

8-1-1941

## A follow-up study of graduates of the Laboratory School of Indiana State Teachers College

Jere O. Goodman  
*Indiana State University*

Follow this and additional works at: <https://scholars.indianastate.edu/etds>

---

### Recommended Citation

Goodman, Jere O., "A follow-up study of graduates of the Laboratory School of Indiana State Teachers College" (1941). *Electronic Theses and Dissertations*. 225.  
<https://scholars.indianastate.edu/etds/225>

This Thesis is brought to you for free and open access by Sycamore Scholars. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Sycamore Scholars. For more information, please contact [dana.swinford@indstate.edu](mailto:dana.swinford@indstate.edu).

A FOLLOW-UP STUDY OF THE GRADUATES OF THE LABORATORY  
SCHOOL OF INDIANA STATE TEACHERS COLLEGE

by

Jere O. Goodman

Contributions of the Graduate School  
Indiana State Teachers College  
Number 453

Submitted in Partial Fulfillment  
of the Requirements for the  
Master of Science Degree  
in Education

1941

INDIANA STATE  
LIBRARY

The thesis of Jere O. Goodman,  
Contribution of the Graduate School, Indiana State  
Teachers College, Number 453, under the title Followup Study of the Graduates of the Laboratory School of Indiana State Teachers College

is hereby approved as counting toward the completion  
of the Master's degree in the amount of 8 hours'  
credit.

Committee on thesis:

J. R. S. Hapner  
Ouel E. Strong  
Chas. H. Jamison, Chairman

Representative of English Department:

Sara King Harvey

Date of Acceptance August 1, 1941

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
The Laboratory School . . . . .	1
Purpose of the study . . . . .	2
Scope of the study . . . . .	4
Limitations . . . . .	4
Method of the study . . . . .	5
The questionnaire . . . . .	6
Review of previous related studies . . . . .	7
II. TREATMENT OF DATA . . . . .	10
Home life of graduates . . . . .	10
Family and economic situation . . . . .	10
Educational evaluations and pursuits of men graduates . . . . .	13
Educational evaluations and pursuits of women graduates . . . . .	17
Educational values in earning a living . . . . .	21
High-school help needed but not given according to women graduates . . . . .	22
High-school help needed but not given according to men graduates . . . . .	24
More education of a general character . . . . .	25
Educational plans and economic conditions . . . . .	25

## CHAPTER

## PAGE

Definite plans for further education . . . . .	27
Extra-curricular activities of the grad- uates while in high school . . . . .	28
Employment record of the men . . . . .	29
Employment record of the women . . . . .	31
Opportunities for future advancement in present employment . . . . .	32
Kind of work most desired by the men . . . . .	33
Kind of work most desired by the women . . . . .	34
Reasons for unemployment of both men and women . . . . .	35
Health record of the graduates . . . . .	36
Recreational and social life of the men . . . . .	36
Recreational and social life of the women . . . . .	39
Other recreational life of the graduates . . . . .	40
Personal desires and opinions . . . . .	53
III. SUMMARY AND CONCLUSION . . . . .	56
General statement . . . . .	56
Home life of the graduates . . . . .	56
Educational status of the graduates . . . . .	57
Employment of the graduates . . . . .	59
Health record of the graduates . . . . .	59
Recreational and social life of the graduates . . . . .	60

CHAPTER	PAGE
Personal problems of the graduates . . . . .	61
Conclusion . . . . .	62
BIBLIOGRAPHY . . . . .	64
APPENDIX . . . . .	65
Copy of letter sent to graduates . . . . .	66
Questionnaire . . . . .	67

## LIST OF TABLES

TABLE	PAGE
I. Residence of Graduates . . . . .	6
II. Residential Status of Graduates . . . . .	10
III. Occupational Status . . . . .	11
IV. Occupants of Homes of Unmarried . . . . .	11
V. Men's Rating of High-School Subjects as to General Value . . . . .	14
VI. Men's Rating of High-School Subjects as to Vocational Value . . . . .	16
VII. Men's Rating of High-School Subjects as to Least General and Vocational Value . . . . .	16
VIII. Women's Rating of High-School Subjects as to General Value . . . . .	19
IX. Women's Rating of High-School Subjects as to General Value . . . . .	20
X. Women's Rating of High-School Subjects as to General and Vocational Value . . . . .	21
XI. Educational values in Earning a Living . . . . .	22
XII. Opinions of Women Graduates as to Help which Should Have Been Given in High School . . . . .	23
XIII. Opinions of Men Graduates as to Help which Should Have Been Given in High School . . . . .	24

## TABLE

## PAGE

XIV.	More Education of a General Character . .	26
XV.	Educational Plans and Economic Conditions . . . . .	26
XVI.	Further Educational Plans of the Graduates . . . . .	27
XVII.	High-School Extra-Curricular Activities .	28
XVIII.	Employments of Men Graduates . . . . .	29
XIX.	Weekly Hours and Wages of the Men . . . .	30
XX.	Employments of Women Graduates . . . . .	31
XXI.	Weekly Hours and Wages of the Women . . .	32
XXII.	Opportunities for Advancement . . . . .	33
XXIII.	Men's Choice Occupations . . . . .	34
XXIV.	Women's Choice Occupations . . . . .	34
XXV.	Reasons for Unemployment . . . . .	35
XXVI.	Physical Examination on vision . . . . .	37
XXVII.	Physical Examination on Hearing . . . . .	37
XXVIII.	Physical Examination on Teeth . . . . .	37
XXIX.	General Physical Examination . . . . .	38
XXX.	Social Clubs of the Men . . . . .	38
XXXI.	Social Clubs of the Women . . . . .	40
XXXII.	Frequency of Movie Attendance . . . . .	41
XXXIII.	Favorite Types of Movies . . . . .	41
XXXIV.	Favorite Actors and Actresses . . . . .	42
XXXV.	Favorite Radio Programs . . . . .	43



## TABLE

## PAGE

XXXVI.	Magazines Read by the Graduates . . . . .	44
XXXVII.	Newspapers Read Regularly . . . . .	46
XXXVIII.	Newspapers Read Frequently . . . . .	47
XXXIX.	Books Read by the Men in the Past Month . .	48
XL.	Books Read by the Women in the Past Month .	49
XLI.	Hobbies of the Men . . . . .	50
XLII.	Hobbies of the Women . . . . .	51
XLIII.	Farthest Places of Travel of the Men . . .	52
XLIV.	Farthest Places of Travel of the Women . .	53
XLV.	Personal Problems of the Graduates . . . .	53

## CHAPTER I

### INTRODUCTION

1. The Laboratory School. The Laboratory School of the Indiana State Teachers College was started in the year 1935. It covers a regulation city block, and is one of the largest structures of its kind in the United States. The building contains 2,208,449 cubic feet of construction with a total building and equipment cost of approximately \$1,000,000. It has a total of 750 pupils ranging from kindergarten to high school, 80 instruction rooms in use, and a staff of 44 teachers. The critic teacher staff has the highest training, and the equipment for teaching is along the lines of the most modern educational standards.

The school borders the business district of the city of Terre Haute and is an integral part of Indiana State Teachers College. The home conditions, as represented by its pupil body, vary greatly, ranging from the highest priced apartments in the city to houses which are most inadequate. Approximately 18 per cent of the mothers work outside the home. These conditions, together with the fact that the school must serve as the educational laboratory of the college, are basic to the development of the program. The school receives its pupil body for the most part from the section of the city of Terre Haute which immediately surrounds

its buildings and comprises a city school district.

The Laboratory School conceives its purpose to be of service to: (1) the children who attend it; (2) their parents and others in the community; (3) the college students who use the school as a laboratory; (4) those from other sections of the state who visit it; and (5) those from the nation at large who may be interested in its work with any of these factors.

2. Purpose of the Study. Scientific research in the field of education is coming to be recognized more and more as a valuable asset in meeting the needs of youth in the ever changing world of today. It is the purpose of this study to enlighten administrators and others who face these problems by obtaining certain results and opinions from the graduates of the Laboratory School.

A number of factors have contributed to the task of directing the secondary schools towards meeting the vast economic and social needs of youth along with their academic training.

First, is the influx of youth into the secondary school grades. The proportion of the population fourteen to seventeen years of age (inclusive) enrolled in the high schools increased from approximately one-tenth of all in 1900 to seven-tenths in 1936.

Occupations. All occupations, 1930.

Second, this popularization of secondary education has been accompanied and followed by an expansion of school programs to serve the influx. This popularization has been characterized by increased diversity in ability, interests, and backgrounds of pupils, which call for rapid expansion and differentiation of the offering, modification of teaching procedures, development of programs of guidance, and other types of educational service as well as extracurriculum activities.

Third, the modern period has seen rapidly changing conceptions of the purposes of secondary education, which are in harmony with increased popularization and the expanding educational program. Formerly, emphasis in purpose and practice was on preparation for college; now purposes are dominantly in terms of life and living, such as citizenship, health, recreation, and vocation.

Following are excerpts from Walter V. Bingham, from his digest of trends:

Thanks to technology and to power, a lessening proportion of the worlds' work is being done by the firm muscles of unskilled labor. And this trend will continue. There is another equally important consequence of industrial revolution. The number of opportunities has been growing in numerous occupations, such as managing, selling, nursing, teaching, social work, in which effectiveness in personal relations is indispensable. . . .<sup>1</sup>

---

<sup>1</sup> Walter V. Bingham, "Abilities and Opportunities: Some Meanings of Trends in Occupational Distribution," Occupations, XII (February, 1934),

In order to associate the present school curriculum with results shown by a report from a study of the graduates themselves, it is believed that the secondary school will be better able to evaluate its accomplishments in the direction of guidance, the school curriculum, and its extra-curricular activities.

3. Scope of the Study. The survey was made to secure data concerning the economic status, the advanced training, the vocations, the avocational interests, the health status of the graduates, their use of leisure time, the hobbies, and the opinions of the graduates concerning the value of their high school training towards meeting their present needs. Also an inquiry was made as to their most outstanding personal problems. Other data included their rating as to the value of their high school extra-curricular activities. A copy of the questionnaire and the accompanying letter to the graduates are included in the Appendix.

4. Limitations. Many of the graduates were still in college and, therefore, had not entered their life vocations. Consequently, these graduates were not in a position to answer certain parts of the questionnaire pertaining to life after college. Some of the graduates failed to respond to parts of the questionnaire, which omission resulted in several variations in the total responses shown in the tables. The fact

that all the data were secured by mail and no personal interviews were made placed certain limitations on the per cent of responses to all items of the questionnaire.

5. Method of the Study. Graduates of the Laboratory School, represented over a five-year period from 1935-1940, which also included all graduates during the school's history, were chosen for this study. Because of the fact that the history of the school represents only a five-year period, all graduates were chosen in order to get a representation from those who had finished college and entered vocational careers, as well as from the graduates who were still in college or were attempting to adjust themselves in a permanent vocation.

There were 217 graduates in this period of years. A questionnaire, accompanied by a letter signed by the principal, was mailed to each of the graduates from the principal's office at the Laboratory School. Responses were received from 105 of the graduates, which represent approximately 48.4 per cent of the total number graduated. Of the 217 graduates, 57 women responded, and only 48 men.

Owing to the fact that all present addresses of the graduates were not available, the questionnaires were mailed (first class) to their home addresses at the time of their graduation. These were obtained at the office of the principal at the Laboratory School. Each mailing had enclosed

a return-addressed, stamped envelope, for convenience of return mailing, and the envelopes which were addressed to the graduates had the return address of the Laboratory School to facilitate determining the number of graduates whom the mailing failed to reach. Only fourteen of the questionnaires were returned because of lack of proper addresses. Table I gives the residence of the graduates at the time the mailings were returned.

TABLE I  
RESIDENCE OF GRADUATES

Home of Graduate		Men	Women	Total
Terre Haute,	Indiana	39	49	88
Champaign,	Illinois	0	2	2
Indianapolis,	Indiana	2	0	2
Washington,	District of Columbia	1	1	2
Gary,	Indiana	1	0	1
Lafayette,	Indiana	0	1	1
Chicago,	Illinois	0	1	1
Olney,	Illinois	1	0	1
Mattoon,	Illinois	0	1	1
Cincinnati,	Ohio	1	0	1
Louisville,	Kentucky	0	1	1
Fort Knox,	Kentucky	1	0	1
Randolph Field,	Texas	1	0	1
Houston,	Texas	1	0	1
Detroit,	Michigan	0	1	1

6. The Questionnaire. The Muncie Youth Study,<sup>2</sup> was

<sup>2</sup> Hamrin and Erickson, "Guidance in the Secondary School," Muncie Youth Study, pp. 323-329.

found to be the most elaborate study ever made, and was, therefore, used as a model in preparing the questionnaire for this study. Although a few of the items of the questionnaire of the Muncie Youth Study were omitted in the preparation of this study, the most of it was adopted literally in preparing the questionnaire for this study.

#### 7. Review of Previous Related Studies. Silas A.

Smith made a study to determine the values of the various subjects included in the high-school curriculum and reported his findings in a thesis contributed to the Graduate School of Indiana State Teachers College in 1929.<sup>3</sup>

English Literature was reported with more outstanding values than any other subject. English composition received a high rating for its general vocational value. arithmetic, domestic science, and public speaking followed as the subjects having the greatest general values. Other subjects as French, trigonometry, and chemistry were given an outstanding value rating only for their values as aids in carrying on work in fields of higher learning. Subjects reported in this study as having the greatest avocational values are

---

<sup>3</sup> Silas A. Smith, "A Study to Determine the Values of the Various Subjects Included in the High-School Curriculum," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1929).



English literature, English composition, public speaking, and history.

In 1933, Lynn Cleopas Fisher made a study of the graduates of Laporte County high school relative to their educational needs. The findings of this study were also reported in a thesis contributed to the Graduate School of Indiana State Teachers College.<sup>4</sup>

English, music, art, social science, and science were the subjects reported in this study as having the greatest values in character building. Domestic science, music, and art were chosen as most valuable in perfecting the home. Mental development was considered best stimulated by such subjects as foreign language, algebra, geometry, and Latin. Domestic and general science contributed most to health habits. English, general mathematics, and bookkeeping were best for vocational efficiency. Citizenship was best stimulated by the study of such subjects as English, social science, music, and art. The wise use of leisure found its aid in such subjects as domestic science, manual training, music, and art.

Among the extra-curricular activities, this study

---

<sup>4</sup> Lynn Cleopas Fisher, "A Study of Laporte County High-School Graduates Relative to Their Educational Needs," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1933).

revealed that assemblies, athletics, opening exercises, oratoricals, debating, and student councils were most helpful aids. Parties, socials, glee clubs, and student councils were the extra-curricular activities most helpful to home improvement.

English was considered as having the greatest general value of all high-school subjects. History was next in popular subjects with the graduates. The women gave home economics first choice in vocational subjects.

Among the extra-curricular activities, the class play was of most benefit. The women claimed that social events aided them most in post-school life, while the men gave athletics choice consideration.

The graduates recommended that additional vocational courses be added to the school. They would add such courses as commerce, home economics, manual training, health, agriculture, and machine shop.

## CHAPTER II

### TREATMENT OF DATA

1. Home Life of Graduates. Considering the fact that many of the graduates were still in college or taking additional training at the time of this study, the majority of them were residing at their parental homes. Table II shows the residential status of the graduates at the time this study was made.

TABLE II  
RESIDENTIAL STATUS OF GRADUATES

Graduates	Parental Home	Own Home	Husband's or Wife's Parental Home	Living Elsewhere
Men	34	2	1	11
Women	40	2	3	12
Total	74	4	4	23

2. Family and Economic Situation. Reports from men graduates revealed that only three were married, all of whom were employed full time, and only one resided in his wife's parental home. One of the unmarried men reported as being stationed in the army, and one unmarried man reported being in the navy. Four women graduates were married, two of whom were residing in their husband's parental home, and one had

full-time employment. Table III reveals the occupational status of the unmarried graduates.

TABLE III  
OCCUPATIONAL STATUS

Graduates	In School or College	Employed	Neither in School nor Employed	Unanswered
Men	18	25	0	5
Women	25	26	2	4
Total	43	51	2	9

Concerning the occupants of the homes of the unmarried graduates living in their parental home, reports were received from thirty-two men and forty-three women. Table IV reveals the data from these responses.

TABLE IV  
OCCUPANTS OF HOMES OF UNMARRIED

Graduates	Father	Mother	Brothers			Sisters			Aunts	Grand- father	Grand- mother
			1	2	3	1	2	3			
Men	31	32	6	3	0	6	6	1	1	0	3
Women	38	43	9	1	3	11	3	1	2	1	0
Unanswered	36	30									
Total	105	105	15	4	3	17	9	2	3	1	3

their parents, and 31 men and 43 women.

In response to the question of the chief usual bread winner in the parental homes of the men, twenty-five men reported on this question, revealing that in twenty-one homes, the father was the chief support, while in only four homes was the responsibility left to the mother. In the four homes where the mother was responsible for supporting the family, the father was deceased. Only one father was unemployed, as reported from the twenty-one homes where the fathers were responsible for supporting the family.

Reports were received from thirty-eight women on this question, revealing the fact that thirty-four of their fathers were the chief usual bread winners. Only four of their mothers were faced with this responsibility, in which cases the fathers were deceased. None of the women reported their fathers unemployed.

Reports were irregular from both the men and the women concerning giving and receiving support in their parental homes. Responses from twenty-five men revealed that there were thirteen who received support from their parents in the forms of money, board, and lodging. The thirty-three women who responded were receiving support in the same forms. Only sixteen men reported that they contributed to the support of their parents in the forms of money, board, lodging, and work. The women, of whom only thirteen reported as giving aid to their parents, made their contributions in the same forms.

### 3. Educational Evaluations and Pursuits of Men

Graduates. All of the forty-eight men gave responses concerning their advanced training beyond high school. The number in college at the time of these responses was fourteen. The report showed that four had graduated, twelve had not attended college nor received advanced training, while eighteen had attended college and withdrawn without completing their college training. Of the eighteen who had attended college and withdrawn, twelve men gave their reasons for withdrawal as finances; two claimed failure; one gave the reason as a change of residence, and one withdrew to accept a position. Two of the withdrawals did not state reasons.

In rating their high-school curriculum subjects, English rated highest in general value to the men; mathematics followed as a close second; and science placed third. Table V indicates the rating of the high-school subjects as to greatest and next greatest general value to the men graduates. Table V is on page fourteen.

In Table V, it is significant to note that foreign language and art and music were the only subjects to get a zero rating in the greatest value column. Seven of the thirty-three men who took foreign language rated the subject as having the next greatest general value, but only one of the thirteen men who took art and music placed those subjects in the same column. Another surprising factor, considering any subject a rating in the greatest value column.

TABLE V  
MEN'S RATING OF HIGH SCHOOL SUBJECTS  
AS TO GENERAL VALUE

Subject	Taken	Greatest Value	Next Greatest Value
English	44	28	10
Mathematics	44	24	15
Science	44	13	12
Social studies	41	6	15
Foreign language	33	0	7
Business education	8	3	2
Shop	37	4	11
Home economics	5	1	1
Health and physical education	41	7	11
Art and music	13	0	1
Unanswered	4	0	3

the fact that forty-one men took health and physical education, is that only seven men rated those courses as having the greatest general value. Only eleven men gave health and physical education a rating of next greatest value.

In home economics, which is not usually considered a course for men, it is interesting to note that five men took the course and one of the five men gave it a greatest general value rating, and one also gave it a next greatest value rating. Shop, which is considered a course for men, was taken by thirty-seven men, and only four men rated shop as having the greatest general value. Eleven men gave shop a next greatest value rating. Three of the men failed to check the subjects which they had taken, and three of them did not give any subject a rating in the column of next greatest value.

In a similar study, Silas A. Smith discovered that English literature ranked first in general value among the graduates.<sup>1</sup> Lynn C. Fisher also reported English as ranking first in general value as reported by another group of graduates in a study of this type.<sup>2</sup>

In rating their high-school subjects as to their greatest vocational value, the men placed the same two subjects at the top of the list, namely mathematics and English, except the two subjects were reversed. Science was again placed in third place.

Table VI shows the rating of the men's high-school subjects as to their greatest and next greatest vocational value. Table VI is on page sixteen.

In rating their subjects as to vocational value, the men made very little significant difference from that of general value. Mathematics, English, and science still remained at the top as the three subjects rating highest. The vocational courses, such as shop and business education, retained about the same ratings. Foreign language, which received no first ratings as to greatest general value, was placed at the top by five men as having the greatest vocational value.

---

1 Smith, loc. cit.

2 Fisher, loc. cit.



TABLE VI

MEN'S RATING OF HIGH-SCHOOL SUBJECTS  
AS TO VOCATIONAL VALUE

Subject	Taken	Greatest Value	Next Greatest Value
English	44	13	12
Mathematics	44	16	16
Science	44	10	7
Social studies	41	8	7
Foreign language	33	5	2
Business education	8	3	2
Shop	37	5	11
Home economics	5	1	0
Health and phys- ical education	41	6	5
Art and music	13	4	2
Unanswered	4	6	9

Table VII shows the ratings of the high-school subjects as to their least general and vocational value to the men.

TABLE VII

MEN'S RATING OF HIGH-SCHOOL SUBJECTS AS TO  
LEAST GENERAL AND VOCATIONAL VALUE

Subject	Taken	Least General Value	Least Vocational Value
English	44	1	1
Mathematics	44	2	2
Science	44	5	15
Social studies	41	7	13
Foreign language	33	8	8
Business education	8	0	1
Shop	37	2	5
Home economics	5	0	2
Health and phys- ical education	41	10	14
Art and music	13	7	7
Unanswered	4	5	11

Physical education was considered the least general value by the highest number of men, as indicated in Table VII, with foreign language second as to least general value. Social studies tied with art and music for the third-place rating. In rating their subjects as to least vocational value, the men gave science first place, physical education second, and social studies third. Business education and home economics were the only high-school subjects to receive no tallies in the least-general-value column. English was considered by only one of the men as least valuable in each of the two columns. Four of the men failed to check the subjects taken; five omitted the column of least general value; and eleven did not give ratings to any of their subjects as having least vocational value.

English composition received the highest vocational value rating in a similar study made by Silas A Smith,<sup>3</sup> while Lynn C. Fisher's study revealed that not only English but also general mathematics and bookkeeping were best for vocational efficiency.<sup>4</sup>

4. Educational Evaluations and Pursuits of Women Graduates. The advanced educational status of the women

---

<sup>3</sup> Smith, loc. cit.

<sup>4</sup> Fisher, loc. cit.

graduates, according to their reports, showed that twenty of them were still attending college, fourteen had graduated, fifteen had attended college and withdrawn, and eight had not taken additional training beyond high school. The women who withdrew from college before completing their course gave the following reasons for withdrawal: five had accepted positions; four withdrew because of finances; two changed residence; one woman married; and one withdrew because of failure. Two of the women failed to give reasons for withdrawal.

In response to the general-value rating of their high-school subjects, thirty-eight of the fifty-seven women who were represented in the questionnaire placed English at the top of the list. Home economics was second high, and social studies ranked third. In the column representing the subjects of next greatest importance, social studies was first, science second, while home economics, mathematics, and foreign language tied for third place, each receiving fifteen tallies. Table VIII shows the ratings of the women's high-school subjects as to greatest and next greatest general value. Table VIII is on page nineteen.

Each of the high-school courses taken by the women was rated by one or more of them as being of greatest general value. Shop ranked lowest, with only one of the women rating it as of greatest general value. Foreign language

TABLE VIII

WOMEN'S RATING OF HIGH-SCHOOL SUBJECTS  
AS TO GENERAL VALUE

Subject	Taken	Greatest Value	Next Greatest Value
English	56	38	9
Mathematics	54	6	15
Science	53	6	16
Social studies	56	12	21
Foreign language	45	2	15
Business education	23	9	2
Shop	4	1	1
Home economics	42	14	15
Health and physical education	52	8	11
Art and music	28	7	4
Unanswered	1	0	0

was considered of very little more importance than shop, as only two women rated it as of greatest general value. In the column representing the ratings of subjects having next greatest value, shop received only one tally again, but business education occupied second place in this column instead of foreign language with only two women considering it of next greatest value.

Concerning the greatest vocational value of the high-school subjects to women, English was placed at the top as was true in the consideration of greatest general value. English was given first choice by twenty-six women, and business education occupied second place as represented by thirteen women. Home economics was the third highest choice, failed to close the list.

and was close to business education as represented by twelve women. In rating their subjects as to next greatest value, the women gave mathematics first place with fourteen tallies. Table IX presents the vocational value ratings of the women's high-school subjects.

TABLE IX  
WOMEN'S RATING OF HIGH-SCHOOL SUBJECTS  
AS TO VOCATIONAL VALUE

Subject	Taken	Greatest Value	Next Greatest Value
English	56	26	7
Mathematics	54	8	14
Science	53	6	11
Social studies	56	6	8
Foreign language	45	3	6
Business education	23	13	3
Shop	4	0	2
Home economics	42	12	9
Health and physical education	52	7	3
Art and music	28	6	2
Unanswered	1	0	0

Shop, which is not considered a course for girls, received no tallies in the greatest-value column, but received two tallies in the column representing the subjects of next greatest value. Foreign language was next low as to vocational value in the column representing the subjects of greatest value. It is surprising to note the low rating of art and music as to vocational value. Only one of the women failed to check the subjects taken.

Table X shows the women graduates' rating of their high-school subjects as to least importance.

TABLE X  
WOMEN'S RATING OF HIGH-SCHOOL SUBJECTS AS TO  
LEAST GENERAL AND VOCATIONAL VALUE

Subject	Taken	Least General Value	Least Vocational Value
English	56	7	1
Mathematics	54	8	4
Science	53	10	5
Social studies	56	1	14
Foreign language	45	11	11
Business education	23	7	0
Shop	4	2	2
Home economics	42	5	9
Health and physical education	52	8	15
Art and music	28	2	3

Foreign language was first choice among the women graduates as ranking least important in general value. Science was next to foreign language as to least important subjects. The women placed physical education first, social studies second, and foreign language third for their least vocational value. None of the women rated business education in the least-vocational-value column, and only one rated English as of least vocational value.

5. Educational Values in Earning a Living. Twenty-seven of the forty-eight boys responding considered education a great help in earning a living. Eight classified education

as considerable help, five as fair help, five as little help, while three expressed no opinion. Thirty-five of the fifty-seven girls who responded to the question rated education as a great help, ten as considerable help, six as fair help, two a little help, and four gave no opinions.

TABLE XI  
EDUCATIONAL VALUES IN EARNING A LIVING

Graduates	Little Help	Fair Help	Considerable Help	Great Help	No Opinion
Boys	5	5	8	27	3
Girls	2	6	10	35	4
Total	7	11	18	62	7

6. High-School Help Needed but Not Given According to Women Graduates. Table XII gives the opinions of women graduates as to help which should have been given in high school. The data given in this table on page twenty-three show that twenty-five of the women graduates left the question unanswered, nine indicated that they had no opinions, and the remaining twenty-three gave various opinions. More vocational guidance, as revealed by six of the women graduates, is represented as the ideas of more women than any other single suggestion. Although vocational guidance has made up an integral part of the program offered at the

TABLE XII

OPINIONS OF WOMEN GRADUATES AS TO HELP WHICH  
SHOULD HAVE BEEN GIVEN IN HIGH SCHOOL

Opinions of Women Graduates As to Help Needed	Graduates
More vocational guidance . . . . .	6
More training in how to study . . . . .	3
More social training . . . . .	2
More commerce . . . . .	2
More business education . . . . .	2
More recreation towards social life . .	2
More foreign language . . . . .	1
More home economics . . . . .	1
More help to build self-confidence. . .	1
More cultural subjects . . . . .	1
More public speaking . . . . .	1
More practical experience . . . . .	1
No opinions . . . . .	9
Unanswered . . . . .	25
Total . . . . .	57

Laboratory School, it is not unusual that a number of graduates would still meet with the problem of choosing a vocation after their high-school career. Several other suggestions, such as how to study, public speaking, and more social training, are ideas which are more likely to be recognized as to their importance after graduates begin their after-school careers. It is the opinion of the writer that the above data are not so much a reflection on what the school has, or has not done, but are the results of the experiences of the women after graduation.



7. High-School Help Needed but Not Given According to Men Graduates. Opinions were given by twenty-three of the men graduates as to help which they lacked in high school toward giving them a better opportunity in their vocational and social life. Six of the men gave no opinions on this question, and nineteen men left the question unanswered. Table XIII presents the opinions of the men as to the things which they should have had more training in while in high school.

TABLE XIII

OPINIONS OF MEN GRADUATES AS TO HELP WHICH  
SHOULD HAVE BEEN GIVEN IN HIGH SCHOOL

Opinions of Men Graduates As to Help Needed	Graduates
More vocational guidance . . . . .	5
How to develop a good personality . . . . .	2
More and better English composition . . . . .	2
Public speaking and debating . . . . .	2
How to study, to promote larger vocabularies, and to eliminate study halls . . . . .	2
More education, more livable . . . . .	1
More of the type of work to fit college . . . . .	1
Some good science courses . . . . .	1
High school no place to specialize . . . . .	1
General knowledge of geography . . . . .	1
Radio and electricity . . . . .	1
More science on the technical course . . . . .	1
More foreign language . . . . .	1
More commerce . . . . .	1
More actual experience . . . . .	1
No opinions . . . . .	6
Unanswered . . . . .	19
<b>Total . . . . .</b>	<b>48</b>

The need for more vocational guidance represented the desires of five of the men graduates. Vocational guidance was represented by more of the men as to their needs than other ideas. It is significant to note that the recognized needs of the men since graduation are similar to those needs listed by the women graduates.

8. More Education of a General Character. Concerning the question of more education of a general character, thirty-three men stated that they had such a need, but thirteen men indicated that they did not need more general education. Two men failed to respond to this question. Of the women graduates, thirty-five had a need for more education of a general character, while eighteen did not have such a need. Table XIV shows the needs of the graduates, in different forms as indicated by them, in the field of more education of a general character. Table XIV is on page twenty-six.

9. Educational Plans and Economic Conditions. Only twelve of the twenty-four men who indicated that their educational plans had been upset by economic conditions commented as to how this condition was brought about. There were seventeen women who claimed economic upsets in their educational plans, but only nine of the women made comments. Table XV reveals the comments of the graduates concerning

TABLE XIV

## MORE EDUCATION OF A GENERAL CHARACTER

Suggested Fields for More General Education	Men	Women	Total
Business education . . . . .	8	5	13
Science . . . . .	5	2	7
Cultural fields . . . . .	1	4	5
How to meet public . . . . .	1	3	4
Mathematics . . . . .	4	0	4
History and commerce . . . . .	1	2	3
Conversational speech . . . . .	1	1	2
Current events . . . . .	1	1	2
English . . . . .	1	1	2
Foreign language . . . . .	0	2	2
Home economics . . . . .	0	2	2
Chemistry . . . . .	1	0	1
Geography . . . . .	0	1	1
Guidance . . . . .	0	1	1
Personal problems . . . . .	0	1	1
Radio and electricity . . . . .	1	0	1
Shop . . . . .	1	0	1
Unanswered . . . . .	22	31	53

how their educational plans were upset by economic conditions.

TABLE XV

## EDUCATIONAL PLANS AND ECONOMIC CONDITIONS

Economic Conditions Which Upset Educational Plans	Men	Women	Total
Finances . . . . .	4	6	10
Death of father . . . . .	1	1	2
World conditions in general . . . . .	2	0	2
Helping to support family . . . . .	1	0	1
Death of aunt . . . . .	0	1	1
Work . . . . .	1	0	1
Illness of sister . . . . .	0	1	1
Results of a wreck . . . . .	1	0	1
Mother's operation . . . . .	1	0	1
Lack of future plans . . . . .	1	0	1
No comments . . . . .	12	8	20

10. Definite Plans for Further Education. Twenty-five of the thirty men who indicated that they had definite plans for further education responded as to the nature of their plans. Eighteen of the men claimed that they had no definite plans. The thirty women responding to this question showed that twenty-seven of their group gave definite answers concerning their plans. Twenty-seven women reported no further educational plans. Table XVI presents the future educational plans of the graduates who reported on this question.

TABLE XVI

## FURTHER EDUCATIONAL PLANS OF THE GRADUATES

Educational Plans	Men	Women	Total
Graduate from college . . .	11	14	25
Masters degree . . . . .	0	6	6
Medicine . . . . .	4	1	5
Technical school . . . . .	3	0	3
Business school . . . . .	0	2	2
Nurse's training . . . . .	0	2	2
Army school . . . . .	1	0	1
Aviation . . . . .	1	0	1
Accounting . . . . .	1	0	1
Doctors degree . . . . .	0	1	1
Electricity . . . . .	1	0	1
Languages . . . . .	1	0	1
Law . . . . .	1	0	1
Music . . . . .	0	1	1
Night school . . . . .	1	0	1
Unanswered . . . . .	5	3	8

Table XVI reveals that most of the graduates who reported on this question desire to complete a four-year college course. Considering the fact that a large number of the

group involved in this study are still in college, it is not unreasonable that their plans at the present time are limited to graduation from a four-year course. Six of the women graduates want a master's degree, but none of the men aspired to that ambition.

11. Extra-curricular Activities of the Graduates While in High School. Table XVII presents the chief extra-curricular activities of the graduates. In response to the

TABLE XVII

## HIGH-SCHOOL EXTRA-CURRICULAR ACTIVITIES

Extra-curricular Activities	Men	Women	Total
Athletics . . . . .	14	17	31
Music . . . . .	8	22	30
Blue-Tri . . . . .	0	27	27
Dramatics . . . . .	5	12	17
Journalism . . . . .	7	8	15
Art . . . . .	1	4	5
Latin club . . . . .	0	5	5
Science club . . . . .	4	1	5
Hi-Y club . . . . .	4	0	4
Girl Reserve . . . . .	0	3	3
Home economics club . . . . .	1	2	3
Student Council . . . . .	0	2	2
English club . . . . .	1	0	1
Photography . . . . .	1	0	1
Radio . . . . .	1	0	1
Red Cross Council . . . . .	0	1	1
Yell leader . . . . .	0	1	1

question of the value of their high-school extra-curricular activities, twenty-five of the men reported that they were of much value; five men said they were of little value, and

five men stated that they were of no value. Thirteen men failed to respond to this question. Thirty-five of the women graduates reported their extra-curricular activities as having much value; six stated that they were of little value, and four gave them a rating of no value. Seventeen of the women graduates did not estimate the value of their extra-curricular activities.

12. Employment Record of the Men. Table XVIII shows the different jobs held by men graduates. Most of the employments represented in this table are either part-time

TABLE XVIII  
EMPLOYMENTS OF MEN GRADUATES

Employments	Men	Employments	Men
Clerk (store) . . . . .	11	Doorman . . . . .	1
Laborer . . . . .	6	Greenkeeper . . . . .	1
Salesman . . . . .	5	Inspector . . . . .	1
Usher . . . . .	4	Lawnkeeper . . . . .	1
Filling station . . . . .	3	Photographer . . . . .	1
Factory . . . . .	2	Pilot . . . . .	1
Mailing clerk . . . . .	2	Printer . . . . .	1
Teacher . . . . .	2	Sign painter . . . . .	1
Truck driver . . . . .	2	Teamster . . . . .	1
Carrier (newspaper) . . . . .	1	Window trimmer . . . . .	1
Dish-washer . . . . .	1	Woodworker . . . . .	1

jobs or summer employments of the men who were attending college. Some of the skilled and professional occupations in the table represent more permanent vocations. Photographer, pilot, printer, teacher, window trimmer, mailing clerk,

salesman, and store clerk are the types of vocations included in the more permanent class. Seven of the forty-eight men failed to respond to the question of employment. In Table III twenty-five men reported that they were employed; therefore eighteen men are represented in Table XVIII. Table XIX presents the number of hours and the amount of wages per week of the men.

TABLE XIX  
WEEKLY HOURS AND WAGES OF THE MEN

Hours Per Week	Dollars Per Week	Hours Per Week	Dollars Per Week
Nine . . . . .	15.00	Forty . . . . .	20.00
Ten . . . . .	4.00	Forty . . . . .	20.00
Fifteen . . . . .	3.75	Forty . . . . .	22.00
Eighteen. . . . .	20.00	Forty . . . . .	25.00
Twenty-five . . . . .	15.00	Forty . . . . .	25.00
Twenty-six. . . . .	8.00	Forty . . . . .	40.00
Thirty-two. . . . .	8.00	Forty . . . . .	46.70
Thirty-four . . . . .	15.00	Forty . . . . .	65.00
Thirty-five . . . . .	12.00	Forty-four . . . . .	28.00
Forty . . . . .	10.00	Forty-eight. . . . .	16.00
Forty . . . . .	12.00	Forty-eight. . . . .	24.00
Forty . . . . .	12.00	Fifty . . . . .	18.00
Forty . . . . .	13.50	Fifty-two. . . . .	42.00
Forty . . . . .	14.00	Fifty-four . . . . .	18.00
Forty . . . . .	15.00	Fifty-eight. . . . .	25.00
Forty . . . . .	16.00	Fifty-nine . . . . .	11.80
Forty . . . . .	20.00	Sixty . . . . .	60.00
Forty . . . . .	20.00	Sixty . . . . .	18.00
Forty . . . . .	20.00	Sixty-six. . . . .	8.00

Eighteen men reported a forty-hour week, in Table XIX, with an average wage of \$23.12 per week. This average represents a distribution of from ten dollars per week to

sixty-five dollars per week. The lowest number of hours per week was nine with a wage of fifteen dollars per week. The highest number of hours per week as represented by one man, was sixty-six, with the very low wage of eight dollars per week. The man who was employed sixty-six hours per week at an income of eight dollars was a salesman working on a commission.

13. Employment Record of the Women. Table XX shows the different jobs held by the women graduates since leaving school. According to the data shown in this table, fourteen

TABLE XX

## EMPLOYMENTS OF WOMEN GRADUATES

Full Time Occupations	Women	Part Time Occupations	Women
Office . . . . .	14	Clerk . . . . .	6
Factory . . . . .	4	Factory . . . . .	4
Bell Telephone . . . . .	2	N. Y. A. . . . .	3
Art shop . . . . .	1	Office . . . . .	1
Blower . . . . .	1	Saleslady . . . . .	1
Clerk . . . . .	1	Waitress . . . . .	1
Drug store . . . . .	1	W. P. A. (recreational	
Music shop . . . . .	1	director) . . . . .	1

of the women who have held full-time jobs have been employed in offices. In the part-time employments, six of the women were clerks in stores. The next highest number of women represented in any type of work is factory employment. Table XXI presents the weekly hours and wages of the women.



TABLE XXI

## WEEKLY HOURS AND WAGES OF THE WOMEN

Hours Per Week	Dollars Per Week	Hours Per Week	Dollars Per Week
Two . . . . .	1.00	Forty . . . . .	18.00
Eight . . . . .	2.50	Forty . . . . .	18.00
Nine . . . . .	12.00	Forty . . . . .	30.00
Nine . . . . .	8.00	Forty . . . . .	31.25
Fifteen . . . . .	6.00	Forty . . . . .	32.80
Twenty . . . . .	6.00	Forty . . . . .	33.75
Thirty-five . . . . .	15.00	Forty . . . . .	45.00
Thirty-six . . . . .	10.50	Forty-two . . . . .	6.00
Thirty-seven . . . . .	18.00	Forty-four . . . . .	17.00
Thirty-eight . . . . .	31.00	Forty-four . . . . .	17.50
Forty . . . . .	10.69	Forty-four . . . . .	22.00
Forty . . . . .	14.00	Forty-five . . . . .	13.00
Forty . . . . .	15.00	Forty-five . . . . .	35.00
Forty . . . . .	16.00	Forty-eight . . . . .	15.00
Forty . . . . .	16.00	Fifty-three . . . . .	10.00
Forty . . . . .	16.40	Fifty-four . . . . .	15.00
Forty . . . . .	16.40	Fifty-five . . . . .	20.00

Table XXI shows that the hours per week of the women ranged from two hours to fifty-five, with wages ranging from one dollar for two hours' work to forty-five dollars for forty hours' work. Fourteen women were employed on a forty-hour week basis, which was the most common weekly scale of hours. The greatest number of hours was fifty-five, as reported by one woman, with a wage of twenty dollars per week.

14. Opportunities for Future Advancement in Present Employment. Sixteen of the men considered their present positions worth while with a great opportunity for advancement. Ten felt that their opportunities were limited, and

four men stated that they had dead-end jobs. Ten of the women reporting on this question indicated that their present positions were the type offering great opportunities; nine of the women's positions had limited opportunities; and three women reported dead-end jobs. Table XXII shows the opinions of the graduates concerning their opportunities for advancement in the positions they are now holding.

TABLE XXII.  
OPPORTUNITIES FOR ADVANCEMENT

Opinions of Graduates Concerning Present Positions	Men	Women	Total
Offers great opportunity . . . . .	16	10	26
Don't know . . . . .	18	4	22
Offers limited opportunity. . . . .	10	9	19
Dead-end job . . . . .	4	3	7
Unanswered . . . . .	0	31	31

15. Kind of Work Most Desired by the Men. Table XXIII indicates the type of work most desired by the men regardless of their present available opportunities. This table is on page thirty-four. It reveals that only two of the thirty-three men who gave responses to the question of choice occupations are contented with their present vocations. Fifteen of the forty-eight men represented in this questionnaire left the question unanswered. There is a well-balanced distribution of the number of men shown for each type of occupation. Engineering and salesmanship each drew four men as desiring

these occupations. All other vocations were represented by only one and two men for each.

TABLE XXIII

## MEN'S CHOICE OCCUPATIONS

Choice Occupations	Men	Choice Occupations	Men
Engineering . . . . .	4	factory . . . . .	1
Salesman . . . . .	4	Forest Ranger . . . . .	1
Artist . . . . .	2	Insurance (fire) . . . . .	1
Chemist . . . . .	2	Law . . . . .	1
Flying . . . . .	2	Medicine . . . . .	1
Office . . . . .	2	Postal service . . . . .	1
United States		State police . . . . .	1
Air Corp . . . . .	2	Undertaker . . . . .	1
Accounting . . . . .	1	Writer . . . . .	1
Air-conditioning . . . . .	1	Satisfied . . . . .	2
Coach (athletics) . . . . .	1	Unanswered . . . . .	15
Electricity . . . . .	1	Total . . . . .	48

16. Kind of Work Most Desired by the Women. Table XXIV indicates the type of work most desired by the women regardless of their present available opportunities. Three

TABLE XXIV

## WOMEN'S CHOICE OCCUPATIONS

Choice Occupations	Women	Choice Occupations	Women
Teacher . . . . .	16	Nurse . . . . .	1
Office . . . . .	7	Occupational Therapy . . . . .	1
Designer . . . . .	2	Radio announcing . . . . .	1
Radio . . . . .	2	Social service . . . . .	1
Art . . . . .	1	Scientific research . . . . .	1
Chemist . . . . .	1	Satisfied . . . . .	3
Demonstration work . . . . .	1	Unanswered . . . . .	18
Marriage . . . . .	1	Total . . . . .	57

not need the work. Some of the . . . . .

of the thirty-nine women who reported in Table XXIV revealed that they were satisfied with their present occupations. Teaching was the most popular vocation with a total of sixteen women desiring it as a profession. Office work was the choice of seven women who gave that type of work second place in choice vocations among women. Eighteen women failed to report on the question of choice vocations.

17. Reasons for Unemployment of Both Men and Women Graduates. Table XXV shows reasons for unemployment of the graduates. The most common reasons for unemployment among

TABLE XXV

## REASONS FOR UNEMPLOYMENT

Reasons for Unemployment	Men	Women	Total
Lack of training . . . . .	5	3	8
Lack of experience . . . . .	4	3	7
Occupied with home duties . .	0	6	6
Lack of influence . . . . .	3	0	3
Do not need work . . . . .	3	0	3
No available jobs . . . . .	1	0	1
Don't know how to hunt . . .	1	1	2
Unemployable . . . . .	1	0	1
Other reasons . . . . .	4	9	13
Unanswered . . . . .	26	35	61

both sexes were lack of training and lack of experience.

Six of the women reporting stated that they were occupied with home duties. One of the men claimed that there were no jobs available. Three of the men reported that they did not need the work. None of the women gave the reason of no

available jobs, and none of the women stated that they did not need the work. Twenty-six men and thirty-five women failed to respond to this question, probably because they were either in school or already employed.

18. Health Record of the Graduates. Only nine of the forty-eight men reported that they had been ill enough to have a doctor in the last six months. One had required a doctor three times; three had needed a doctor's services twice; and five had called a doctor once each in the last six months. Twelve of the fifty-seven women had required the services of a doctor in the six months previous to this survey. One woman had a doctor six times; four women had a doctor twice; and seven women had the services of a doctor once each in the previous six months. Only four women reported physical defects that limited their vocational opportunities. These defects were eye-sight, speech, obesity, and pregnancy. Four men reported physical defects that limited their vocational opportunities. One man had tuberculosis; one had a short limb; and two had bad eye-sight. Tables XXVI, XXVII, XXVIII, and XXIX present records of certain physical examinations of the graduates.

19. Recreational and Social Life of the Men. Table XXX shows the recreational clubs of which the men now are members, and the frequency of their participation.

TABLE XXVI

## PHYSICAL EXAMINATION ON VISION

Number of Months since Vision Examination	Men	Women	Total
1- 4	19	23	42
5- 9	12	14	26
10-14	5	7	12
15-19	3	3	6
20-60	2	1	3
None	5	5	10
Unanswered	2	4	6

TABLE XXVII

## PHYSICAL EXAMINATION ON HEARING

Number of Months since Hearing Examination	Men	Women	Total
1- 4	17	18	35
5- 9	10	9	19
10-14	4	7	11
15-19	2	4	6
20-60	3	1	4
None	10	12	22
Unanswered	2	6	8

TABLE XXVIII

## PHYSICAL EXAMINATION OF TEETH

Number of Months since Dental Examination	Men	Women	Total
1- 4	24	30	54
5- 9	14	9	23
10-14	2	3	5
15-19	1	2	3
20-60	2	3	5
None	3	6	12
Unanswered	2	4	4

TABLE XXIX

## GENERAL PHYSICAL EXAMINATION

Number of Months since General Examination	Men	Women	Total
1- 4	21	21	42
5- 9	12	9	21
10-19	6	9	15
20-60	1	3	4
None	6	9	15
Unanswered	2	6	8

TABLE XXX.

## SOCIAL CLUBS OF THE MEN

Clubs	Men	Frequency of Participation		
		Often	Occasionally	Rarely
Fraternity	7	5	2	
None	4			
Y. M. C. A.	3	2		1
Church	2	2		
Aeronautics	1	1		
Athletic	1	1		
Band	1	1		
Boy Scouts	1	1		
Commerce	1	1		
D'Arcy	1	1		
French	1	1		
K. of C.	1		1	
Moose	1		1	
Navy Recreation	1	1		
Newman	1		1	
Science	1	1		
Sycamore	1	1		
Unanswered	19			

Twenty-nine men responded to the question of clubs of a social and recreational nature of which they were a member.

Seven of the twenty-nine men were members of fraternities,

revealing the largest membership of any one organization. Four of the men claimed that they did not belong to any club, and nineteen men did not respond to the question.

Eleven of the thirty-five men reporting, stated that they often just "killed time." Twenty-four claimed that they did not often "kill time," and thirteen left the question unanswered. The ways which the men listed in which they just "killed time" were as follows: moving pictures, cards, driving, fraternity house, reading, sleeping, walking, billiards, resting, taverns, and Union building.

20. Recreational and Social Life of the Women. Table XXXI shows the present recreational and social clubs of the women and the frequency of their participation. All of the women responded to the question of social clubs as represented in Table XXXI. Sororities were the most popular social organizations as they were represented by thirty of the fifty-seven women responding.

In response to the question of how many just "killed time," seventeen of fifty-five women reported that they often "killed time." Thirty-eight of the women claimed that they did not often "kill time." Two women failed to respond to this question. The women stated that they "killed time" in the following manner: Union building, drug stores, shows, reading at home, dancing, riding, talking, resting, Commons room, and radio.



TABLE XXXI  
SOCIAL CLUBS OF THE WOMEN

Clubs	Women	Frequency of Participation		
		Often	Occasionally	Rarely
Sorority	30	23	3	4
Junior department	6	3	2	1
Press	5	3	1	1
Sycamore Players	5	5		
Home economics	4	2	1	1
Sodality	3		2	1
Art	2	2		
Commerce	2	1	1	
Elementary department	2	1		1
Alpha alumni association	1			1
Bowling team	1	1		
Bridge	1		1	
College Tri	1	1		
Christian Endeavor	1	1		
Dance	1	1		
Dramatic	1			1
Four-H	1	1		
German	1			1
Girl Scouts	1	1		
Little Theatre	1	1		
Science	1	1		

21. Other Recreational Life of the Graduates. Table XXXII shows the frequency of movie attendance of both men and women graduates. This table reveals that the most frequent attendance of the movies by both sexes is four times per month. One of the women gave an outstanding frequency of eighteen times per month. Nine of the men and two of the women merely stated that their attendance was often. The favorite type of movies of the graduates is shown in Table XXXIII which reveals that musical comedy is the choice type

TABLE XXXII  
FREQUENCY OF MOVIE ATTENDANCE

Graduates	Frequency of Movie Attendance Per Month									
	1	2	3	4	5	6	7	10	18	often
Men	2	9	3	12	5	4	2	2	0	9
Women	3	8	9	21	5	5	0	3	1	2
Total	5	17	12	33	10	9	2	5	1	11

TABLE XXXIII  
FAVORITE TYPES OF MOVIES

Type of Movie	Men	Women	Total
Musical comedy . . . . .	25	20	45
Several kinds . . . . .	18	26	44
Historical or classical. . . . .	21	21	42
Comedy of manners . . . . .	15	12	27
Mystery comedy . . . . .	13	12	25
News, travel, education. . . . .	14	11	25
Mystery . . . . .	7	4	11
Love story . . . . .	5	1	6
Gangster or G-Man. . . . .	1	0	1
Western . . . . .	0	0	0
Dislikes all kinds . . . . .	0	0	0
Unanswered . . . . .	3	0	3

of movie by the largest number of graduates, this type being represented by forty-five of the graduates; however, the historical or classical type follows by a close second, as represented by forty-two of the graduates. The western type movie was not considered as a choice type by any of the graduates. Only one of the women considered the love-story type

as a choice type, but five men gave this type first choice. All of the women responded to the question of choice type movies, but three of the men failed to answer this question.

The favorite actors and actresses of the graduates are revealed in Table XXXIV. Spencer Tracy and Bette Davis

TABLE XXXIV

## FAVORITE ACTORS AND ACTRESSES

Actor or Actress	Men	Women	Total
Bette Davis . . . . .	2	12	14
Spencer Tracy. . . . .	9	4	13
Charles Boyer. . . . .	2	1	3
Mickie Roonie. . . . .	1	2	3
Ronald Coleman . . . . .	2	1	3
Margaret Sullivan. . . . .	0	3	3
James Stewart . . . . .	3	0	3
Myrna Loy . . . . .	1	1	2
Clark Gable. . . . .	1	1	2
Cary Grant . . . . .	1	1	2
Wallace Beery. . . . .	2	0	2
Helen Hayes . . . . .	0	1	1
Errol Flynn . . . . .	0	1	1
Henry Fonda . . . . .	0	1	1
Nelson Eddy . . . . .	0	1	1
Jeanette McDonald. . . . .	0	1	1
Gary Cooper . . . . .	0	1	1
Douglas Fairbanks, Jr. . . . .	0	1	1
Kathern Hepburn . . . . .	0	1	1
Madeline Carrol . . . . .	0	1	1
Irene Dunne . . . . .	0	1	1
Bing Crosby . . . . .	1	0	1
Dianna Durbin. . . . .	1	0	1
Judy Garland . . . . .	1	0	1
Heddy Lamar . . . . .	1	0	1
Paul Mooney . . . . .	1	0	1
William Powell . . . . .	1	0	1
Edwin G. Robinson. . . . .	1	0	1
Unanswered . . . . .	17	21	38

were the first choice movie stars, as revealed by the graduates in this table. Tracy was the first choice of the men, and Davis was the first choice of the women.

Table XXXV shows the favorite type of radio program of the graduates. Dance music was chosen by fifty-four of

TABLE XXXV  
FAVORITE RADIO PROGRAMS

Radio Program	Men	Women	Total
Dance music . . . . .	29	25	54
Dramatic skits . . . . .	20	17	37
News . . . . .	18	15	33
Operatic and Symphony . .	12	10	22
Educational . . . . .	13	8	21
Unanswered . . . . .	8	4	12

the graduates as the favorite type radio program, as revealed in Table XXXV. This puts dance music in first place in choice programs. Dramatic skits followed in second place as represented by thirty-seven of the graduates. News proved to be third choice with a total of thirty-three tallies of the graduates. Educational programs were the least popular according to the choice of both sexes. Eight of the men and four of the women failed to respond to the question.

In answer to the question of their favorite particular program, most of the graduates favored programs featuring comedy, dance music, and news. Such programs as Jack Benny, Bob Hope, Lucky Strike, Kay Kyser, Lowell Thomas, Fibber

McGee, Peter Grant, and Club Matinee were among the most popular among the graduates.

The graduates were asked to list also the magazines which they had read in the past month. Table XXXVI reveals this data.

TABLE XXXVI  
MAGAZINES READ BY THE GRADUATES

Magazines Read in the Past Month	Men	Women	Total
Life . . . . .	16	20	36
Readers Digest. . . . .	14	21	35
American . . . . .	13	16	29
Colliers . . . . .	16	12	28
Time . . . . .	13	14	27
Saturday Evening Post . . . . .	14	7	21
Good Housekeeping . . . . .	1	17	18
Cosmopolitan . . . . .	8	9	17
Liberty . . . . .	9	8	17
Ladies Home Journal . . . . .	0	16	16
Look . . . . .	6	10	16
McCalls . . . . .	3	11	14
Esquire . . . . .	8	4	12
Mademoiselle. . . . .	0	11	11
Vogue . . . . .	0	11	11
Womans Home Companion . . . . .	0	11	11
American Home . . . . .	0	9	9
News Week . . . . .	6	3	9
Harpers . . . . .	2	5	7
Atlantic Monthly. . . . .	2	2	4
Fortune . . . . .	3	1	4
New Republic. . . . .	0	4	4
Red Book . . . . .	1	3	4
The Nation. . . . .	0	4	4
Better Homes and Gardens. . . . .	0	3	3
Boys Life . . . . .	2	0	2
Business Educational World. . . . .	0	2	2
Caronet . . . . .	0	2	2
Hygeia . . . . .	0	2	2
Mining . . . . .	2	0	2

TABLE XXXVI (continued)

Magazines Read in the Last Month	Men	Women	Total
Movie Story . . . . .	0	2	2
National Geographic . . . . .	1	1	2
Out-door Indiana . . . . .	1	1	2
Photo Magazine . . . . .	2	0	2
Pic . . . . .	2	0	2
Popular Mechanics . . . . .	2	0	2
Prairie Farmer . . . . .	1	1	2
Aviation . . . . .	1	0	1
Christian Herald. . . . .	0	1	1
Click . . . . .	1	0	1
Consumers Guide . . . . .	0	1	1
Country Gentleman . . . . .	1	0	1
Detective . . . . .	1	0	1
Electronics . . . . .	1	0	1
Friday . . . . .	1	0	1
Industrial Arts . . . . .	1	0	1
Journal of Business Education . . . . .	0	1	1
Literary Digest . . . . .	1	0	1
Medical Journal . . . . .	1	0	1
Mercury . . . . .	1	0	1
New Yorker. . . . .	0	1	1
Personal Efficiency . . . . .	1	0	1
Popular Photography . . . . .	1	0	1
Radio Guide . . . . .	0	1	1
Railroad Fiction. . . . .	1	0	1
Readers Guide . . . . .	0	1	1
Republic . . . . .	1	0	1
Rose Technic. . . . .	1	0	1
Scouters . . . . .	1	0	1
Science Digest. . . . .	0	1	1
Screen . . . . .	0	1	1
Teachers Journal. . . . .	0	1	1
The New Republic. . . . .	0	1	1
The Woman . . . . .	0	1	1

According to the data revealed in Table XXXVI, Life and Colliers are the most widely read magazines among men. These magazines were chosen by sixteen men, while Readers Digest and the Saturday Evening Post closely followed as

the choice of fourteen of the men graduates.

The Readers Digest was first choice among the women with twenty-one of their group making the choice. Life was read by twenty women, making it a close second choice of their sex. The total of both sexes revealed that Life was most widely read as represented by thirty-six graduates. Thirty-five of the graduates chose the Readers Digest, which made that magazine second choice of all the graduates. The American, Colliers, Time, and Saturday Evening Post were the next highest selections by both sexes.

Table XXXVII shows the newspapers read regularly by the graduates. Considering the fact that the majority of

TABLE XXXVII

NEWSPAPERS READ REGULARLY

Newspapers Read Regularly	Men	Women	Total
Terre Haute Tribune . . . . .	24	43	67
Terre Haute Star . . . . .	19	28	47
Indianapolis News . . . . .	8	12	20
Chicago Tribune . . . . .	5	12	17
Indianapolis Star . . . . .	4	4	8
Chicago Daily Times . . . . .	1	4	5
Indianapolis Times . . . . .	1	2	3
New York Times . . . . .	1	2	3
Chicago Herald and Examiner . .	1	0	1
Washington Star . . . . .	1	0	1
Cincinnati Enquirer . . . . .	1	0	1
Cincinnati Times Star . . . . .	1	0	1

the graduates still live in the vicinity of Terre Haute, it is not surprising that the greater per cent of them read the

Terre Haute papers. Indianapolis and Chicago, being the largest cities near Terre Haute, also contribute a large per cent of the daily papers to the graduates residing in Terre Haute. Other papers were listed in addition to those shown in Table XXXVII, but these only reveal the same fact as above, that the graduates read their home town papers more frequently than other newspapers. Table XXXVIII shows the newspapers which are read frequently.

TABLE XXXVIII  
NEWSPAPERS READ FREQUENTLY

Newspapers Read Frequently	Men	Women	Total
Chicago Tribune . . . . .	6	9	15
New York Times . . . . .	6	7	13
Indianapolis News . . . . .	0	6	6
Terre Haute Tribune . . . . .	21	1	3
Terre Haute Star . . . . .	1	2	3
Chicago American . . . . .	1	1	2
Indianapolis Star . . . . .	0	2	2
St. Louis Democrat. . . . .	1	0	1
St. Louis Post . . . . .	0	1	1
Philadelphia Enquirer . . . . .	1	0	1
Evansville Courier . . . . .	1	0	1
Columbus Star . . . . .	1	0	1
Chicago Times . . . . .	1	0	1
Detroit News . . . . .	0	1	1
Detroit Times . . . . .	0	1	1
Pittsburg Press . . . . .	0	1	1

The data in Table XXXVIII reveal that the graduates frequently read the newspapers from our two largest cities, namely, Chicago and New York. The significant fact about the data concerning newspapers is that the graduates do read



the newspapers. Without exception, the graduates responded that they read one or more newspapers regularly.

In order to ascertain the extent of reading done by the graduates since graduation from high school, they were asked to list the books which they had read in full or in part during the month preceding this survey. Table XXXIX shows the books which were read by the men in the past month.

TABLE XXXIX

## BOOKS READ BY THE MEN IN THE PAST MONTH

Title of Book	Author	Men
For Whom the Bells Toll	Hemingway	2
How Green Was My Valley	Llewellyn	2
Grapes of Wrath . . . .	Steinbeck	1
Black Sombrero. . . . .	McDonald	1
Wyoming . . . . .	Raine	1
To Ride the River . . .	Raine	1
The Valiant . . . . .	Raine	1
Short Stories . . . . .	London	1
As I See Him . . . . .		1
Self Made Man . . . . .		1
The Four Million. . . .	O. Henry	1
Up from Slavery . . . .	Washington	1
Evolution . . . . .	Greenburg	1
Story of Mankind. . . .	Vanloon	1
Limitations of Science.	Sullivan	1
Napoleon Bonaparte . .	Ludwig	1

Table XL shows the books read by the women during the past month. Forty-five of the fifty-seven women responded to the question of books read during the month preceding this survey. The type of books read by both the men and women graduates represent for the most part the best fiction

TABLE XL

## BOOKS READ BY THE WOMEN IN THE PAST MONTH

Title of Book	Author	Women
For Whom the Bells Toll. . .	Hemingway	6
Out of the Night . . . . .	Valtin	4
You Can't Go Home Again. . .	Wolf	1
Kitty Foyle . . . . .	Morley	1
And New Stars Burned . . . .	Baldwin	1
Reaching for the Stars . . .	Waln	1
North to the Orient . . . . .	Morrow	1
Evangeline . . . . .	Longfellow	1
Katherine of Russia. . . . .	Kans	1
Tree of Liberty . . . . .	Page	1
Moment in Peking . . . . .	Yantang	1
The Patriot . . . . .	Buck	1
The Rains Came . . . . .	Bromfield	1
Whispering Cup . . . . .	Seely	1
I've Been to London. . . . .	Bailey	1
Three Pretty Girls . . . . .	Hurst	1
Gypsy Gypsy . . . . .	Godden	1
Europe in the Spring . . . . .	Booth	1
Soaring Wings . . . . .	Rutman	1
Kings Row . . . . .	Belleman	1
Roving Commissions . . . . .	Churchill	1
Forgive Us Our Trespases. . .	Dangles	1
Rehearsal for Love . . . . .	Baldwin	1
Gone with the Wind . . . . .	Mitchell	1

available. The library was the chief source from which most of the books came; however others were purchased, rented, or borrowed from friends.

In order to determine further interests of the graduates pertaining to their leisure time, they were asked to list their hobbies. Table XLI shows a list of the hobbies of the men graduates. This table shows a list of thirty-eight hobbies enjoyed by the men graduates. Bowling and

TABLE XLI  
HOBBIES OF THE MEN

Hobbies	Men	Hobbies	Men
Bowling . . . . .	6	Machine shops . . . . .	1
Collecting . . . . .	6	Making things . . . . .	1
Fishing . . . . .	4	Mathematics . . . . .	1
Swimming . . . . .	4	Model T . . . . .	1
Tennis . . . . .	4	Motorcycles . . . . .	1
Golf . . . . .	3	Music . . . . .	1
Billiards . . . . .	2	Pinochle . . . . .	1
Carving . . . . .	2	Photography . . . . .	1
Dancing . . . . .	2	Reading . . . . .	1
Drawing . . . . .	2	Rifle marksmanship . . . . .	1
Driving a car . . . . .	2	Sailing a boat . . . . .	1
Radio . . . . .	2	Science . . . . .	1
All sports . . . . .	1	Scrap book . . . . .	1
Astronomy . . . . .	1	Shooting . . . . .	1
Chemistry . . . . .	1	Trotline fishing . . . . .	1
Dramatics . . . . .	1	Traveling . . . . .	1
Flying . . . . .	1	Wrestling . . . . .	1
Handicraft . . . . .	1	Writing . . . . .	1
Hunting . . . . .	1		
Horseback riding . . . . .	1	Unanswered . . . . .	11

collecting were the hobbies listed as being enjoyed by the greatest number of men, each hobby receiving six tallies. Fishing, swimming, and tennis were second choice, each receiving four tallies. Eleven men did not report any hobbies.

The hobbies enjoyed by the women graduates are listed in Table XLII. Reading was the most popular hobby among the women. Twenty-two women enjoyed reading as a hobby, while the next popular hobby was sewing. Swimming, music, dancing, collecting, and horseback riding were also highly rated hobbies among the women graduates. Four women failed to respond to the question concerning hobbies.

TABLE XLII  
HOBBIES OF THE WOMEN

Hobbies	Women	Hobbies	Women
Reading . . . . .	22	Basketball . . . . .	1
Sewing . . . . .	10	Bicycling . . . . .	1
Collecting . . . . .	8	Bridge . . . . .	1
Swimming . . . . .	8	Cooking . . . . .	1
Music . . . . .	7	Crossword puzzles . . . . .	1
Dancing . . . . .	6	Decorating . . . . .	1
Tennis . . . . .	6	Embroidering . . . . .	1
Horseback riding . . . . .	5	Flying . . . . .	1
Scrap-book . . . . .	4	Handwork . . . . .	1
Bowling . . . . .	3	Knitting . . . . .	1
Designing . . . . .	3	Letter-writing . . . . .	1
Dramatics . . . . .	3	Movies . . . . .	1
Golf . . . . .	3	Needle craft . . . . .	1
Attending shows . . . . .	2	Painting . . . . .	1
Carving . . . . .	2	Photography . . . . .	1
Drawing . . . . .	2	Singing . . . . .	1
Driving . . . . .	2	Skating . . . . .	1
Hiking . . . . .	2	Travel . . . . .	1
Sail boating . . . . .	2	Writing . . . . .	1
Athletics . . . . .	1	Unanswered . . . . .	4

In addition to the other forms of recreational and social life, the graduates were asked to list their farthest places of travel. Table XLIII reveals data on the farthest places of travel of the men graduates.

It is remarkable to note the broad expanse of travel of the men graduates. One man had visited Africa; two had been to Europe; and eight had visited Canada. One man had visited Mexico; eight had been to New York; one had been to Washington, D. C. Only three men had not been out of Indiana. Reports were made by forty men on the question of travel.

of . . . . .

TABLE XLIII

## FARTHEST PLACES OF TRAVEL OF THE MEN

Place of Travel	Men	Place of Travel	Men
Canada . . . . .	8	Kansas . . . . .	1
New York. . . . .	8	Maryland. . . . .	1
Kentucky. . . . .	5	Mexico . . . . .	1
California. . . . .	4	Missouri. . . . .	1
Illinois . . . . .	4	Nebraska. . . . .	1
Indiana . . . . .	3	Ohio . . . . .	1
Michigan. . . . .	3	Pennsylvania. . . . .	1
Europe . . . . .	2	Tennessee . . . . .	1
Florida . . . . .	2	South Carolina. . . . .	1
Washington. . . . .	2	Washington, D. C. . . . .	1
Africa . . . . .	1	Wisconsin . . . . .	1
Delaware. . . . .	1	Unanswered. . . . .	8

Eighteen states and the District of Columbia were represented by this table. Only eight men failed to report on this question.

Table XLIV shows the places of travel of the women graduates. Only five women failed to report on the question of farthest place of travel. The greatest number of women had visited New York, as represented by thirteen of their number. Ten had visited California, making that state second high as to number of graduates having been there. Seven women had been to Canada, and four had visited Mexico, the only two places outside of the United States. Although none of the women had been to Europe or Africa, as was true of the men, yet their travel was very extensive. Twenty-four states were represented by the women's travels, as well as the District of Columbia;

TABLE XLIV

## FARTHEST PLACES OF TRAVEL OF THE WOMEN

Place of Travel	Women	Place of Travel	Women
New York . . . . .	13	Wisconsin . . . . .	3
California . . . . .	10	Georgia . . . . .	2
Illinois . . . . .	9	Pennsylvania . . . . .	2
Canada . . . . .	7	Virginia . . . . .	2
Michigan . . . . .	5	Arizona . . . . .	1
Missouri . . . . .	5	Arkansas . . . . .	1
Washington, D. C. . . . .	5	Iowa . . . . .	1
Florida . . . . .	4	Kansas . . . . .	1
Kentucky . . . . .	4	Maine . . . . .	1
Mexico . . . . .	4	Maryland . . . . .	1
Ohio . . . . .	4	North Carolina . . . . .	1
Tennessee . . . . .	4	Texas . . . . .	1
Colorado . . . . .	3	Utah . . . . .	1
Indiana . . . . .	3	Unanswered . . . . .	5

22. Personal Desires and Opinions. The graduates were asked to check a list of personal problems to show which ones were causing them the most trouble at that time. Table XLV shows how the graduates checked their most perplexing problems.

TABLE XLV

## PERSONAL PROBLEMS OF THE GRADUATES

Personal Problems	Men	Women	Total
Education . . . . .	17	20	37
Making more money . . . . .	23	13	36
Getting a job . . . . .	6	9	15
Social popularity . . . . .	2	8	10
Other . . . . .	1	7	8
Relations with opposite sex . . . . .	2	5	7
Religious difficulties . . . . .	3	3	6
Family relationships . . . . .	0	3	3
Marital relationships . . . . .	1	0	1
Unanswered . . . . .	16	18	34

No doubt one of the most important parts of the questionnaire is that concerning the personal problems which are shown in Table XLV. The men considered making more money their greatest personal need. Education rated second highest as represented by seventeen of the men. None of the men considered family relationships a personal problem, and only one gave marital relationships as a problem. Some of the other problems, not listed in the table, which were given by the men were as follows: difficulty in remembering names, interference of the military training, father unemployed, physical ability to work part time and remain in school, and financial ability to finish education. Sixteen of the men failed to report.

In Table XLV, the women place education highest as represented by twenty of their sex. Making more money was the next greatest problem, as listed by thirteen of the women. Other problems of significance were getting a job, social popularity, relations with the opposite sex, and religious difficulties. Other personal problems listed by the women but not found in the table are: health, planning the future, getting married, helping a sister, and finances to help finish education. Eighteen women failed to respond to the question on personal problems.

In considering the graduates as a whole, thirty-seven of them said that education was their greatest personal

problem, while thirty-six stated that they needed to make more money. A total of thirty-four of the graduates failed to report on the question of personal problems.



## CHAPTER III

### SUMMARY AND CONCLUSION

1. General Statement. The treatment of the data, as given in Chapter II, has been organized in such a manner as to include a detailed interpretation of the findings in each item of the questionnaire. Therefore, a detailed interpretation of the findings again in this chapter is unnecessary as it would be a repetition of the material accompanying the tables in Chapter II. In consideration of this fact, only the major features of this study will be treated in the following summary.

2. Home Life of the Graduates. The fact that this study extended over a period of only five years, which represents the life of the New Laboratory School, explains why most of the graduates were residing in their parental homes. Several graduates who were not actually residing with their parents were still under the jurisdiction of their parents and were trying to finish their college or advanced training in preparation for their vocational life. Although the data received from the graduates concerning their economic status are interesting, they can not be considered too significant, except to the extent that they reveal the fact that the graduates were representative of the average youth

who have finished high school and are attempting to adjust themselves to future needs in respect to training and seeking the proper vocation.

It would be unfair, therefore, to pass judgment on the future prospects of the graduates, using their present status as of important significance, because most of their present employments are only temporary stepping stones to further their education, and most of them have not yet entered what might be considered a life vocation.

3. Educational Status of the Graduates. The data concerning the educational status of the graduates revealed that the majority of them realized the importance of advanced education. Although some of the graduates were forced to withdraw from college because of finances and other temporary reasons, most of them who had not graduated expected to overcome these temporary handicaps and finish their college or advanced training before entering a permanent vocation.

In regard to the value of their high-school subjects, as rated by the graduates, it was found that English, mathematics, and science rated highest with the men. Even in vocational value, the men gave the same subjects the highest rating, although the women varied from the above choice by placing their vocational subjects second to English instead

of mathematics and science. The women rated social studies third as to general value with English first and home economics second.

Most of the graduates stated that their present education had proved a great help in earning a living. Five of the men and two of the women considered their education of only slight help in earning a living. Three of the men and four of the women refused to pass opinions as to the value of their education.

The graduates were asked to give their opinions as to help which should have been given them in high school but had not been given. Various opinions were stated by both sexes, but in most cases the things which they desired had been offered in the high-school curriculum but the importance of these offerings was not realized until after graduation. Vocational guidance was the most common need of the graduates, according to their opinions, although vocational guidance has been a serious part of the program of the Laboratory School since its beginning. Other needs of the graduates pertained to their social life and may be considered important as a result of this study.

In answer to the question of their desire for more education of a general character, thirty-three of the men and thirty-five of the women stated that they had such a need. Business education was the most common need as expressed by

the graduates; however science, cultural fields, and social education were important fields as indicated by the graduates.

Finances was the most common economic condition upsetting the educational plans of the graduates however; most of the graduates claimed that they had definite plans for further education.

4. Employment of the Graduates. Very little significance can be attached to the data relating to the employments of the graduates in respect to their life work. Most of the jobs which they are holding at the time of this study are merely stepping stones to further their education, such as part-time jobs and summer employment. Only a few of the better jobs are representative of life vocations of the graduates. Very few of the graduates indicated opportunities for advancement in the jobs which they were holding at the time of this survey.

In response to the question of choice occupations regardless of present employment, thirty-one men and thirty-six women gave excellent choices, which showed that the majority of both sexes had made a definite decision concerning their life work in case the opportunity afforded.

5. Health Record of the Graduates. The health record of the graduates, according to the data received from the

graduates. The only exception to the entire list of magazines as being of the very highest type is the Detective magazine which was listed by only one graduate, although this cannot be considered objectional. The newspapers most widely read by the graduates were the home-town newspapers in the cities where they now reside.

In order further to estimate the quality of literature selected by the graduates, they were asked to list the books which they had read during the past month. Almost without exception, the quality of books listed are approved by all good libraries.

Many of the hobbies enjoyed by the graduates were of an educational nature, and none of those listed by either sex could be considered undesirable.

The travel, as represented by the graduates, included most of the states, the District of Columbia, Mexico, Europe, and Africa. Only three men and three women graduates had not been out of Indiana. Most of the graduates had visited several states.

7. Personal Problems of the Graduates. Education and making more money were the personal problems as stated by the greatest number of graduates. Very little information was given on this question which could be of significance in this study; however the personal problems given could have

but very little reflection on their high-school training.

8. Conclusion. The home status of youth during their high-school career cannot be changed to any great extent by the school. The economic status of our boys and girls cannot be improved by the administration and teachers of our schools while they are receiving their training. Physical health of our pupils can be protected while in school, but many limitations arise in aiding those with physical handicaps. No positive assurance can be given that our graduates will choose the best social clubs, attend the best type movies, choose the best radio programs, read the best books, or select the best hobbies, but none of these things have been suggested by the graduates as an obligation of the school. The obligation of the school lies in setting up a well-rounded program of curriculum and extra-curricular activities in accord with the changing world to meet the needs of our youth, to maintain a program of vocational guidance to aid them in selecting their life vocations, and constantly to put forth our best efforts towards giving them the best social training in order that they may best apply themselves to the vocation which they pursue.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

Bingham, Walter V., "Abilities and Opportunities: Some Meanings of Trends in Occupational Distribution," Occupation, XII (February, 1934).

Fisher, Lynn Cleopas, "A Study of La Porte County High-School Graduates Relative to Their Educational Needs." Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1933.

Hamrin and Erickson, "Guidance in the Secondary School," Muncie Youth Study, pp. 323-329.

Indiana Statesman, Vol. XLIV, No. 15, p. 7.

Smith, Silas A., "A Study to Determine the Values of the Various Subjects Included in the High School Curriculum." Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1929.

Teachers College Journal, Vol. X, No. 3, pp. 43-44.



## APPENDIX

## COPY OF LETTER SENT TO GRADUATES

The Laboratory School  
Indiana State Teachers College  
Terre Haute, Indiana

Office of the Principal

March 17, 1941

Dear Graduate:

The Laboratory School is making a follow-up study of all its graduates since the new school started in 1935.

The enclosed questionnaire calls for information which your school needs in order to improve the program of instruction and thus fit its graduates to better meet their problems after graduation.

Your cooperation will be appreciated. We have not heard from many of our former students since they graduated. With the completion of this study we hope to get a mailing list with present addresses of all our graduates.

Bulletins and other articles of interest telling of the activities of the school will be sent to all who answer our questionnaire.

May we have the questionnaire returned on or before April 1, 1941.

The Laboratory School extends best wishes for your continued success and happiness.

Very truly yours,

Olis G. Jamison

## QUESTIONNAIRE

LABORATORY SCHOOL  
Follow-up Study of High School Graduates  
From Principal's Office

Name \_\_\_\_\_  
(Last name) (Given name)

Address \_\_\_\_\_  
(City or town) (Street Address)

## Census and Present Status

1. Age at last birthday \_\_\_\_\_ Date of birth \_\_\_\_\_
2. (a) Living in parental home \_\_\_\_\_ (b) In wife's  
(husband's) parental home \_\_\_\_\_ (c) Own home \_\_\_\_\_  
(d) Elsewhere \_\_\_\_\_
3. (a) Now employed: \_\_\_\_\_ Full time \_\_\_\_\_ Part time \_\_\_\_\_  
(b) In school or college: \_\_\_\_\_ Full time \_\_\_\_\_  
Part time \_\_\_\_\_  
(c) Neither at school nor at work: \_\_\_\_\_  
(d) Housewife \_\_\_\_\_

## Family and Economic Situation

- A. 1. Father's occupation \_\_\_\_\_  
Place \_\_\_\_\_
2. Mother's occupation \_\_\_\_\_  
Place \_\_\_\_\_
- B. If married: (date) \_\_\_\_\_
1. Members of family are: Husband \_\_\_\_\_ wife \_\_\_\_\_  
No. of children \_\_\_\_\_
2. (a) Your wife \_\_\_\_\_ or husband \_\_\_\_\_ works for  
money: Yes \_\_\_\_\_ No \_\_\_\_\_  
(b) His or her occupation \_\_\_\_\_  
Place \_\_\_\_\_
3. (a) Do you and/or husband (wife) receive aid in  
support of family? Yes \_\_\_\_\_ No \_\_\_\_\_  
(b) From what source \_\_\_\_\_  
(c) In what form, as money \_\_\_\_\_ board \_\_\_\_\_  
lodging \_\_\_\_\_ direct relief \_\_\_\_\_ work relief \_\_\_\_\_  
(d) Further explanation \_\_\_\_\_

- ### Educational History

[illegible]

- | Check   | Next          | Next             |
|---------|---------------|------------------|
| Subject | if Greatest   | GreatestLeast    |
| Taken   | GENERAL VALUE | VOCATIONAL VALUE |

English  
Mathematics  
Science  
Social studies  
Foreign language  
Business education  
Shop courses  
Home economics  
Health, Physical Ed.  
Art and Music

3. Do you feel that your education has helped or will help you to earn a living? (a) Little help \_\_\_\_\_ (b) Fair amount of help \_\_\_\_\_ (c) Considerable help \_\_\_\_\_ (d) Great help \_\_\_\_\_ (e) No opinion \_\_\_\_\_ Comment: \_\_\_\_\_
4. What help could high school have given you which it did not provide? \_\_\_\_\_
5. Would you like to have more education of a general character? Yes \_\_\_\_\_ No \_\_\_\_\_ What in particular? \_\_\_\_\_
6. Have your educational plans been upset by economic conditions? Yes \_\_\_\_\_ No \_\_\_\_\_ Comment: \_\_\_\_\_
7. Have you any definite plans now for further education? Yes \_\_\_\_\_ No \_\_\_\_\_ What? \_\_\_\_\_
8. (a) In high school what were your chief extra-curricular activities? \_\_\_\_\_
- (b) What is your present opinion of their value? \_\_\_\_\_

### Work Experience

#### 1. Employment Record:

Firm's Name	Date	Date	Part	Full	Reasons for
or Gov't	Address	Begun	Left	Position	Time Leaving
Project					

2. (a) Approximate hours per week in present (or last) position \_\_\_\_\_ (b) Approximate wages per week in same \_\_\_\_\_
3. To what extent does your present job offer opportunities for future advancement?
- (a) Dead-end . . . . . \_\_\_\_\_
- (b) Offers limited opportunity. . . . . \_\_\_\_\_
- (c) Offers great opportunity . . . . . \_\_\_\_\_
- (d) Don't know . . . . . \_\_\_\_\_
4. Regardless of available opportunities, what kind of work would you like most to do? \_\_\_\_\_
5. If unemployed, give reasons:
- (a) No available jobs . . . . . \_\_\_\_\_
- (b) Lack of training . . . . . \_\_\_\_\_
- (c) Lack of experience. . . . . \_\_\_\_\_

- (d) Occupied with home duties . . . . . \_\_\_\_\_  
 (e) Lack of influence . . . . . \_\_\_\_\_  
 (f) Don't know how to hunt. . . . . \_\_\_\_\_  
 (g) Unemployable . . . . . \_\_\_\_\_  
 (h) Other reasons . . . . . \_\_\_\_\_  
 (i) Do not need work (why) \_\_\_\_\_  
 (j) What was your vocational preference when you left school \_\_\_\_\_  
 (k) What is it now \_\_\_\_\_

### Health

- How many times in last six months have you been ill enough to have a doctor? \_\_\_\_\_
- How long (in months) since you have had any of the following examinations: Vision \_\_\_\_\_ Hearing \_\_\_\_\_  
 Dental \_\_\_\_\_ General Medical \_\_\_\_\_
- (a) Any physical defects that limit vocational opportunity or social participation \_\_\_\_\_ (b) What are they \_\_\_\_\_

### Recreational and Social Life

- (a) Name any clubs or societies of a social or recreational Nature of which you were a member while in high school  
 \_\_\_\_\_  
 \_\_\_\_\_  
 (b) Name any clubs or societies of a social or recreational nature of which you are now a member:  

Name	Frequency of Participation
	Often Occasionally Rarely
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
- (a) Do you often just "kill time"? Yes \_\_\_\_\_ No \_\_\_\_\_  
 (b) How and where? \_\_\_\_\_
- (a) How often per month do you go to movies? \_\_\_\_\_ (b)  
 Favorite type of picture: Mystery \_\_\_\_\_ Western \_\_\_\_\_  
 Gangster or G-Man \_\_\_\_\_ Love story \_\_\_\_\_ Comedy of manners \_\_\_\_\_  
 Mystery comedy \_\_\_\_\_ Musical comedy \_\_\_\_\_ Historical or classical \_\_\_\_\_  
 News, travel, education \_\_\_\_\_ Likes several kinds \_\_\_\_\_ Dislikes all kinds \_\_\_\_\_ (c) Favorite actor or actress \_\_\_\_\_

4. (a) Favorite type of radio program: Educational \_\_\_\_\_  
 News reports and comments \_\_\_\_\_ Operatic and symphony  
 programs \_\_\_\_\_ Dance music \_\_\_\_\_ Dramatic skits \_\_\_\_\_  
 Other \_\_\_\_\_  
 (b) Your favorite particular program \_\_\_\_\_
5. What magazines have you read during the past month? \_\_\_\_\_  
 \_\_\_\_\_

6. Newspapers read regularly? \_\_\_\_\_  
 \_\_\_\_\_

7. Frequently \_\_\_\_\_  
 What books have you read in full or in part during the  
 past month? \_\_\_\_\_  
 \_\_\_\_\_

Author and Title

From What Source Obtained

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. Name your chief hobbies: \_\_\_\_\_

9. Travel (farthest places you have visited) \_\_\_\_\_  
 \_\_\_\_\_

### Personal Desires and Opinions

1. What are your most perplexing personal problems at the  
 present time?

- (a) Getting a job . . . . . \_\_\_\_\_  
 (b) Making more money . . . . . \_\_\_\_\_  
 (c) Social popularity . . . . . \_\_\_\_\_  
 (d) Religious difficulties . . . . . \_\_\_\_\_  
 (e) Relations with opposite sex . . . . . \_\_\_\_\_  
 (f) Marital relationships . . . . . \_\_\_\_\_  
 (g) Family relationships . . . . . \_\_\_\_\_  
 (h) Education . . . . . \_\_\_\_\_  
 (i) Other . . . . . \_\_\_\_\_

Explain: \_\_\_\_\_  
 \_\_\_\_\_

INDIANA STATE  
 LIBRARY