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A personnel survey of the Pleasantville High School

Charles B. Lind
Indiana State University

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A PERSONNEL SURVEY OF THE PLEASANTVILLE
HIGH SCHOOL

by

Charles B. Lind

Contributions of the Graduate School
Indiana State Teachers College
Number.206

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

1935

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Charles B. Lind

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I. INTRODUCTION

A. How the Author Became Interested. This is the first study ever made of those who have attended the Pleasantville High School. The investigation includes both those who have graduated and those who withdrew before graduation. As the author is a graduate of this school and for the past four years has served as its principal, he feels the responsibility of making any advancement he can for the school and for the community.

B. The Pleasantville Community. Pleasantville is located in the central eastern part of Jefferson Township, Sullivan County, Indiana. There are two churches in the village and six other churches in the township.

The community which is rural in nature has two chief industries, mining and farming. Many of the mines are being abandoned and much of the farm land is being devastated by strip mines. The remainder of the farm land is not very fertile and the soil is largely clay in composition, since the top soil has been washed away.

C. Relation to Other Studies. Other similar studies have been made by Clem O. Thompson, Indiana State Normal School, Eastern Division, Muncie, Indiana; by A. C. Payne, Indiana State Teachers College, (unpublished) Terre Haute, Indiana; S. A. Smith, Indiana State Teachers College, Terre Haute, Indiana and L. C. Fisher, Indiana State Teachers College, Terre Haute, Indiana.

D. Summary of School. Pleasantville High School was organized in 1908 with John A. Reising as principal. The first graduating class was in 1911. Since 1911 Pleasantville has had fourteen different principals. The tenure of the principals has averaged

only one and seven-tenths years.

E. Purpose of Study. The purpose of this study is to determine how the school has served the community and how it can serve the community better. It is also the intention to find what changes, if any, can be made in the curriculum so that the school will be of greater benefit to the community by giving the students those subjects which they need and by keeping in school many students who otherwise would withdraw.

F. Problem Stated. The problem is a study of the graduates and withdrawals of the Pleasantville High School so that we may know how the school is serving the community and how it can serve the community better.

1. Limitations. This study is limited to the graduates and withdrawals of the Pleasantville High School. In speaking of graduates and withdrawals, the graduates are those who have received a diploma; the withdrawals are those pupils who enrolled in the Pleasantville High School but left high school before they finished their work.
2. Method of Treatment. The school records were carefully examined and a list of graduates and withdrawals was made. An attempt was made to get the address of each one. However six of the graduates and several of the withdrawals could not be located. Nine of the graduates are deceased.
3. Material Used. The material for this study has been collected through different sources. Questionnaires, personal interviews, school records and reports, both in the school office and in the office

of the County Superintendent of Schools.

II. BODY OF THESIS

A. Presentation of Data.

1. Educational Information.

a. Study of Former Pupils.

(1). Graduates. The Pleasantville High School has had a graduating class each year since 1911. The smallest class, consisting of three boys and two girls, graduated in 1918. The largest class, consisting of thirteen boys and twenty girls, graduated in 1933.

The graduates up to 1933 numbered one hundred forty-five boys and one hundred fifty girls, making a total of two hundred ninety-five pupils. The class of 1934, which included twelve boys and eleven girls, was not asked to help in this study. Including the graduating class of 1934, we find the total male graduates is one hundred fifty-seven and the total female graduates one hundred sixty-one. This makes a grand total of three hundred eighteen graduates at the end of the school year 1933-34.

TABLE I

NUMBER OF GRADUATES FROM PLEASANTVILLE HIGH SCHOOL

Years	Male	Female	Total
1911-1933	145	150	295
1934	12	11	23
Total	157	161	318

(2). Total Enrollment. The records show that one hundred thirty-eight boys have withdrawn from school and one hundred nine

girls, which makes a total of two hundred forty-seven withdrawals.

Table II shows that 51.2 per cent of the boys and 58.3 per cent of the girls who entered high school graduated. Therefore, a total of 54.4 per cent of all the pupils who entered high school graduated.

The per cent of withdrawals from the Pleasantville High School is 45.6 per cent of the total enrollment. This is much higher than the average for the small high school in the State of Indiana. The average for the State of Indiana among the small high schools is about 33 per cent.¹

TABLE II

NUMBER OF STUDENTS ENROLLED IN PLEASANTVILLE HIGH SCHOOL
UP TO AND INCLUDING THE SCHOOL YEAR OF 1932-33

	Graduates	Per cent	Withdrawals	Per cent	Total
Male	145	51.2	138	48.7	283
Female	150	58.3	109	41.5	259
Total	295	54.4	247	45.6	542

b. Geographic Location

(1). Graduates. Very few surveys of the geographical distribution of the high schools have been made. In 1925 E. W. Dolch made a survey of the graduates from a small rural

¹

Clem O. Thompson, "The Curriculum of the Small High School," (Indiana State Normal School, Eastern Division, Muncies, Indiana). P. 35.

high school in Illinois. He found 41.3 per cent of them remaining in the school district and 30.4 per cent outside of the school district but within the state.²

In 1931 C. M. Whitlow made a similar study in a small high school in Wyoming. He found that 42.7 per cent of the graduates remained within the school district and 36 per cent outside of the school district but within the state.³

In 1932 Don Leech made a study of the same nature from a small high school in Nebraska. He found only 16 per cent of the graduates remained within the school district and 47 per cent remained out of the school district but within the state. He also found that 37 per cent of the graduates had left the state.⁴

Of the graduates from the Pleasantville High School 39.4 per cent remain within the school district and 42.6 per cent are outside of this school district but within the state. These are similar to the findings of Dolch and Whitlow.

More Pleasantville graduates live in Michigan than in any other state besides Indiana. Most of the girls are doing housework; the boys are teaching school and working in factories. Two per cent of the graduates have moved away without leaving their addresses and their location is not known.

²F. W. Dolch, "Geographical and Occupational Distribution of Graduates of a Rural High School." School Review, Vol. XXXIII, (June, 1925). Pp. 413-421.

³C. M. Whitlow, "The Geographical Distribution of High School Graduates." School Review, Vol. XXXIX, (March, 1931). Pp. 213-216.

⁴Don R. Leech, "The Geographical Distribution of High School Graduates." School Review, Vol. XL, (January, 1932). Pp. 51-54.

TABLE III
LOCATION OF PLEASANTVILLE GRADUATES

Location	Male	Per cent	Female	Per cent	Total	Per cent
Jefferson Twp.	58	40.0	56	37.3	114	39.3
Indiana*	49	33.8	50	33.3	99	33.5
Sullivan Co.	11	7.6	16	10.6	27	9.1
Michigan	6	4.1	12	8.0	18	6.1
Illinois	6	4.1	1	0.7	7	2.4
California	1	0.7	3	2.0	4	1.3
Ohio	2	1.4	1	0.7	3	1.0
Texas	2	1.4	1	0.7	3	1.0
Arizona	1	0.7	0	0.0	1	0.3
Florida	0	0.0	1	0.7	1	0.3
Iowa	1	0.7	0	0.0	1	0.3
Washington D.C.	1	0.7	0	0.0	1	0.3
Montana	1	0.7	0	0.0	1	0.3
Unknown	3	2.0	3	2.0	6	2.0
Deceased	3	2.0	6	4.0	9	3.0
Total	145	99.8	150	100.0	295	100.2

* All living in Indiana but outside of Sullivan Co.

c. Age of Graduates

From this time on we will record only those pupils who returned their questionnaires. The range in the age of the graduates is very wide, being from fifteen to twenty-five. The two pupils who were twenty-two had both been out of school for some time when they re-entered and completed their work. The

girl who was twenty-five had been out six years because of illness.

Koos found that a larger number of the ninth year students were fourteen years of age. The youngest was eleven and the oldest was nineteen. He also found that the youngest high school graduate was thirteen years but several were over twenty-one. The largest number of the graduates was seventeen years of age.

The median age for the boys is eighteen and seven-tenths years; that of the girls is eighteen and three-tenths years. This fact shows that the girls are graduating four-tenths of a year younger than the boys. Of the graduates 41.3 per cent graduated at the age of eighteen.

The girl who graduated at the age of fifteen is the only girl from the Pleasantville High School to have received a degree from college.

TABLE IV
AGE WHEN GRADUATES GRADUATED

Age	Male	Per cent	Female	Per cent	Total	Per cent
15 years	0	0.0	1	1.0	1	0.5
16 years	2	2.0	5	5.3	7	3.5
17 years	26	24.2	25	26.6	51	25.3
18 years	38	35.5	45	47.9	83	41.3
19 years	26	24.2	11	11.7	37	18.4
20 years	11	10.2	3	3.2	14	7.0
21 years	2	2.0	3	3.2	5	2.5

5

Leonard V. Koos, American Secondary School. Chicago: Ginn & co., 1927, P. 67.

TABLE IV (Continued)

22 years	2	2.0	0	0.0	2	1.0
25 years	0	0.0	1	1.0	1	0.5
Total	107	100.1	94	99.7	201	100.0
Median year	18.7		18.3		18.5	

d. Age of Withdrawals

The records in regard to the ages of those who withdrew were very incomplete but we have a record of one hundred fifty-seven of the two hundred forty-seven withdrawals.

Thirty-one and eight-tenths per cent of the boys withdrew at the age of seventeen. The majority of these boys were doing failing work. Forty-three and five-tenths per cent of the girls withdrew at the age of sixteen, which is the legal age.

The two boys who withdrew at the age of twenty-one were boys who entered high school at an older age just to play basketball. They withdrew when they were no longer eligible to play ball.

The range of ages for male withdrawals is from fourteen to twenty-one; the range of ages of the females is only from fifteen to eighteen.

TABLE V

AGE WHEN WITHDRAWALS LEFT SCHOOL

Age	Male	Per cent	Female	Per cent	Total	Per cent
14 years	1	1.1	0	0.0	1	0.6
15 years	11	12.5	12	17.4	23	14.6
16 years	26	29.5	30	43.5	56	35.3

TABLE V (Continued)

17 years	28	31.8	19	27.5	47	30.0
18 years	15	17.0	8	11.6	23	14.6
19 years	4	4.5	0	0.0	4	2.5
20 years	1	1.1	0	0.0	1	0.6
21 years	2	2.3	0	0.0	2	1.3
Total	88	99.8	69	100.0	157	99.5
Median year	17.2		16.7		17	

e. Marital Status of Graduates and Withdrawals

(1) Graduates. This period of study covers twenty-two years, from 1911 to 1933. We find a few graduates having sons or daughters also listed with the graduates. We also find a few of the first classes unmarried.

Of the one hundred seven male graduates, we find fifty-eight, or 54.2 per cent, are married. A greater per cent of the females are married. Of the ninety-four female graduates, we find fifty-seven married, i.e., 60.6 per cent.

The median marital age for the boy is twenty-two and nine-tenths years, while the median marital age for the girl is twenty-one and two-tenths years, making the median marital age of the girls one and seven-tenths year younger than that of the boys.

TABLE VI

MARITAL AGE OF GRADUATES

Age	17	18	19	20	21	22	23	24	25	26	27	28	29	30	34	Median	Total
Male	0	1	4	7	9	9	9	5	2	5	2	1	2	1	1	21.9	58
Female	2	6	9	10	9	7	3	5	3	1	1	0	1	0	0	20.2	57

TABLE VI (Continued)

Total	2	7	13	17	18	16	12	10	5	6	3	1	3	1	1	21.1	115
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(2). Withdrawals. This study was based on only sixty-four cases, the number who returned their questionnaires. Many of these were boys and girls yet in the community.

We find that only 45 per cent of the male withdrawals are married, but 79.3 per cent of the female withdrawals are married.

Table VII shows the median marital age of the male withdrawals to be twenty years; the median marital age of the female withdrawals is but eighteen and three-fourths years. This makes the median marital age of the girls one and one-fourth year younger than that of the boys.

Comparing Table VI and Table VII we find that the median marital age of the male withdrawal is two and one-tenth years younger than that of the male graduate, also the median marital age of the female withdrawal is two and five-tenths years younger than that of the female graduate.

TABLE VII
MARITAL AGE OF WITHDRAWALS

Age	15	16	17	18	19	20	21	23	24	26	Median	Total
Male	0	0	2	3	4	3	1	2	1	2	19.5	18
Female	1	2	4	4	5	0	2	0	1	0	17.8	19
Total	1	2	6	7	9	3	3	2	2	2	18.3	37

f. Continuation of School Beyond High School

(1). Graduates. A similar study made of the graduates of the Union High School, Dugger, Indiana, shows that 64.3 per cent of all the graduates from that school attended some kind of higher institution of learning. This is a considerably higher per cent of attendance than that from the Pleasantville High School.

Forty-nine and five tenths per cent of the male graduates have attended some school beyond the high school; only 41.5 per cent of the female graduates have continued their education beyond the high school. This makes a total of 45 per cent of all graduates continuing their education beyond the high school.

TABLE VIII

GRADUATES WHO RECEIVED TRAINING BEYOND THE HIGH SCHOOL

	Yes	Per cent	No	Per cent	Total	Per cent
Male	53	49.5	54	50.5	107	100.0
Female	39	41.5	55	58.5	94	100.0
Total	92	45.8	109	54.2	201	100.0

(2). Withdrawals. When a pupil fails to graduate from high school, he seldom continues his education. Three of the male withdrawals who answered that they had continued their education were pupils who had withdrawn from this school but had graduated from high schools elsewhere.

Comparing Table VIII and Table IX we find 45.8 per cent of the graduates going to higher schools, but only 7.8 per cent of the withdrawals continued their education. Of the two female withdrawals who continued their education, one became a beauty

shop operator and the other an undertaker.

TABLE IX

WITHDRAWALS WHO RECEIVED TRAINING BEYOND THE HIGH SCHOOL

	Yes	Per cent	No	Per cent	Total
Male	3	7.5	37	92.5	40
Female	2	8.3	22	91.7	24
Total	5	7.8	59	92.2	64

g. A Study of the Work Beyond High School

(1). Graduates. Many of the pupils who have continued their education beyond the high school have attended various colleges and schools. One pupil took a business course, an agriculture course and a theological course. Others have attended as many as three and four colleges.

(a). Kinds of Institutions. Institutions attended by the graduates may be listed in eight different kinds of schools. It is hard to distinguish the difference in the various kinds of institutions. Those listed as colleges and universities were copied as listed except those listed as special kinds of colleges.

Table X shows that 57.1 per cent of the boys and 62.2 per cent of the girls attended some normal school. Many of the graduates, both boys and girls, that attended the universities and colleges took the teachers' training course and became teachers.

In comparing Table X with Table VIII we find more graduates attending various institutions than those who said that they had taken work beyond the high school, but this is due to the fact that several individuals attended more than one kind of higher institution of learning.

TABLE X
KINDS OF INSTITUTIONS ATTENDED BY THE GRADUATES

Kind	Male	Per cent	Female	Per cent	Total	Per cent
Normal	44	57.1	28	62.2	72	59.0
Universities	17	22.1	8	17.7	25	20.5
Colleges	9	11.7	1	2.2	10	8.2
Business College	3	4.0	2	4.4	5	4.1
Beauty Colleges	0	0.0	4	8.8	4	3.3
Nurses Training	0	0.0	2	4.4	2	1.6
Industrial College	2	2.6	0	0.0	2	1.6
Theological Colleges	2	2.6	0	0.0	2	1.6
Total	77	100.1	45	99.7	122	99.9

(b). Time of Attendance in Various Institutions of Higher Learning. The time spent in various institutions in many cases depended upon the kind of course which the individual chose. Many of the graduates enrolled in courses which were never finished.

In general, those entering higher institutions of learning remained but a short period of time. However, the boys were in school much longer than the girls.

Of the boys who attended higher institutions of learning 35.8 per cent remained in these schools one year or less; 46.2 per cent of the girls who attended higher institutions of learning remained one year or less. Many of these students who attended only three months were students who were on a teachers' course when the old "A" Certificate was issued.

Of the boys who attended higher institutions 17 per cent remained for a period of two years; 38.5 per cent of the girls who attended higher institutions of learning attended two years. Most of these students are those who finished a two-year teachers' course.

Thirty and two-tenths per cent of the boys who attended higher institutions of learning have completed four years of work. Only 2.5 per cent of the girls who attended higher institutions of learning have had four years of college work. This one girl became a high school teacher.

Two graduates have finished five years of college work. One has finished six years of college work, and one has seven years of advanced college work. Many graduates are now enrolled in institutions of higher learning but record is not given to those students who have not finished their present semesters' work.

TABLE XI

TIME SPENT IN INSTITUTIONS OF HIGHER LEARNING BY GRADUATES

Time	Male	Per cent	Female	Per cent	Total	Per cent
3 months	9	17.0	7	18.0	16	17.4
6 months	4	7.5	4	10.2	8	8.7
1 year	6	11.3	7	18.0	13	14.1
2 years	9	17.0	15	38.5	24	26.1
3 years	5	9.4	5	12.8	10	10.9
4 years	16	30.2	1	2.5	17	18.4
5 years	2	3.8	0	0.0	2	2.1
6 years	1	1.9	0	0.0	1	1.1
7 years	1	1.9	0	0.0	1	1.1

TABLE XI (Continued)

Total	53	100.0	39	100.0	92	99.9
Median year	2.9		2.1		2.4	

(c). Names of Various Institutions Attended. In naming the various institutions for higher learning, we find that Pleasantville graduates have attended twenty-eight different schools. Of these twenty-eight there are sixteen located in Indiana and twelve out of the state.

Of these institutions attended Indiana State Teachers College of Terre Haute has the largest representation. This is due to the fact that a great number of the graduates wished to become teachers and Indiana State Teachers College is conveniently located.

TABLE XII

NAMES OF INSTITUTIONS ATTENDED BY GRADUATES

Name of Institution	Male	Female	Total
Indiana State Teachers College	35	23	58
Central Normal College	8	4	12
Indiana University	5	4	9
Butler University	1	4	5
Wabash Business College	3	2	5
Purdue University	3	0	3
Evansville College	2	1	3
Indiana Central	2	1	3

TABLE XII (Continued)

Rainbow Beauty College	0	3	3
Asbury College	2	0	2
Indiana Veterinary College	2	0	2
Nurses Training Hospital	0	2	2
Ball State	1	0	1
Franklin	1	0	1
Arizona	1	0	1
University of Detroit	1	0	1
University of Chicago	1	0	1
University of Ohio	1	0	1
Columbia University	1	0	1
University of Wisconsin	1	0	1
Denison University	1	0	1
Central Normal of Michigan	0	1	1
Smart Appearance Beauty College	0	1	1
Sweeney Auto School	1	0	1
Smith's Welding School	1	0	1
God's Bible School	1	0	1
Garrett's Biblical Institute	1	0	1
Total	77	46	123

(d). Nature of Courses for Graduates. The names of the schools have in many cases told of the nature of the courses. Many courses have been started but never finished. Many graduates have changed from one course to another and completed none.

By comparing Table X and Table XIII, we find in Table X that seventy-seven males attended various kinds of institutions,

but only fifty-six males are listed in Table XIII for various courses. This is because the same person may have attended different kinds of institutions but may have been enrolled on only one kind of course. The same is true of the female graduates. A much greater per cent has followed the teachers' training courses than any other course. Seventy-five per cent of the boys and 75 per cent of the girls who have continued their education have taken teachers training.

By comparing Table VIII with Table XIII we find in Table VIII that fifty-three boys continued their education beyond the high school. In Table XIII we find that there are fifty-six boys listed for various kinds of courses. This is due to the fact that one person may have taken more than one course during his college career. The same holds true of the girl graduates.

TABLE XIII
KINDS OF COURSES TAKEN BY GRADUATES

Course	Male	Per cent	Female	Per cent	Total	Per cent
Teachers	42	75.0	30	75.0	72	75.0
Business	3	5.3	3	7.5	6	6.2
Beauty	0	0.0	4	10.0	4	4.2
Theological	3	5.3	0	0.0	3	3.1
Nursing	0	0.0	3	7.5	3	3.1
Veterinary	2	3.6	0	0.0	2	2.0
Medicine	1	1.8	0	0.0	1	1.0
Law	1	1.8	0	0.0	1	1.0
Agriculture	1	1.8	0	0.0	1	1.0
Engineering	1	1.8	0	0.0	1	1.0

TABLE XIII (Continued)

Radio	1	1.8	0	0.0	1	1.0
Welding	1	1.8	0	0.0	1	1.0
Total	56	100.0	40	100.0	96	99.7

(e). Degrees Held. Many of the graduates are about to finish some higher degree, but credit is given only to the degrees now held.

One girl and twenty-three boys have received degrees. This represents 11.9 per cent of the graduates. All these degrees are for four years or more of college work.

Those with degrees from a four-year course are twenty-one in number, or 10.4 per cent of the graduates. Those with degrees from a five-year course number two, or 1 per cent of the graduates. There is but one with a degree from a seven year course, or .5 per cent of the graduates.

TABLE XIV

DEGREES HELD BY GRADUATES

Degree	Male	Female	Total
A.B.	11	1	12
B.S.	6	0	6
D.V.M.	2	0	2
M.A.	2	0	2
Ph.D.	1	0	1
Total	23	1	24

(2). Withdrawals. Only five of those who have withdrawn have continued their education. The three boys are boys who withdrew from this high school but graduated from some other high school.

(a). Kinds of Institutions. There were only three kinds of advanced schools attended by those who have withdrawn, i.e., normal school, college for liberal arts and beauty college.

TABLE XV

KINDS OF INSTITUTIONS ATTENDED BY WITHDRAWALS

Kind	Male	Female	Total
Normal	2	0	2
Colleges	1	1	2
Beauty College	0	1	1
Total	3	2	5

(b). Time of Attendance of Withdrawals. In this study of time for those who have withdrawn we find two boys yet in a normal school. None has attended more than two years.

TABLE XVI

TIME SPENT IN INSTITUTIONS OF HIGHER LEARNING BY WITHDRAWALS

Time	Male	Female	Total
3 months or less	0	2	2
1 year	1	0	1
2 year	2	0	2
Total	3	2	5

(c). Name of Institutions Attended by Withdrawals.

Only four different institutions of higher learning are listed as having received students who have withdrawn from the Pleasantville High School.

TABLE XVII
INSTITUTIONS ATTENDED BY WITHDRAWALS

Name of Institution	Male	Female	Total
Indiana State Teachers College	2	0	2
Evansville College	1	0	1
Smart Appearance Beauty College	0	1	1
Embalming School of Indianapolis	0	1	1
Total	3	2	5

(d). Nature of Courses of Withdrawals. Only three courses have been taken by the students who have withdrawn in institutions of higher learning, i.e., teachers' courses, beauty operators' courses and embalming.

TABLE XVIII
COURSES OF ADVANCED WORK TAKEN BY WITHDRAWALS

Course	Male	Female	Total
Teachers'	3	0	3
Beauty Operators'	0	1	1
Embalming	0	1	1
Total	3	2	5

(e). Degrees Held. None of those who have withdrawn hold degrees.

h. Correspondence Courses Taken by Students of
Pleasantville High School

We find various kinds of correspondence courses being offered. Agents are sent out from these schools to solicit students.

(1). Graduates. Among the graduates are some who have taken correspondence courses. Many ambitious graduates with but little money have taken correspondence courses along various lines. Others have taken correspondence courses while teaching to make them that much nearer their goal, whether it be a degree or a certain number of hours of credit.

From Table XIX we find that 17.7 per cent of the boys and 10.6 per cent of the girls have taken some kind of correspondence course, but 7 per cent of the boys and 16 per cent of the girls did not answer the question.

TABLE XIX

GRADUATES WHO HAVE TAKEN CORRESPONDENCE COURSES

Answers	Male	Per cent	Female	Per cent	Total	Per cent
Yes	19	17.7	10	10.6	29	14.4
No	81	75.7	69	73.4	150	74.6
Not answered	7	6.5	15	16.0	22	10.9
Total	107	99.9	94	100.0	201	99.9

(2). Withdrawals. Students who have withdrawn do not often take correspondence courses. When they leave high school, they usually consider their school career over. Only 5 per cent of the male withdrawals and 4.1 per cent of the female withdrawals have taken correspondence courses.

TABLE XX
WITHDRAWALS WHO HAVE TAKEN CORRESPONDENCE COURSES

Answers	Male	Per cent	Female	Per cent	Total	Per cent
Yes	2	5.0	1	4.1	3	4.7
No	38	95.0	23	95.9	61	95.3
Total	40	100.0	24	100.0	64	100.0

i. Nature of Courses

(1). Graduates. From the courses listed one will notice that each course would contribute toward making a livelihood.

Again we find the teachers' courses leading all other courses the same as in Table XIII but with not such a large per cent. as may be noticed.

In Table XXI 52.6 per cent of the boys who took correspondence courses took a teachers' course while in Table XIII we found that 75 per cent had taken teachers' courses. The girls in Table XXI have 60 per cent for a teachers' course while those in Table XIII have 75 per cent.

In Table XXI one girl failed to name the kind of correspondence course she took.

TABLE XXI
KIND OF CORRESPONDENCE COURSES TAKEN BY GRADUATES

Courses'	Male	Per cent	Female	Per cent	Total	Per cent
Teachers'	10	52.6	6	60.0	16	55.2
Business	1	5.2	2	20.0	3	10.3
Civil Service	3	15.7	0	0.0	3	10.3
Theological	2	10.5	0	0.0	2	7.4
Engineering	1	5.2	0	0.0	1	3.4
Electrical	1	5.2	0	0.0	1	3.4
Radio	1	5.2	0	0.0	1	3.4
Dress Making	0	0.0	1	10.0	1	3.4
Not listed	0	0.0	1	10.0	1	3.4
Total	19	99.6	10	100.0	29	100.0

(2). Withdrawals. Of those who withdrew and enrolled in correspondence courses, there were a boy and a girl that took two different kinds of courses.

The courses listed as horse training and machinist were taken by the same boy and the courses listed as music and embalming were also taken by one girl.

TABLE XXII

NATURE OF CORRESPONDENCE TAKEN BY WITHDRAWALS

Nature of Course	Male	Female	Total
Machinist	1	0	1
Engineering	1	0	1
Horse Training	1	0	1
Music (Voice)	0	1	1
Embalming	0	1	1
Total	3	2	5

j. Reasons and Scholastic Standing of Withdrawals
When They Left School

(1). Reasons. The reasons of those who drop their high school work are those which teachers often hear from their pupils. They are summarized and put in the following table.

Twenty-five per cent of the boys and 16.7 per cent of the girls dropped out of school to go to work. Ten per cent of the boys and 8.3 per cent of the girls dropped out of school because of lack of funds. Most of those pupils who dropped out of school because they were discouraged were doing failing work in some one or more subjects. The same holds true for those who dropped out because they did not like school or did not like their teachers.

Of the boys 42.5 per cent dropped out of school because in some way they were a misfit. Of the girls 12.5 per cent dropped out for the same reasons. It is the duty of the school to give pupils something which they can and will want to take.

Many of this group of pupils attribute their dislike for school or teacher to some subject which we consider a required subject.

TABLE XXIII
REASONS FOR DROPPING OUT OF SCHOOL

Reasons	Male	Per cent	Female	Per cent	Total	%
To Work	10	25.0	4	16.7	14	21.9
Discouraged	7	17.5	0	0.0	7	10.9
Dislike for school	5	12.5	2	8.3	7	10.9
Lack of funds	4	10.0	2	8.3	6	9.4
Married	2	5.0	4	16.7	6	9.4
Sickness	2	5.0	3	12.5	5	7.8
Dislike for teachers	4	10.0	1	4.2	5	7.8
Death of mother	0	0.0	4	16.7	4	6.2
Moved	3	7.5	1	4.2	4	6.2
Expelled	1	2.5	0	0.0	1	1.5
Not answered	2	5.0	3	12.5	5	7.8
Total	40	100.0	24	100.1	64	100.8

(2). Standing in School When Withdrawals Dropped Out. In making this study the permanent record sheets were used and the entire number of withdrawals was listed. If there could be some way of holding the pupils in school for the first two years; there would be a much greater chance of getting them to complete their high school work.

Eighty and three-tenths per cent of the male withdrawals

dropped out of school during the first two years and 86.2 per cent of the female withdrawals dropped out during the first two years. More should be done to hold pupils in school during this period. Thompson found that 73.5 per cent of the withdrawals dropped out during the first two years.⁶ In Pleasantville it was found that 83 per cent of the withdrawals dropped out during the first two years.

Relatively few high schools graduate more than 50 per cent of the students who enter as freshmen, the percentage in many high schools is far below 50 per cent.⁷

Prior to 1926 Kline found that 26 per cent of the students entering school were eliminated before they reached the ninth grade. Of those who entered high school only 28 per cent finished the twelfth grade.⁸

TABLE XXIV
CLASS STANDING OF WITHDRAWALS

Class Standing	Male	Per cent	Female	Per cent	Total	%
First Year	67	48.8	52	47.7	119	48.2
Second Year	44	31.8	42	38.5	86	34.8
Third Year	22	15.9	12	11.0	34	13.7

⁶Clem O. Thompson, "The Curriculum of the Small High School." (Thesis, Indiana State Normal School, Eastern Division, Muncie, Indiana.) P. 24

⁷F. P. O'Brien, "A Problem for Cooperative Research--The Drop-Out." School and Society, Vol. XXIX, (May, 1929.) Pp. 642-643.

⁸Ellias J. Kline, "Significant Changes in the Curve of Elimination Since 1900." Journal of Educational Research, Vol. XXVI, (April, 1933.) P. 608.

TABLE XXIV (Continued)

Fourth Year	5	3.6	3	2.8	8	3.2
Total	138	99.8	109	100.0	247	99.9

K. Summary

We find that 51.2 per cent of all the boys who entered high school graduated, and 58.3 per cent of all the girls who entered high school graduated.

Forty per cent of the male graduates and 37.3 per cent of the female graduates live in Jefferson Township. Forty-seven and six-tenths per cent of the male graduates and 47.9 per cent of the female graduates live within Sullivan County.

The median age for the male graduates is eighteen and seven-tenths years; the median age for the female graduates is eighteen and three-tenths years.

The greatest number of pupils leaving school withdraw at the ages of sixteen and seventeen. Thirty-five and three-tenths per cent leave at the age of sixteen, and 30 per cent leave at the age of seventeen.

The median marital age of the male withdrawal is two and one-tenth years younger than the age of the male graduate. The median marital age of the female withdrawal is two and five-tenths years younger than that of the female graduate.

Fifty-three, or 49.5 per cent, of the male graduates and thirty-nine, or 41.5 per cent, of the female graduates have attended some institution of higher learning.

Fifty-seven and one-tenth per cent of male graduates and 62.2 per cent of the female graduates have attended some form of

normal schools.

The graduates have attended twenty-eight different schools, of which twelve are outside of the State of Indiana. Twenty-one, or 10.4 per cent, hold degrees from a four-year course; two, or 1 per cent, hold a degree from a five-year course; and one, or .5 per cent, holds a degree from a seven-year course.

Three male withdrawals and two female withdrawals have attended higher institutions of learning. These five withdrawals have attended four different institutions and have been enrolled in three different courses.

Twenty-nine of the graduates and three of the withdrawals have taken correspondence courses.

Eighty and three-tenths per cent of the male withdrawals and 86.2 per cent of the female withdrawals were made during the first two years of school.

2. Vocational Information

a. Occupation of Parents.

(1). Graduates. There are but two chief occupations in this community, farming and mining. Many people are engaged in both. They live on small farms and work in the mines. During the past few years, many mines have been abandoned. This, of course, led to unemployment and a change of occupation.

Fifty and two-tenths per cent of the parents were farmers and 30.3 per cent were miners, making a total of 80.5 per cent of all parents employed in the two occupations. Of the parents 14.3 per cent were in twelve different occupations.

TABLE XXV
OCCUPATION OF PARENTS OF GRADUATES

Occupation	Male	Per cent	Female	Per cent	Total	Per cent
Farmer	54	50.5	47	50.0	101	50.2
Miner	33	30.6	28	29.8	61	30.3
Merchant	2	1.9	3	3.2	5	2.5
Carpenter	2	1.9	3	3.2	5	2.5
Teamster	3	2.8	2	2.1	5	2.5
Brick mason	1	0.9	2	2.1	3	1.4
Thresher	0	0.0	3	3.2	3	1.4
Unemployed	2	1.9	1	1.1	3	1.4
Barber	1	0.9	1	1.1	2	1.0
Section foreman	1	0.9	0	0.0	1	0.5
Home maker	1	0.9	0	0.0	1	0.5
Doctor	1	0.9	0	0.0	1	0.5
Dressmaker	0	0.0	1	1.1	1	0.5

TABLE XXV (Continued)

Blacksmith	0	0.0	1	1.1	1	0.5
Minister	1	0.9	0	0.0	1	0.5
Deceased	5	4.7	2	2.1	7	3.5
Total	107	99.7	94	100.1	201	100.2

(2). Withdrawals. The occupations of the parents of those who have withdrawn are practically the same as those of the parents of the graduates.

In comparing Table XXV and Table XXVI we note that the per cent of the unemployed parents of the graduates is only 1.4 per cent, but the per cent of the unemployed parents of the withdrawals is 6.3.

It is interesting to note that the two occupations of mining and farming include 80.5 per cent of the parents of the graduates and 84.4 per cent of the parents of the withdrawals.

TABLE XXVI

OCCUPATION OF PARENTS OF WITHDRAWALS

Occupation	Male	Per cent	Female	Per cent	Total	Per cent
Miner	15	37.5	14	58.3	29	45.3
Farmer	19	47.5	6	25.0	25	39.1
Unemployed	2	5.0	2	8.3	4	6.2
Merchant	2	5.0	0	0.0	2	3.1
Timber cutter	1	2.5	0	0.0	1	1.5
Preacher	1	2.5	0	0.0	1	1.5
Deceased	0	0.0	2	8.3	2	3.1

TABLE XXVI (Continued)

Total	40	100.0	24	99.9	64	99.9
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b. Present Occupations

(1). Graduates. The graduates are following various occupations. These vary far more than do those of their parents.

From Table XXVII it is shown that the chief occupation of the male graduates is farming. There are 24.3 per cent of the male graduates farming, and 50.5 per cent of their parents were farmers. The second occupation of the male graduates in order is teaching. There are 15.9 per cent of the male graduates teachers, yet none of their parents were teachers. Coal mining is not as common an occupation for the graduates as for their parents. Only 5.6 per cent of the graduates are miners, but 30.6 per cent of their parents were miners. Salesmanship as an occupation ranks high among the graduates, as 6.5 per cent are salesmen of some class. Because of the economic conditions of the present we find 11.2 per cent of the male graduates listed as unemployed. In checking this list of unemployed it was found that they fell in two groups. They were miners out of work or young graduates who had as yet not secured employment.

The greatest number in any one occupation was that of homemakers, which was 48 per cent. Teaching, with 8.5 per cent, housework with 8.5 per cent, and nursing, with 4.2 per cent, were the four occupations heading the list of the female graduates.

TABLE XXVII
PRESENT OCCUPATION OF GRADUATES

Occupation	Male	Per cent	Female	Per cent	Total	Per cent
Homemaker	0	0.0	48	51.1	48	23.9
Unemployed	12	11.2	15	16.0	27	13.4
Farmer	26	24.3	0	0.0	26	12.9
Teacher	17	15.9	8	8.5	25	12.5
House-work	0	0.0	8	8.5	8	4.0
Salesman	7	6.5	0	0.0	7	3.5
Miner	6	5.6	0	0.0	6	3.0
Factory worker	3	2.8	3	3.2	6	3.0
Truck-driver	5	4.7	0	0.0	5	2.5
Merchant	5	4.7	0	0.0	5	2.5
Clerk	3	2.8	2	2.1	5	2.5
Student	2	1.9	3	3.2	5	2.5
Nurse	0	0.0	4	4.2	4	2.0
Mechanic	4	3.7	0	0.0	4	2.0
Minister	3	2.8	0	0.0	3	1.5
Veterinarian	2	1.9	0	0.0	2	1.0
Barber	2	1.9	0	0.0	2	1.0
Beauty operator	0	0.0	2	2.1	2	1.0
Oil worker	2	1.9	0	0.0	2	1.0
Newspaper reporter	1	0.9	0	0.0	1	0.5
Book-keeper	1	0.9	0	0.0	1	0.5
Research Div. N.E.A.	1	0.9	0	0.0	1	0.5
Welder	1	0.9	0	0.0	1	0.5

TABLE XXVII (Continued)

Fireman	1	0.9	0	0.0	1	0.5
Banker	1	0.9	0	0.0	1	0.5
Hatchery mgr.	1	0.9	0	0.0	1	0.5
Music teacher	0	0.0	1	1.1	1	0.5
Meat cutter	1	0.9	0	0.0	1	0.5
Total	107	100.7	94	100.0	201	100.2

(2). Occupations of Girl Graduates Who are Married. We often find girls who have careers of their own. They have positions and play a very important part in the industrial world of today. Many of the girl graduates of Pleasantville High School were employed prior to their marriages.

Comparing Table XXVII with Table XXVIII we find that forty-eight or 51.1 per cent of the girl graduates are homemakers. This finding, of course, is to be expected. Of this forty-eight, twenty-four list their former occupations. Here again among the girls we discover that teaching leads all occupations. The majority of the 16 per cent listed as unemployed in Table XXVII are girls who have not had the opportunity of making a career for themselves in the industrial world.

TABLE XXVIII

FORMER OCCUPATIONS OF GIRL GRADUATES
WHO ARE MARRIED

Occupation	Female	Per cent
Teacher	12	50.0
Housework	2	8.3

TABLE XXVIII (Continued)

Waitress	2	8.3
Nurse	2	8.3
Clerk	2	8.3
Beauty operator	2	8.3
Bookkeeper	1	4.2
Cashier	1	4.2
Total	24	99.9

(3). Withdrawals. We find many of those who have withdrawn doing very useful work. They are fitting into society and are making useful citizens. Because of the present conditions we again find a large per cent of the unemployed among the withdrawals.

In comparing the male withdrawals of Table XXIX with Table XXVI, we find that 35 per cent of them are farmers and 47.5 per cent of their parents were farmers. We also find that 15 per cent are miners and 37.5 per cent of their parents were miners. There are 15 per cent unemployed, but only 5 per cent of their parents were unemployed.

TABLE XXIX
OCCUPATIONS OF WITHDRAWALS

Occupation	Male	Per cent	Female	Per cent	Total	Per cent
Farmer	14	35.0	0	0.0	14	22.0
Homemaker	0	0.0	12	50.0	12	18.9
Housework	0	0.0	8	33.3	8	12.5
Unemployed	6	15.0	1	4.1	7	10.9
Miner	6	15.0	0	0.0	6	9.0
Truck driver	4	10.0	0	0.0	4	6.3
Factory worker	2	5.0	0	0.0	2	3.1
Student	2	5.0	0	0.0	2	3.1
Common laborer	2	5.0	0	0.0	2	3.1
Army	1	2.5	0	0.0	1	1.6
Clerk	1	2.5	0	0.0	1	1.6
Barber	1	2.5	0	0.0	1	1.6
Timber cutter	1	2.5	0	0.0	1	1.6
Beauty operator	0	0.0	1	4.1	1	1.6
Funeral director	0	0.0	1	4.1	1	1.6
Merchant	0	0.0	1	4.1	1	1.6
Total	40	100.0	24	99.7	64	100.1

c. Length of Time Students Were Out of School
Before They Began Work

(1). Graduates. The majority of the graduates really want to complete their high school course and do something. They want to go to work very soon.

Thirty-six and four-tenths per cent of the male graduates and 12.8 per cent of the female graduates began work at once. It is also interesting to note that 60.1 per cent of the male graduates received employment during the first year after graduation. We found several who failed to answer this question, but the majority of these male graduates are those who have recently finished the high school course. Many of the female graduates who did not answer this question are girls who are not seeking a career.

TABLE XXX

LENGTH OF TIME GRADUATES WERE OUT OF SCHOOL
BEFORE THEY BEGAN WORK

Time	Male	Per cent	Female	Per cent	Total	Per cent
At once	39	44.8	12	25.0	51	37.8
3 months	12	13.8	12	25.0	24	17.8
6 months	13	14.9	7	14.6	20	14.8
1 year	8	9.2	8	16.7	16	11.9
2 years	2	2.3	6	12.5	8	5.9
3 years	3	3.4	0	0.0	3	2.2
4 years	4	4.6	1	2.1	5	3.7
5 years & over	1	1.1	2	4.1	3	2.2
Never employed	5	5.7	0	0.0	5	3.7

TABLE XXX (Continued)

Total	87	99.8	48	100.0	135	100.0
Median year	1.2		4.5		2.4	

(2). Withdrawals. Students who withdraw often have employment before they leave school. This is one of the chief reasons for withdrawal.

When we compare Table XXX with Table XXXI, we find that 57.5 per cent of the male withdrawals went to work at once, but only 36.4 per cent of the male graduates went to work at once. Again we notice that 4.7 per cent of the male graduates never were employed and that 10 per cent of the male withdrawals never were employed. This shows that a few of the withdrawals who were not adapted to school work did not seem to be adapted to industrial work.

TABLE XXXI

LENGTH OF TIME WITHDRAWALS WERE OUT OF SCHOOL
BEFORE THEY BEGAN WORK

Time	Male	Per cent	Female	Per cent	Total	Per cent
At once	23	57.5	12	50.0	35	54.7
3 months	3	7.5	3	12.5	6	9.3
6 months	0	0.0	2	8.3	2	3.1
1 year	5	12.5	4	16.7	9	14.1
2 years	3	7.5	0	0.0	3	4.7
3 years	0	0.0	1	4.2	1	1.5
4 years	1	2.5	0	0.0	1	1.5
Never employed	4	10.0	1	4.2	5	7.8
Not answered	1	2.5	1	4.2	2	3.1
Total	40	100.0	24	100.1	64	99.8
Median	at once		1.5 month		at once	

d. Leisure Period When Students Were Not Employed

(1). Graduates. Twenty-four and four-tenths per cent of the boys were in school and 14.9 per cent of the girls were in school. Nineteen and eight-tenths per cent of the male graduates either did nothing or stayed at home and did whatever they could find to do. Nine per cent of all the graduates said that they did nothing with their leisure time.

TABLE XXXII

USE OF LEISURE TIME DURING THE PERIOD BETWEEN
GRADUATION AND BEGINNING OF EMPLOYMENT

Answers	Male	Per cent	Female	Per cent	Total	Per cent
In school	27	24.4	14	14.9	41	20.4
Worked at home	8	7.5	17	18.1	25	12.5
Nothing	9	8.4	9	9.6	18	9.0
Always employed	10	9.4	0	0.0	10	5.0
House work	0	0.0	2	2.1	2	1.0
Odd jobs	2	1.9	0	0.0	2	1.0
Looked for work	1	1.0	1	1.1	2	1.0
Played horse- shoe & checkers	1	1.0	0	0.0	1	0.5
Not answered	49	45.8	51	54.2	100	50.0
Total	107	99.4	94	100.0	201	100.4

e. Tenure of Present Occupation

(1). Graduates. Because of the present economic conditions we find many people who held good positions for a long time are now unemployed. The graduates are holding their positions well. Many have the same position they held when they first began work after graduation.

Table XXXIII shows that 16.4 per cent of the graduates did not answer in regard to the length of time they have followed their present occupation. The majority of these were individuals who were just out of high school, and many had not yet received employment. Seven and seven-tenths per cent of the boys who are now farmers answered that they had always farmed but gave no definite number of years that they had followed this occupation.

TABLE XXXIII

YEARS THE GRADUATES HAVE FOLLOWED THEIR PRESENT OCCUPATION

Years	Male	Per cent	Female	Per cent	Total	Per cent
Less than 1 yr.	12	11.2	9	9.6	21	10.4
1 year	7	6.5	4	4.2	11	5.5
2 years	6	5.6	6	6.4	12	6.0
3 years	3	2.8	7	7.4	10	5.0
4 years	4	3.7	5	5.3	9	4.5
5 years	9	8.4	9	9.6	18	8.9
6 years	4	3.7	4	4.2	8	4.0
7 years	6	5.6	3	3.2	9	4.5
8 years	8	7.5	1	1.1	9	4.5
9 years	5	4.7	3	3.2	8	4.0
10 years	4	3.7	3	3.2	7	3.4
11 years	4	3.7	0	0.0	4	2.0
12 years	1	0.9	2	2.1	3	1.5
13 years	2	1.9	4	4.2	6	3.0
14 years	2	1.9	1	1.1	3	1.5
15 years	2	1.9	2	2.1	4	2.0
16 years	0	0.0	2	2.1	4	1.0
17 to 20 years	2	1.9	4	4.2	6	3.0
21 to 25 years	1	0.9	1	1.1	2	1.0
From childhood	4	3.7	0	0.0	4	2.0
Not employed	4	3.7	8	8.5	12	6.0
Not answered	17	15.9	16	17.0	33	16.4
Total	107	99.8	94	99.8	201	100.1
Median year	7.4		7.5		7.4	

(2). Withdrawals. Many of the withdrawals who are not employed left the answer to this question blank.

From Table XXXIV we find that 31.1 per cent of the withdrawals have held their tenure two years or less and 28.1 per cent failed to answer the question. From Table XXXIII we found that only 16.4 per cent of the graduates failed to answer this question.

TABLE XXXIV

YEARS THE WITHDRAWALS HAVE FOLLOWED THEIR PRESENT OCCUPATION

Years	Male	Per cent	Female	Per cent	Total	Per cent
Less than 1 yr.	4	12.5	0	0.0	4	8.7
1 year	6	18.7	3	21.4	9	19.6
2 years	4	12.5	3	21.4	7	15.2
3 years	1	3.1	3	21.4	4	8.7
4 years	2	6.2	1	7.1	3	6.4
5 years	2	6.2	0	0.0	2	4.3
6 years	3	9.3	0	0.0	3	6.4
7 years	2	6.2	0	0.0	2	4.3
8 years	2	6.2	0	0.0	2	4.3
9 years	1	3.1	0	0.0	1	2.2
10 years	2	6.2	0	0.0	2	4.3
15 years	1	3.1	2	14.2	3	6.4
20 years	1	3.1	0	0.0	1	2.2
Total	32	99.5	14	99.7	46	99.4
Median year	4.5		3.4		3.8	

f. Age Present Occupation Was Decided Upon

(1). Graduates. Many people never decide upon any

permanent occupation but just fall into whatever work presents itself; others at a very early age decide upon an occupation and try to qualify for their chosen work. A course on occupations is given in many high schools in order to help the boys and girls to decide upon some occupation.

Dr. Shannon found that the greatest number decided upon their present occupation between the ages from sixteen to eighteen. His median was eighteen years, while the median for the Pleasantville graduates was twenty and four-tenths.

From Table XXXV it is shown that the greatest number of graduates do not decide upon their occupation until between the age of seventeen to nineteen. Only 2.8 per cent of the male graduates had decided upon an occupation prior to high school age, or to fifteen years. Nineteen and six-tenths per cent of the male graduates decided upon their occupation at the ages of eighteen and nineteen, the age when they graduate from high school. It would be well to give them guidance so that they could decide upon their occupation prior to the time of their graduation. There are 43.1 per cent of the male graduates who decided upon their present occupation while they were twenty-one years or younger. Twenty-six and one-tenth per cent failed to answer the question. The females decided upon their present occupation between the ages of seven and twenty-nine but 19.1 per cent decided between the ages of eighteen and twenty-one. Eleven and seven-tenths per cent failed to answer the question. The majority of these who failed to respond are married women.

J. R. Shannon, "Survey of Adult Vocational Placement." Junior-Senior High School Clearing House," Vol. VIII (Nov., 1933) Pp. 180-185.

TABLE XXXV

AGE GRADUATES DECIDED UPON THEIR PRESENT OCCUPATION

Age	Male	Per cent	Female	Per cent	Total	Per cent
7 years	1	1.3	1	2.8	2	1.7
12 years	2	2.5	3	8.3	5	4.4
15 years	3	3.8	1	2.8	4	3.5
17 years	6	7.6	2	5.5	8	7.0
18 years	10	12.6	9	25.0	19	16.5
19 years	11	13.9	5	13.9	16	13.9
20 years	7	8.9	4	11.1	11	9.6
21 years	6	7.6	1	2.8	7	6.1
22 years	3	3.8	2	5.5	5	4.4
23 years	8	10.1	1	2.8	9	7.8
24 years	3	3.8	0	0.0	3	2.6
25 years	1	1.3	3	8.3	4	3.5
26 years	2	2.5	1	2.8	3	2.6
27 years	1	1.3	2	5.5	3	2.6
29 years	1	1.3	1	2.8	2	1.7
30 years	5	6.3	0	0.0	5	4.4
31 years	2	2.5	0	0.0	2	1.7
32 years	1	1.3	0	0.0	1	0.9
33 years	2	2.5	0	0.0	2	1.7
35 years	1	1.3	0	0.0	1	0.9
36 years	2	2.5	0	0.0	2	1.7
38 years	1	1.3	0	0.0	1	0.9
Total	79	99.6	36	99.9	115	100.1
Median year	21		19.4		20.4	

(2). Withdrawals. Many of those who withdraw decide upon some occupation while yet in high school and as they can see no way in which their continuation in school will help them to prepare for this work, they withdraw from school and seek employment in that occupation which they are the most interested.

In comparing Table XXXV and Table XXXVI we find in Table XXXV that 43.1 per cent of the male graduates decided upon their present occupation by the time they were twenty-one years or younger. We also find that 70.2 per cent of the withdrawals had decided upon their present occupation by the time they were twenty-one years old. The withdrawals responded to this question better than did the graduates. We found 42.3 per cent of the graduates failing to answer this question while only 17.2 per cent of the withdrawals failed to answer the question.

TABLE XXXVI

AGE WITHDRAWALS DECIDED UPON THEIR PRESENT OCCUPATION

Age	Male	Per cent	Female	Per cent	Total	Per cent
13 years	1	2.5	0	0.0	1	1.6
14 years	2	5.0	0	0.0	2	3.1
15 years	2	5.0	1	4.1	3	4.7
16 years	0	0.0	2	8.3	2	3.1
17 years	9	22.5	5	20.3	14	21.9
18 years	3	7.5	3	12.5	6	9.4
19 years	5	12.5	3	12.5	8	12.5
20 years	4	10.0	0	0.0	4	6.2
21 years	2	5.0	3	12.5	5	7.9

TABLE XXXVI (Continued)

22 years	0	0.0	1	4.1	1	1.6
23 years	2	5.0	0	0.0	2	3.1
24 years	1	2.5	1	4.1	2	3.1
28 years	0	0.0	1	4.1	1	1.6
29 years	0	0.0	1	4.1	1	1.6
34 years	0	0.0	1	4.1	1	1.6
Not answered	9	22.5	2	8.3	11	17.2
Total	40	100.0	24	100.0	64	100.2
Median year	19.5		19.4		19.5	

g. Present Occupation Considered as to Life's Work

(1). Graduates. Many people today are employed who are not satisfied with their station in life. People feel that they want some other position. Many are working at some form of employment with the expectation of getting into something else as soon as business gets better.

Forty-two per cent of the male graduates feel that they are employed in their life's work, however 33.6 per cent of them do not consider their work their life's work. Of the girls 60.6 per cent failed to respond. These were mostly girls just graduated who were unmarried.

TABLE XXXVII
GRADUATES' PERMANENCY OF PRESENT OCCUPATION

Answers	Male	Per cent	Female	Per cent	Total	Per cent
Yes	45	42.1	17	18.1	62	30.8
No	36	33.6	17	18.1	53	26.3
Not certain	9	8.4	3	3.2	12	6.0
Not answered	17	15.9	57	60.6	74	36.8
Total	107	100.0	94	100.0	201	99.9

(2). Withdrawals. Not all of the withdrawals, as well as not all of the graduates, are satisfied with their present position. Many are looking forward to an increase in business with the expectation of finding other employment.

Of the withdrawals 35 per cent are engaged in their life's work, and 75 per cent of the female withdrawals consider their present position their life's work. Of the male withdrawals 50 per cent are not employed in their life's work.

TABLE XXXVIII
WITHDRAWALS' PERMANENCY OF PRESENT OCCUPATION

Answers	Male	Per cent	Female	Per cent	Total	Per cent
Yes	14	35.0	18	75.0	32	50.0
No	20	50.0	4	16.6	24	37.5
Not answered	6	15.0	2	8.4	8	12.5
Total	40	100.0	24	100.0	64	100.0

h. Requirement for Advancement in Present Position

(1). Graduates. In every occupation there are always certain requirements for advancement. These requirements vary according to the kind of occupation. It is the purpose in this study to try to determine which of these requirements are needed by the majority of the graduates for advancement in their present occupation.

Seven male graduates checked "experience" as the most valuable requirement for advancement; twelve, as second most valuable; thirteen, as third in order; and twenty checked it without stating its rank. This makes a total of fifty-two of the male graduates giving some mark to "experience". A total of twenty-six marks was given to "experience" by the female graduates, or a total of eighteen and seven-tenths per cent checked some form of it as one requirement for advancement. "Training" was given second place, since it was checked by fifteen and five-tenths per cent of all graduates. "Good health" received the third highest number of marks.

TABLE XXXIX

REQUIREMENTS FOR ADVANCEMENT IN PRESENT OCCUPATION AS CHECKED BY GRADUATES

Requirement	<u>Male</u>					<u>Female</u>					Grand Total	Per cent
	1st	2nd	3rd	check	Total	1st	2nd	3rd	check	Total		
Experience	7	12	13	20	52	3	11	1	11	26	78	18.7
Training	11	13	4	12	40	7	2	5	11	25	65	15.5
Good health	11	4	6	14	35	4	5	5	9	23	58	13.9
Personality	4	9	11	8	32	4	3	6	11	24	56	13.4
Honesty	12	3	6	20	41	3	2	2	7	14	55	13.1
Ability to mix	1	3	4	14	22	1	1	1	4	7	29	6.9
Industriousness	4	3	5	7	19	1	2	1	2	6	25	6.0
Skill	1	5	3	6	15	4	0	1	3	8	23	5.5
Salesmanship	3	2	3	6	14	0	0	0	0	0	14	3.3
"Pull"	2	2	2	2	8	0	1	2	1	4	12	2.8
Finance	0	1	0	0	1	0	0	0	0	0	1	0.2
Confidence	0	0	0	1	1	0	0	0	0	0	1	0.2
Religion	1	0	0	0	1	0	0	0	0	0	1	0.2
Total	57	57	57	110	281	27	27	24	59	137	418	99.7

(2). Withdrawals. The male withdrawals considered "good health" the prime requisite for advancement. Five chose "good health" for first choice, and a total of nineteen checked it in some order or other. The female withdrawals marked "experience" as the most valuable asset for advancement and "honesty" was given second place. Of those nine marking first choice among the females, sixty-six and two-thirds per cent marked "experience." The three traits which ranked close with the girls were "experience," "honesty," and "good health."

TABLE XL

REQUIREMENTS FOR ADVANCEMENT IN PRESENT OCCUPATION AS CHECKED BY WITHDRAWALS

Requirement	Male					Female					Grand	
	1st	2nd	3rd	check	Total	1st	2nd	3rd	check	Total	Total	Per cent
Good health	5	4	3	7	19	2	0	4	2	8	27	21.9
Experience	2	0	5	10	17	1	3	0	5	9	26	21.0
Honesty	2	3	1	8	14	6	0	1	1	8	22	17.7
Skill	2	3	0	4	9	0	2	0	1	3	12	9.7
Industriousness	0	0	2	2	6	0	0	1	0	1	7	5.6
Personality	0	0	0	3	3	0	1	1	2	4	7	5.6
Ability to mix	1	1	0	3	5	0	2	0	0	2	7	5.6
Training	0	1	1	2	4	0	0	1	1	2	6	4.8
Salesmanship	0	1	0	4	5	0	0	0	0	0	5	4.0
"Pull"	3	0	0	1	4	0	0	0	0	0	4	3.2
Speed	0	0	0	1	1	0	0	0	0	0	1	0.8
Total	15	13	13	46	87	9	8	8	12	37	124	100.0

i. The High School Course as an Aid in Helping
Decide on Present Occupation

(1). Graduates. The high school course in many cases is no aid whatsoever in helping boys and girls to decide upon a vocation. We often speak of it as being a guide, but often it falls short of this.

We find that 62.6 per cent of the male graduates say that their high school course did not help them to decide upon their present occupation. Only 24.3 per cent claim that high school helped them to decide upon their present occupation. Of the female graduates 54.2 per cent failed to respond.

TABLE XLI

HIGH SCHOOL COURSE AS AN AID IN HELPING GRADUATES
TO DECIDE UPON THEIR PRESENT OCCUPATION

Answer	Male	Per cent	Female	Per cent	Total	Per cent
Yes	26	24.3	12	12.7	38	18.9
No	67	62.6	31	33.1	98	48.6
Not answered	14	13.1	51	54.2	65	32.3
Total	107	100.0	94	100.0	201	99.8

(2). Withdrawals. We should not expect the high school work to help many of the withdrawals to decide upon their present occupation.

Ten per cent of the male withdrawals and 16.7 per cent of the female withdrawals claimed that their high school course helped them to decide upon their present occupation. Eighty-two and five-tenths per cent of the male withdrawals and 45.8 per cent of the

female withdrawals said that their high school course did not help them to decide upon their present occupation.

TABLE XLIII

HIGH SCHOOL COURSE AS AN AID IN HELPING THE WITHDRAWALS
TO DECIDE UPON THEIR PRESENT OCCUPATION

Answer	Male	Per cent	Female	Per cent	Total	Per cent
Yes	4	10.0	4	16.7	8	12.5
No	33	82.5	11	45.3	44	68.7
Not answered	14	13.1	51	54.2	65	32.3
Total	107	100.0	94	100.0	201	99.8

j. Person or Reasons which Influenced the Choice
of Your Present Occupation

(1). Graduates. Very often young people are influenced by some individual to enter a career. At least one has some reason for his choice. Many of the graduates did not check the reasons but others checked more than one.

Of the graduates 17.4 per cent took up their present occupation because of money, and 51.4 per cent of the graduates took up their present occupation because of industrial conditions, such as "lure of business," "money" and "greater opportunity." Parents helped twenty-one per cent of the graduates to decide upon their occupation in life.

Dr. Shannon found from a study he made that 28.4 per cent of the graduates took up the occupation which they did because of "liking aptitude," 18.8 per cent "by accident" and 17.1 per cent

because of "remuneration."¹⁰

The financial opportunities seem to be the reason for the majority choosing the occupation they do. Mr. Beckington found 19.2 per cent, Mr. Kefauver, 36.6 per cent and Mr. Fryer, 13.9 per cent making the same choice in similar studies.¹¹

It was found that parents influenced 40 per cent of the graduates in choosing their occupation; self, 39 per cent; books, 5 per cent; friends, 4 per cent and teachers, 4 per cent.¹²

¹⁰J. R. Shannon, "Survey of Adult Vocational Placement." Junior-Senior High School Clearing House, Vol. VIII, (Nov. 1933), Pp. 180-185.

¹¹Koos and Defauver, Guidance in Secondary Schools, (New York: Macmillan Co., 1932), P. 227.

¹²Ibid., P. 229.

TABLE XLIII

INFLUENCES WHICH CAUSED GRADUATES TO CHOOSE
THEIR PRESENT OCCUPATION

Person or Reasons	Male	Per cent	Female	Per cent	Total	Per cent
Money	33	19.5	13	13.7	46	17.4
Influence mother	13	7.7	15	16.0	28	10.5
Influence father	19	11.2	9	9.6	28	10.5
Liking aptitude	18	10.6	8	8.5	26	9.9
Greater opportunity	14	8.3	9	9.6	23	8.7
Influence Teacher	11	6.5	8	8.5	19	7.2
Influence friends	12	7.1	6	6.4	18	6.8
Idea of service	8	4.7	6	6.4	14	5.3
Lure of business	11	6.5	3	3.2	14	5.3
Some event	6	3.5	4	4.3	10	3.8
Out of doors	7	4.2	1	1.1	8	3.0
Influence minister	2	1.2	5	5.4	7	2.7
Influence brother	3	1.8	1	1.1	4	1.5
Influence sister	0	0.0	4	4.3	4	1.5
Promotion	3	1.8	0	0.0	3	1.1
Death in family	2	1.2	1	1.1	3	1.1
Personal injury	1	0.6	0	0.0	1	0.4
Reading books	1	0.6	0	0.0	1	0.4
Desire of independent life	1	0.6	0	0.0	1	0.4
Experience	1	0.6	0	0.0	1	0.4
Enjoyment of social life	1	0.6	0	0.0	1	0.4
Chance	1	0.6	0	0.0	1	0.4
Call to preach	1	0.6	0	0.0	1	0.4
Influence county Supt.	0	0.0	1	1.1	1	0.4
Total	169	100.0	94	100.3	263	99.5

(2). Withdrawals. Many of the withdrawals dropped out of school to work. They were wanting to begin to earn a livelihood, but they were influenced by some person or reasons for their taking up their work.

By comparing Table XLIV with Table XLIII we find "making money" the leading reasons for both the withdrawals and the graduates taking up their present occupation. Seventeen and one-tenth per cent of the withdrawals took up their present occupation because of money as compared with the graduates whose percentage was 17.4 per cent.

Because of industrial conditions, 56.7 per cent of the withdrawals permitted "money," "lure of business," and "greater opportunity" to help them decide upon their present occupation.

TABLE XLIV
INFLUENCES WHICH CAUSED WITHDRAWALS TO
CHOOSE THEIR PRESENT OCCUPATION

Reasons or Person	Male	Per cent	Female	Per cent	Total	Per cent
Money	11	19.3	2	10.5	13	17.1
Lure of business	6	10.5	4	21.0	10	13.2
Influence friends	3	5.3	6	31.5	9	11.9
Influence father	7	12.3	1	5.2	8	10.5
Greater opportunity	6	10.5	1	5.2	7	9.2
Liking aptitude	5	8.9	1	5.2	6	8.0
Out of doors	5	8.9	0	0.0	5	6.6
Influence mother	4	7.0	1	5.2	5	6.6
Idea of service	3	5.3	1	5.2	4	5.2
Some event	2	3.5	1	5.2	3	4.0
Influence sister	1	1.7	1	5.2	2	2.6
Influence teacher	1	1.7	0	0.0	1	1.3
Promotion	1	1.7	0	0.0	1	1.3
Influence brother	1	1.7	0	0.0	1	1.3
Influence grand- father	1	1.7	0	0.0	1	1.3
Total	57	100.0	19	99.4	76	100.0

k. Was the Time Spent in High School Training A Profit?

(1). Graduates. Much has been said and discussed in regard to the value of high school training and time spent in high school.

There seems to be no doubt as to the value of high school. Of the graduates 92 per cent stated that their time spent in high school was worth while; only 1.5 per cent stated that the time

spent in high school was not profitable. Six and five-tenths per cent failed to respond to the question.

TABLE XLV

GRADUATES' STATEMENT AS TO THE PROFIT OF TIME SPENT IN HIGH SCHOOL

Answer	Male	Per cent	Female	Per cent	Total	Per cent
Yes	101	94.4	84	89.5	185	92.0
No	5	2.8	0	0.0	3	1.5
Not answered	3	2.8	10	10.5	13	6.5
Total	107	100.0	94	100.0	201	100.0

(2). Withdrawals. Many of those who withdraw from high school soon see their mistake and would be glad if they could again enter high school and complete their course. After a withdrawal becomes older he usually will agree that he should have put forth more of an effort to remain in school.

Of the withdrawals 82.8 per cent admit that the time spent in the high school was profitable. Nine and four-tenths per cent declare that the time spent in high school was not profitable. Here again we find the greater majority of the withdrawals in favor of the high school.

TABLE XLVI
 WITHDRAWALS' STATEMENT AS TO THE PROFIT OF
 TIME SPENT IN HIGH SCHOOL

Answers	Male	Per cent	Female	Per cent	Total	Per cent
Yes	35	87.5	18	75.0	53	82.8
No	4	10.0	2	8.3	6	9.4
Not answered	1	2.5	4	16.6	5	7.8
Total	40	100.0	24	99.9	64	100.0

1. Benefits Received from High School

(1). Graduates. There are many benefits which may be gained from the high school. We have listed here various values and have those values checked which graduates think they have received from the high school. Some students marked more than one value; other students failed to mark any.

Table XLVII shows that the important values received from high school are very evenly distributed. No one or two values stand out by themselves, but there is a gradual rise in value from the lowest to the highest.

TABLE XLVII
 MOST IMPORTANT VALUES GRADUATES RECEIVED FROM HIGH SCHOOL

Values Received	Male	Per cent	Female	Per cent	Total	Per cent
Ability to think	60	13.5	34	8.3	94	11.0
General information	47	10.6	46	11.2	93	10.9
Desire for education	38	8.6	48	11.7	86	10.1
Self-confidence	48	10.8	35	8.5	83	9.7
Ability to meet people	44	9.9	38	9.3	82	9.6
Use of good English	40	9.0	39	9.5	79	9.2
Assuming responsibility	38	8.6	36	8.8	74	8.7
Better habits	28	6.3	29	7.1	57	6.7
How to study	26	5.9	27	6.6	53	6.2
How to concentrate	21	4.7	28	6.8	49	5.7
Use of leisure time	16	3.6	22	5.4	38	4.4
Good personality	18	4.1	16	3.9	34	4.0
Civic mindedness	16	3.6	10	2.4	26	3.0
Cooperation	1	0.2	2	0.5	3	0.4
To understand others	2	0.5	0	0.0	2	0.2
Total	443	99.9	410	100.0	853	99.8

(2). Withdrawals. Although many of the withdrawals left the high school at an early age and had only one or two years of high school work, we find that they, too, received some very valuable benefits from their school experiences. Several failed to respond to this study, and others marked more than one value.

Again, with the withdrawals we find that no one benefit derived from the high school is outstanding, but we find several values are considered by different students.

Self-confidence was listed as the most important benefit received from the high school by 14.9 per cent of the withdrawals.

TABLE XLVIII

MOST IMPORTANT VALUES WITHDRAWALS RECEIVED FROM HIGH SCHOOL

Values received	Male	Per cent	Female	Per cent	Total	Per cent
Self-confidence	22	18.6	4	7.1	26	14.9
Use of good English	16	13.5	6	10.7	22	12.6
Ability to meet people	17	14.4	4	7.1	21	12.1
Ability to think	11	9.3	10	17.8	21	12.1
Better habits	10	8.4	9	16.1	19	10.9
Desire for education	6	5.1	8	14.3	14	8.0
Assuming responsibility	10	8.4	3	5.3	13	7.5
General information	9	7.6	4	7.1	13	7.5
Use of leisure time	5	4.2	2	3.6	7	4.0
Good personality	5	4.2	0	0.0	5	2.9
How to concentrate	2	1.7	3	5.3	5	2.9
Civic mindedness	3	2.5	1	1.8	4	2.3
How to study	2	1.7	2	3.6	4	2.3
Total	118	99.6	56	99.8	174	100.0

m. Summary

There were 50.2 per cent of the parents of the graduates farmers; 30.3 per cent of them were miners. Of the parents of the withdrawals 39.1 per cent were farmers; 45.3 per cent of them were miners.

Farming is the chief occupation of the male graduates, for 24.3 per cent of them are now following this occupation. Teaching is the second main occupation followed by the male graduates, since 15.9 per cent are engaged in this occupation. The chief occupation of the female graduates is homemaking. There are 51.1 per cent of the female graduates employed as homemakers.

Farming is the chief occupation of the male graduates, and homemaking is the chief occupation of the female graduates.

We find 25.3 per cent of the graduates went to work at once after graduation, and 54.3 per cent of the withdrawals went to work at once after dropping out of school.

Of the graduates 18.4 per cent have held their present position ten years or more, and 14.1 per cent of the withdrawals have held their position for ten years or more.

Nineteen and six-tenths per cent of the male graduates and 14.9 per cent of the female graduates decided upon their present occupation at the ages of eighteen and nineteen. Thirty per cent of the male withdrawals and 33.8 per cent of the female withdrawals decided upon their present occupation at the ages of seventeen and eighteen. This shows that the withdrawals decided upon their present occupation one year younger than did the graduates.

Of the graduates employed 26.3 per cent do not consider

their present employment their life's work. There are also 37.5 per cent of the withdrawals who do not consider their present employment as their permanent life's work.

Five requirements necessary for advancement which receive the greatest notice by the graduates were as follows: experience, training, good health, personality and honesty. The five listed highest by the withdrawals were: good health, experience, honesty, skill and personality.

Money seems to have been the chief inducement for both the graduates and the withdrawals in deciding upon their present occupations.

Of the graduates 92 per cent stated that their time spent in the high school was profitable, and 82.8 per cent of the withdrawals made the same statement.

The three greatest values received from the high school course as listed by the graduates were: ability to think, general information and desire for education. The three listed most by the withdrawals were: self-confidence, use of good English, with ability to meet people and ability to think, tying for third place.

3. Curricular Information

"The fundamental problem in education is the curriculum. What should be taught to a large extent determines the organization of our schools, the buildings and equipment, the method used and the value of the school to the community."¹³

"The needs of secondary school pupils are of two principal varieties; first, they need training for their own self-realization relatively apart from society, and second, they need training for intelligent participation in the social world of which they form a part."¹⁴

The curriculum of the Pleasantville High School has been very limited. The college entrance curriculum is all that is offered. The pupils are given but few electives as listed.

<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>	<u>Fourth Year</u>
English	English	English	English
Algebra	Geometry	Latin	Civics & Ec.
Biology	Latin	History	Physics
1. Ind. Arts	History	Health	5. Geography
2. Home Ec.	3. Phy. Ed.	4. Arithmetic	4. Arithmetic
		5. Geography	7. Ind. Arts
		6. Phy. Ed.	8. Home Ec.

13

Thomas H. Briggs, Curriculum Problems, (New York: Macmillan Co., 1927), p. 1.

14

Willis L. Uhl, Secondary School Curricula, (New York: Macmillan Co., 1927), p. 408.

1. Industrial Arts given only to boys.
2. Home Economics given only to girls.
3. Physical Education non-prepared, two days per week.
4. Arithmetic elective.
5. Geography elective.
6. Physical Education non-prepared, three days per week.
7. Industrial Arts elective for boys only who have taken 1.
8. Home Economics elective for girls only who have taken 2.

a. Would the Pupil Have Been Benefited by
Some Other Subject?

(1) Graduates. Sixty-three and five-tenths per cent of the male graduates and 54.2 per cent of the female graduates believed that they would have been benefited by some other subject. Only 10.9 per cent of the graduates stated that they would not have been benefited by other subjects. There were 29.8 per cent of the graduates who failed to respond to this question.

TABLE XLIX

WOULD YOU HAVE BEEN BENEFITED BY SOME OTHER SUBJECT?

Answer	Male	Per cent	Female	Per cent	Total	Per cent
Yes	68	63.5	51	54.2	119	59.2
No	18	16.8	4	4.2	22	10.9
Not answered	21	19.6	39	41.5	60	29.8
Total	107	99.9	94	99.9	201	99.9

(2). Withdrawals. Forty-six and eight-tenths per cent of the withdrawals stated that they would have been benefited to a greater extent had they been given some other subject. Eleven per cent stated that they would not have been benefited by any other subject while 42.2 per cent failed to answer the question.

TABLE L

WOULD YOU HAVE BEEN BENEFITED BY SOME OTHER SUBJECT?

Answer	Male	Per cent	Female	Per cent	Total	Per cent
Yes	22	55.0	8	33.3	30	46.8
No	5	12.5	2	8.3	7	11.0
Not answered	13	32.5	14	58.3	27	42.2
Total	40	100.0	24	99.9	64	100.0

b. Subjects Which Should Have Been Added

(1). Graduates. The graduates feel that several subjects should have been added. Some of the graduates stated that two or three different subjects should have been added. Others, as it was shown in Tables XLIX and L, claimed that none should have been added to the curriculum. The subjects in most demand were commercial subjects. Twenty-six and four-tenths per cent of the male graduates and 30.4 per cent of the female graduates who desired additional subjects asked for commerce to be added. This made a total of 28.1 per cent of all the graduates asking that commerce be added to the curriculum.

Of the male graduates 20.7 per cent stated that industrial arts should be added to the curriculum. There were 20.2 per cent

of the female graduates stated that home economics or advanced home economics should be added to the curriculum.

Six per cent of the graduates stated that dramatics should be added. Many other subjects were named as being necessary in the curriculum as is shown in Table LI. Many of these subjects are now in the curriculum each year, such as industrial arts, home economics, physical education, biology and physics.

Those subjects which were suggested to be added to the curriculum in the Pleasantville High School were the same subjects as Fisher found the graduates of La Porte High School asking to be added, namely, commerce, home economics, and industrial arts. ¹⁵

TABLE LI

SUBJECTS WHICH THE GRADUATES WOULD ADD TO THE CURRICULUM

Subject'	Male	Per cent	Female	Per cent	Total	Per cent
Commerce	28	26.4	24	30.4	52	28.1
Industrial arts	22	20.7	0	0.0	22	12.0
Advanced home ec.	3	2.8	12	15.2	15	7.6
Music	3	2.8	10	12.7	13	7.0
Dramatics	6	5.6	5	6.3	11	6.0
Chemistry	6	5.6	4	5.0	10	5.4
Physical education	3	2.8	5	6.3	8	4.3
Physics	6	5.6	2	2.5	8	4.3
Art	1	0.9	7	8.8	8	4.3
Agriculture	7	6.6	0	0.0	7	3.8
Higher mathematics	7	6.6	0	0.0	7	3.8
General shop	5	4.7	0	0.0	5	2.4
Home economics	0	0.0	4	5.0	4	2.2
French	1	0.9	3	3.8	4	2.2
Bible	3	2.8	0	0.0	3	1.7
Biology	2	1.7	0	0.0	2	1.0
Geography	2	1.7	0	0.0	2	1.0
3rd year Latin	0	0.0	2	2.5	2	1.0
Economics	1	0.9	0	0.0	1	0.5
German	0	0.0	1	1.3	1	0.5
Total	106	99.1	79	99.8	185	99.1

(2). Withdrawals. Those who withdrew did not respond so well to this question. There were 60.9 per cent of them who failed to answer. Of those who did respond 10.9 per cent felt the need for agriculture, 6.2 per cent for commerce, and 8 per cent for advanced home economics. The withdrawals named few other subjects.

TABLE LII

SUBJECTS WHICH THE WITHDRAWALS WOULD ADD TO THE CURRICULUM

Subjects	Male	Per cent	Female	Per cent	Total	Per cent
Agriculture	7	17.5	0	0.0	7	10.9
Advanced home ec.	0	0.0	5	20.8	5	8.0
Commerce	3	7.5	1	4.2	4	6.2
Higher mathematics	2	5.0	0	0.0	2	3.1
Industrial arts	2	5.0	0	0.0	2	3.1
French	1	2.5	0	0.0	1	1.6
Music	1	2.5	0	0.0	1	1.6
Physics	1	2.5	0	0.0	1	1.6
Penmanship	1	2.5	0	0.0	1	1.6
Auctioneering	1	2.5	0	0.0	1	1.6
None listed	22	55.0	17	70.8	39	60.9
Total	40	100.0	24	100.0	64	100.0

c. Subjects Omitted

(1). Graduates. Of the graduates that responded to the question 68.2 per cent stated that some of the subjects should have been omitted. Thirty-one and eight-tenths per cent stated that none of the subjects should have been omitted.

There were 37.2 per cent of the graduates who felt that Latin should be omitted from the curriculum. Seven and two-tenths per cent said geometry should be omitted, and 5.4 per cent said geography should be omitted. Other subjects that were included in the list to be omitted were: algebra, ancient history, music, botany, physics, biology, and others with minor demands.

Smith found in a similar survey that Latin was of value to only .8 per cent of the graduates. Physics was listed as of less importance with geometry third and history fourth.¹⁶

Fisher found a like result in his study in La Porte County. The subjects suggested to be dropped were as follows: geometry--first; foreign language--second; algebra--third; physics--fourth.¹⁷

¹⁶S. A. Smith, "A Study to Determine the Values of the Various Subjects Included in the High School Curriculum," (Thesis No. 12, Indiana State Teachers College, Terre Haute, Indiana), Pp. 51-52.

¹⁷L. C. Fisher, "A Study of La Porte County High School Graduates Relative to their Educational Needs," (Thesis No. 143, Indiana State Teachers College, Terre Haute, Indiana), Pp. 53.

TABLE LIII
 SUBJECTS GRADUATES SUGGESTED TO BE DROPPED

Subject	Male	Per cent	Female	Per cent	Total	Per cent
Latin	28	45.9	13	26.5	41	37.2
Geometry	2	3.3	6	12.2	8	7.2
Geography	1	1.6	5	10.2	6	5.4
Music	2	3.3	1	2.0	3	2.7
Ancient history	1	1.6	2	4.0	3	2.7
Algebra	0	0.0	3	6.0	3	2.7
Physics	0	0.0	2	4.0	2	1.8
Botany	1	1.6	1	2.0	2	1.8
Biology	0	0.0	2	4.0	2	1.8
Drawing	1	1.6	0	0.0	1	0.9
Some English	1	1.6	0	0.0	1	0.9
Advanced mathe- matics	1	1.6	0	0.0	1	0.9
Chemistry	1	1.6	0	0.0	1	0.9
Zoology	1	1.6	0	0.0	1	0.9
None	21	34.4	14	28.1	35	31.8
Total	61	99.7	49	99.1	110	99.6

(2). Withdrawals. There were 30 per cent of the withdrawals who failed to respond to this topic. Of the remaining 70 per cent there were 18.7 per cent who stated that none of the subjects should be omitted. Again we find Latin receiving the most criticism. Of the withdrawals 27.9 per cent stated that Latin should be dropped from the curriculum. One and five-tenths per cent favored dropping ancient history, 1.5 per cent, geometry,

and 1.5 per cent, algebra.

TABLE LIV
SUBJECTS WITHDRAWALS SUGGESTED TO BE DROPPED

Subject	Male	Per cent	Female	Per cent	Total	Per cent
Latin	13	32.5	5	20.8	18	27.9
Biology	1	2.5	0	0.0	1	1.5
Ancient history	1	2.5	0	0.0	1	1.5
Geometry	0	0.0	1	4.1	1	1.5
Algebra	0	0.0	1	4.1	1	1.5
None	9	22.5	3	12.5	12	18.7
No response	16	40.0	14	58.3	30	46.8
Total	40	100.0	24	99.8	64	99.4

d. Subjects of Most Value

(1). Graduates. The subjects of most value were listed in two different ways. Some listed their first, second and third choices; others just checked the subject without giving their ranking order. Because of this fact, the per cents were based on the total number of marks regardless of rank.

The subject considered of most value to the greatest number of graduates was English. Twenty-five and nine-tenths per cent of the graduates listed English. Mathematics was listed by 25.2 per cent of the male graduates but by only 13.9 per cent of the female graduates, which makes a total of 20.6 per cent. Domestic science was listed by 24 per cent of the girls, but industrial arts was listed by only 3.3 per cent of the boys. Nine per cent of the

graduates listed history; 8.3 per cent, physical education. Nine and nine-tenths per cent of the boys listed agriculture. Other subjects were listed as shown in Table LV.

These subjects listed in Table LV also compare with the findings of S. A. Smith in his survey of Knox County. There English, mathematics and bookkeeping were the three subjects considered of most value to the graduates.¹⁸

L. C. Fisher found in La Porte County that the three subjects of most value to the women graduates were English, home economics and mathematics while for the men graduates they were English, mathematics and commercial arithmetic.¹⁹

¹⁸S. A. Smith, "A Study to Determine the Values of Various Subjects Included in the High School Curriculum," (Thesis No. 12, Indiana State Teachers College, Terre Haute, Indiana.) P. 43.

¹⁹L. C. Fisher, "A Study of La Porte County High School Graduates Relative to their Educational Needs," (Thesis No. 143, Indiana State Teachers College, Terre Haute, Indiana.), P. 17.

TABLE LV

SUBJECTS OF MOST VALUE TO GRADUATES

Subject	Male							Female							Grand Total	
	1st	2nd	3rd	check	Total	%	1st	2nd	3rd	check	Total	%	Total	%		
English	22	14	11	24	71	23.2	20	8	3	30	61	29.3	132	25.9		
Mathematics	18	25	5	28	76	25.2	2	11	4	12	29	13.9	105	20.6		
Home economics	0	0	0	0	0	0.0	15	7	3	25	50	24.0	50	9.8		
History	3	6	5	18	32	10.6	0	1	6	7	14	6.7	46	9.0		
Physical ed.	1	2	5	18	26	8.6	1	2	2	12	17	8.1	43	8.3		
Physics	3	5	6	17	31	10.3	0	0	1	4	5	2.4	36	7.1		
Agriculture	11	2	4	13	30	9.9	0	0	0	1	1	0.5	31	6.1		
Biology	4	1	4	4	13	4.3	0	0	1	4	5	2.4	18	3.5		
Music	0	0	2	1	3	1.0	1	2	2	10	15	7.2	18	3.5		
Latin	0	3	3	2	8	2.6	1	1	1	3	6	3.0	14	2.7		
Industrial arts	4	2	1	3	10	3.3	0	0	0	0	0	0.0	10	1.9		
Art	0	0	0	0	0	0.0	0	0	1	4	5	2.4	5	1.0		
Botany	1	0	0	0	1	0.3	0	0	0	0	0	0.0	1	0.2		
Public speaking	0	0	1	0	1	0.3	0	0	0	0	0	0.0	1	0.2		
Total	67	60	47	128	302	100.6	40	32	24	112	208	99.9	510	99.8		

(2). Withdrawals. Here we find 26.2 per cent of the withdrawals believe that mathematics is of most value to them. Also 21.9 per cent believe that English is of most value to them. By comparing Table LV and Table LVI we find that mathematics and English were listed as of most value to both the graduates and the withdrawals. Nineteen and two-tenths per cent of the male withdrawals checked agriculture as of most value to them. Thirty-three and three-tenths per cent of the female withdrawals checked home economics as of most value. Physical education was listed by 9.7 per cent, history followed closely with 8 per cent. Other subjects with per cents were listed as shown in Table LVI.

TABLE LVI
SUBJECTS OF MOST VALUE TO WITHDRAWALS

Subjects	Male						Female						Grand Total	
	1st	2nd	3rd	check	Total	%	1st	2nd	3rd	check	Total	%	Total	%
Mathematics	5	4	3	17	29	27.0	0	2	2	3	7	21.2	36	26.2
English	2	1	2	16	21	20.2	2	2	1	4	9	27.3	30	21.9
Agriculture	5	1	2	12	20	19.2	0	0	0	0	0	0.0	20	14.6
Physical ed.	2	2	1	6	11	10.6	0	1	1	0	2	6.0	13	8.7
History	0	2	3	5	10	9.6	0	0	1	0	1	3.0	11	8.0
Home economics	0	0	0	0	0	0.0	5	1	0	5	11	33.3	11	8.0
Industrial arts	0	3	0	2	5	4.8	0	0	0	0	0	0.0	5	3.6
Biology	0	0	0	4	4	3.8	0	0	0	0	0	0.0	4	2.9
Music	0	0	0	2	2	1.9	0	1	0	0	1	3.0	3	2.2
Latin	0	0	0	1	1	0.9	0	1	0	0	1	3.0	2	1.4
Physics	0	1	0	0	1	0.9	0	0	0	0	0	0.0	1	0.7
Art	0	0	0	0	0	0.0	1	0	0	0	1	3.0	1	0.7
Total	14	14	11	65	104	99.8	8	8	5	12	33	99.8	137	99.9

e. Summary

We find 59.2 per cent of the graduates and 46.8 per cent of the withdrawals feel that they would have been benefited to a greater extent had they been given some other subject in high school.

The subject in greatest demand was commerce. Both the graduates and the withdrawals feel that they would have been benefited to a greater extent had they been given commerce.

Industrial arts was the next subject in order desired by the male graduates; advanced home economics was second in order to be demanded by the female graduates. The male withdrawals rated agriculture as first choice and the female withdrawals rated advanced home economics as their first choice.

Latin was the one subject receiving the most criticism. Thirty-seven and two-tenths per cent of the graduates and 27.9 per cent of the withdrawals listed Latin as a subject which should be dropped.

English and mathematics, according to the former students of Pleasantville School, are the most valuable subjects of the curriculum. English was listed first by the graduates and second by the withdrawals; mathematics was listed first by the withdrawals and second by the graduates. Other subjects of greater consideration were: home economics, history, physical education and agriculture.

4. Extra-Curricular Activities

Extra-curricular activities may be defined as those legitimate activities of the school not otherwise provided for. It is recognized that an activity may be curricular in one school and extra-curricular in another.²⁰

a. Participants in High School Athletics

(1). Graduates. The male graduates took a more active part in high school athletics than did the female graduates. Of the male graduates 70.1 per cent participated in high school athletics, but only 38.2 per cent of the female graduates participated. Of the female graduates 20.2 per cent failed to respond to this question. All of the male graduates made response. A total of 55.2 per cent of the graduates were active in high school athletics, as shown by Table LVII.

A large per cent of the graduates from La Porte County took part in high school athletics. Several graduates from that county would add more athletics to the curriculum, while 34 suggested that the number of basket-ball games be limited and four graduates suggest that the State Tourney be dropped.²¹

²⁰Elbert K. Fretwell, Extra-Curricular Activities in the Secondary Schools. (Chicago: Houghton Mifflin Company, 1931). P. 6.

²¹L. C. Fisher, "A Study of La Porte County High School Graduates Relative to their Educational Needs." (Thesis No. 143. Indiana State Teachers College, Terre Haute, Indiana.) Pp. 54, 55.

TABLE LVII
PARTICIPATION IN HIGH SCHOOL ATHLETICS BY GRADUATES

Response	Male	Per cent	Female	Per cent	Total	Per cent
Those who did	75	70.1	36	38.3	111	55.2
Those who did not	32	29.9	39	41.5	71	35.3
No response	0	0.0	9	20.2	19	9.5
Total	107	100.0	94	100.0	201	100.0

(2). Withdrawals. More of the graduates than the withdrawals took part in high school athletics. This may be due to the fact that many of the boys withdrew before they were mature enough to make the team. Many of the boys did not take a very active part in athletics until their last two years.

Since many of the boys did not take part in athletics until their last two years of high school we can see how athletics has held and will hold boys in school who otherwise would drop out.

We find that more males participated in high school athletics than the females. Fifty-two and five-tenths per cent of the male withdrawals participated in high school athletics, but only 37.5 per cent of the female withdrawals took part. There were 25 per cent of the female withdrawals who failed to respond to this question.

TABLE LVIII
PARTICIPATION IN HIGH SCHOOL ATHLETICS BY WITHDRAWALS

Response	Male Per cent		Female Per cent		Total	Per cent
Those who did	21	52.5	9	37.5	30	46.9
Those who did not	19	47.5	9	37.5	28	43.8
No response	0	0.0	6	25.0	6	9.3
Total	40	100.0	24	100.0	64	100.0

b. Field of Athletics

(1). Graduates. Of the seventy-five boys who participated in high school athletics as shown in Table LVII, we find that they took part in only three different sports and that many of the pupils took part in two or three of these sports. The major sport in the Pleasantville High School has been basket-ball.

Of the participants in high school athletics there were 72.2 per cent of the male graduates who took part in basket-ball, 20.8 per cent in baseball, and 7 per cent in track. The female graduates took part in only two sports. They were basket-ball and baseball.

TABLE LIX
FIELD OF PARTICIPATION OF GRADUATES

Sport	Male	Per cent	Female	Per cent	Total	Per cent
Basket-ball	73	72.2	35	97.0	108	78.8
Baseball	21	20.8	1	3.0	22	16.0
Track	7	7.0	0	0.0	7	5.0
Total	101	100.0	36	100.0	137	99.9

(2). Withdrawals. Among the withdrawals as well as among the graduates we find that basket-ball was the major sport. Seventy and three-tenths per cent of the participants in sports among the withdrawals took part in basket-ball and 29.7 per cent took part in baseball.

TABLE LX
FIELD OF PARTICIPATION OF WITHDRAWALS

Sport	Male	Per cent	Female	Per cent	Total	Per cent
Basket-ball	19	67.9	7	77.7	26	70.3
Baseball	9	32.1	2	22.3	11	29.7
Total	28	100.0	9	100.0	37	100.0

c. Did Your Participation in High School Athletics
Help in Your Present Occupation?

(1). Graduates. Of the graduates who took part in high school athletics 39.4 per cent feel that their participation is

of value to them in their present occupation, but 47.7 per cent feel that it is of no value. Twelve and nine-tenths per cent of those who took part in high school athletics failed to answer this topic.

TABLE LXI
VALUE OF HIGH SCHOOL ATHLETICS TO GRADUATES
IN THEIR PRESENT OCCUPATION

Is it of Value?	Male	Per cent	Female	Per cent	Total	Per cent
Yes	32	43.8	11	30.6	43	39.4
No	36	49.3	16	44.4	52	47.7
Not answered	5	6.8	9	25.0	14	12.9
Total	75	99.9	36	100.0	109	100.0

(2). Withdrawals. By comparing Table LXI and Table LXII, we will notice that a larger per cent of the withdrawals feel that their participation in high school athletics is of value to them in their present occupation than do the graduates. Eighty-one per cent of the male withdrawals who took part in high school athletics feel that high school athletics is of some help to them in their present occupation, and 66.7 per cent of the female withdrawals stated the same. This makes a total of 76.7 per cent of all withdrawals participating in high school athletics who feel that high school athletics is of help to them in their present occupation.

Not only has high school athletics helped the boys in their various occupations, but it also is a way in which they may spend their leisure time wholesomely.

TABLE LXII

VALUE OF HIGH SCHOOL ATHLETICS TO WITHDRAWALS
IN THEIR PRESENT OCCUPATION

Answer	Male	Per cent	Female	Per cent	Total	Per cent
Yes	17	81.0	6	66.7	23	76.7
No	4	19.0	3	33.3	7	23.3
Total	21	100.0	9	100.0	30	100.0

d. Field of Participation in Other Extra-Curricular Activities

(1). Graduates. Many of the graduates participated in different extra-curricular activities. The two outstanding activities were school plays and school parties. One hundred fifty-four different pupils, or 29.3 per cent, stated that they took part in high school plays. One hundred thirty-seven different pupils, or 26.5 per cent, took part in school parties. Other activities of importance in order of ranking were: class officials, inter-school athletics, glee club, and others.

TABLE LXIII
PARTICIPATION OF THE GRADUATES IN EXTRA-CURRICULAR ACTIVITIES

Activity	Male	Per cent	Female	Per cent	Total	Per cent
School plays	83	27.8	71	31.3	154	29.3
School parties	73	24.5	64	28.2	137	26.5
Class official	35	11.8	25	11.0	60	11.4
Inter-school athletics	47	15.8	8	3.5	55	10.4
Glee club	15	5.0	25	11.0	40	7.6
Latin contest	10	3.3	10	4.4	20	3.8
Mathematics contest	13	4.4	6	2.6	19	3.6
Orchestra	7	2.4	5	2.2	12	2.3
Literary society	6	2.0	6	2.6	12	2.3
Essay contest	5	1.7	3	1.3	8	1.5
Yell leader	1	0.4	2	0.9	3	0.5
Librarian	0	0.0	2	0.9	2	0.4
Debates	2	0.7	0	0.0	2	0.4
Spelling	1	0.4	0	0.0	1	0.2
Total	298	100.2	227	99.9	525	100.2

(2). Withdrawals. The withdrawals did not take part in as many extra-curricular activities as did the graduates. We find that 33.3 per cent of the participations among the withdrawals was in school parties. Twenty and two-tenths per cent of the participations among the withdrawals was in inter-school athletics, and 17.8 per cent was in school plays. The other prominent activities were: glee club, class offices, and orchestra.

TABLE LXIV

PARTICIPATION OF THE WITHDRAWALS IN EXTRA-CURRICULAR ACTIVITIES

Activity	Male	Per cent	Female	Per cent	Total	Per cent
School parties	22	35.4	6	27.2	28	33.3
Inter-school athletics	14	22.6	3	13.5	17	20.2
School plays	10	16.8	5	22.7	15	17.8
Glee club	4	6.4	4	18.2	8	9.4
Class office	5	8.1	0	0.0	5	5.9
Orchestra	3	4.8	1	4.5	4	4.7
Mathematics contest	2	3.1	1	4.5	3	3.6
Latin contest	2	3.1	1	4.5	3	3.6
Essay contest	0	0.0	1	4.5	1	1.2
Total	62	100.3	22	99.4	84	99.7

e. Extra-Curricular Activities of Most Value

(1). Graduates. Those students who took part in extra-curricular activities feel that the school play was of more value to them than any other activity. Of the students who took part 32.7 per cent listed class plays as being of most value to them, 20.5 per cent listed inter-school athletics as of most value, and 10.3 per cent listed mathematics contests as of most value. Eight and four-tenths per cent listed class offices, and other activities were listed but were given less value. Of those who took part in extra-curricular activities 5.6 per cent stated that they had no value.

TABLE LXV
EXTRA-CURRICULAR ACTIVITIES OF MOST VALUE TO GRADUATES

Activity	Male	Per cent	Female	Per cent	Total	Per cent
School plays	15	23.1	20	47.6	35	32.7
Inter-school athletics	19	29.2	3	7.1	22	20.5
Mathematics contest	11	16.9	0	0.0	11	10.3
Class office	4	6.1	5	11.9	9	8.4
Glee club	1	1.5	5	11.9	6	5.6
Literary society	5	7.7	1	2.4	6	5.6
School parties	2	3.1	3	7.1	5	4.7
Orchestra	1	1.5	2	4.8	3	3.0
Debating	2	3.1	0	0.0	2	2.0
Latin contest	0	0.0	1	2.4	1	1.0
Essay contest	1	1.5	0	0.0	1	1.0
None of value	4	6.1	2	4.8	6	5.6
Total	65	99.8	42	100.0	107	100.4

(2). Withdrawals. Inter-school athletics was listed by 46.6 per cent of the withdrawals who took part in the extra-curricular activities as the most valuable of the activities. Twenty per cent listed class plays as most important. Class parties, in which according to Table LXIV the second largest number of pupils participated, was listed by only 3.3 per cent of that number of withdrawals as the most valuable activity. In other words, many pupils took part in school parties but the other activities of the school, according to the estimation of

the withdrawals, were of more value.

TABLE LXVI

EXTRA-CURRICULAR ACTIVITIES OF MOST VALUE TO WITHDRAWALS

Activity	Male	Per cent	Female	Per cent	Total	Per cent
Inter-school athletics	12	57.1	2	22.2	14	46.6
Class plays	3	14.3	3	33.3	6	20.0
Mathematics contest	2	9.5	1	11.1	3	10.0
Orchestra	3	14.3	0	0.0	3	10.0
Glee club	0	0.0	3	33.3	3	10.0
School parties	1	4.8	0	0.0	1	3.3
Total	21	100.0	9	99.9	30	99.9

f. Did the Time Spent in the Extra-Curricular Activities Help to Develop Those Qualities Essential to Success?

(1). Graduates. The graduates feel that the extra-curricular activities are helpful to success in life. Sixty-seven per cent of the boys stated extra-curricular activities to be of value and 50 per cent of the girls stated the same. This makes a total of 56.6 per cent of all graduates who state that benefit is derived from extra-curricular activities.

Only 7.5 per cent of the graduates stated that there were no value to be gained from such activities. Of the 35.8 per cent who failed to respond, many stated that when they were in high school there were practically no extra-curricular activities; especially was this true of the girl graduates.

"Whatever is required to excel in the extra-curriculum life of the high school seems to be the same thing that contributes most to success later." This statement was made by Dr. John R. Shannon after he made a study of the graduates from the Garfield High School, Terre Haute, Indiana. This seems to be true for the graduates from the Pleasantville High School. Many of the graduates who did not do so well in their class work but were very active in extra-curricular activities are today very successful men and women.²²

TABLE LXVII

TIME SPENT IN EXTRA-CURRICULAR ACTIVITIES A VALUABLE FACTOR
IN SUCCESS IN LATER LIFE OF GRADUATES

Was Time Valuable?	Male	Per cent	Female	Per cent	Total	Per cent
Yes	67	62.5	47	50.0	114	56.6
No	13	12.1	2	2.0	15	7.5
Not answered	27	25.2	45	47.9	72	35.8
Total	107	99.8	94	100.0	201	99.9

(2). Withdrawals. A total of 45.3 per cent of the withdrawals feel that the time spent in extra-curricular activities helped to develop those qualities essential to success, but 7.8 per cent answered negatively. There were 46.9 per cent of the

²²J. R. Shannon, "The Post-School Careers of High-School Leaders and High-School Scholars." School Review, Vol. 37., (Nov. 1929), Pp. 656-665.

withdrawals who failed to respond. Many stated that they did not attend long enough to take part in these activities. A few stated that there were but few extra-curricular activities when they attended school and that the most of these activities were for the boys and not for the girls.

TABLE LXVIII

TIME SPENT IN EXTRA-CURRICULAR ACTIVITIES AS A VALUABLE FACTOR IN SUCCESS IN LATER LIFE OF WITHDRAWALS

Was Time Valuable?	Male	Per cent	Female	Per cent	Total	Per cent
Yes	19	47.5	10	41.7	29	45.3
No	3	7.5	2	8.3	5	7.8
Not answered	18	45.0	12	50.0	30	46.9

g. Reasons Why Time Spent in Extra-Curricular Activities were Profitable

(1). Graduates. Many of the graduates failed to respond to this question, and others gave more than one reason. Of those listed by the greatest number, we find the three following answers outstanding: "Helps one to meet people"; "Helps one to appear before the public"; "Gives one more confidence." There were many other reasons given with a fewer number of frequencies, making a total of eighty-eight responses.

TABLE LXIX

REASONS WHY TIME SPENT IN EXTRA-CURRICULAR ACTIVITIES
WERE PROFITABLE FOR THE GRADUATES

Reasons	Male	Female	Total
Helps one to appear before the public	6	12	18
Helps one to meet people	7	10	17
Gives one more confidence in self	5	7	12
Keeps one interested in school	5	2	5
Helps to get a job	1	3	4
Development of personality	3	1	4
More mathematics can be taught in these activities	4	0	4
Develops different abilities	4	0	4
Makes more friends	5	0	3
Helps develop faster thought and action	1	2	3
Helps develop sportsmanship	2	1	3
Helps for better leadership	0	2	2
Helps to develop the body	1	1	2
Helps one to understand self and others	2	0	2
Develops civic-mindedness	1	0	1
Helps one in development of speech	1	0	1
Helps develop self-expression	1	0	1
Teaches cooperation	0	1	1
Helps one to have control of his temper	1	0	1
Not to judge by appearance	1	0	1
Not to hold malice	1	0	1
Not to glory over your defeated rivals	1	0	1
Total	49	42	91

(2). Withdrawals. Some of the withdrawals who believed the extra-curricular activities of value failed to give reasons for their answers, and others gave more than one reason. The three reasons which received the most response were: "Helps one to appear before the public"; "Helps one to meet people"; "Makes a stronger body."

By comparing responses as listed in Table LXIX and Table LXX we find that the first two out of the three highest in each Table are the same.

TABLE LXX

REASONS WHY TIME SPENT IN EXTRA-CURRICULAR ACTIVITIES
WERE PROFITABLE FOR THE WITHDRAWALS

Reasons	Male	Female	Total
Helps one to appear before the public	2	5	7
Helps one to meet people	4	2	7
Makes a stronger body	4	1	5
Extends one's field of experience	2	0	2
Helps one to think quicker	2	0	2
Develops honesty	1	0	1
Develops one's manners for later life	1	0	1
Helps one to get more out of school	1	0	1
In my work I need no education	1	0	1
Helps to train both body and mind	1	0	1
Total	19	9	28

h. Reasons Why Time Spent in Extra-Curricular Activities
Were Not Profitable

The negative answer to this question was given by four male graduates. The female graduates and all the withdrawals either failed to respond or answered in the affirmative as shown in Tables LXIX and LXX.

Those negative responses were: "Not helpful in present work"; "I took part only for present enjoyment"; "It has no bearing on life"; "Too few students took part."

i. Comparison of Value Between Regular School Work
and Extra-Curricular Activities

(1). Graduates. The graduates considered extra-curricular activities of a great deal of value, since 47 per cent stated that the extra-curricular activities were either equal to or of greater value than the regular school work. Forty-nine per cent stated that the extra-curricular activities were of too great a value to eliminate, but they would not place these activities on par with the regular work. Four per cent stated that the extra-curricular activities were of no value.

TABLE LXXI

VALUE OF EXTRA-CURRICULAR ACTIVITIES AS COMPARED
WITH REGULAR SCHOOL WORK OF GRADUATES

Value	Male	Per cent	Female	Per cent	Total	Per cent
Of greater value	3	8.8	1	5.9	4	7.8
Equal in value	11	32.4	9	52.9	20	39.2
Secondary in value	18	52.9	7	41.2	25	49.0
Of no value	2	5.9	0	0.0	2	4.0
Total	34	100.0	17	100.0	51	100.0

(2). Withdrawals. A very few of the withdrawals expressed their views as to the comparison of value between extra-curricular activities and regular school work, but those who did gave high value to the extra-curricular activities. Fourteen and three-tenths per cent put them above regular school work. Fifty per cent put the extra-curricular activities on par with the regular school work. Only 7.1 per cent felt that the regular school work would be better off without the extra-curricular activities.

TABLE LXXII

VALUE OF EXTRA-CURRICULAR ACTIVITIES AS COMPARED
WITH REGULAR SCHOOL WORK OF WITHDRAWALS

Value	Male	Per cent	Female	Per cent	Total	Per cent
Of greater value	1	11.1	1	20.0	2	14.3
Equal value	4	44.4	3	60.0	7	50.0
Secondary in value	3	33.3	1	20.0	4	28.6
Of no value	1	11.1	0	0.0	1	7.1
Total	9	99.9	5	100.0	14	100.0

j. Suggestions for Improvement of School

(1). Graduates. Twenty-two of the graduates suggested that a greater choice of subjects be added to the curriculum and twenty-nine students suggested other subjects that should be added to the curriculum, which made a total of fifty-one students who would in some way enlarge the number of subjects offered in the high school. Many of these suggestions have already been met, such as physical education and industrial arts. These have been added since the graduates who suggested them left school.

Five students would enlarge the buildings by either building a new gymnasium or a new high school building. Nine graduates would improve the equipment with which to work. Other suggestions are listed as having been made less frequent.

Build a new gymnasium	5		
Build a new high school building	9		
Improve the equipment with which to work	9		
Other suggestions	38		
Total		61	51

TABLE LXXIII
 SUGGESTIONS BY GRADUATES FOR BETTERMENT OF THE SCHOOL

Suggestion	Male	Female	Total
Greater choice of subjects	9	13	22
Add commerce	5	10	15
More extra-curricular activities	1	4	5
Add more teachers to the faculty	2	3	5
Physical education	4	0	4
Give music	0	4	4
Get better equipment for all the school	3	1	4
Better cooperation between school and parents	3	0	3
Teach better English	3	0	3
Build a new gymnasium	3	0	3
Industrial arts	3	0	3
Build a better library	1	2	3
Add art	0	2	2
Build a new high school building	2	0	2
Select better teachers	2	0	2
Organize a parent-teachers association	1	1	2
Get better playground equipment	1	0	1
Add more equipment to the Science Department	1	0	1
Teach better courses in citizenship	1	0	1
Teach the pupils how to read	1	0	1
Do not permit the pupils to graduate so young	1	0	1
Put more spiritual value to education	1	0	1
Have a debating team	1	0	1
Give more work in home economics	0	1	1
Total	51	41	92

(2). Withdrawals. Only a few of the withdrawals suggested means of improving the high school. By comparing Table LXXIII and Table LXXIV we find that both the graduates and the withdrawals would improve the school by adding more subjects to the curriculum. The withdrawals are about evenly divided for and against extra-curricular activities. One suggested that basket-ball be abolished; another suggested that more stress be placed on extra-curricular activities.

TABLE LXXIV
SUGGESTIONS BY WITHDRAWALS FOR BETTERMENT OF SCHOOL

Suggestions	Male	Female	Total
Add music	1	1	2
Add industrial arts	2	0	2
Add physical education	2	0	2
Add art	1	1	2
Add more mathematics	1	0	1
Add commerce	0	1	1
Put more stress on extra-curricular activities	0	1	1
Abolish basket-ball	0	1	1
Abolish physical education	0	1	1
Teach sex disease and birth control	1	0	1
More stress on honesty and fair dealings, and more control of craftiness	1	0	1
Total	9	6	15

k. Summary

We find that 55.2 per cent of the graduates and 46.9 per cent of the withdrawals of the Pleasantville High School took part in high school athletics. Of those taking part in athletics, 78.8 per cent of the graduates and 70.3 per cent of the withdrawals took part in basket-ball. Only three sports have been sponsored. These are basket-ball, baseball and track.

The extra-curricular activity in which a greater per cent of the graduates took part was the class parties; the second activity participated in by the graduates was the class play. However, when the graduates were asked which one of the extra-curricular activities was of the most value, we found that class plays was chosen by 32.7 per cent of the graduates as of most value and the class parties were chosen by only 4.7 per cent of the graduates as being the most valuable.

Also, a larger number of the withdrawals participated in class parties than in any of the other extra-curricular activities, but the withdrawals listed inter-school athletics as being the extra-curricular activity of most value to them.

Both the graduates and the withdrawals feel that the extra-curricular activities are valuable factors to success in life.

The graduates gave ninety-one reasons why time spent in extra-curricular activities was profitable and the withdrawals gave twenty-eight reasons.

The graduates and the withdrawals both listed "Helps one to appear before the public" as first choice and they listed "Helps one to meet people" as their second choice in their reasons why time spent in extra-curricular activities was profitable.

Other reasons were listed by both the graduates and the withdrawals but they were given different ranking.

The value of extra-curricular activities as compared with regular school work was ranked very highly by both the graduates and the withdrawals. Seven and eight-tenths per cent of the graduates and 14.3 per cent of the withdrawals ranked the extra-curricular activities above the regular school work. Only 4 per cent of the graduates and 7.1 per cent of the withdrawals stated that extra-curricular activities had no value at all. The large majority of both the graduates and the withdrawals ranked extra-curricular activities either on an equal basis with the regular school work or gave them secondary ranking and felt that they were too valuable to be left out of the school program.

Of the suggestions for improvement of the school the graduates and the withdrawals were in general the same. The chief suggestion was a larger and more extended curriculum, giving a greater choice of subject-matter.

B. Conclusion

The information obtained shows that the Pleasantville High School has served the community in an excellent way, since a total of five hundred forty-two have attended and either graduated or withdrawn prior to 1933.

The community has been benefited much by having a school to train the young people along the line of work which they consider of value in later life. We also find that a large number of these students remain in the community after leaving school and become the leading citizens of the community.

The school has made several changes in the curriculum in an endeavor to give the students greater opportunities. Many subjects have been added from time to time and other subjects have been dropped. The college entrance course should be retained in the curriculum, since 45.8 per cent of the Pleasantville graduates attend some college or university. It seems advisable to add commerce to the curriculum, since a large number of the graduates think that commerce would be of great value to them.

Such subjects as vocational information, home economics and industrial arts, should be given in the first two years of high school. This would give the thirty-five per cent who leave school at the age of sixteen some experience in an industrial way.

A special effort on the part of the school officials should be made to hold the pupils in school during the first two years, since 80.6 per cent of all who withdraw do so during these years. The school might grant special privileges, give some choice of subjects in the curriculum, or hold special activities in the form of various clubs for pupils during their first and second years

in high school. The school should get the pupils so interested that they would not want to withdraw.

Agriculture should be offered as an elective, since farming is the chief occupation of the male graduates and several of the parents are farmers.

Latin should not be a required subject. A large per cent of the graduates and withdrawals were opposed to it. They think that other subjects would be of more value to them in their work.

Basket-ball is a major sport in the high school, and it should remain as a part of the extra-curricular activities. Basket-ball is played by over half of the boys in the high school. Many of the boys would not remain in school if it were not for this sport. The boys who play ball think that they not only receive a physical benefit from the game but they also make many acquaintances which are of great help to them in later life.

Other extra-curricular activities besides basket-ball are also of great benefit to the pupils of the Pleasantville High School. Class plays are listed as an activity of great value. This community expects class plays, attends them well, and the pupils think they are benefited by giving them.

Some graduates and withdrawals of the Pleasantville High School give the extra-curricular activities an equal rating place in the school program with the regular school work; others believe that the extra-curricular activities have a place in the regular school work but make it secondary to the regular school work.

In general, the school could serve this community better by adding to the curriculum a few subjects as has been suggested and by making elective such subjects as Latin and plane geometry.

III. APPENDIX

A. Questionnaire

Pleasantville, Indiana.

To the former students of P.H.S.:

Please fill in the blanks found in this study and return them in the enclosed stamped envelope. Some of these questions may seem of a personal nature, but I assure you that your name and your answers will never be used in a personal way. I am making a study of how the Pleasantville High School has served the community. In this study I shall need such information. I hope to make the study of value to the school and the community.

I wish to thank you in advance for your time and cooperation.

A. Personal Information

1. Name _____, Age _____, Sex _____.
2. Address _____.
3. Age when you graduated from high school _____.
4. Age when you dropped out of high school _____.
5. Married? (_____) Age at marriage _____.
6. Did you continue your education beyond the high school _____.
7. For those who continued their educational work:

Kind of Institution	Check	Yrs. or Mo. in Attendance	Name of Institution	Nature of Course	of Degree
College					
University					
Normal School					
Medical School					
Dental College					
Nurses School					
Business College					
Theological College					
Others					

8. Have you taken any correspondence courses? _____.
9. If so, what was the nature of the course? _____.
10. If you dropped out of high school before graduating, what were the reasons?
11. In what year of school were you when you dropped out? Check. First _____; Second _____; Third _____; Fourth _____.

B. Vocational Information

1. What was your father's occupation when you were in high school?

2. What is your present occupation? (To married women) List occupation other than homemaking followed by you before or after marriage.

3. How long were you out of high school before you began work?

4. What did you do during this period that you were not actively employed? _____

5. List of Occupations You Have Followed

Nature of the work	Did you like it?			Number of Years You Have Followed This Occupation.
	yes	fair	no	

6. How many years have you followed your present occupation?

7. At what age did you decide upon this occupation? _____

8. Do you consider this your life's work? _____

9. Check the three most important requirements for advancement in your present work. List them in order of their importance. Ex. 1, 2, etc. List others if needed.

Requirements	Check	Requirements	Check
Experience		Industry	
Training		Skill	
Salesmanship		Good Health	
"Pull"		"Others"	
Personality			
Honesty			
Ability to Mix			

10. Did your high school work help you to decide upon your present occupation? _____

11. Check the person or reasons which influenced the choice of your present occupation. List others if needed.

Person or Reason	Check	Person or Reason	Check
Teacher		Idea of Service	
Mother		Personal Injury	
Brother		Lure of Business	
Sister		Some Event	
Friends		Reading Books	
Teacher		Liking or Aptitude	
Minister		Money	
Greater Opportunity		"Others"	
Promotion			
Death in Family			
Out of Doors			

12. Do you consider the time spent in high school profitable?

13. Check the values that you consider most important which you received from your high school work. List others if needed.

Value Received	Check	Value Received	Check
Self Confidence		How to Concentrate	
General Information		Use of Good English	
Good Personality		Better Habits	
Ability to Meet People		How to Study	
Assuming Responsibility		Ability to Think	
Civic Mindedness		"Others"	
Use of Leisure Time			
Desire for Education			

C. Curricular Information

1. Would you have been benefited to a greater extent in your present occupation by some other subject, or subjects, which might have been included in the curriculum? _____
2. What subjects do you think should have been added? _____
3. What subjects do you think should have been omitted? _____
4. Check the subjects that you consider of most value to you in your present work. Check in order of importance. Ex. 1, 2, 3, etc.

Subject	Check	Subject	Check
English		Agriculture	
History		Domestic Science	
Latin		Music	
Mathematics		Industrial Arts	
Biology		Art	
Physics		"Others"	
Physical Education			
Geography			

D. Extra-Curricular Activities Information.

1. Did you take part in high school athletics? _____
2. In what field of athletics? _____
3. Did your participation in athletics help in your present occupation? _____
4. If yes (how)? If no (why)? _____
5. Check other extra-curricular activities that you engaged in:

<u>Activity</u>	Check	<u>Activity</u>	Check
Orchestra		Essay Contest	
Inter-school athletics		Latin Contest	
School Parties		Mathematics Contest	
Class Official		"Others"	
School Plays		Literary Society	
Glee Club			
6. Which one of these activities do you consider of most value in later life? _____
7. Do you think that the time spent in the extra-curricular activities in high school helped you to develop those qualities essential to success? _____
8. Give reasons for your answer to No. 6. _____

9. In your life's work how do you compare the value of the extra-curricular activities with the regular school work?

10. Any other suggestion for the improvement of your high school would be appreciated. _____

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