I

INTRODUCTION

I. GENERAL STATEMENT

There was a time in the near past when the secondary school's offerings were controlled almost entirely by the idea that high school pupils were immature adults and that what they should study should be what the adult considered worth-while. Much of the control of subject matter rested with the college for which the high school trained. There was almost no recognition that the adolescent pupil had any interests that should be considered. His needs were not studied. It was generally assumed that his needs were the same as those decided upon for adults. There was little consideration of vocational or occupational needs.

Although they have made rapid progress in preparing their pupils for participation in out-of-school life, the schools yet seek the most efficient method of accomplishing the desired results. It was because of this problem of preparing high school pupils to successfully meet the needs of out-of-school life that the writer was prompted to make this study.

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II. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the efficiency of the Negro high schools by comparing the students' present occupations with their training while in high school. In brief, the study seeks to show (1) what the high schools have done; and (2) what the high schools should do in preparing their pupils for successful participation in out-of-school life.

III. THE NATURE OF THE STUDY

The items that have been taken as a basis of this study are (1) the occupations of the parents as they affect the occupations of the graduates; (2) the various lines of work that the graduates have engaged in for periods of two months or more since graduation; (3) their present occupations; (4) their future plans; (5) the courses in high school that contributed to their present occupation; (6) the different courses that the graduates would want if they were again entering high school; (7) the different kinds of training that they think their school should have offered them to help in their work; (8) the kind of college attended, and the kind of course taken; and (9) the amount of training in institutions of higher learning.

IV. REASONS FOR MAKING THE STUDY

In recent years much emphasis has been placed upon vocational education. If one may judge by the expressed opinions of high school teachers, there is considerable disagreement, or at least misunderstanding, in regard to the nature and desirability of vocational training in the high school. The writer feels that the scientific determination of the amount and kind of vocational training offered can be determined best by getting in touch with a number of graduates who came out of school six or eight years ago and by finding out just what type of training or courses have been most helpful in contributing toward their present occupation.

V. LIMITATION

Limitation of the study. This study was made of pupils who were graduated during the school years 1930-32 from the Negro high schools of Kentucky. The sampling is representative, giving a good cross section including schools with graduating classes from three to one hundred fifty pupils.

The graduating classes of these two years were taken purposely so as to give each pupil ample time to finish his professional training, if his inclination so led him, and

to establish himself in some occupation. He has by this time, in all probability, chosen a permanent vocation. He has also been out of school long enough to realize the value of a high school training and to notice any shortcoming in his educational preparation.

VI. METHODS OF PROCEDURE

In securing data. In securing data for this thesis the questionnaire method was used. These questionnaires were largely distributed by mail; a few, however, were distributed in person. In either case an explanation was made of the nature and the purpose of the study. Altogether, 605 questionnaires were sent out. Of this number, twenty blanks were returned because the parties had either moved or left town.

The questionnaire. The questionnaire included eight main points: (1) the occupation of the parents; (2) the various work engaged in by the graduate for periods of two months or more since graduation; (3) present occupation; (4) future plans; (5) high school courses that were helpful; (6) courses that the graduate would take if he were again entering high school; (7) what the high school should have offered; and (8) the different kinds of schools attended and the amount of training.

The first item was considered in order to be able to determine whether the graduate's present occupation was influenced by that of his parent or as a result of his training in school. If he happens to be in the same occupation as his parent, it is assumed that there are other factors stronger than the school controlling his activities.

The second item furnishes an index to the sum total occupations engaged in by these graduates, hence foretelling in a large measure some of the occupations that a high school should prepare its graduates for.

The third item gives the graduate's present occupation. It is to be assumed from this item that the graduate is doing the thing for which he is best fitted. From items number three and four taken together a comparison may be made so as to determine whether one is satisfied with his occupation. If he expresses a desire to enter a field that is completely foreign to his present occupation, then it may be assumed that he is dissatisfied with his present occupation.

The fifth item is significant in that upon it as a basis some very important recommendations may be made. In this the graduate is given an opportunity to name the courses that have been most helpful in contributing toward his occupation.

In the sixth item the former pupil is given an opportunity to name courses other than those he took that he has found through experience would have been helpful.

The seventh item is studied in order to get from the graduate not what he wanted while in school, but what would actually help him to be more efficient in the work that he is now engaged in.

The final part of the study deals with the kind and type of training gained by graduates in institutions of higher learning.

A copy of the form of the questionnaire sent out to graduates will be found in the Appendix of this study, page 50. In this the different items may be seen as they appeared to the persons giving the information.

VII. THE RELIABILITY OF THE DATA

The data were collected through the office of the State Department of Education, Frankfort, Kentucky. One hundred sixty-five of the questionnaires were filled out and returned. This number represents a fraction over 28 per cent of the number of questionnaires sent out. Altogether, there were replies from twenty-five different towns and cities representing twenty-six schools with graduating

classes varying anywhere from three to one hundred fifty. These schools represent the majority of the Negro high schools of Kentucky. Figure 1, page 8, shows the location and distribution of schools from which graduates who replied had graduated. Figure 2, page 9, shows the location of responses from graduates who had left the State.

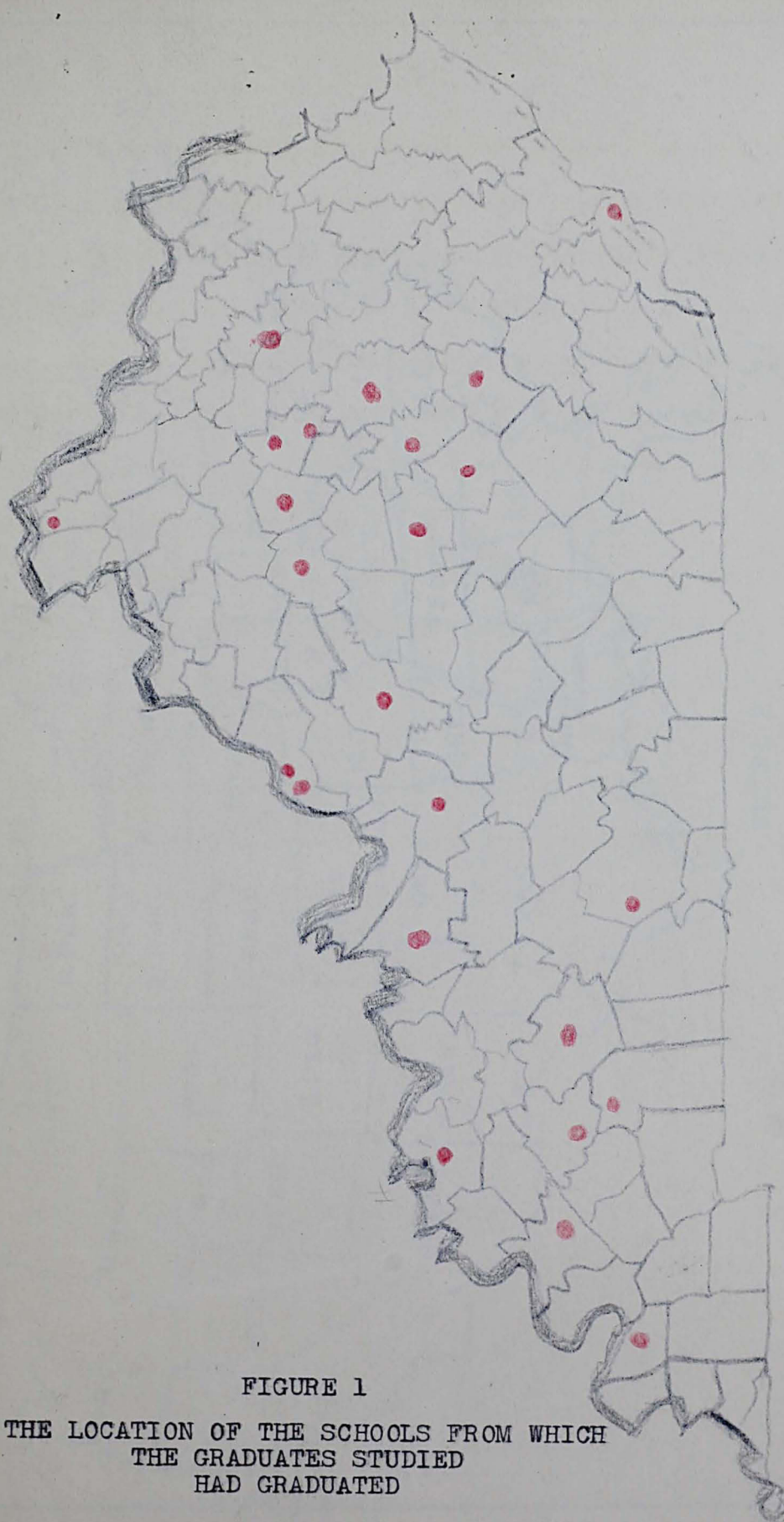


FIGURE 1

THE LOCATION OF THE SCHOOLS FROM WHICH
THE GRADUATES STUDIED
HAD GRADUATED

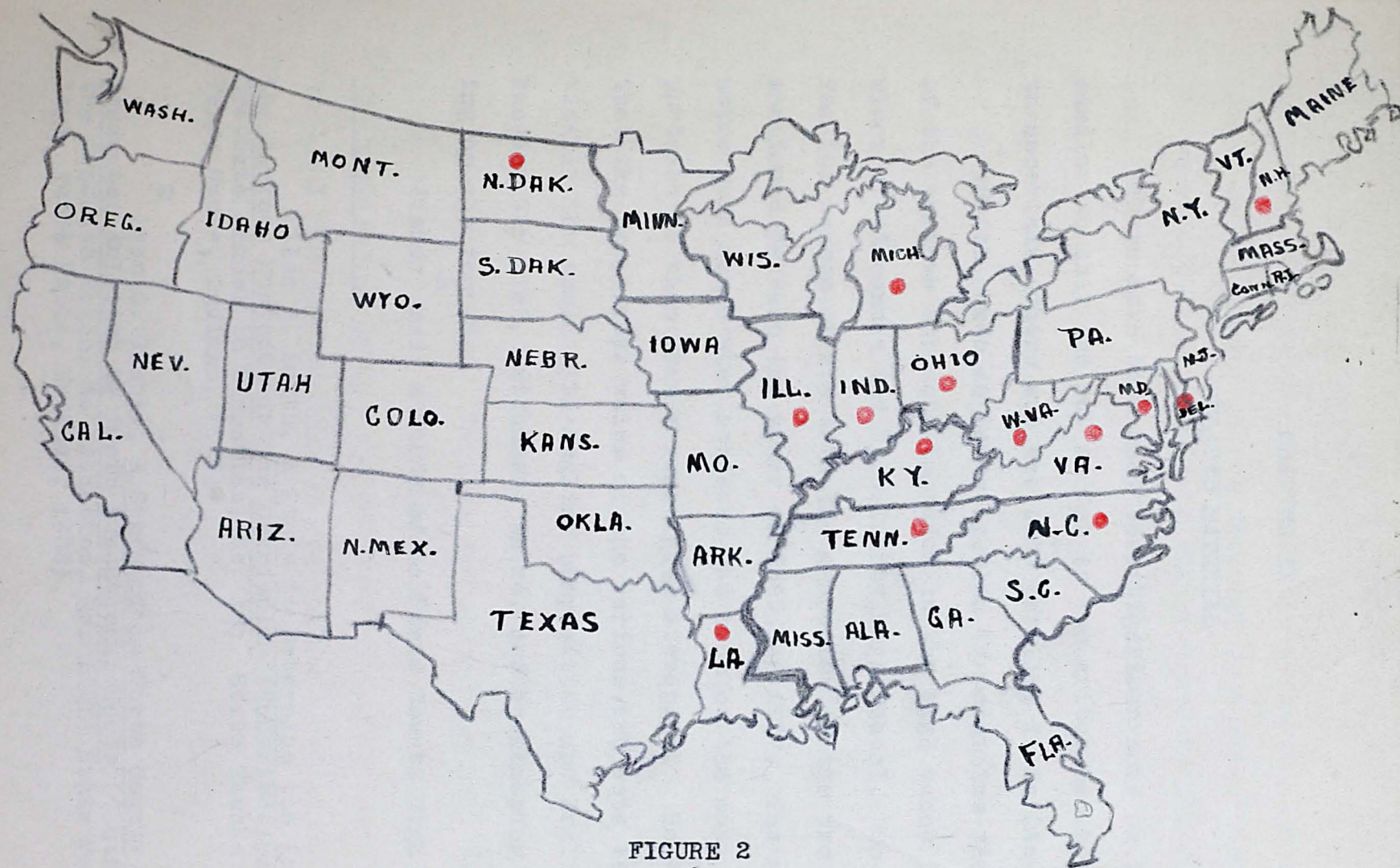


FIGURE 2

THE LOCATION OF GRADUATES
WHO HAD LEFT THE STATE

CHAPTER II

RELATED MATERIAL

There have been many investigations more or less similar to this one but as far as the writer has been able to ascertain, there are few that parallel it in its scope.

¹
Smith made an investigation to determine the value of the various subjects included in the high school curriculums of Vincennes and Knox County High School. He selected for the source of his data the graduates of the two schools mentioned between the years of 1895 and 1927. The graduates were asked what subjects had been of the most importance to them from a vocational standpoint. He concluded that the vocational value of the various subjects was practically the same, with English composition and English heading the list, arithmetic third, and bookkeeping bringing up the fourth.

²
Fisher made a study of La Porte County High School

¹
Silas A. Smith, A Study to Determine the Value of the Various Subjects in the Curriculum (Contributions of the Graduate School to Education, No. 12: State Teachers College, Terre Haute, Indiana, 1929).

²
Lynn C. Fisher, A Study of La Porte County High School Graduates Relative to Their Educational Needs (Contributions of the Graduate School to Education, No. 143: State Teachers College, Terre Haute, Indiana, 1933).

graduates relative to their educational needs. He selected as the source of his data 580 graduates between the years 1909-1921. In this survey he asked the graduates to recommend subjects that should be added to the curriculum and also subjects that should be dropped. The courses recommended to be added to the curriculum in order of their importance as judged by the graduates were: commerce, home economics, manual training, health, agriculture, machine shop, vocational courses, and more electives. The courses recommended to be dropped named in order were: geometry, foreign language, Latin, algebra, physics, and history. His conclusion is that the desire of the graduates is an important barometer in making a course of study or high school curriculum.

3

Coxe made the most comprehensive study that has been made on the reliability of occupational choices of high school pupils. The data for this study were taken from the returns of two questionnaires, one sent to present high school pupils and one sent to former high school pupils. The present high school pupils were asked, "What occupation do you plan to follow when you finish high

3

Warren W. Coxe, An Appraisal of Secondary Education in New York State by Pupils and Former Pupils (Educational Research Division, New York State Education Department: Albany, New York, 1932).

school?" Nine thousand five hundred fifty-seven pupils (4,564 boys and 4,993 girls) responded. The former high school pupils were asked to list in order the various positions they had held since leaving high school. In this study the last position named was used. There were 884 responses. The conclusions as a whole are that there is a remarkable agreement between the choices of present pupils and the occupations of former pupils. In skill trades, for example, one finds 9.7 per cent of the boys choosing it and 9.9 per cent actually in it after five to nine years. Further it was found that 26.6 per cent of the girls chose clerical work and 25.9 per cent actually doing clerical work.

CHAPTER III

KINDS OF COLLEGES ATTENDED BY THE GRADUATES STUDIED

Institutions for higher learning. Since ninety-six or slightly over 56 per cent of the boys and girls finishing high school during the period studied did not immediately enter into any occupation but continued their training in some institution for higher education, this chapter will be devoted to the kinds of colleges attended and the types of courses taken.

Table I, page 14, presents the kinds of colleges attended together with the number by sex attending each. This table shows that the largest number by far attended a professional school. The findings of this table are significant in that they foretell, in a large measure, the type of occupation that the graduates hope to get work in by the choice of the kind of school they attended and the kinds of courses taken. This table shows that enrollments in the various types of colleges were as follows: the professional college, twenty boys and thirty-two girls; the liberal arts colleges, eleven boys and seventeen girls; the technical schools, eight boys and one girl. Attending college and university, altogether there were forty-two

boys and fifty-four girls, making a total of ninety-six students. Twenty-four boys and forty-seven girls did not attend any type of institution for higher learning. Three graduates did not state what type of institution they attended.

TABLE I
THE KINDS OF COLLEGES ATTENDED
BY THE GRADUATES STUDIED

Colleges	Boys	Girls	Total
Professional	20	32	52
Liberal arts	11	17	28
Technical	8	1	9
Not stating	3	4	7
Total	42	54	96

Time spent in college. Table II, page 15, presents detailed information concerning the number of students attending college and the time spent therein. This table shows that thirty-three or slightly over 34 per cent of the ninety-six former high school graduates entering college were graduated. The fact is revealed that a much larger per cent of boys than girls stayed in school until they were graduated. As to the time spent, this table reveals that: five boys and three girls were in college

less than one year; seven boys and eleven girls, one year; five boys and fifteen girls, two years; six boys and nine girls, three years; seventeen boys and sixteen girls were graduated. Sixty-two and four-tenths per cent of the boys and 53.4 per cent of the girls attended college. Thirty-seven and five-tenths per cent of the boys and 46.6 per cent of the girls did not go to college.

TABLE II
THE TIME SPENT IN COLLEGE BY THE
GRADUATES STUDIED

Years Spent	Boys	Girls	Total
Less than one year of training	5	3	8
One year	7	11	18
Two years	5	15	20
Three years	6	9	15
College graduate	17	16	33
Not attending college	24	47	71
Number attending college	40	54	94
Total number reporting	64	101	165
Per cent attending college	62.5	53.4	56.9
Per cent not at- tending college	37.5	46.6	43.1

CHAPTER IV

THE VALUE OF HIGH SCHOOL TRAINING

Most valuable to girls. Table III, page 17, shows responses to the question, "While in high school did you have any courses that contributed toward your present occupation?" Sixty-two boys and ninety-one girls submitted answers to this question. Twenty-five boys and fifty-one girls answered "yes"; thirty-seven boys and forty girls answered "no". Two boys and ten girls did not answer the question. It may be seen from this table that the girls' estimate of the value of their high school training from an occupational standpoint is much greater than the boys'. At this time the writer wishes to invite the reader's attention to Table VII, page 26, and Table VIII, page 28, in connection with Table III. Although there is a much larger per cent of girls than boys who claim to be helped from their high school courses, one will find upon comparing Tables VII and VIII that the scope of the boys' occupations was much larger than that of the girls'. The boys were engaged in twenty-five different occupations, whereas the girls were engaged in only seventeen. This fact may have or may not have influenced the difference

in the per cent of boys and the per cent of girls answering the question.

TABLE III

RESPONSES TO THE QUESTION, "WHILE IN HIGH SCHOOL DID YOU HAVE ANY COURSE THAT CONTRIBUTED TO YOUR PRESENT OCCUPATION"

Answers	Boys	Girls	Total
Yes	25	51	76
No	37	40	77
Not answering	2	10	12
Total number responding	64	101	165

The most valuable courses. Table IV, page 18, contains data concerning the subjects which were of the greatest value to the graduates. In organizing the data for this table, the writer grouped the various replies into seven headings; namely, vocational, commercial, science, social science, English, language, and appreciation courses. The writer classified such courses as manual training, carpentry, agriculture, et cetera, as vocational. Such subjects as art, voice culture, and music were classified as appreciation courses. Table IV shows that forty-three boys and forty-six girls, or a total of eighty-nine students,

reported the vocational courses as being those from which the most value was derived. The other courses named in order of the frequency of their selection were commercial, twenty boys and forty-five girls, or a total of sixty-five students; science, twelve boys and sixteen girls, or a total of twenty-eight students; social science, six boys and four girls, or a total of ten students; English, four boys and ten girls, or a total of fourteen students; language, three boys and eleven girls, or a total of fourteen students; appreciation, two boys and fourteen girls, or a total of sixteen students. Table IV bears evidence that vocational subjects are predominatingly the choices of boys and girls.

TABLE IV

COURSES THAT WERE OF THE GREATEST VALUE
TO THE GRADUATES STUDIED

Subjects	FREQUENCY OF SELECTION		
	Boys	Girls	Total
Vocational	43	46	89
Commercial	20	45	65
Science	12	16	28
Social Science	6	4	10
English	4	10	14
Language	3	11	14
Appreciation	2	14	16

A similar study. Fisher,¹ in a study of La Porte County graduates, found a very close parallel to the above findings. Graduates were asked to make recommendations for the improvement of their high school. Among the recommendations were, (1) the addition of the following subjects to the curriculum in the order mentioned: commerce, home economics, manual training, health, agriculture, machine shops, vocational courses, more electives, et cetera; (2) that certain other subjects be dropped from the curriculum; namely, geometry, foreign language, Latin, algebra, physics, et cetera.

¹ Lynn C. Fisher, A Study of La Porte County Graduates Relative to Their Needs (Contribution of the Graduate School, No. 12, Indiana State Teachers College, Terre Haute, Indiana, 1933), p. 52.

CHAPTER V

OCCUPATIONS SURVEYED

I. OCCUPATIONS CLASSIFIED

In this chapter the writer has made a classification of graduates and parents according to the occupations engaged in by each group. He used as the basis of this classification Gowin and Wheatley's, Occupations,¹ revised by John Brewer. This classification was necessary for a comparison of the occupational status of the graduate with that of his parent.

Reports of others. Concerning the relationship between occupational status and the degree of intelligence, Pintner says:

A natural but probably very rough selective process is going on all the time whereby the less intelligent are relegated to simpler occupations and only the more intelligent survive in more complex occupations.²

¹ Enoch B. Gowin, and others, Occupations (Chicago: Ginn and Company, 1923), p. 441.

² Rudolph Pintner, Intelligence Testing (New York: Henry Holt Company, 1931), p. 492.

On the same subject, Terman reports that in the army data the mean test scores of recruits classified according to civilian occupations had a gradual decrease from a higher to a lower occupation. He states further that numerous studies show a similar relationship existing between the intelligence of children and their parental occupation.

From the standpoint of environment and heredity one would expect to find a large per cent of the graduates following in the occupational footsteps of their parents. Tables V, page 22, VI, page 24, VII, page 26, and VIII, page 28, present data in regard to the findings in this study.

II. OCCUPATIONAL DISTRIBUTION

Distribution of fathers. Table V, page 22, shows the classification of fathers according to their occupation. A summary of this table is as follows: there were thirty-two farmers, fourteen miners, two manufacturers, eight persons engaged in the learned professions, ten homemakers, five skilled laborers, thirteen persons engaged

in the building and trade occupations, five in transportation, two in commercial occupations, nine in the miscellaneous, nineteen unskilled laborers, six unemployed, ten unanswered, twenty-eight deceased, and two retired.

TABLE V
DISTRIBUTION OF FATHERS ACCORDING
TO OCCUPATION

Occupations	Number	Occupations	Number
I. Agriculture		Plasterer	1
Farmers	29	Paper hanger	1
Farmhand	1	Interior Decorator	1
Special farmer	1	Concrete finisher	1
Poultry	1	Jobber	1
II. Mining		Carpenters	2
Miners	14	Woodworker	1
III. Manufacturing		VIII. Transportation	
Steel worker	1	Mail carriers	2
Molder	1	Mail driver	1
IV. Learned Professions		Railroad workers	2
Athletic Director	1	IX. Commercial Occupation	
Teachers	3	Printer	1
Undertakers	2	Salesman	1
Minister	1	X. Miscellaneous	
Publisher	1	Horse trainer	1
V. Home Making		Postoffice clerk	1
Chauffeurs	2	WPA	3
Housemen	4	Meat packers	2
Cook	1	Barbers	2
Porter	1	XI. Unskill Labor	
Baker	1	Common laborers	19
Restaurant worker	1	XII. Unemployed	6
VI. Skill Labor		XIII. Unanswered	10
Skill laborer	1	XIV. Dead or retired	30
Tailor	1		
Mechanic	1		
Smelterer	1		
Florist	1		
VII. Building Trades			
Janitors	5		

Distribution of male graduates. Table VI, page 24, contains a summary of the occupational distribution of the male graduates. There were five farmers, one miner, five manufacturers, nine in the learned professions, six in the homemaking professions, three skilled laborers, nine engaged in the building trades, one in transportation, six classified as miscellaneous, five unskilled laborers, six unemployed, and two did not state what kind of occupations they were engaged in.

III. IN THE FOOTSTEPS OF THEIR PARENTS

A comparison. Table VII, page 26, makes a comparison of the fathers with those of the graduates. The number and per cent engaged in the leading occupations were: agriculture, 19.4 per cent of fathers compared with 3.0 per cent of graduates; the learned professions, 4.8 per cent of fathers compared with 15.1 per cent of the graduates. In the home making professions there were 6 per cent of the fathers compared with 38.2 per cent of the graduates. At this point the writer wishes to call the reader's attention to the fact that the difference between the graduates and parents engaged in the home-making occupations is due to the fact that consideration of the occupation of the mother was left out of this table, since about 65 per cent of the mothers were engaged in the home making profession. The results

TABLE VI
OCCUPATIONS OF THE GRADUATES STUDIED

Occupations	GRADUATES		Total
	Boys	Girls	
I. Agriculture			
Farmers	3		3
Truck and fruit gardener	1		1
Poultry raising		1	1
II. Mining			
Mining	1		1
III. Manufacturing			
Furniture repairer	1		1
Steel chippers	2		2
Metal carriers	1		1
IV. Learned Professions			
Teachers	6	14	20
Evangelist	1		1
Students	2	2	4
V. Home Making			
Chauffeur	1		1
House workers	6	40	46
Nurse		3	3
Cook		1	1
Maids		14	14
VI. Skilled Labor			
Seamstress		3	3
Fireman	1		1
Mechanics	2		2
VII. Building Trades			
Hotel	3		3
Porters	5		5
Carpenters	1		1
VIII. Transportation			
Service station attendant	1		1

TABLE VI (continued)
OCCUPATIONS OF THE GRADUATES STUDIED

Occupations	GRADUATES		Total
	Boys	Girls	
IX. Commercial Occupations			
Insurance agents	4	2	6
Store manager	1		1
Office attendant	1		1
Store clerk	1		1
Salesman	1		1
Typist		1	1
X. Miscellaneous			
Clothes presser	1		1
WPA	2	2	4
CCC clerk	1		1
Beauty culturers		2	2
Elevator operator		1	1
Organist		1	1
Caterer		1	1
Newspaper writer	1		1
XI. Unskilled			
Common laborers	5		5
XII. Unemployed			
Unemployed	6	9	15
XIII. Unanswered			
Not stated	2	4	6
Total	64	101	165

TABLE VII

THE DISTRIBUTION OF THE FATHERS AND THE
GRADUATES AMONG THE VARIOUS
OCCUPATIONS

Occupations	FATHERS		GRADUATES					
			Boys		Girls		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Agriculture	32	19.4	4	6.2	1	1.0	5	3.0
Mining	14	8.5	1	1.6			1	.6
Manufacturing	2	1.2	6	9.4			6	3.6
Learned professions	8	4.8	9	14.0	16	15.8	25	15.1
Skilled labor	5	3.0	3	4.7	3	3.0	6	3.6
Building trades	13	7.9	12	18.7			12	7.3
Transportation	5	3.0	1	1.6			1	.6
Commercial	2	1.2	7	10.9	3	3.0	10	6.1
Home making	10	6.0	5	7.8	58	57.4	63	38.2
Miscellaneous	9	5.5	6	9.4	7	6.9	13	7.9
Unskilled	19	11.6	3	4.7			3	1.8
Unemployed	6	3.7	6	9.4	9	8.9	15	9.1
Unanswered	10	6.0	1	1.6	4	4.0	5	3.0
Deceased	28	17.0						
Retired	2	1.2						
Total	165	100.0	64	100.0	101	100.0	165	99.9

gleaned from this table show that the graduates occupy a much higher occupational level than their parents.

In the same occupation as their parents. Table VIII, page 28, shows the number and per cent of graduates in the same profession as their parents of the same sex. A summary of the results contained in this table shows that none of the boys who had fathers in the teaching profession followed in the steps of their fathers. Two of the girls or approximately 2 per cent of the girls were engaged in the teaching profession the same as their mothers. Sixty-two and four-tenths per cent of the boys and 34.7 per cent of the girls were engaged in occupations different from those of their parents of the same sex. Nine and four-tenths per cent of the boys and 8.9 per cent of the girls were unemployed. Fifteen and six-tenths per cent of the boys and 25.7 per cent of the girls gave no evidence to indicate whether they were in the same occupation of their parents or not.

Summarizing Tables V, VI, VII, and VIII the results show very little correlation between the occupational status of the parents and the graduates. The writer thinks that the difference in the educational background had something to do with graduates occupying a much higher occupational level. The writer also wishes to call the reader's

attention to the fact that highly skilled professions such as medicine and pharmacy are not represented among the graduates studied. He suggests the following reasons: (1) The expense of preparation is almost prohibitive; (2) The period of training is so long that those persons would still be in school at the time of this study.

TABLE VIII

THE NUMBER OF GRADUATES IN THE SAME
OCCUPATIONS AS THEIR PARENTS
OF THE SAME SEX

Occupations	BOYS		GIRLS	
	Number	Per Cent	Number	Per Cent
Teachers			2	1.98
Beauty culture			1	.99
Mechanic	1	1.6		
Miner	1	1.6		
Farmers	3	4.7		
Cooks			2	1.98
Housekeepers			26	25.74
Common laborers	2	3.1		
Houseman	1	1.6		
Unemployed	6	9.4	9	8.90
Not stated	10	15.6	26	25.74
In different occupations	40	62.4	35	34.65
Total	64	99.9	101	99.99

IV. OCCUPATIONS RANKED

Table IX, page 30, and Table X, page 32, contain a summary of the various occupations listed by the graduates as having been engaged in for periods of two months or more since their graduation. These occupations have been ranked according to frequency of occurrence. Although it might be assumed that the occupations that the graduates were engaged in were along their occupational choice, there is some doubt when one takes cognizance of the fact that there has been wide spread unemployment which has forced many of the graduates to take any kind of work they could get rather than that type that would be along their occupational choice. Table IX ranks the occupations engaged in by the boys. Table X has a ranking of the various occupations engaged in by the girls.

Occupations of boys. Table IX presents a list of the occupations engaged in by boys. Altogether they were engaged in fifty-two different kinds of work.

Occupations of girls. The sum total of the occupations engaged in by girls was thirty.

Summary of Tables IX and X. The first five occupations engaged in by boys named in order of their rank

TABLE IX

TOTAL OCCUPATIONS ENGAGED IN BY BOYS
FOR TWO MONTHS OR MORE RANKED
ACCORDING TO FREQUENCY

Occupations	Number	Rank
Domestic	22	1.0
Farming	17	2.0
Waiters	10	3.5
Porters	10	3.5
Teachers	9	6.0
Insurance	6	7.0
Hotel	5	9.5
Carpentry	5	9.5
Painting	5	9.5
Furniture repair	5	9.5
Clerks (store)	5	9.5
Cooks	5	9.5
Interior decorators	4	13.5
Foundry men	4	13.5
Firemen	3	19.0
Clothes presser	3	19.0
Laborer	3	19.0
Musician	3	19.0
Janitors	3	19.0
Newstands	3	19.0
CCC Camp	3	19.0
Mechanics	3	19.0
Construction work	3	19.0
Tobacco workers	2	29.5
Miners	2	29.5
Garage	2	29.5
Elevator operator	2	29.5
Salesmen	2	29.5
Plumbers	2	29.5

TABLE IX (continued)

TOTAL OCCUPATIONS ENGAGED IN BY BOYS
FOR TWO MONTHS OR MORE RANKED
ACCORDING TO FREQUENCY

Occupations	Number	Rank
Cabinet makers	2	29.5
Ministers	2	29.5
Bus drivers	2	29.5
Business managers	2	29.5
Office attendants	2	29.5
Life guards	2	29.5
Radio repairman	1	44.0
Contracting	1	44.0
Poultry raising	1	44.0
Laundryman	1	44.0
Railroad	1	44.0
Sewer	1	44.0
Bootblack	1	44.0
Landscaping	1	44.0
Fruit picking	1	44.0
Paper hanging	1	44.0
Tailoring	1	44.0
Forestry	1	44.0
Electrician	1	44.0
Undertaker	1	44.0
Gardener	1	44.0
Scoutmaster	1	44.0
WPA	1	44.0

TABLE X

TOTAL OCCUPATIONS ENGAGED IN BY GIRLS
FOR TWO MONTHS OR MORE RANKED
ACCORDING TO FREQUENCY

Occupations	Number	Rank
Domestic	30	1.0
Cooks	27	2.5
Teaching	27	2.5
Maids	24	4.0
Governess	22	5.0
Secretarial	9	6.0
Sewing	7	8.0
Office girl	7	8.0
Waitress	7	8.0
Beautician	5	10.0
Insurance	4	12.5
WPA	4	12.5
NYA	4	12.5
Laundress	4	12.5
Library	3	15.0
Recreation	2	16.0
Farming	1	23.5
Business	1	23.5
Photography	1	23.5
Paint shop	1	23.5
Machine operator	1	23.5
Newspaper office	1	23.5
Organist	1	23.5
Saleslady	1	23.5
Stemming tobacco	1	23.5
Driving bus	1	23.5
Adviser of girls	1	23.5
Advertising	1	23.5
Elevator operator	1	23.5
Catering	1	23.5

were domestic service, which includes any type of work done in the home from a professional standpoint, farming, table waiting, portering, and teaching. The leading occupations for girls named in the order mentioned are domestic service, cooking, teaching, maid, and governess.

Present occupations. In Table XI, page 34, and Table XII, page 35, data are given as to the present occupation of the graduates reporting, the frequency with which each occupation occurs, and its rank. Table XI furnishes information regarding the occupations of the boys. Table XII furnishes the same information concerning the girls.

Boys' occupations. Altogether the boys were engaged in twenty-five occupations. The first ten occupations according to their rank were: teaching, unemployed, common labor, insurance, foundry work, domestic services, hotel, farming, and portering with cleaning and pressing, mechanics, studying, clerical, and WPA tying for rank twelve.

Occupations of girls. This table shows that, by and large, the most of the girls graduated during the period studied are engaged in the home making occupations. Altogether there are seventeen different occupations.

TABLE XI

THE OCCUPATIONS ENGAGED IN BY BOYS RANKED
ACCORDING TO THE FREQUENCY
OF OCCURRENCE

Occupations	Number	Rank
Teaching	7	1.0
Unemployed	6	2.0
Common labor	5	4.0
Insurance	5	4.0
Foundry	5	4.0
Domestic	4	6.5
Hotel	4	6.5
Farming	3	8.5
Portering	3	8.5
Cleaning (pressing)	2	12.0
Mechanics	2	12.0
Students	2	12.0
Clerical	2	12.0
WPA	2	12.0
Carpentry	1	20.5
Assistant store manager	1	20.5
Sport writer	1	20.5
Evangelist	1	20.5
Fireman	1	20.5
Mining	1	20.5
Office	1	20.5
Service station	1	20.5
Furniture repair	1	20.5
Poultry raising	1	20.5
Chauffeuring	1	20.5
Not stating	1	20.5
Total	64	

TABLE XII

THE OCCUPATIONS ENGAGED IN BY GIRLS RANKED
ACCORDING TO THE FREQUENCY
OF OCCURRENCE

Occupations	Number	Rank
Housekeeping	39	1.0
Maid	14	2.5
Teachers	14	2.5
Unemployed	9	4.0
Not stated	4	5.0
Seamstress	3	6.5
Nursing (governess)	3	6.5
Insurance	2	9.5
Students	2	9.5
WPA	2	9.5
Beauty culture	2	9.5
Elevator operator	1	15.0
Organist	1	15.0
Typing	1	15.0
Poultry	1	15.0
Catering	1	15.0
Cook	1	15.0
Dishwasher	1	15.0
Total	101	

The leading occupations engaged in by the girls are housekeeping, maid service, teaching, unemployed, seamstress, and nursing. Insurance, studying, WPA, and beauty culture tied for the frequency rank of 9.5 per cent.

V. WHAT THE GRADUATES WOULD TAKE

For the data included in Table XIII, page 37, the graduates were asked, "If you were again entering high school, what courses would you want?" Upon compiling these data the writer found that a number of students who found certain courses helpful would want more of the same courses; while on the other hand, a vast majority of students who did not have an opportunity to take certain subjects, because of a limited curriculum in most cases, would want those courses that experience had proved valuable, yet, they had no opportunity to take them while in high school.

Interests diversified. In deciding what they would take if they were again entering high school, the interests of the boys and girls were found to be widely divergent with the exception of commerce; which were unanimous in its selecting. They again were agreed in wanting vocational subjects, but they differed widely in the particular subjects wanted.

TABLE XIII

SUBJECTS GRADUATES WOULD WANT IF THEY WERE
AGAIN ENTERING HIGH SCHOOL

BOYS			GIRLS		
Subjects	Number	Rank	Subjects	Number	Rank
Commerce	16	1.0	Commerce	46	1.0
Industrial Arts	8	2.0	Home Economics	21	2.0
Trade	6	3.0	Nursing	9	3.0
Chemistry	5	4.5	Art	8	4.0
Engineering	5	4.5	English	6	5.5
Agriculture	4	6.0	Library Science	6	5.5
English	3	8.5	Chemistry	5	8.0
French	3	8.5	French	5	8.0
Plumbing	3	8.5	Sewing	5	8.0
Drawing	3	8.5	Science	4	10.5
Mathematics	2	14.0	Beauty culture	4	10.5
Music	2	14.0	Mathematics	3	14.5
Biology	2	14.0	Biology	3	14.5
Salesmanship	2	14.0	History	3	14.5
Physics	2	14.0	German	3	14.5
Stone masonry	2	14.0	Spanish	3	14.5
Economics	2	14.0	Music	3	14.5

TABLE XIII (continued)

SUBJECTS GRADUATES WOULD WANT IF THEY WERE
AGAIN ENTERING HIGH SCHOOL

BOYS			GIRLS		
Subjects	Number	Rank	Subjects	Number	Rank
Carpentry	1	25.5	Public speaking	2	19.5
History	1	25.5	Journalism	2	19.5
Radio	1	25.5	Tap dancing	2	19.5
Government	1	25.5	Health education	2	19.5
Mental hygiene	1	25.5	First aid	1	26.5
Shoe repairing	1	25.5	Social Science	1	26.5
Sociology	1	25.5	Handicrafts	1	26.5
Diesel engine	1	25.5	Economics	1	26.5
Auto repairing	1	25.5	Poultry	1	26.5
Sex education	1	25.5	Vocational training	1	26.5
Art	1	25.5	Industrial Arts	1	26.5
Physical education	1	25.5	Guidance	1	26.5
Plastering	1	25.5	Interior decorating	1	26.5
Tailoring	1	25.5	Fashion designing	1	26.5
Public speaking	1	25.5			
Vocational guidance	1	25.5			

1. Selection of the boys. The subjects desired by the boys in the order as named were: commerce, industrial arts, trades, chemistry, agriculture, engineering, English, French, plumbing, and mechanical drawing. English, French, drawing, and plumbing all tied for the frequency rank of 8.5.

2. Selection of the girls. The leading subjects, named in order of their rank, selected by the girls were: commerce, home economics, nursing, art, English, library science, mathematics, and beauty culture. Chemistry, French, and sewing all tied for the eighth place.

There were scattering demands by both boys and girls for such subjects as sex education, vocational guidance, mental hygiene, public speaking, first aid, handicraft, et cetera.

Satisfaction of graduates. Table XIV, page 40, shows the satisfaction of graduates in regard to their present occupations. To determine whether a graduate was satisfied or not, he was asked what his future plans were. If his plans were to stay in the same occupational field, he was considered satisfied. If, on the other hand, he desired to take up some line of work completely foreign to his present occupation, he was listed as being dissatisfied.

In response, twenty-two of the boys and twenty-four of the girls stated that they were satisfied. Thirty-eight of the boys and fifty-eight of the girls reported that they were dissatisfied. Four boys and nineteen of the girls did not state whether they were satisfied or not.

TABLE XIV
SATISFACTION OF GRADUATES WITH THEIR
PRESENT OCCUPATION

	Boys	Girls	Total
Satisfied	22	24	46
Dissatisfied	38	58	96
Not stating	4	19	23
Total	64	101	165

VI. WHAT SCHOOLS SHOULD HAVE OFFERED

Table XV, page 41, shows according to frequency rank what the graduates think their school should have offered to help them in their present occupation.

1. Boys' opinion. The courses receiving two or more votes by the boys named in order of their rank are as follows: commerce, vocational, trades, agriculture, physical education, electricity, technical, engineering, music, French, stone masonry, and physics.

TABLE XV
WHAT GRADUATES THINK THEIR SCHOOL
SHOULD HAVE OFFERED

BOYS			GIRLS		
Courses Needed	Number	Rank	Courses Needed	Number	Rank
Commercial	21	1.0	Commercial	16	1.0
Vocational	10	2.0	Domestic science	11	2.0
Trades	5	3.0	Art	3	3.5
Agriculture	4	6.5	Handicrafts	3	3.5
Physical education	3	6.5	Chemistry	3	3.5
Electricity	3	6.5	Nursing	3	3.5
Technical	3	6.5	Vocations	3	3.5
Engineering	3	6.5	Budgeting	2	8.5
Music	2	11.0	Music	2	8.5
French	2	11.0	Sewing	1	13.5
Stone masonry	2	11.0	Beauty culture	1	13.5
Shopwork	2	11.0	Physical education	1	13.5
Physics	2	11.0	Library science	1	13.5
Culture training	1	22.5	Science	1	13.5
Logic	1	22.5	More English	1	13.5
Household economy	1	22.5	Trades	1	13.5

TABLE XV (continued)
WHAT GRADUATES THINK THEIR SCHOOL
SHOULD HAVE OFFERED

BOYS			GIRLS		
Courses Needed	Number	Rank	Courses Needed	Number	Rank
Public speaking	1	22.5	Fashion designing	1	13.5
Mathematics	1	22.5			
English	1	22.5			
Shoemaking	1	22.5			
Carpentry	1	22.5			
Auto repairing	1	22.5			
Diesel engines	1	22.5			
Creative literature	1	22.5			
Personal adjustment	1	22.5			
Art	1	22.5			
Woodwork	1	22.5			
Metallurgy	1	22.5			
Tailoring	1	22.5			
Upholstery	1	22.5			
Guidance	1	22.5			

2. Girls' opinion. The courses receiving two or more votes from the girls are named in order of their frequency. They are commerce, domestic science, art, handicrafts, chemistry, nursing, vocations, budgeting, and music.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

Summarizing the main points of this study one finds: that there is a very little influence upon the occupation of the graduate by those of his parents, excluding one exception that of housekeeping;¹ that the status of the occupational level of the graduate is, as a whole, much higher than that of his parents; that the occupation that the boys are engaged in more than any other one occupation is that of teaching,² whereas, homemaking ranks first with the girls and teaching second in order; that girls evaluate their high school training much more highly than the boys do;³ that commercial and vocational courses are looked upon by these graduates as

¹ A large number of the girls were housekeepers the same as their mothers.

² See Table XI, page 34, of this study.

³ See Table XI, page 34, of this study.

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by far the most important courses of the curriculum;⁴ and
that the field of insurance⁵ seems to be a promising one
for the energetic Negro graduates.

The data presented in this survey are important only to the extent to which a school is interested in preparing its graduates to meet the occupational needs of out-of-school life. The writer recently spent some time in the State Department of Education at Frankfort, Kentucky, studying the 1937-38 program of studies offered by the schools used as a basis of this study. He found that the curricula in the most cases consisted of the traditional or college preparatory type. There was a limited number of schools offering subjects of a vocational nature such as home economics, industrial arts, agriculture, commerce, et cetera.

II. RECOMMENDATIONS

Since the efficiency of any school system depends upon the extent to which it prepares its girls and boys to adjust themselves successfully to their after-school

⁴

See Table IV, page 18, of this study.

⁵

See Tables IX, page 30, X, page 32, XI, page 34, and XII, page 35, of this study.

environment, the writer recommends that each local school unit from time to time make a follow-up study of its former pupils. W. L. Howard, Director of Guidance, Logansport, Indiana writes:

The success of high school graduates, the end product of the schools, is of great importance to everyone who has anything to do with the schools. The future trend in curriculum, methods, supervisory and administrative procedures should be based on past and present experiences. Unfortunately, there are few follow-up of pupils and employment conditions.⁶

The second recommendation that the writer wishes to make is that administrators and supervisors give more consideration to the desires and suggestions to the present school population. ⁷ Coxe found a very high correlation between the desires of the present students and those of former students. The third recommendation is that the opportunity of the Negro in the insurance business be given more emphasis. Fourth, that since the vast majority of the Negro high school population will not attend college, that more stress be placed upon the practical side

6

W. L. Howard, "What Becomes of the High School Graduates," American School Board Journal, 95:34, December, 1931.

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Warren W. Coxe, An Appraisal of Secondary Education in New York State by Pupils and Former Pupils (New York: State Educational Department, 1932), p. 59.

of education. Fifth, that the high schools recognize the growing demand and the great need of vocational and commercial training for the Negro youth. The sixth recommendation that the writer wishes to make is for a more efficient guidance program. Dr. Shannon in his study of vocational placement of adults emphasizes the need of a well-planned guidance program. He writes:

The need for guidance is emphasized by the fact that more than one third of all of the subjects in the survey first decided upon their life vocation at the same age they entered them.⁸

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APPENDIX

COMMONWEALTH OF KENTUCKY
DEPARTMENT OF EDUCATION
Frankfort

May 23, 1938

Dear Graduate:

An occupational study of the graduates of your class (and of a number of other classes of the same year) is being made with the hope of being able to bring school life into closer relation with out-of-school life. Will you please help us by furnishing the information asked for on the enclosed form?

Yours truly,

LNT/ac

QUESTIONNAIRE

1. Name _____ Date of birth _____ Sex _____
2. High school you were graduated from _____
3. Year of graduation _____.
4. Father's occupation _____. Mother's occupation _____.
5. Name the various lines of work in which you have engaged for periods of two months or longer since graduation.
 - a. _____ b. _____ c. _____
 - d. _____ e. _____ f. _____
6. What is your present occupation _____
Note: Please tell the exact nature of your work.
7. What are your future plans? _____

8. While in high school, did you have any course that has contributed to the occupation that you are now engaged in? _____

Name the course or courses _____
9. If you were again entering high school, what different courses would you want? _____

10. What different kind of training do you think your school should have offered you in order to help you in your work _____

CHECK THE CORRECT STATEMENTS IN THE FOLLOWING LIST:

1. () I have attended business college.

2. ☐ I have attended a college or a university in which I took:
- (a). ☐ a liberal arts college course (write your major subject or subjects)

1. _____

2. _____

- (b). ☐ a technical course

- ☐ steam engineering.
☐ electrical engineering.
☐ chemical engineering.
☐ mechanical engineering.
☐ architectural engineering.
☐ _____.

If any other was taken please write in.

- (c). ☐ a professional course

- ☐ medicine.
☐ dentistry.
☐ law.
☐ teaching.
☐ nursing.

CHECK THE FOLLOWING STATEMENTS WHEN THE STATEMENT IS APPLICABLE TO YOU.

- ☐ I have had no college training in a school of the type checked above.
- ☐ I have had less than one year in a school of the type checked above.
- ☐ I have had one year of college work in a school of the type checked above.
- ☐ I have had two years of college work in a school of the type checked above.
- ☐ I have had three years of college work in a school of the type checked above.
- ☐ I am a college graduate.

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