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A comparative study of two groups of graduates of Garfield High School over a period of years, from 1924 to 1934

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A COMPARATIVE STUDY OF TWO GROUPS OF GRADUATES OF GARFIELD HIGH SCHOOL OVER A PERIOD OF YEARS, 1924 to 1934

by

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N. S. A.

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I. INTRODUCTION

A. Problem

This study was undertaken because the writer was closely associated with the organization known as the Garfield Chapter of the National Honor Society. In serving as chairman of the committee for selecting the members for five years, evidence of dissatisfaction with the group which the faculty chose increased from year to year. The attitude of many of the faculty members has been to discontinue the organization.

Do Honor Society graduates succeed better than others out in life? Are they the ones who continue in education beyond high school? Are the contacts which teachers have with students sufficient to judge their ability as leaders and to define their character? These questions are ones about which the teachers have very candidly expressed opinions.

It is utterly without bias or prejudice that the author attempted a comparison of the achievements of the two groups of graduates.

The purpose of this research is: (1) to discover whether students having high scholastic standing succeed better in life than the students of average scholastic ability, (2) to find out if honor society students are the ones who continue in education beyond high school, (3) to determine whether the group with high scholastic rating

experienced illnesses of such a nature as might be the result of overwork in study, (4) to discover as far as possible whether parents of honor society students are better educated than the parents of the random group.

B. Technique in Solving

In order to obtain the data to be used in the research, it was necessary to use the questionnaire.[1] Many of the graduates are living outside of the city, which fact made it impossible to hold personal interviews so much desired.

C. Gathering the Data

From 1924 to 1934 inclusive, there have been 225 students elected to membership in the National Honor Society. Of this group, two have died, one was known to be a moral pervert and one was a Negress.[2] The 221 remaining students constitute the selected group.[3] A random group[4] was obtained by selecting every seventh name from the alphabetized list of the graduates beginning with the year 1924. By using every seventh name, the total number approximated the number in the Honor Society group. If the seventh name

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1 Sample of questionnaire is found on pp. 51-55

2 Not counted because chances are not equal with that of whites.

3 Hereafter to be referred to as Group I.

4 Hereafter to be referred to as Group II.

happened to be an Honor Society graduate, the next name was substituted. Out of the 221 persons in Group I, there were 17 persons whose addresses were not reached. In Group II there were 18 graduates whose addresses were not located. Twenty-eight of the thirty-five addresses which were not located were returned after directory service had been given by the post office. The remaining seven did not have definite enough location to justify their being sent. From 204 letters received by persons in Group I, responses were sent by 143. This represented 70.0% of the group. Of the 207 letters received by Group II, responses were sent by 95. This represented 45.9% of Group II. Of the total 446 letters sent responses were received from 53.3% of the number, which is a little above the average according to McCall.[5] The response of Group was better than that of Group II.

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[5] W. A. McCall, How to Experiment in Education. (New York: Macmillan, 1923).

II. HISTORY OF THE NATIONAL HONOR SOCIETY

A. General Statement

Long before the National Honor Society was founded, various organizations existed in high schools. Clubs and societies were formed which were the means of intellectual, civic and moral uplift of the student body. High school age is the period of life when organizations make a strong appeal. Badges and other insignia are sometimes the objects of envy to outsiders. In various ways, athletes, debating teams, students with histrionic ability, members of glee clubs and orchestras represented the high schools. Scholarship was, too frequently, not included in the picture of the activities of the schools.

B. Early Organization

The need for recognition of pure scholarship and incentive to high scholastic standing was long felt. In some instances names of students with high scholastic standing had been posted in school corridors, or their names were read at commencement.

College preparatory schools and city high schools have united and agreed upon the same standard of scholarship and methods of recognition for the entire group of schools. In this way the National Honor Society came into existence.

The first scholarship honor society was founded by Dr.

William B. Owen[1] of South Side Academy, Chicago. Other honor societies sprang up in widely different sections.

C. The National Honor Society Founded[2]

The suggestions to nationalize the honor society were made at the Chicago meeting of the National Association of Secondary School Principals in 1919. The constitution of 1920 was rewritten in 1921. This constitution fixed character, leadership, scholarship, and service as the fundamental virtues most useful to society. At present there are over 2,500 active chapters in the high schools of the United States.

D. Garfield Chapter Founded

The Garfield Chapter of the National Honor Society was instituted in June, 1924. Since that time 275 students have been elected to membership in the society. The constitution provides that the student rank in the upper third of the graduating group in order to be eligible to membership in the society. Hence, scholastic standing is a prerequisite. Leadership, character, and service are rated by points from "5" high to "1" low.

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[1] Department of Secondary School Principals of the National Education Association, Handbook of the National Honor Society, Bulletin No. 31, pp. 5-10.

[2] Edward Rynearson, "Purpose and Organization of the National Honor Society," School Life. Vol. XV, October, 1929, pp. 24-5.

A committee appointed by the principal prepares the list of students eligible to membership in the society. An alphabetical list of eligibles with columns under the three headings of "character", "leadership", and "service" is given to each teacher, who places the number in the proper column opposite the name of the student for whom he is voting. Only 15% of the graduating class may be elected. The voting on "character" is the qualification that has been the subject of much discussion among the group voting. How is a "2" character different from a "1" character?. The result of the voting is tabulated and the results are presented to the faculty who make the final selection of the highest on the list not to exceed 15% of the class. No name having less than 15 teachers votes is listed. The members chosen are informed of their election by the principal.

III. DISCUSSION OF THE DATA

A. How the Data Were Secured

The data used in this discussion were tabulated and graphed from the information obtained from the questionnaire sent out in April, 1936, to members of two groups of graduates of Garfield High School. In Group I (p. 2) were 143 students, 94 of whom attended Garfield High School during the entire high school period. In Group II, 65 of the 95 members of the group spent all semesters at Garfield.

B. Time Required to Complete High School Course

The time required by the members of each group to complete their high school course was approximately four years.

TABLE I

DISTRIBUTION OF THE MEMBERS OF BOTH GROUPS ACCORDING TO TIME REQUIRED TO COMPLETE THE COURSE

Number of Years	Frequencies		
	Group I	Group II	Total
3	2	0	2
3 1/4	1	0	1
3 1/2	37	5	42
4	99	80	179
4 1/2	3	8	11
5	1	2	3
Total	143	95	238
Median	3.83 yrs.	4.3 yrs.	4.5 yrs.

C. Reasons for Attending Summer School

Members of both groups attended summer school for various reasons.

TABLE II

FREQUENCIES OF THE REASONS GIVEN BY MEMBERS OF BOTH GROUPS FOR ATTENDING SUMMER SCHOOL

Reasons for attending summer school	Frequency		
	Group I	Group II	Total
1. To graduate in June instead of January	14	1	15
2. To make up failure	0	13	13
3. To earn more credits than required for graduation	8	2	10
4. To graduate in 3 1/2 years	8	0	8
5. Just wanted to be busy	2	5	7
6. To make credits	2	5	7
7. To complete course sooner	4	1	5
8. To have time for extra-curricular activities the last year	3	1	4
9. To be able to take electives next year	3	0	3
10. No reason stated	2	1	3
11. Just wanted to	2	1	3
12. To make adjustment to replace subject dropped	0	1	1
13. Had a crush on a girl in summer school	0	1	1
14. To enter Garfield as a 9B	0	1	1
15. To gain more knowledge	0	1	1

TABLE II (Continued)

16. To avoid a heavy schedule in senior year	1	1	1
17. To graduate with my class	0	1	1
18. To do extra Latin	1	0	1
19. To get desired classes	1	0	1
20. For training in typing, not for credit	1	0	1

Table II is a list of the reasons given by members of both groups for attending summer school. Attention is called to the variety of reasons stated, some being very praiseworthy. This study shows Group I gives the desire to graduate in June as the most common reason; Group II gives the desire to make up failure as its most common reason. In a study made by Kilzer,[1] 19 reasons were stated for attending summer school. The reason of greatest frequency in his study was, "To complete in less than four years." In this study the same reason is fourth in the list of frequencies. It is third in frequency of the reasons given by members of Group I. In a study made by H. Lloyd[2] of reasons why Terre Haute summer school students attended summer school,

[1] L. R. Kilzer, "Why High School Students Attend Summer School," School Review. Vol. XXXVII (February, 1929) pp. 132-5.

[2] Harold Lloyd, An Evaluation of the Summer High School Conducted by the Indiana State Teachers College. Contributions of the Graduate School, Indiana State Teachers College, No. 221.

the reason of greatest frequency was, "To make up failure." This same reason is second in the frequencies named in Table II. Garfield High School holds a joint commencement in January, at which time caps and gowns are worn. The June graduating class has a week of social affairs the last week of school. As a school the Garfield graduates do not like the "cap and gown" commencement. Without a doubt these three facts are significant with respect to the number in the whole group who stated that they wished to graduate in June. The list of 20 reasons tend to refute the prevalent notion that summer school students are scholastically inferior.

D. Age at Graduation From High School

The majority of graduates of both groups finished high school at seventeen.

TABLE III

FREQUENCY DISTRIBUTION OF GRADUATES OF BOTH GROUPS ACCORDING TO AGE AND SEX

Age at Graduation	Frequencies						
	Group I			Group II			Total
	Boys	Girls	Total	Boys	Girls	Total	
16	6	18	24	0	4	4	28
17	31	48	79	22	25	47	126
18	15	19	34	17	14	31	65
19	5	0	5	6	6	12	17
20	0	0	0	1	0	1	1
22	1	0	1	0	0	0	1

The above table reveals that 24 of the 28 students who were graduated at the age of sixteen were girls of Group I. No boys in Group II were graduated at sixteen. All of the girls in both groups were graduated before they were 19 years of age. The age of greatest frequency is 17 which is the average age for graduates of academic high schools. The boy of 22 returned to complete his course after he was forced to withdraw because of illness at various times.

E. Nationalities of Parents

The nationalities table reveals that about one-fourth of the parents are American.

TABLE IV

DISTRIBUTION OF NATIONALITIES AMONG THE PARENTS OF BOTH GROUPS

Nationality	Group I			Group II			Total
	Both	Father	Mother	Both	Father	Mother	
American	83	3	2	35	2	1	126
Austrian	0	0	1	0	1	0	2
Danish	0	0	0	0	1	1	2
Dutch	0	2	1	0	2	1	6
English	4	9	10	5	4	3	35
French	0	1	1	0	0	0	2
German	6	10	9	3	3	7	38
Hungarian	1	0	0	1	0	0	2
Indian (Amer.)	0	0	1	0	0	0	1
Irish	0	2	7	0	1	3	13
Norwegian	0	0	1	0	0	0	1
Roumanian	3	0	0	0	0	0	3
Scotch	2	9	6	3	4	2	26
Spanish	0	0	2	0	0	0	2
Swedish	0	0	1	0	1	0	2
Syrian	0	0	0	1	0	0	1
Welsh	1	4	0	0	0	0	5

The question on nationality was not answered by all. Concerning the nationalities of parents of both groups it was found that four in Group I were of parents, both of whom were foreign born. Eighteen in Group II were of parents, both of whom were foreign born. Next to American origin the ones found most common are German, English, Scotch and Irish. Of the various nationalities mentioned all but two were from central or northern Europe.

F. Graduates Without Brothers or Sisters

More graduates in Group I had neither brothers or sisters. Of 20 graduates in Group I who had no brothers or sisters, 19 of these continued in college after graduation and 17 finished the course. In Group II there were 8 graduates who had no brothers or sisters. Seven of these went on to school--three to commercial college and one to a nurses' school.

G. Illnesses Experienced

Illness was commoner among the boys than among the girls.

TABLE V

FREQUENCY OF THE DIFFERENT KINDS OF ILLNESSES EXPERIENCED BY MEMBERS OF EACH GROUP WHILE IN HIGH SCHOOL

Nature of Illness	Frequencies						Total
	Group I			Group II			
	Boys	Girls	Total	Boys	Girls	Total	
Blood poisoning	2	0	2	0	0	0	2
Carbon monoxide gas	1	0	1	0	0	0	1
Ear trouble	0	0	0	0	1	1	1
Eye trouble	1	0	1	1	0	1	2
Fractures:							
a. Sustained in athletics	2	0	2	0	0	0	2
b. Other than sustained in athletics							
(1) Coccyx	0	0	0	1	0	1	1
(2) Leg	1	0	1	0	0	0	1
Heart trouble[1]	0	1	1	0	0	0	1
Infantile paralysis	0	0	0	1	0	1	1
Influenza[2]	1	0	1	0	0	0	1
Injuries sustained in athletics other than fracture	0	0	0	1	0	0	1
Muscular rheumatism	0	1	1	1	0	1	2
Nerves	1	1	2	1	2	3	5
Not explained	1	0	1	0	2	2	3

TABLE V (Continued)

Operations:							
a. Abdominal	0	0	0	1	0	1	1
b. Appendicitis	1	1	2	0	2	2	4
c. Phlenodial syst[3]	0	0	0	1	0	1	1
d. Sinus	1	0	1	0	0	0	1
Pleurisy	0	1	1	0	0	0	1
Scarlet Fever	1	0	1	0	0	0	1
Spastic Colitis	0	0	0	0	1	1	1

[1]Had rheumatism and pleurisy.

[2]Had blood poisoning also.

[3]Had cocyx fracture also.

The amazing fact shown in Table V is that the girls were less susceptible to serious illness than boys. Among the boys 19% suffered serious illness and only 10% of the girls. Nineteen different kinds of illnesses were experienced by members of both groups while in high school. The illness having the greatest frequency was operations. Seventy-five per cent of the appendicitis cases were experienced by girls. The other three illnesses from operations were boys. Although Group II is a smaller group than Group I, the percentage of illnesses is larger than in Group I. Five of the number in the entire group suffered serious nervous trouble. Three of the cases were boys in Group II. The total number of cases of illness

was 30. Only 1 of the 5 students having nerve illness had attended summer school. The case of heart trouble was superinduced by diseased tonsils. Both boys stating eye trouble also stated that they were unaware that they needed glasses. None of the nineteen kinds of illnesses recorded are of the nature that can be regarded as resulting from too intensive study while in high school. However, recognition is given to the fact that two of the members of Group I had died. The conclusion is that the graduates of Group I, which contains a large per cent of scholars, were just as healthy as the members of the other group.

H. Extra-Curricular Activities of Both Groups

Students of high scholastic ability seem to be more enthusiastic members of extra-curricular activities.

TABLE VI

DISTRIBUTION OF THE GRADUATES IN THE TWO GROUPS ACCORDING TO THE SEX AND ACTIVITIES ENGAGED IN WHILE IN HIGH SCHOOL

Organization	Group I				Group II				Total	Total Per Cent
	Boys	Girls	Total	Per cent	Boys	Girls	Total	Per cent		
1. Athletic										
a.Baseball	3	2	5	3.5	4	1	5	5.2	10	4.2
b.Basketball	12	7	19	13.2	7	7	14	14.0	33	13.8
c.Football	14	0	14	9.7	12	0	12	12.0	26	10.9
d.Girls' Athletic Ass'n	0	25	25	17.4	0	14	14	14.0	39	16.3
e.Hiking	0	2	2	1.3	0	0	0	0.0	2	.9
f.Hockey	0	3	3	2.0	0	0	0	0.0	3	1.2
g.Tennis	1	0	1	.7	0	0	0	0.0	1	.4
h.Track	6	0	6	4.1	2	0	2	2.0	8	3.3
i.Volleyball	0	1	1	.7	0	1	1	1.0	2	1.8
2.Music										
a.Band	4	1	5	3.5	5	0	5	5.2	10	4.2
b.Chorus	0	0	0	0.0	0	2	2	2.0	2	1.8
c.Glee	8	25	33	23.0	5	10	15	15.0	48	20.1
d.Orchestra	10	4	14	9.7	4	2	6	6.0	20	8.4
3.Scholastic										
a.Art Club	0	2	2	1.3	0	1	1	1.0	3	1.2
b.Business	4	13	17	11.1	1	8	9	9.0	26	10.9
c.Debating	3	3	6	4.1	0	1	1	1.0	7	2.9
d.French	1	8	9	6.2	0	2	2	2.0	11	4.6

TABLE VI (Continued)

e.Home Ec.	0	4	4	2.7	0	5	5	5.0	9	3.7
f.History	1	4	5	3.5	0	0	0	0.0	5	2.1
g.Journalism	1	0	1	.7	0	0	0	0.0	1	.4
h.Latin	8	33	41	28.6	0	6	6	6.0	47	19.7
i.Spanish	0	1	1	.7	0	0	0	0.0	1	.4
4. Social										
a.Blue Tri	0	63	63	44.0	0	0	0	0.0	63	26.4
b.Dramatic	20	43	63	44.0	2	10	12	12.0	75	31.5
c.Hi-Y	8	0	8	5.5	6	0	6	6.0	14	5.8
d.Student Council	1	0	1	.7	0	0	0	0.0	1	.4
e.Girl Reserves	0	2	2	1.3	0	0	0	0.0	2	.8
5. School Publication										
a.Benedictus Staff	14	25	39	27.0	1	1	2	2.0	41	17.2
b.Honey Creek Publication[1]	0	0	0	0.0	0	1	1	1.0	1	.4
c.Royal Purple	7	15	22	15.0	0	3	3	3.0	25	10.5

[1]This was not a Garfield extra-curricular activity.

There are several outstanding facts revealed in a study of Table VI. Thirty extra-curricular activities were listed. Two of the activities, chorus and Honey Creek Publication, are not represented in Group I. In Group II nine organizations were

not represented. All but nine of the members of Group I participated in at least one extra-curricular activity. In Group II twenty-three persons were not active in any organization. In athletics, the organization having the greatest frequency was Girls' Athletic Association.

The social organization, Blue Triangle, had the highest percentage of representation of all the organizations. Not one of the girls of Group II belonged to this organization. In Group II the organization having the greatest frequency was the Dramatic Club.

In scholastic organizations, 60.1% of Group I were represented. Among these the greatest frequency was in the Latin Club. Thirty-three girls represented 80.5% of the membership. This probably proves the often stated belief that girls like Latin better than boys. It is evident that students having high scholastic rating such as Group I had to have to be eligible to membership in the group were more interested in this type of activity than those of Group II. The conclusion is that Garfield students with high scholastic ability are more active in extra-curricular activities than members of Group II.

Figure 1, p. 21, indicates the frequency and number of organizations in which the members of the two groups participated.

Figure 2, p. 21, shows the frequencies and the number of elective offices in which the members of both groups served. In both groups the number of girls serving in

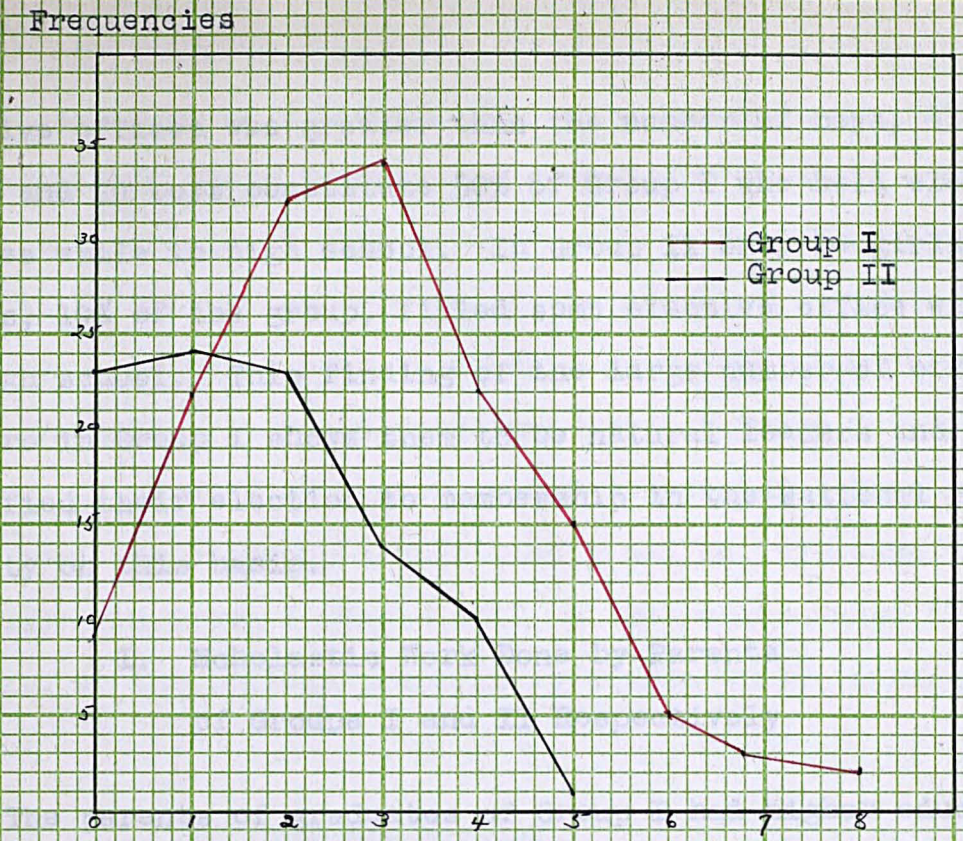

Figure 1. Frequencies and the number of organizations in which both groups participated.

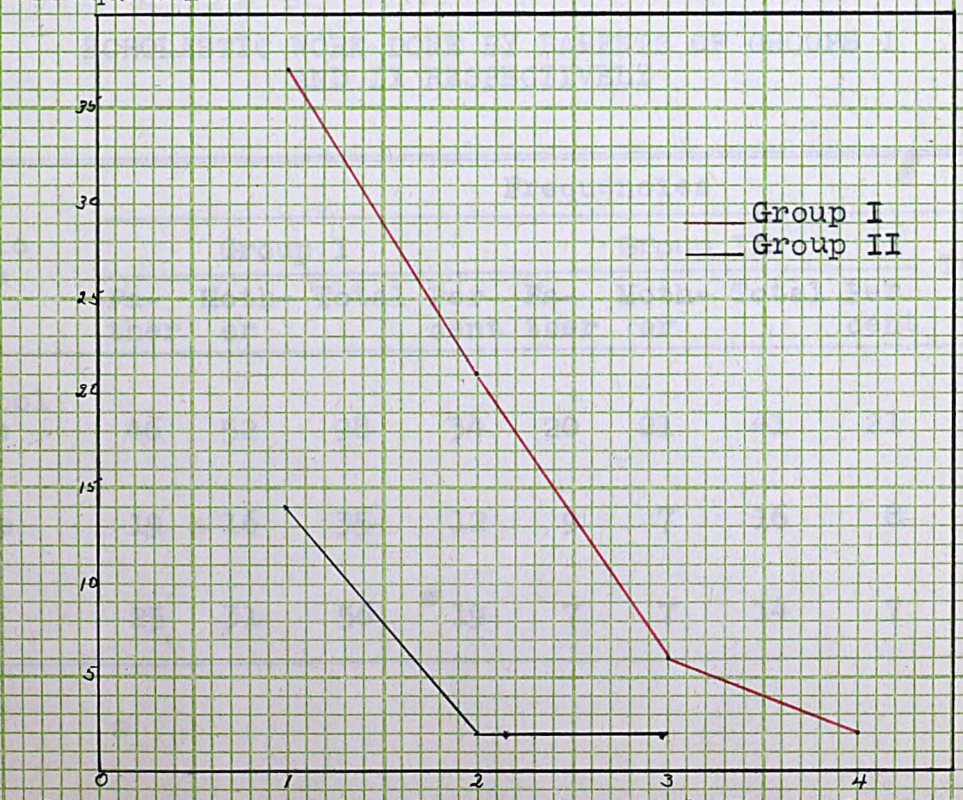

Figure 2. Frequencies and the number of elective offices in which members of both groups participated.

elective offices was greater than the number of boys; 43 girls and 29 boys constitute 50% of Group I who held elective offices while in high school. In Group II only 14 girls and 5 boys, 19% of the group, filled some elective office while in high school. This finding of the large number of office holders in Group I shows them to be natural leaders and justified their election to membership in the National Honor Society on this basis.

I. Scholastic Work Done by Parents of Groups I and II Respectively

The parents of graduates of Group I had higher eductional advantages than those of Group II.

TABLE VII

SCHOLASTIC WORK DONE BY PARENTS OF GROUPS I AND II RESPECTIVELY

Scholastic Work Done	Frequencies									
	Group I				Group II				Total	Total Per cent
	Father	Mother	Total	Per cent	Father	Mother	Total	Per cent		
High School Graduate	46	52	98	34	20	21	41	21	139	29
College Graduate	19	16	35	12	9	7	16	8	51	10
Taught School	25	31	56	19	7	7	14	7	70	14

It is shown in Table VII that a larger per cent of the parents of Group I continued beyond grade school. Over 34% of the parents of this group were high school graduates. In Group II 21% of the parents of the group were high school graduates. Twice as many in Group I graduated from college as in Group II. It would seem that more of Group I were children of parents of higher cultural training. This cultural heritage of Group I undoubtedly had an influence on the number in Group I (Table VIII, p. 24) who pursued the academic or the college preparatory course while in high school.

J. Courses Pursued

Over 60% of the graduates in Group I chose either the Academic or College Preparatory course upon entering high school.

TABLE VIII

DISTRIBUTION OF GRADUATES IN THE TWO GROUPS ACCORDING TO SEX AND COURSE PURSUED

Courses Pursued	Frequencies									
	Group I				Group II				Total	Total Per cent
	Boys	Girls	Total	Per cent	Boys	Girls	Total	Per cent		
Academic	30	41	71	49.6	19	15	34	35.7	105	44.1
College Preparatory	7	9	16	11.1	4	5	9	9.4	25	10.5
Commercial	1	20	21	14.6	2	19	21	22.1	42	17.6
General	16	14	30	20.9	17	9	26	27.3	56	23.5
Practical Arts	3	2	5	3.4	2	3	5	5.2	10	4.2

The above table reveals that, of the various courses pursued while in high school, about half of the students in Group I pursued the academic course. More of Group II graduated on this course than of the other courses. The finding that 49.6% in Group I graduated on the academic course is in harmony with the fact that Group I is the group having a high scholastic rating with prospect of college. It is interesting to note that the totals of those pursuing the commercial course is the same in each group, although the frequency of girls far out numbers that for the boys. This is explained by the fact that more females are employed as typists and stenographers in offices than males.

It is significant that so many students were graduated on the academic course. The finding that 49.6% of Group I pursued this course is in keeping with the fact that Group I is the group having a high scholastic rating with prospect of college. The school named in this study graduates a large number of students who indicate that they intend to continue in college. Recently the name of college preparatory was substituted for academic course. The students as freshmen are reminded that this course is the suitable one to pursue for those intending to continue in college. This influence is felt in the home because they are the children of parents more highly educated and accept as a matter of course the need and prospect of higher educational attainment.

K. Colleges Attended

The schools chosen for further training beyond high school varied widely.

TABLE IX

DISTRIBUTION OF GRADUATES OF BOTH GROUPS ACCORDING TO COLLEGE ATTENDED

Name of Institution	Group I		Group II		
	Boys	Girls	Boys	Girls	Total
Indiana State Teachers College	16	60	15	20	111
Rose Polytechnic	20	0	5	0	25
Commercial	1	4	8	4	17
Indiana University	8	5	1	0	14
Depauw University	8	2	0	2	12
Chicago University	2	2	0	1	5
Butler College	0	1	1	1	3
California University	1	2	0	0	3
Purdue University	2	0	1	0	3
U. S. Military Academy	2	0	0	0	2
U. S. Naval Academy	2	0	0	0	2
Herron Art	0	2	0	0	2
Harvard University	2	0	0	0	2
Western Reserve	2	0	0	0	2
Wisconsin University	0	2	0	0	2
Carnegie	1	0	0	0	1
Evangelical Institute	0	0	0	1	1
Kent College	1	0	0	0	1
Knox	0	1	0	0	1
Nurses Training School	0	0	0	1	1

TABLE IX (Continued)

Ohio State	1	0	0	0	1
Peabody	0	1	0	0	1
Phelps	0	1	0	0	1
Radcliffe	0	1	0	0	1
Rockford	0	1	0	0	1
Voorhees Law	1	0	0	0	1
Ward Belmont	0	1	0	0	1
Boston University	1	0	0	0	1
Cincinnati University	1	0	0	0	1
Cornell University	0	1	0	0	1
Florida University	0	0	1	0	1
Illinois University	1	0	0	0	1
Johns Hopkins	1	0	0	0	1
Kansas University	0	1	0	0	1
Miami University	0	1	0	0	1
Missouri University	0	1	0	0	1
Northwestern University	1	0	0	0	1
Southern California University	0	1	0	0	1
Utah University	1	0	0	0	1

The total does not equal the total attending since many attended more than one college or university.

Table IX gives a list of the various colleges and universities attended by members of both groups. The two

colleges chosen by the largest number were Indiana State Teachers College and Rose Polytechnic which are in the city where they lived. Higher education is indicative of ambition and enterprise. Of the 183 graduates who went on to school 130 of them belonged in Group I while only 53 in Group II went further. This again points to the scholarship qualification of the members of Group I to the National Honor Society.

L. Degrees Earned

Students of both groups earned advanced degrees.

TABLE X

FREQUENCY OF DEGREES EARNED BY MEMBERS OF BOTH GROUPS

Kind of Degree	Group I			Group II			Total
	Boys	Girls	Total	Boys	Girls	Total	
B. S.	24	17	41	8	4	12	53
A. B.	11	18	29	2	3	5	34
L. L. B.	2	0	2	0	0	0	2
B. F. A.	0	1	1	0	0	0	1
M. A.	4	4	8	1	1	2	10
M. D.	2	0	2	0	0	0	2
M. S.	1	0	1	1	0	1	2
Ph. B.	0	1	1	1	0	1	2
Ph. G.	1	0	1	0	0	0	1
St. B.	1	0	1	0	0	0	1

One girl in Group I and three girls in Group II received university certificates.

Of the 130 graduates in Group I who continued in some institution of higher learning 87 completed their courses and earned degrees. One boy in this group earned three degrees, six boys and four girls earned two degrees each. Of the 53 in Group II who continued beyond high school 25 completed their courses and earned degrees. Two boys and one girl in this group earned two degrees each.

In degrees earned by advanced college work Group I excelled Group II by 73 to 17 in Bachelors; in Masters 9 to 3 and in Doctors 4 to 1. This is further proof that the scholastic interest of the Honor Society graduates continued after they left high school. It is commonly accepted that academic degrees are a measure of success. In this respect Group I has experienced a greater degree of success than those of Group II. At this time (1936) 39 members of Group I and 7 members of Group II are in college. One girl in Group I is to receive a degree at the end of the summer.

M. Preparation for Vocations

The majority of the persons in the two groups became wage earners without making preparation for their vocations.

TABLE XI

PREPARATION MADE FOR VOCATION BY MEMBERS OF BOTH GROUPS

Time Used in Preparation	Group I			Group II			Total
	Boys	Girls	Total	Boys	Girls	Total	
8 years	1	0	1	0	0	0	1
6 1/4 years	1	0	1	0	0	0	1
6 years	1	2	3	0	1	1	4
5 1/2 years	0	0	0	1	0	1	1
5 years	4	3	7	0	0	0	7
4 years	11	18	29	7	1	8	37
3 1/2 years	0	2	2	0	0	0	2
3 years	1	3	4	0	2	2	6
2 1/2 years	0	1	1	0	1	1	2
2 years	1	2	3	0	4	4	7
1 1/2 years	1	0	1	0	0	0	1
1 year	0	3	3	0	2	2	5
11 months	0	0	0	1	1	2	2
9 months	0	2	2	1	2	2	4
8 months	1	1	2	0	0	0	2
7 months	0	0	0	1	0	1	1
4 months	0	0	0	0	1	1	1
3 months	1	0	1	0	0	0	1
Median		3.3			2.6		3.3

Of the 85 persons stating that they had made preparation for their vocations before they became wage earners, 60 belonged in Group I. One person in Group I had spent 8 years in preparation for his vocation, that of ministry. The median time for Group I is 3.3 years, while that of Group I is only 2.6 years.

N. Changes Made in Vocation

The majority in Group I in Table XI did not change their vocations.

TABLE XII

CHANGES MADE BY MEMBERS OF BOTH GROUPS WHO MADE PREPARATION FOR THEIR VOCATIONS

Number of Changes	Group I			Group II			Total
	Men	Women	Total	Men	Women	Total	
0	11	30	41	1	13	14	55
1	5	5	10	1	2	3	13
2	2	1	3	3	0	3	6
3	0	2	2	1	0	1	3
4	0	0	0	2	0	2	2
6	0	0	0	1	0	0	1
Became a student	2	0	2	0	0	0	2
Lost work	2	0	2	1	0	1	3

9 of the women in Group I and 5 in Group II became homemakers.

The two things of importance shown in Table XII are: that 41 of the persons named in Group I (Table XI, p. 30) did not change their vocations but remained in the one for which they had made preparation, and one person in Group II has made 6 changes since he made preparation.

Exactly half of the persons in the group, who said no preparation for vocation had been made, made no changes.

TABLE XIII

CHANGES MADE BY MEMBERS OF BOTH GROUPS WHO MADE NO PREPARATION FOR THEIR VOCATIONS

Number of Changes	Group I			Group II			Total
	Men	Women	Total	Men	Women	Total	
0	8	10	18	10	14	24	42
1	2	10	12	4	3	7	19
2	4	4	8	5	1	6	14
3	1	1	2	5	1	6	8
Lost work	0	1	1	0	0	0	1

The finding in Table XIII is interesting because of the even distribution of changes made by men and women. Exactly one-half of the group made no changes at all. Of those making changes 22 were men and 20 were women. It is noted also that the maximum number of changes made by members of this group was less than that of the group making preparation for their vocations.

A comparison made of the changes made by persons in the two groups (Tables XII and XIII, pp. 31-32) reveals that fifty per cent in each group remained in their first occupation.

TABLE XIV

DISTRIBUTION OF CHANGES MADE BY THOSE PREPARING AND NOT PREPARING FOR THEIR VOCATIONS

Number of Changes	Group Preparing	Group not Preparing	Total
0	54	42	96
1	13	19	32
2	6	14	20
3	3	8	11
4	2	0	2
6	1	0	1
Lost work	4	1	5
Became a student	2	0	2
Total	85	84	169

A comparison of numbers in the above table indicates that the majority of the group making preparation for their vocations remained in their first occupation, while exactly one-half of the other made changes. Of those who made one, two, or three changes the number in each instance was larger for those who made no preparation than for those

making preparation for their vocations.

O. Age on Becoming a Wage Earner

The boys in Group I became wage earners at an age above that of the boys of Group II and the girls of both groups.

TABLE XV

DISTRIBUTION OF MEMBERS OF BOTH GROUPS ACCORDING TO AGE WHEN BECOMING A WAGE EARNER

Age	Group I			Group II			Total
	Boys	Girls	Total	Boys	Girls	Total	
16	4	0	4	2	0	2	6
17	7	8	15	7	8	15	30
18	1	16	17	8	12	20	37
19	2	5	7	7	5	12	19
20	1	6	7	3	4	7	14
21	7	13	20	3	2	5	25
22	7	6	13	2	1	3	16
23	5	2	7	5	2	7	14
24	2	2	4	1	0	1	5
25	0	2	2	0	0	0	2
26	0	0	0	1	0	1	1
Median	21.4	20.1		19.3	18.7		19.5

A study of Table XV reveals that the girls in Group II were younger when becoming wage earners than any of the other three groups in this study. As the median for the boys in Group II exceeded that of the girls in the same group, so did the median for the boys in Group I exceed that for the girls of Group I. This is explained in part by the fact that in this group there was a large number of boys in the two colleges (Table IX, p. 26) in Terre Haute who were preparing for their vocations.

P. Occupations Chosen by Members of Both Groups

The occupations chosen by the members in both groups are varied.

TABLE XVI

DISTRIBUTION OF OCCUPATIONS OF BOTH GROUPS

Occupation	Group I			Group II			Total
	Men	Women	Total	Men	Women	Total	
Students	23	13	36	2	3	5	41
Housewife	0	16	16	0	19	19	35
Teacher	2	20	22	3	8	11	33
Not stated	3	11	14	3	14	17	31
Salesperson	2	5	7	10	3	13	20
Clerical work	2	7	9	4	0	4	13
Factory work	1	3	4	3	4	7	11

TABLE XVI (Continued)

Stenographer	0	7	7	0	3	3	10
Secretary	0	5	5	0	3	3	8
Corporation employee Chemist	3	0	3	2	0	2	5
Mechanical Engineer	3	0	3	0	0	0	3
Mechanic	0	0	0	3	0	3	3
Accountant	1	0	1	1	0	1	2
Beauty Operator	0	1	1	0	1	1	2
Bookkeeper	0	0	0	0	2	2	2
Cashier	0	1	1	0	1	1	2
Electrical Engineer	1	0	1	1	0	1	2
Lawyer	2	0	2	0	0	0	2
Telephone operator	0	1	1	0	1	1	2
Store Manager	0	1	1	1	0	1	2
With father's business	0	0	0	2	0	2	2
Merchant	1	0	1	1	0	1	2
Army Officer	1	0	1	0	0	0	1
Chauffeur	0	0	0	1	0	1	1
Draftsman	0	0	0	1	0	1	1
Elevator Operator	0	0	0	1	0	1	1
Civil Engineer	1	0	1	0	0	0	1
Mining Engineer	1	0	1	0	0	0	1
Factory Foreman	0	0	0	1	0	1	1
Factory Machine Operator	1	0	1	0	0	0	1

TABLE XVI (Continued)

Farmer	0	0	0	1	0	1	1
Forestry Service	0	0	0	1	0	1	1
Hospital Employee	0	0	0	0	1	1	1
Librarian	0	1	1	0	0	0	1
Office Manager	1	0	1	0	0	0	1
Metallurgist	1	0	1	0	0	0	1
Minister	1	0	1	0	0	0	1
Motion Time Analyst	0	1	1	0	0	0	1
Naval Aviator	1	0	1	0	0	0	1
Newspaper Worker	0	0	0	0	1	1	1
Nurse	0	1	1	0	0	0	1
Physician	1	0	1	0	0	0	1
Politician	0	0	0	1	0	1	1
Postmistress	0	1	1	0	0	0	1
Pressroom Assistant	0	0	0	1	0	1	1
Printer	0	0	0	1	0	1	1
Radio Announcer	0	1	1	0	0	0	1
Radio Vocalist	1	0	1	0	0	0	1
Research (laboratory)	1	0	1	0	0	0	1
Sampler	0	0	0	1	0	1	1
Social Worker	1	0	1	0	0	0	1
Soldier, U. S.	1	0	1	0	0	0	1
Trucker	1	0	1	0	0	0	1
Vitagraph Employee	1	0	0	0	0	0	1

The data for Table XVI were obtained by classifying the last named occupation in each case. In the list are 54 different occupational choices. No attempt is made by the writer to determine which of these choices are indicative of the highest measure of success in life. There is no standard measuring stick for determining the quality of an occupation. Many of the factors are more or less subjective. Of the gainful occupations named, that of "teacher" is named most frequently. It is recognized that these graduates live in a city where a teachers college is located. The artist, the chemist, the lawyer, the librarian, the minister, the physician, the scientist (laboratory) and the social worker are not named in Group II. There are more salespersons named in Group II than in Group I. One of these salespersons stated the highest annual income of the entire number stating annual income. This person stated his salary as $3982 in 1934.

Q. Comparative Salaries

Regarding salaries as a measure of success in life, the random group (Group II) is as financially successful as the Honor Society group.

Another measure of success commonly conceded is the matter of salary and income. Tables XVII, XVIII, and XIX show the median annual income of members of both groups, the members of the girls in each group and members of the

boys of each group respectively.

Figures 3, 4, and 5 are graphs of Tables XVII, XVIII, and XIX respectively.

In order to get the most persons in the salary or income group, the period from the time the Honor Society was organized in 1924 to 1934 was used in this question of the study. Since there was no way to determine how much of a year was meant by such answers as, "summer" and "part time," the income for the year as stated was used. The median income was found by years from 1924 to 1934 inclusive.

TABLE XVII

MEDIAN ANNUAL INCOME OF THE MEMBERS OF BOTH GROUPS

Year	Group I		Group II	
	Number	Median Income	Number	Median Income
1924	3	$ 780	7	$ 400
1925	6	700	11	600
1926	10	690	14	650
1927	16	630	22	720
1928	33	620	24	840
1929	39	870	32	990
1930	45	940	39	1080
1931	52	950	33	1050
1932	56	970	35	980
1933	59	990	43	930
1934	73	1010	50	1000

TABLE XVIII

MEDIAN ANNUAL INCOME OF THE GIRLS IN EACH GROUP

Year	Group I		Group II	
	Number	Median Income	Number	Median Income
1924	1	$ 750	3	$ 310
1925	3	590	3	625
1926	5	730	4	580
1927	7	690	8	610
1928	14	670	10	620
1929	18	780	12	685
1930	22	830	15	815
1931	28	830	12	750
1932	30	835	12	965
1933	30	890	15	620
1934	41	900	19	675

There were 17 persons in Group I and 14 persons in Group II who stated that they had not always received more wages when they made changes in their occupations. Thirty-one persons in Group I stated that their salaries had been reduced during the depression. Fifty-eight per cent of these reductions had been restored in 1934. In Group II there were 18 who had received a reduction in salary or wages. The recovery in Group II was 72% in 1934.

TABLE XIX

MEDIAN ANNUAL INCOME OF THE BOYS IN EACH GROUP

Year	Group I		Group II	
	Number	Median Income	Number	Median Income
1924	2	$ 790	4	$ 460
1925	3	800	8	590
1926	5	650	10	685
1927	9	565	14	780
1928	19	575	14	1010
1929	21	940	20	1175
1930	23	1040	24	1250
1931	24	1085	21	1225
1932	26	1130	23	1050
1933	29	1095	28	1105
1934	32	1160	31	1195

It is an economic fact that salaries of women are not comparable with those of men. The median salary for the women in 1934 (Table XVIII, p. 40) in both groups is less than that for the men in their respective groups. The years 1926-27-28 in Table XVII show a decided drop in the median. This is explained by the fact that at this time there were a considerable number of students in college who were employed only during "the summer." When the women are

excluded from the group the median salary is brought up, (Table XIX and Figure 5). The conclusion is similar to that of a finding made by Dr. Shannon and J. C. Farmer[1] of Indiana State Teachers College in a study of correlations between average scholarship and net incomes of graduates 10 years after graduation, "Apparently scholastic success in high school and financial success are results of different sets of abilities." Although the number considered is small, the evidence points to the fact that in the matter of financial success the random group and the Honor Society are about equal.

In a study made by M. Crosser[2] it was found that the median salary of the men and women in the upper quartile (high scholarship) was higher than the median salary of the men and women respectively in the lower quartile; also that the median salary of those with college training is higher than of those without in the upper quartile. The interesting fact about salaries in the Crosser study is the median salary of those with college training in the lower quartile is higher than those with college training in the upper

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[1] J. R. Shannon and J. C. Farmer, "The Correlation of High School Scholastic Success with Later Financial Success," School Review. Vol. XXXIX, February, 1931, pp. 130-133.

[2] M. Crosser, Follow-up Vocational Study of Students of the Upper and Lower Quartiles of Brazil High School for Years 1914-1919. Contributions of the Graduate School, Indiana State Teachers College, Thesis Number 130.

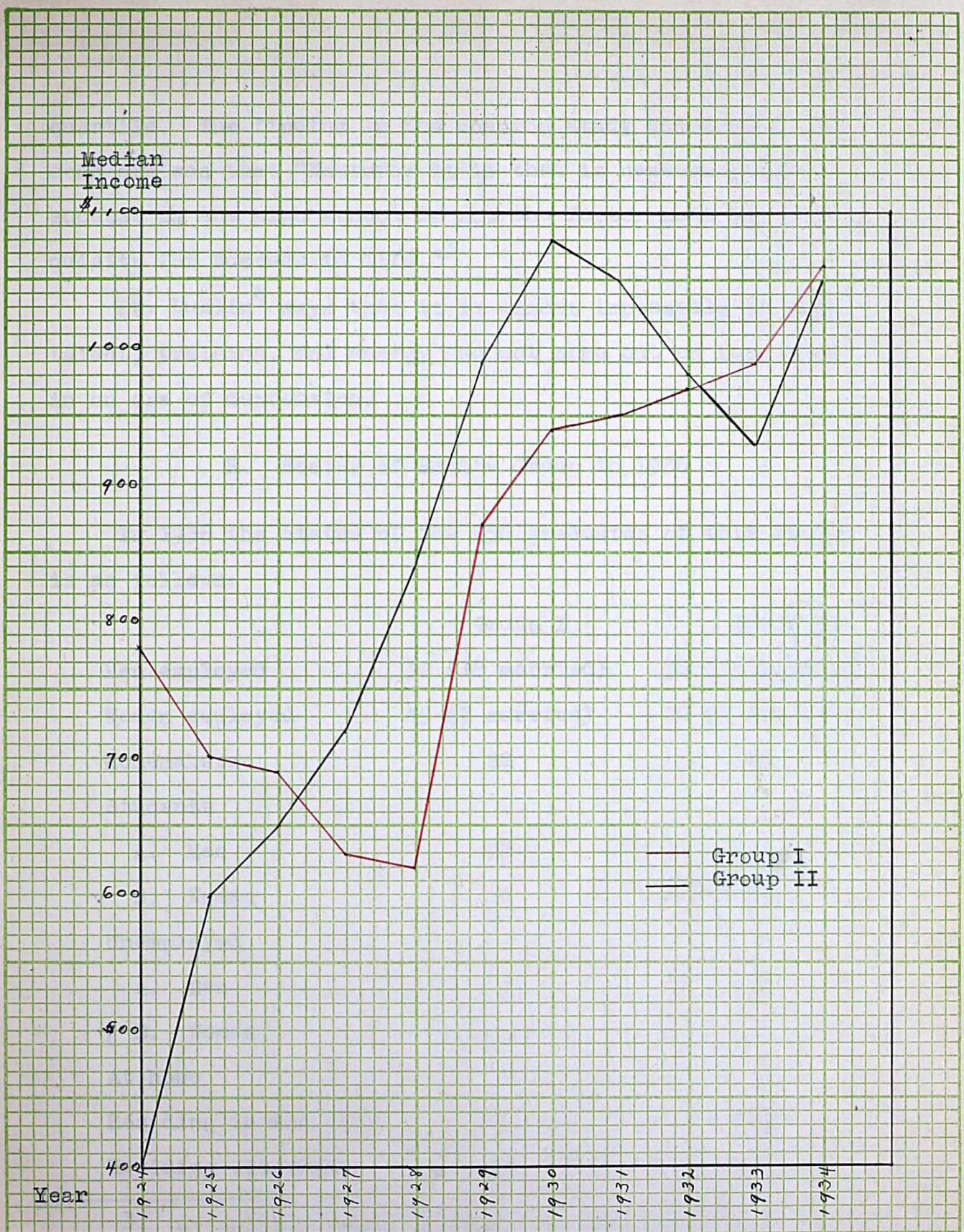

Figure 3. Median Annual Incomes of Members of Both Groups.

quartile. The finding in the Shannon study concerning scholars was that "Whatever it is that is necessary for success in the high school is not the factor that is requisite for success in life."[3]

Dr. Dublin[4] says that it is almost impossible to have talent, training, and energy and not come out on top, even in an era of depression.

R. Status of Entire Group in 1936

In 1936 the status of the 238 graduates of this study is as follows:

	Group I	Group II
Men employed	32 (18 married)	36 (15 married)
Women employed	45 (7 married)	20 (3 married)
Homemakers	22	21
Students		
A. Men	23	3
B. Women	16	4
Unemployed		
A. Men	3	7
B. Women	2	3
At home	0	1
Residing in the city	70	73
Residing elsewhere	73	22

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[3] J. R. Shannon. "The Post School Careers of High School Leaders and High Scholars," School Review. Vol. XXXVII, pp. 656-65.

[4] Dr. L. I. Dublin, Statistician, Vice-President, Metropolitan Life Insurance Co.

Figure 4. Median Annual Income of the Men in Both Groups.

Figure 5. Median Annual Income of the Girls of Both Groups.

IV. SUMMARY AND CONCLUSIONS

In 1936 the status of the 238 graduates of this study is as follows:

	Group I	Group II
Men employed	32 (18 married)	36 (15 married)
Women employed	45 (7 married)	20 (3 married)
Homemakers	22	21
Students		
A. Men	23	3
B. Women	16	4
Unemployed		
A. Men	3	7
B. Women	2	3
At home	0	1
Residing in the city	70	73
Residing elsewhere	73	22

The limitations, placed on the findings of this study due to the small number, do not warrant the conclusions being regarded as positively reliable. However, there are some tendencies which indicate the following:

1. The Honor Society group continued in scholastic work beyond high school.

2. The largest per cent in both groups pursued the academic course at high school.

3. Summer school students are not scholastically inferior students.

4. Graduates who were the scholars who had attained high scholastic standing did not suffer illnesses resulting from overwork and too intensive study.

5. The colleges attended by both groups were, in most cases, school for vocational training and academic degrees.

6. More of the parents of the graduates of Group I have attended college or have taught school.

7. The graduates in the random group were not chosen as leaders by their friends in high school.

8. The random group were less active in extra-curricular activities.

9. Fewer changes have been made in occupations by men and women in Group I.

10. No line can be drawn in the matter of occupations. The occupational choices are widely distributed. Members of both groups are to be found in most of the occupations named. It would seem that both groups are equal in this respect of measurement.

11. In the matter of financial success, the tendency shown by the study is that scholarship is not a measuring factor in financial success attainment. The random group eleven years after graduation are doing as well financially as the Honor Society group.

V. APPENDIX

A. Bibliography

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B. Sample of Questionnaire

1. Date of graduation from High School _____.
2. Number of semesters a student at Garfield, _____
3. Number of semesters a student in other High Schools, if any:

	Semesters	City	State	Township
a.				
b.				
c.				

4. Time in which the High School course was completed: $3\frac{1}{2}$ years, 4 years, $4\frac{1}{2}$ years. (Please check the one or state the time if not listed above.)
5. Did you ever attend summer school? Yes; No. (If "yes", please state briefly the reason for attending) _____

_____

6. Age at graduation from high school, _____years.
7. Nationality of parents:
   a. Father _____
   b. Mother _____
8. Was either of your parents foreign born?

	Country	City or Town	State or Province
a. Father	_____	_____	_____
b. Mother	_____	_____	_____

9. Are your parents graduates of High School? (Please check)
   a. Father _____
   b. Mother _____

10. Are your parents college graduates? (Please name the college)

Name of college

a. Father _____

b. Mother _____

11. Did either of your parents ever teach school? (Please check)

a. Father yes_____ no_____

b. Mother yes_____ no_____

12. Were there any other children in your family? (Please include any who may have died.)

a. Sisters _____

b. Brothers _____

13. Did you ever suffer any serious illness while a student in high school? If "Yes" please state the nature of same i.e. eyes, nerves, operation, Yes _____ No _____. _____

_____

14. Will you please state all of the extra curricular activities in which you engaged while in high school, e. g. three years on basket ball team, president of dramatic club, member of Blue Tri. _____

_____

15. Will you please state all organization offices which you held through being elected by your fellow students.

a. _____

b. _____

c. _____

16. What course did you pursue at high school? (Please check)

a. Academic; b. General; c. Commercial d. College preparatory

17. Have you attended school since leaving high school? Yes__No__

18. If you checked "17" "yes", please list below the name of the college or colleges which you attended and the degree earned.

a. _____Degree.

b. _____Degree.

19. What was the first lucrative position which you obtained?

_____ Age at this time _____years.

20. How old were you when you became a wage earner? _____years.

a. How much preparation did you make for same? _____years, _____months, _____weeks.

21. Will you please state how many times you have changed your vocation since you became a wage earner? e.g. 2 years a saleswoman, 3 years a lawyer---.

a. _____

b. _____

c. _____

d. _____

22. Have you always received more money as wages or salary when you made these changes? _____Yes; _____No.

23. Will you please state as nearly accurate as you can, your earnings by calendar years since you became a wage earner from 1924 to 1934 inclusive.

a. 1924 $_____

b. 1925 _____

c. 1926 _____

d. 1927 _____

e. 1928 _____

f. 1929 _____

g. 1930 $_____

h. 1931 _____

i. 1932 _____

j. 1933 _____

k. 1934 _____

24. Were your wages or salary reduced any during the depression?

a. By $_____ (State the amount if your answer is "yes")

b. Has the amount of the reduction been restored as yet?

25. Have you been unemployed at any time during the past depression because of business or industrial conditions resulting from the depression? Yes _____ No. _____

26. Are you unemployed at the present time? Yes_____ No_____

27. Please check the following: Man_____ Woman _____

Married _____ Not married _____.

My dear friend:

I am making a study of the graduates of Garfield High School from 1924 to 1934 inclusive. The only available material that I shall have to work with will be contained in the answers to the questionnaire which I am sending to you. Will you please fill in the blanks with the correct information, place them in the self addressed envelope and mail to me within the next week or ten days if possible.

The value of the findings in the study will depend upon the accuracy with which the questions are answered.

This, you need not hesitate to do as I am not asking for any names. I am only concerned with the facts contained in the questionnaire.

I am deeply grateful to you for your cooperation and the time which you will use in answering the questions.

Perhaps some day when I have finished my study, you will be interested in learning about the findings. I shall be glad to give the result to you to read.

Very cordially yours,