

OCCUPATIONS OF HIGH SCHOOL  
GRADUATES

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**Statistical analysis**

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## INTRODUCTION

High school curricula have in most cases remained relatively static in comparison with the advancements made in the industrial and social world. This fact has been recognized quite generally by educators as is evidenced by the recent impetus to curriculum study. High school training, to be effective, must provide for the future purposes and needs of the students; the curriculum is very important in making these provisions. Curriculum revision is necessary if the high school is to prepare the graduate for his occupational career.

The high school or academy was originally intended to be a finishing school, but under the coercion of the institutions of higher learning it rapidly changed to a preparatory school. In the beginning this change may have been justified, but with the increased high school facilities and the rapid rise in enrollment other factors must be reckoned with. The small percentage of high school graduates that actually attends college would indicate that the high school is again becoming a finishing school. This means that vocational training for these people must be included in the high school curricula if the students are to receive any such training.

Instead of advancing along lines which would lead to better preparation for the lives of its graduates, the high school has set up its

curricula to furnish a means whereby the students can meet the requirements for college admission. The studies of Koss (12), Anderson (1), Young (22), Chriswell (5), and Smothers and Hamlin (18) would indicate that the number of high school graduates attending institutions of higher learning is not great enough to justify their domination of the curriculum.

Various reasons would probably be given by the high school student for his being in high school. Some of these students probably have set up a definite goal and are using the high school for preparation to reach this goal. Others may have no specific objective other than obtaining a high school education because it seems to be the fashion. The high school student is, however, in most cases, becoming aware of the fact that soon he must choose a vocation. A high school education will aid him materially in any vocation, yet his selection of curriculum may be unwise in light of his vocational preferences. The results of this study should be helpful to both the schools and students in the selection of curricula.

The accurate determination of the future vocational desires of the high school freshmen is rather difficult, but the occupational status of past graduates can be cited with much more accuracy. If the high schools will discover the vocations selected by their graduates they have a definite basis for their curriculum reorganization. The smaller secondary schools cannot expect to provide for the vocational needs of each of

their graduates, but they can provide in a general way for the vocational needs of the majority of their students. Where placement opportunities are quite evident the strictly vocational school is justified, but where specific placement is not visible authorities such as Snedden (19), Barnard (2), and Salisbury (16) advocate that training be both of technical and general nature. They suggest training for certain skills which may be used in a related group of vocations and a rather general type of education which might be used in any number of vocations.

Several recent surveys seem to indicate that the occupations followed by high school graduates are numerous, but that the majority of the graduates follow a small number of these occupations. If the training were available for these few occupations which attract the greatest number of graduates, it is the opinion of the writer that the high school graduates would be better prepared for vocational efficiency and successful living.

#### REVIEW OF LITERATURE

In order to ascertain what is known concerning the occupations followed by high school graduates, a search was made for available literature. The Kansas State Library and the files of the Department of Education were used. A few studies similar to this were found.

Young (22) in 1935 gathered information on 998 graduates in the years 1928 to 1931 inclusive, taken from nine high schools in nine counties in Iowa. The students were divided according to curricula followed and the percentage of each group actually in occupations related to these curricula determined. His findings showed that graduates of a vocational curriculum follow their vocational choice rather closely and that this training is of benefit to them in their vocational lives. The conclusions made by Young (22) are further substantiated by the findings of Smothers and Hamlin (18). In 1931 these men made a study of 1,005 Newton, Iowa, students who were graduated in the years from 1920 to 1929. Their findings indicate that the percentage of persons taking vocational courses and following those vocations is higher than that of persons taking academic training and going to college. Their survey also indicates that the occupations followed soon after high school are similar to the high school curricula.

Several factors enter into the determination of the relationship between curriculum and vocation. This fact is recognized by Tinslie (21) who asks this question:

"To what extent does a given course fit a man for his job; first as to habits of thought and action, second as to factual knowledge needed for the job?"

Relationship may exist between a curriculum and a vocation although the label applied to each is not the same. Barnard (2) advocates training of the general type for high school students because it is hard to determine just how much of the high school training should be of a technical

nature for vocational preparation. She goes so far as to say that very little of the high school training should be vocational. This statement was made in reference to the high schools of New York City. According to a survey made by Snedden (19), there are 5,000 different occupations in New York City. In view of this fact there may be justification for the above statement.

A vocational study made by Anderson (1) in 1933 of 136 Home Economics graduates from a high school in Iowa between the years 1922 to 1932 reveals that a large number of them go into homemaking. Of this group 58 per cent were acting as homemakers and 65 per cent were in occupations which were related to the Home Economics curriculum. The report also reminds us that there are approximately 24,000,000 homemakers in the United States. This should be a rather important fact in determining the curricula for high school girls.

In 1935 Chriswell (5) made a study of 267 graduates of the Boston Technical High School. His study included only recent graduates and was made for the purpose of determining the value of specialized curricula and the extent to which these curricula were used in practical life. He found 59 per cent actually employed in vocations similar to their high school curricula. Twenty-five per cent were unemployed and 16 per cent were attending college. This study was made in a locality in which there was some possibility of placement after graduation. The high school authorities had already made an intensive study of occupations

available to their graduates and this study was a follow up to determine the efficiency of their plan. His conclusion was that in this specific case the high school was doing very good work with its specialized curricula.

After considerable research on the occupational situation the world over Clark and Withers (6) make this statement about vocational interests:

"Vocational interest is a reflection of the dominant social situation."

The constant change in vocations, then, can be interpreted as a result of social change which is also constant. Ours is a dynamic society and the effect of this on occupations is a challenge to curriculum makers the nation over.

At least three writers agree that high school training should be of both vocational and general nature. Snedden (19) states that the best vocations require two preparations, technical and general. Technical training for vocational interests and general training for avocational interests. This statement was made after his study to determine the number of vocations available in New York City and the manner in which the high schools were training for these vocations. Rutledge and Fowler (15) in referring to general courses in high school make the following statements:

"The development of new general courses is probably the most promising method of caring for the curricular needs of the high school pupils who are not preparing for college."



Their study was made to determine the actual change that takes place in the types of students found in a high school over a period of years. They concluded that the vocational background and purpose of the high school population for a large city is constantly changing, and that any curriculum program would have to recognize this fact if it could be termed effective.

While most of the surveys studied agreed that the vocational type of curricula showed higher relationship between curricula and vocations, the recent investigators are nearly agreed that the high school should provide rather general training for those not definitely decided as to vocations. The idea that vocational curricula should contain general training in related vocations was also quite prevalent.

Salisbury (16) made a study of the curricula of several small high schools in New York State and then from his conclusions attempted to set up a theoretical curricula for the group. In concluding his study he makes the following statements:

"School programs should be flexible and elastic to permit adaptation to the peculiar needs of the community."

Curriculum revision will of necessity have to be done for closely related areas and with a view of actual conditions, rather than as a whole with no special emphasis on local needs. Certain changes can probably be made which will benefit large areas, but specific vocational trends will very likely be found in certain separate areas.

That the problem of curriculum revision is vital for smaller high schools as well as large can hardly be disputed in light of the findings of Dolch (3). According to his study, 85.6 per cent of all high schools reporting to the federal government in 1920 were of the rural type. This means that a large number of our high schools are small. This does not mean, however, that an equally large per cent of our high school students attend these high schools.

Curriculum builders in making new vocational curricula should find helpful the report of the Committee on Social Studies of the National Education Association. It sets up the purposes of vocational guidance very well in the following statements:

"The development of an appreciation of the social significance of all work; of the social value and interdependence of all occupations; of the social responsibility of the worker, not only for the character of his work, but for the use of its fruits; of the opportunities and necessity for good citizenship in vocational life; for the duty of the community to the worker; of the necessity for social control, governmental and otherwise, and of the economic activities of the community."

#### METHOD AND PURPOSE

The graduates of the Enterprise and Phillipsburg High Schools were selected for this study because of the writer's familiarity with both schools and communities. The writer was born and raised in Phillipsburg and is a graduate of the Phillipsburg High School, and has been teaching in the Enterprise High School for the past two years.

The graduates' names and curricula were taken directly from the permanent record of the two high schools. Newspaper files were also used in checking the complete lists. The information about the graduates since graduation was secured from the graduates, their relatives and close friends, from class-members and the people in the communities. The data were tabulated on sheets, a sample of which is included in the appendix. In case accurate information could not be secured as to the location and occupation of the graduate the case was labeled "unknown".

It should be noted that there was no graduating class listed for Enterprise for the year 1907. A class was graduated in that year but the school was changed from a three-year to a four-year high school and the class of 1907 were graduated finally in 1908.

In handling the data four types of information were sought:

1. The occupational distribution of the graduates of two typical Kansas high schools over a thirty-year period, 1904 to 1935.
2. The relationship between curriculum followed and occupation chosen.
3. College attendance as compared with curriculum followed.
4. Curriculum needs in light of occupational status.

## GRADUATES FROM ENTERPRISE HIGH SCHOOL

## Location of Graduates

In the thirty-year period, 1904 to 1935 inclusive, there were 262 graduates of the Enterprise High School. Of this number, nine, or 5.5 per cent, are deceased. The whereabouts and vocational status of four, or 1.5 per cent, could not be determined. Accurate information could be obtained on the remaining 249.

Of these 249 graduates, 148, or 59.4 per cent, were females and 101, or 40.6 per cent, were males.

The present location of these graduates is indicated in Table 1.

Table 1. Present location of graduates of Enterprise, Kansas,  
High School

Males	No.	Per Cent	Females	No.	Per Cent
Enterprise	28	27.7	Enterprise	56	24.5
Dickinson County	7	6.9	Dickinson County	20	15.5
State of Kansas	20	19.9	State of Kansas	55	22.3
Out of State	46	45.5	Out of State	59	39.9
Total	101	100.0	Total	148	100.0

According to Table 1 about the same percentage of males and females are found to remain in Enterprise. Of the males 54.6 per cent stayed in Enterprise or Dickinson county and 37.8 per cent of the females remained in those two areas. This fact would indicate that a survey of the

occupations obtainable in Enterprise and the surrounding territory would not yield sufficient evidence on which to base the curricula of the Enterprise High School. In Table 1 we also note that 19.9 per cent of the males and 22.3 per cent of the females are out of Dickinson County but in the State of Kansas. Continuing we find that 45.5 per cent of the males and 39.9 per cent of the females are out of the State of Kansas. These people may be following occupations entirely foreign to those of the local community.

In comparison with a study made by Hamlin (10) of 5,268 high school graduates in seven counties in Iowa, it would seem that the number of migrants from the Enterprise community is rather high. His study revealed that of these graduates 45.2 per cent remained in the county in which they were educated, and only 25.6 per cent of those studied by him were found out of the state. A survey made by Leech (13) of 422 graduates of a Nebraska high school shows 16 per cent remaining in the local districts, 47 per cent in the state, and 37 per cent out of the state. These figures agree more favorably with those of this study.

#### Occupations Followed

The occupations followed by the graduates of the Enterprise High School are shown in Table 2. In grouping these occupations, those requiring similar skills were classed together. Business includes

salesmen, store-owners and store operators. Clerical refers to clerks, bookkeepers, office employees and similar occupations requiring related skills.

Table 2. Occupations of the graduates of Enterprise, Kansas,  
High School

Males	No.	Per Cent	Females	No.	Per Cent
Business	22	21.9	Homemaking	117	79.0
Clerical	14	14.0	Clerical	11	7.5
Farming	14	14.0	Teacher	8	5.5
Skilled Labor	15	15.0	Student	6	4.0
Student	9	8.9	Business	3	2.0
Druggist	7	6.9	Nurse	2	1.5
Labor	7	6.9	Chef	1	.7
Teacher	6	5.9			
Engineer	5	2.9			
Military Off.	2	1.9			
Professions	2	1.9			
Mail Carrier	1	.9			
Scientist	1	.9			
Total	101	100.0	Total	148	100.0

Table 2 shows that 62.9 per cent of the male graduates of the Enterprise High School followed four occupations, namely, business, clerical work, farming, or skilled labor of some type. If the vocations classed as druggists and common labor are included we find 78.7 per cent of the males in six different vocations. This is disregarding students as they have not had a chance to become vocationally stable.

Business claims the greatest percentage of the graduates of this community. About one-fifth, or 21.9 per cent, are in occupations of a business nature. Another 14 per cent are doing clerical work, a great deal of which could be considered as directly related to business.

Thus over one-third, or 35.9 per cent, of the male graduates of Enterprise would have benefitted from a curriculum which gave business training, or training of a commercial nature.

Of the 101 male graduates of Enterprise, 14, or 14 per cent, are farmers. This number would seem rather small in view of the fact that Enterprise is located in an agricultural area. This variation may be explained to some extent by the fact that some of the students located in the Enterprise district attend the Dickinson County High School for the specific purpose of enrolling in the Vocational Agriculture curriculum. This would have a tendency to remove some of those students who have a definite vocational choice, and expect to follow the vocation indicated by their high school curriculum. The fact that Enterprise does not offer vocational training for potential farmers is probably a deciding factor against enrollment in the Enterprise High School for those desiring to follow this occupation.

Table 2 indicates that 13 per cent of the male graduates of the Enterprise High School are skilled laborers. This can be explained by the fact that Enterprise contains a manufacturing concern which requires labor of the skilled type. The Ebrean Manufacturing Company produces intricate casting work, machine work, and sheet metal work. The institution employs from 50 to 125 men. Its products are shipped to all parts of the United States due to the fact that it is one of the few places in the United States where certain work will be done. Most of the men

classified as skilled laborers in this study received their training in this establishment as apprentices. Some of them are still employed by this company while others are employed in similar occupations with other companies of the same type. The apprentice period of these men could in most cases be made relatively easier by pre-apprentice training in high school.

At the present time 8.9 per cent of the male graduates of this school are students. Of the total number of male graduates 52.5 per cent attended or are attending college. These figures do not correspond with those of other surveys. Chriswell (5) in a study of recent graduates of the Boston Technical High School found only 17 per cent of the graduates attending college. Koos (12) in a study of the graduates of the Minneapolis, Minnesota, High Schools found 36.8 per cent of the boys attending college. Data taken from a study made by Smothers and Hamlin (18) of the male graduates of Newton, Iowa, from 1920 to 1929, showed only 20.2 per cent attended college.

The number of druggists found among the male graduates of Enterprise is rather interesting. They make up 6.9 per cent of the total. In taking the data this fact was noted and an attempt was made to discover the reason. The local drug store employs boys of high school age to act as clerks. Quite a few boys have attended the Enterprise High School with the aid of money earned in this establishment. Of this group seven have gone on to study pharmacy and make it their vocation.



Common labor occupations were followed by 6.9 per cent of these graduates. In the opinion of the writer this number is rather low.

Teachers make up 5.9 per cent of the group of male graduates. Engineers 2.9 per cent, military officers 1.9 per cent and the professions 1.9 per cent. Most of this group necessarily took some higher training for their occupation so the duty of the high school in these cases was college preparation. This is also true for the one scientist. The one mail carrier of the group was probably concerned with only a Civil Service examination after high school graduation.

The majority of the male graduates of Enterprise followed only a few vocations, some of which could be considered related. It is rather doubtful that any of them received specific vocational training for any of these occupations.

Table 2 shows that most of the female graduates of Enterprise are found in only one vocation. Of the 148 girls that were graduated, 117, or 79 per cent, are now homemakers. This percentage coincides rather closely with the results of a study made by Dolch (8) of 235 graduates of a rural high school between the years 1899 to 1921. He found 85 per cent of the females in the vocation of homemaking. Anderson (1) in a study of 136 female graduates over the ten-year period 1922 to 1931 found that 89 per cent were married and 14 per cent were doing work in homes. This was a study of the graduates of the Home Economics curriculum. In the case of the graduates of this study, one curriculum would have provided for the needs of over three-fourths of the graduates.

Clerical occupations attracted 7.5 per cent of the female graduates. This is rather small percentage yet it is the second largest for the girls. Some of those that are now homemakers followed clerical occupations as intermediate vocations.

Eight of the female graduates, or 5.5 per cent of the group, became teachers. An occupation for which they may, or may not, have trained in high school. Of those taking the Normal Training curriculum, 16 were at one time teachers. This fact was shown in the "intermediate vocation" column on the data sheets.

Four per cent of the graduates are students, two per cent were found in business, one and three-tenths per cent were nurses and one girl is a chef.

In view of the small number of occupations which these girls have followed, and the large percentage found in one vocation it would not be exceedingly difficult to devise new curricula to provide for their vocational needs.

#### College Attendance and Curriculum

High school students quite frequently change their minds. Some of them enter high school with the specific purpose of preparing for college. Others have no intention of attending college and hence pay little attention to their selection of curricula. Table 3 gives evidence on this situation.

Table 3. College attendance of the Enterprise, Kansas, High School graduates as compared with curricula followed

Curriculum		Total enrol.	Attend college	Rec'd degree	Per cent attended	Per cent degree
Classical	M	5				
	F	6	4	2	67.	50.
Col. Prep.	M	37	28	15	76.	53.
	F	35	19	11	54.	57.
General	M	59	25	16	42.	64.
	F	54	15	7	28.	46.
Norm. Tr.	M	2				
	F	53	12	4	23.	34.
Total	M	101	55	31	53.	59.
	F	148	50	23	34.	46.

A greater percentage of the boys from the Enterprise High School attended college than of the girls. Of the total number of boys 52.5 per cent attended college while only 46 per cent of the girls attended. Considering the total number of graduates, both boys and girls, 41.4 per cent attended college. This last percentage is rather high in comparison with the findings of others. Anderson (1) found only 15 per cent of the recent graduates attending college, while Christwell (5) found 16 per cent.

Of the total number of boys attending college 59 per cent received degrees. The total number of girls that were graduated from college included 46 per cent of those attending. The boys seem to have a greater tendency to attend and to finish college.

The largest percentage of male graduates attending college was found among those students taking the College Preparatory curriculum. Of those enrolling in this curriculum 76 per cent were found to have

attended college. This is also true for the females. The percentage is not as high, but 57 per cent of the girls taking the College Preparatory curriculum attended college. This would indicate that over half of the persons taking the College Preparatory course could be expected to go to college. (Sixty-seven per cent of the females that took the Classical curriculum attended college. This group includes only six of the female graduates and seems insignificant in view of the fact that 35 took the College Preparatory course.)

The second highest percentage of groups attending college and receiving degrees was found among those taking the General curriculum. In this group 42 per cent of the males and 28 per cent of the females attended college. Of these 64 per cent of the males and 46 per cent of the females received degrees.

When we consider those taking the Normal Training curriculum we find that 23 per cent of the girls attended college and of them 34 per cent earned degrees.

It can be observed in Table 3 that there is very little difference in the number of those going to college from the College Preparatory and General curricula. The small number from the Classical and the Normal Training curricula would indicate that these people select these curricula with the idea that the high school is their finishing school.

In the case of the Enterprise High School it would seem that the school is justified somewhat in setting up a curriculum to meet the requirements set up by colleges for admission. While a majority of the

students never attend college, a large enough percentage of them do to justify this curriculum. Curricula could be set up to provide for the majority as well as the minority.

#### Occupation and Curriculum

In an effort to determine the extent to which the high school students follow the occupations indicated by their choice of curriculum, Table 4 was constructed. This table was constructed by checking the occupations in which the graduates were actually found against the curriculum which they followed in high school.

Table 4. Occupation as determined by curriculum

Male	Class- sical	College prep.	Gen. curric.	Horn. Train.	Total
Business	1	4	17		22
Clerical		8	6		14
Farming		2	11	1	14
Skilled Labor	2	6	5		13
Student		7	2		9
Druggist			7		7
Labor		2	4	1	7
Teacher		4	2		6
Engineer		1	2		3
Military Off.			2		2
Professions		2			2
Mail Carrier			1		1
Scientist		1			1
Total	3	37	59	2	101

Female	Classical	College prep.	Gen. curric.	Norm. train.	Total
Housemaking	4	25	43	45	117
Clerical	1	2	5	3	11
Teacher	1	3	1	3	8
Student		4	2		6
Business			2	1	3
Nurse		1	1		2
Chef				1	1
Total	6	35	54	53	148
Grand Total	9	72	113	56	249

The male graduates showed a decided preference for two curricula, namely, the College Preparatory and General. The Classical curriculum was removed from the Enterprise High School in 1908 so the majority of the graduates included in this study did not have a chance to enroll in it. The Normal Training curriculum was in operation from 1908 to 1921. The other two curricula, College Preparatory and General, remain.

The varied nature of the occupations and the narrow limits of the curricula make it rather easy to determine by inspection that no specific relationship exists between the vocations and curricula. This should not, however, be interpreted as meaning that no relationship exists between the training these students received and the occupations they are in. Some of the training which they received would be of benefit in any vocation.

Of the 22 males found in occupations of a business nature, 17 took the General curriculum. This would probably be the best selection they could make under the circumstances. Such subjects as Economics, Book-keeping, English and Mathematics which are included in the general

course, would be of value to them in their occupations. Better provisions could have been made for them, however. Practical business courses could be outlined to care for those students who are partial to occupations of a business nature.

Clerical jobs were held by 14 of the boys studied. Of this group eight took the College Preparatory course and six the General. This does not indicate much relationship, nor much basis for prediction of future vocations.

Of the 14 farmers 11 took the General curriculum. Two of the remainder took the College Preparatory course and one took the Normal Training course. General Agriculture is included in the General course and this is the only subject to be found in this curriculum which deals directly with the farming problem. Other subjects may bear indirectly on the question of agriculture but in most cases are not taught with this viewpoint in mind. Thus the boy goes into his occupation with very little specific vocational training.

Table 4 also shows that of the skilled laborers six took the College Preparatory course, five the General course, and two the Classical. Mention has been made before of the fact that these men received their vocational training in the local manufacturing establishment. Subjects could be introduced into the curriculum which would be of value to the future graduates who expect to become skilled laborers.

Of the nine boys who are now attending college, seven took the College Preparatory course and two the General. This one group shows more specific relationship than any other. These people evidently were using the high school for preparation for a definite objective.

Of the seven druggists found among the male graduates, all followed the General curriculum. The seven laborers and the six teachers were almost equally divided between the College Preparatory and General curricula. One laborer followed the Normal Training curriculum. These graduates probably received some training which is beneficial to them in their vocational life, but little relationship between vocation and curriculum could be claimed.

The remaining nine male graduates were scattered over five occupations. All of them followed either the General or College Preparatory curriculum.

Taken as a whole it is the opinion of the writer that very few of the male graduates received any high school training which was of the type to prepare them for their vocations. Those taking the College Preparatory course and actually going to college did receive training in high school which was to aid them in their next goal. In considering the occupations followed by the graduates, it would be hard to justify the present curricular set up.

The homemakers who make up the largest percentage of the group of female graduates are scattered over the four curricula as is shown in



Table 4. Of the total 117, forty-five took the Normal Training curriculum. Of this 45, sixteen actually taught before marrying. This is one place where the high school training offered opportunities for its graduates for an intermediate vocation. Forty-three of the homemakers took the General curriculum. The College Preparatory curriculum was chosen by 25, and four were found to have taken the Classical curriculum. Here we have 79 per cent of the female graduates scattered over four curricula, and all going, ultimately, into the same vocation. These girls would have derived a great many benefits from one curriculum pertaining to homemaking.

Clerical occupations were followed by eleven of the female graduates. Five took the General course, three the Normal Training, two the College Preparatory and one the Classical curriculum. These graduates would have found the training offered by a commercial curriculum very helpful in their life occupations.

Three of the eight teachers took the Normal Training curriculum in high school. These three received training in high school which has been used in their occupations. Three of the teachers took the College Preparatory course. These people probably received their vocational training in college and not in the high school. The high school did, however, furnish a means whereby the students could prepare for college.

The remaining six female graduates are scattered both as to vocational status and curriculum followed. They make up a very small percentage of the total.

Again the fact that most of the graduates are found in a few occupations is brought out. This high school, by offering a few vocational courses, could meet the needs of most of its students, both male and female.

#### GRADUATES FROM PHILLIPSBURG HIGH SCHOOL

##### Location of Graduates

The first class graduated from Phillipsburg High School was in 1904. From that time up to and including the class of 1935, 598 students have been graduated. Of this group 17 are deceased, this is three per cent of the total. Thirty-seven, or six per cent, of the graduates could not be located. Of the remaining 545, forty-one per cent were males and 59 per cent were females.

The present location of these graduates is shown in Table 5.

Table 5. Present location of graduates of Phillipsburg, Kansas, High School

Males	No.	Per Cent	Females	No.	Per Cent
Phillipsburg	95	41.7	Phillipsburg	145	44.4
Phillips County	25	11.2	Phillips County	48	14.9
State of Kansas	42	18.9	State of Kansas	65	19.5
Out of State	63	28.2	Out of State	68	21.1
Total	225	100.0	Total	322	100.0

The percentage of graduates remaining in Phillipsburg and Phillips County is about the same for both the males and females. According to Table 5, 42.9 per cent of the males remained in these two areas, while 49.5 per cent of the females did not migrate from the community and county. In either case a little less than 50 per cent remained in the immediate vicinity.

In considering the males, we find that 47.1 per cent migrated from the community in which they received their education. The females showed less tendency to migrate, 40.6 per cent being found away from Phillipsburg and Phillips County.

According to the data in Table 5 many of the graduates are leaving the community. These people may be leaving the vicinity because of lack of vocational opportunity. Their vocational choice may have been determined and they must go elsewhere to find opportunity in their field. The statement may be made again that more than local vocational opportunities must be considered in outlining a plan for vocational curriculum. The school must have accurate information concerning the occupations into which their graduates go if they are to build any comprehensive vocational courses of study.

Taken as a whole the girls show a greater tendency to remain in the home community than do the boys. More of the boys seem to leave the community and go elsewhere in the state and into the several states.

## Occupations Followed

The grouping of occupations for the Phillipsburg graduates was done in the same manner as that for Enterprise. Table 6 lists the graduates as to occupation.

Table 6. Occupations of the graduates of Phillipsburg, Kansas,  
High School

Males	No.	Per Cent	Females	No.	Per Cent
Farming	46	20.6	Homemaking	247	76.7
Business	45	20.2	Teacher	38	11.5
Labor	39	17.5	Clerical	18	5.6
Clerical	22	9.9	Business	6	1.9
Skilled Labor	17	7.6	Nurse	6	1.9
Teacher	14	6.5	Student	6	1.6
Student	11	5.0	Doctor	1	.4
Professions	7	3.1	Musician	1	.4
Govt. Employee	6	2.7			
Railroad Emp.	6	2.7			
Journalist	5	1.5			
Minister	5	1.5			
Engineer	2	.9			
Military Off.	2	.9			
Total	225	100.0	Total	322	100.0

The graduates represented in Table 6 show a rather definite occupational grouping. Fifty-eight and three-tenths per cent of the males are found in three different occupations, farming, business and labor; while 76.7 per cent of the females are found in only one vocation, that of homemaking.

Phillipsburg is located in an agricultural area. The situation is almost completely rural. The town at one time was a division point for

the Rock Island Railroad, but the shops have been removed in recent years and the labor demands from this source are rather light. Unless training is received beyond that offered by the local high school at the present time, occupational opportunities are rather narrow.

Farming is the vocation which was chosen by 20.8 per cent of the male graduates. This means that in the past one out of every five boys graduated from the high school went into occupations of an agricultural type. In view of the economic status of the community at the present time, it is the opinion of the writer that this ratio could be expected to continue. The school does not have, nor never has had, any curriculum of the type which would be vocational training for these boys.

Almost as many went into business as farming. Twenty and two-tenths per cent of the boys were found in this classification. This makes a total of 40.8 per cent of the boys that have entered into these two different vocations. By setting up two specific vocational curricula to meet the needs of these groups, the high school at Phillipsburg could provide for the vocational needs of almost half of its male graduates.

Common labor occupations were followed by 39, or 17.5 per cent, of the 223 male graduates. The size of this group might be reduced in the future by offering vocational training in the high school. Graduates with no specific vocational training find it hard to break into occupations where pre-apprenticeship training for those vocations is essential. Most of these graduates did not attend college.

Clerical occupations are in some ways similar to business in that they require related skills and knowledge in some cases. Nine and nine-tenths per cent of the males were found in vocations of this type. Outside of bookkeeping and several other commercial subjects very little training was offered by the high school which could be termed preparation for these vocations.

Seven and six-tenths per cent of the males were found in occupations requiring skilled labor. These men received their training for these vocations after they left high school. Some of them in the railroad shops, and some as apprentices in other shops. It would be impractical for the high school to try to offer training for all skills, but they could offer training in related skills if the demand were great enough.

The teaching profession attracted 6.3 per cent of the boys. Most of these boys received additional training at colleges. The high school does offer training for this vocation.

Five per cent of the male graduates are in college at the present time. If the high school offers training of a nature that will prepare these people for college that is all that can be expected. The high school does offer college preparatory training.

The professions account for 3.1 per cent of the males. These people necessarily received their professional training in institutions of higher learning and the high school furnished the background for this additional training.

The remaining occupations were selected by fewer than two per cent each of the graduates. These occupations include government employees, railroad employess, journalists, ministers, engineers and military officers. Such a small percentage of the total graduates is included in these occupations that it would be impractical for the high school to try to offer definite training for them.

According to the data given on the girls in Table 8, 76.7 per cent are now homemakers. Over three-fourths of this group are following one vocation. Home Economics subjects were offered in this high school for a period of over ten years but at the present time there are no provisions made for this type of training. The Home Economics subjects were removed under the guise of an economy measure and have never been reinstated. Very little has been done to prepare the girls for their life work. The percentage of homemakers found among this group is not excessively high as is indicated by studies to which reference has been made previously.

Teaching attracted 11.5 per cent of the girls. The Normal Training curriculum would have supplied training for these girls, but 35 per cent of those now teaching did not follow this course.

Five and six-tenths per cent of the girls are in occupations classified as clerical and one and nine-tenths per cent are in business. These occupations are somewhat related and training could be offered which would be helpful in both.

The few remaining girls were found in a variety of vocations. Nursing was followed by 1.9 per cent and 1.6 per cent are students. There was one doctor and one musician among the girls. These occupations do not include a great enough number of graduates to merit such consideration in curriculum organization.

Table 7. College attendance of the Phillipsburg, Kansas, High School graduates as compared with curricula followed

Curriculum		Total enrol.	Attend college	Rec'd degrees	Per cent attended	Per cent rec'd deg.
Classical	M	58	22	18	58.	82.
	F	59	18	10	46.	55.
Commercial	M	55	10	3	29.	34.
	F	57	14	10	25.	71.
General	M	124	55	19	28.	54.
	F	50	15	7	30.	47.
Norm. Tr.	M	26	5	5	19.	100.
	F	176	55	9	19.	27.
Total	M	225	72	45	32.	63.
	F	322	80	36	25.	45.

From the data in Table 7 several facts can be noted. The boys show a greater tendency to go to college than do the girls. By way of comparison, 32 per cent of the boys that were graduated from the Phillipsburg High School attended college, while only 25 per cent of the girls attended. A larger percentage of the boys that attended college received degrees than of the girls. Of the boys, 63 per cent received college degrees while only 45 per cent of the girls completed their college education. This fact would indicate that the College Preparatory curriculum should be used more by the boys than the girls.



The information given in Table 7 shows that the curriculum followed in high school is a rather poor indication of whether the student expects to attend college or not. One fact should be stated before interpreting these data further. The Classical curriculum offered by the Phillipsburg High School is also the College Preparatory curriculum. It is a combination of both and carries the former title. Requirements for college admission can be met by following the Classical curriculum and it is the curriculum taken by those who are definitely preparing for college.

The highest percentage of relationship shown between curriculum and college attendance in Table 7 is found among those taking the Classical curriculum. Of the boys taking this curriculum, 56 per cent attended college, and of the girls, 46 per cent. These are the highest percentages of college attendance noted for any curriculum. In these two groups we find that 82 per cent of the boys that attended college earned degrees as did 55 per cent of the girls. In view of these facts it would seem that this curriculum offers a better basis for predicting college attendance than any other.

Among those taking the Commercial curriculum, we find that 29 per cent of the boys and 25 per cent of the girls attended college. About one-third, or 34 per cent, of the boys attending college from this curriculum received degrees and 71 per cent of the girls attending college were graduated.

Twenty-eight per cent of the boys and 30 per cent of the girls that took the General curriculum attended college. Degrees were earned by

54 per cent of the boys and 47 per cent of the girls that attended college after taking this curriculum in high school.

According to Table 7, the smallest percentage of college attendance was noted for the Normal Training graduatee. Of this group 19 per cent of the boys and 19 per cent of the girls attended college. All of these boys received college degrees, while only 27 per cent of the girls completed their college course.

Of the total number of graduates of the Phillipsburg High School included in this study, only 27.9 per cent attended college. These people received training in high school that was of value to them. Seventy-two and one-tenth per cent did not attend college yet were forced, in most cases, to take training which did not fit them for their vocation to a very great extent. College preparatory training should be offered but specific vocational training courses should be offered for the majority who will never attend college.

#### Occupation and Curriculum

The students of Phillipsburg High School have four different curricula from which to choose. Table 8 shows the occupational distribution of the graduates with reference to the curricula followed as high school students.

Table 8. Occupation as determined by curriculum

Males	Class.	Comm.	Gen.	Norm. Tr.	Total
Farming	4	6	26	10	46
Business	6	7	30	2	45
Labor	5	5	24	4	39
Clerical	4	8	7	3	22
Skilled Lab.	3	2	10	2	17
Teaching	2	2	6	4	14
Student	4	2	5		11
Professions	4		2	1	7
Govt. Emp.	2	1	3		6
R. R. Emp.			6		6
Journalist	1		2		3
Minister	2	1			3
Engineer			2		2
Mil. Off.	1		1		2
Total	39	35	124	26	225
<b>Females</b>					
Homemaker	31	39	37	140	247
Teacher	3	7	3	25	38
Clerical	1	7	3	7	18
Business	1	2	3		6
Nurse	1	2	2	1	6
Student	1		1	3	5
Doctor			1		1
Musician	1				1
Total	39	57	50	176	322
Grand Total	77	92	174	202	545

The curricular preference of the graduates of the Phillipsburg High School are quite evident in Table 8. The boys show quite a preference for the General Curriculum, while the girls favor Normal Training. These two curricula were followed by over 50 per cent of each group. The second most popular curriculum for the boys was the Classical and for the girls the Commercial.

The general course was followed by the largest number of boys that became farmers. Twenty-six of the 46 that went into farming chose the General curriculum in high school. Of the remainder, 10 followed the Normal Training curriculum, six the Commercial and four the Classical. The General course was probably the best selection these boys could have made in that particular situation. These boys, some of them coming from the farm and intending to return, had no chance to follow a course of study outlined for their particular needs. Training for their vocations had to be obtained from some other source than the high school.

The Commercial curriculum is an attempt to devise vocational training for high school students. Students intending to go into business or clerical occupations should follow this curriculum. The graduates of the Phillipsburg High School who chose these occupations did not in every case do this. Thirty of the 46 boys found in business had followed the General curriculum, two the Normal Training, only seven the Commercial and four had taken the Classical curriculum. Of those following clerical vocations, we find only eight out of 22 had taken the Commercial course. These people could have had vocational training if they had made a wise selection of curricula, but something evidently guided them into some other curriculum. The Commercial curriculum has been offered in the Phillipsburg High School since 1918, so a large percentage of the graduates have had the opportunity of selecting this curriculum.

Of the 39 males found in occupations of the common labor type, 24 had taken the General course, six the Commercial, five the Classical, and four the Normal Training curriculum. These boys probably made the selection of curriculum a minor consideration as they entered high school. Many of this group might be in different types of vocations today if the high school had offered them a wider variety of vocational training.

Ten of the boys going into skilled labor occupations had followed the General curriculum. The Commercial and Normal Training curricula were taken by two each, and three had followed the Classical course. With the exception of two years of Manual Training, which deals entirely with wood-working, these boys had no training in high school which would help them in developing the skills which they were to use in later life.

Eleven of the male graduates are college students at the present time. In this group, we find that five took the General curriculum, four the Classical, two the Commercial. Evidently these students received training in high school which gave them the qualifications for college entrance although not all of them took a curriculum designed for this purpose.

Of the seven boys who have gone into the professions, four took the Classical course, two the General and one the Normal Training course. These people received their professional training at institutions of higher learning. They should have selected a high school

curriculum that prepared them for college entrance. This training is offered by the high school and failure to enroll for it is not a fault of the curriculum, but a lack of proper guidance.

Railroads furnished employment for six boys from the Phillipsburg High School. These six boys followed the General curriculum in high school and it is the opinion of the writer that this was the wise course to follow. The different occupations of railroading are so varied that the employees are required to receive special training on the job, and, because of the small number in this group, the high school training could only be of a general nature. These facts are also true of the six boys who became employees of the federal government.

The remaining occupations, Journalist, Minister, Engineer, and Military officer, are specialized vocations for which specialized training must be received. The curriculum followed in high school should be the one which furnishes the best foundation for future training.

In view of the facts given in Table 8, it would seem that the boys that were graduated from the Phillipsburg High School had very little chance to prepare for their vocations. In most cases those boys going into vocations for which high school had made provisions in its curricula did not make a wise selection in their course of study. This can probably be accounted for by the lack of a functioning guidance program.

In considering the girls represented in Table 8, we find that the 247 homemakers are divided as to curricula as follows: Normal Training

one hundred forty, Commercial 37, General 37, Classical 31. Ninety-six of the 140 that took Normal Training taught before they were married. Fifty-five per cent of the females used their high school training in their intermediate vocations. This fact coincides with the findings of Smothers and Hamlin (18) who found that the occupations of high school graduates usually show some relationship to the high school curricula followed.

The high school in this case offered training to these girls which was of aid to them in their intermediate vocations but failed to prepare them for their life vocation. The period of the intermediate vocation is rather short as compared with that of the life vocation.

Of the 38 girls that eventually became teachers, 25 took the Normal Training curriculum. These girls left the high school with vocational training which was no doubt an aid in securing a position. Most of them have probably attended college since graduating from high school, but again their high school training was of benefit to them in entering college. This part of one group shows the highest percentage of relationship found between occupation and curriculum. These girls received vocational training in high school for their intermediate vocations, but they did not follow the curriculum which would have given them better preparation for their work. This curriculum was not offered.

Business and clerical occupations were chosen by 24 of the girls. Nine of these girls took the Commercial curriculum in high school and,

no doubt, received training which was of some vocational value. Seven of them took the Normal Training course, six the General, and two followed the Classical curriculum. Outside of the first nine mentioned, very little relationship can be shown between curriculum and vocation for this group.

Of the six nurses, two followed the General curriculum, two the Commercial, and one each took the Classical and Normal Training courses. These girls should have selected the curriculum which would have provided the most pre-vocational training for their occupation. The General or Classical course either would have offered prerequisites for their nurses training course.

Three of the five students attending college had taken the Normal Training course and one each had taken the General and the Classical curriculum. These people should have taken college preparatory training. The one doctor had taken the General course and the one musician had followed the Classical curriculum.

When one vocation is followed by over three-fourths of the female graduates of a high school, it should not be difficult to decide that vocational homemaking should be listed among the curricular offerings.

#### TRENDS

It is to be noted that Phillipsburg and Enterprise are both small village communities, essentially rural. While this is true, there are



a few significant differences which are apparent. Enterprise is the home of a small, but prosperous, manufacturing business of nationwide reputation which seems to have had a noticeable effect on the trend of thinking among its people, including high school pupils. Enterprise is at the same time the older, and the smaller, of the two towns. For the purposes of comparison, however, we have taken graduates covering the same time. Since in general these communities are quite similar, we may very appropriately look for common trends among the data considered. Where we find similarities, their significance will be accounted for, and where we find differences they may point to the importance of varying local conditions which might not otherwise seem significant.

The total number of cases located by this study is 794. The larger number of graduates was taken from the Phillipsburg High School, the number being 545, while 249 were taken from Enterprise. In both schools the females were found to have out-numbered the males. Fifty-nine per cent of the graduates studied were females and 41 per cent were males. These percentages also hold true for each school. Three and one-half per cent of the graduates from Enterprise are deceased as are three per cent of those from Phillipsburg.

The occupations followed by the graduates of the two high schools show some rather striking similarities. Over 50 per cent of the boys from both schools were found to have followed only three different vocations, namely, business, farming and clerical work. The percentages

for each group were slightly different but a definite trend toward these three vocations is evident. If we include those from Phillipsburg who are doing common labor and those from Enterprise who are skilled laborers, the percentage of the total raises to over 60 per cent. The farmers made up 20.6 per cent of the group of boys from Phillipsburg, and 14 per cent of those from Enterprise. Clerical occupations were followed by 14 per cent of the boys from Enterprise and 9.9 per cent of the boys that were graduated from Phillipsburg. In business vocations we find 21.9 per cent of the boys from Enterprise as compared with 20.2 per cent from Phillipsburg. As this study covers a period of 30 years it would seem that the occupational trends of the male graduates of these two schools are rather definite. Most of the boys seem to follow a few occupations for which the high school could offer training.

In considering the girls that were graduated from the two schools we find even greater similarity of occupational choice. Over three-fourths of the girls from both schools are now homemakers. Of the girls taken from Phillipsburg 76.6 per cent are homemakers, and a slightly higher percentage, 79, was found for the girls at Enterprise. This fact should carry considerable weight in determining the chief curriculum which these two schools should offer the girls. Neither of the two schools offers vocational homemaking training, although the Enterprise High School does offer Home Economics subjects.

Some similarity was found in two other vocations followed by the girls. Teachers and clerical workers make up 17.1 per cent of the fe-

male graduates of the Phillipsburg High School as compared with 15 percent for Enterprise. Thus we have a very large majority of the girls that were graduated from these two schools accounted for in only three different vocations.

The vocational trends for both male and female graduates of the two schools are represented graphically in Figure I. This figure is used to show only those similarities found.

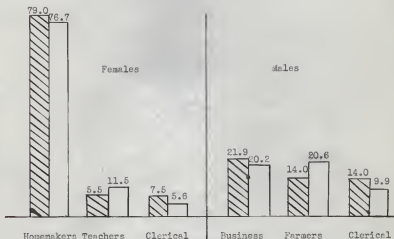


Figure I. Occupational similarities of the graduates of Enterprise and Phillipsburg High Schools



Enterprise

Phillipsburg

Another similarity noted was among the graduates of both high schools that later went to college. Both of the high schools offer training which is for the specific purpose of preparing for college, yet many of the students who went to college from these high schools did not take this training, and some took the College Preparatory course and did not go to college. Better selection of available curricula should be stressed by the authorities of these two schools through a functioning program of guidance.

In comparing the data of the two schools, differences as well as similarities were found. Trends which were quite evident in one set of results were lacking in the other. These differences may be due to local variation, which high school officials should determine for their communities before building a comprehensive curriculum plan.

Migration tendencies were more evident among the graduates of the Enterprise High School. Sixty-five and four-tenths per cent of the males and 62.2 per cent of the females who were graduated from the Enterprise High School migrated from their home communities. Only 47.1 per cent of the male and 40.6 per cent of the female graduates of the Phillipsburg High School were found in communities other than Phillipsburg and Phillips County. This fact is rather hard to explain unless geographical location of the two towns might have an effect on migration. The higher percentage of college attendance among the graduates of Enterprise High School might enter into the migration tendency.

The similarities of the occupations followed by the graduates of the two schools have been noted previously in this section. Some differences exist which should be considered. Seven druggists were found among the 101 male graduates of the Enterprise High School, yet of the 225 male graduates of the Phillipsburg High School, none followed this vocation. This is due to the fact that interest in this vocation has been sponsored by local business men in Enterprise. The larger percentage of skilled laborers in Enterprise has been noted before and the reason for this being true explained. Three journalists were found among the male graduates of Phillipsburg, and none from Enterprise. This number is rather small yet something evidently produced the result. We find six railroad employees and six government employees among the male graduates from Phillipsburg. Employment from these two sources was not noted for the male graduates of Enterprise. Local opportunities are shown again to be rather important factors in occupational choice.

The differences noted for the occupations followed by the girls is of little significance in view of the large percentage of the girls found in so few occupations.

A rather significant difference was found in the number that attended college from the two schools. The percentage of graduates attending college from Enterprise was much higher than that from Phillipsburg. Forty-one and four-tenths per cent of the total number of graduates from Enterprise attended college, while only 28 per cent of those from Phillipsburg went to institutions of higher learning. It is ob-

served again that this fact may in some way explain the larger percentage of migration found among the graduates of Enterprise High School. The percentage of boys attending college is higher than that of the girls for both schools. More of the boys than the girls were found to have finished college in both cases. This seems to indicate that the high school is a finishing school for more of the girls than boys. In light of this fact special emphasis should be placed on the training offered for girls.

Differences of curricular distribution for the two high schools is shown in Figure 2.

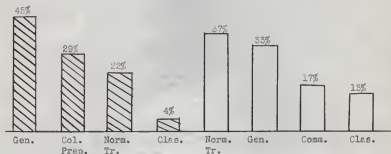


Figure 2. Curricular distribution of the graduates of the Enterprise and Phillipsburg High Schools



Enterprise



Phillipsburg

The differences noted in Figure 2 may in some way explain the difference in the amount of college attendance among the graduates of the two schools. Definite college preparation was made by 29 per cent of the graduates of Enterprise, while only 15 per cent of the Phillipsburg graduates took the Classical course which is the course offered for college preparation.

The General course was the most popular curriculum at Enterprise, while Normal Training was followed by the largest percentage of the Phillipsburg graduates. The large percentage of the Phillipsburg graduates that took Normal Training probably did so with the purpose of using this training to secure a position. As has been stated before, a large number of these graduates did use this training in their intermediate vocations. Two curricula are shown to be followed by well over half of the graduates in each of the two schools. The General curriculum and the College Preparatory are used most by the Enterprise students and the Normal Training and General by the Phillipsburg students.

In view of the narrow limits of the curricula offered, it is not surprising that very little relationship was found between vocation and curriculum. Very few of the graduates in either school, outside of those who attended college, were found to have received training in high school which was for their specific vocation. It is not the intention of the writer to imply that these graduates did not receive training which was of benefit to them in their vocations. This is far from the

truth. Some of the high school subjects give training which is essential to success in any vocation. It is the contention of the writer, however, that the high school by offering these subjects to which reference was just made plus vocational training in the fields selected by the largest percentages of their graduates, could be of more worth, both socially and economically.

#### CONCLUSIONS

1. Migration tendencies vary with the communities studied. The smaller of the two communities studied shows the greater amount of migration.
2. The amount of migration seems to have little effect on the ultimate occupations of the graduates studied.
3. Migration may be the result of a lack of vocational opportunity in the local community.
4. Slightly more than three-fourths of the female graduates studied went into homemaking.
5. Three occupations, business, clerical, and farming, were followed by over fifty per cent of the male graduates studied.
6. A variety of occupations, most of which require college training, are followed by a small per cent of the graduates, both male and female.



7. Local variations seem to play a large part in the determination of vocations for high school graduates.

8. In view of the larger percentage of college attendance found for the graduates of the Enterprise High School, geographical location would seem to play some part in the fixing of this percentage.

9. A large percentage of college attendance would seem to indicate a large amount of migration.

10. The percentage of high school graduates in each school studied attending college is large enough to justify a college preparatory curriculum, but too much emphasis is placed on this one curriculum.

11. The high school students who attended college seemed to make a poor selection of curricula in light of their future needs.

12. High school students who expect to attend college should be properly instructed as to the requirements for college entrance and directed into the proper curriculum.

13. High school students who did not expect to attend college had very little opportunity of obtaining vocational training in any specific line while attending high school.

14. A larger percentage of the males studied was found to have attended college than that of the females; and a larger percentage of the males attending college received degrees than of the females.

15. Definite vocational curricula should be constructed for those students not expecting to attend college.

16. Very little basis for predicting college attendance was found in the curriculum followed.

17. With such narrow curricular limits very little relationship could be expected between vocation and curriculum.

18. The high schools give general training which is useful to a varying extent in all vocations.

19. In view of the small number of different vocations followed by the majority of the graduates of the high schools studied, appropriate curricular reorganization to supply training for these vocations would not entail the insertion of numerous new curricula.

20. The adoption of vocational curricula would necessarily have to be preceded by the institution of a practical plan for vocational guidance.

#### ACKNOWLEDGMENT

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