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THE REORGANIZATION OF THE SECONDARY PROGRAM
IN WORMOOD, OHIO

be accepted as fulfilling this part of the requirements for the degree of DOCTOR OF EDUCATION

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A COMMUNITY AND YOUTH SURVEY
AS A BASIS FOR THE REORGANIZATION OF THE
SECONDARY PROGRAM IN NORWOOD, OHIO

A dissertation submitted to
The Graduate Faculty of the Teachers College
of the University of Cincinnati
in partial fulfillment of the
requirements for the degree of

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CHAPTER I

THE PROBLEM

The Purpose of the Study

The purpose of this study is to secure evidence in the community of Norwood that may lead to the reorganization of the secondary program. The investigation proposes to discover this evidence through a series of surveys of the opinions of the industrial and business men, of the citizens, of the out-of-school youth, and of the in-school youth of the community. Through such information the investigator expects to organize a program of secondary education that will make it possible for the school more adequately to care for the individual youth of the city by developing for each of them the powers of self-realization, the appreciations of human relationships, and the abilities to achieve economic efficiency and to shoulder civic responsibilities.

A secondary purpose of the study is to provide techniques that may enable administrators of other school systems to undertake and accomplish with greater facility the scientific study of similar problems. The investigation is concerned chiefly with a study of secondary education in Norwood. No attempt has been made to examine the instructional program offered in the elementary schools of the city.

It is expected that the data obtained from the several sources will help to answer the following questions:

1. What do citizens observe to be the weak points of secondary education? What are the strong points? What should the high school seek to accomplish in the education of youth?
2. What do business and industry expect of the high school?

Should the training program in the school seek to prepare boys and girls for positions in business and industry? If so, what type of training should be provided?

3. What do youth, in and out of school, think of the program of secondary education in Norwood? How effectively has it prepared them, or is it preparing them, for life outside the school?
4. What kind of program of secondary education should be offered to the boys and girls of the community in order more adequately to meet their needs?
5. How can such a program of secondary education be financed?

Background of the Problem

This section provides a background for the study by reviewing briefly the major movements that have affected secondary education in the United States. Such an overview is pertinent, since these national movements have played an important part in the development of education in Norwood.

The General Report of the American Youth Commission contains a statement concerning the universal character of secondary education in the United States.¹

In this country we have adopted the ideal of secondary education for all youth. This is distinctly an American ideal. The rapid growth of enrollments in high schools during the past forty years has already taken us a long way toward full realization of that ideal.

1

Floyd W. Reeves and Others, Youth and the Future, p. 115. The General Report of the American Youth Commission. Washington: American Council on Education, 1942.

However, a critical review of the development of public secondary education in the United States reveals that the real progress has been in the numbers of youth given an opportunity to go to high school rather than an opportunity to share in a program of education to equip each for complete living in a democracy.

The secondary schools established by the early American colonists followed the pattern of the secondary schools of Europe. In America, they were variously known as "Latin Schools", "grammar schools", or "Latin Grammar Schools"; the chief item in the curriculum was the Latin language. They were distinct from the schools that served the children of the common people. The schools for most boys and girls limited their instruction to teaching youth how to read, while the Latin schools prepared for college that small group of boys who were to seek careers in the ministry, law, or medicine. The curriculum pattern adopted in colonial days has exercised a profound influence in determining the contents of the program of secondary instruction throughout American history; the classical content is regarded even today as the essential element of the highest type of secondary education.

In 1749 Franklin wrote his "Proposals Relating to the Education of Youth in Pennsylvania", in which he appealed for the establishment of a school that would teach what he termed the "useful subjects."² The century following the appearance of Franklin's proposals was to witness the development of many academies. These institutions, while influenced by the classical pattern of the Latin schools, experimented also with

2

Benjamin Franklin, Proposals Relating to the Education of Youth in Pennsylvania. As reported in Ben Graham, What the High Schools Ought to Teach, p. 2. Washington: American Council on Education, 1940.

subjects of instruction that were more directly related to the interests of the common people.

In the years following 1870, competition between the classical curriculum of the early secondary schools and the trend away from these traditions, as fostered in the American academies, gave rise to a new kind of school, the American high school. Growing out of the increasing complexity of industry and business was the felt need for more education. The American high school was to minister to this need. Its development has been said by some to be the direct outcome of the American industrial revolution.

In the late 1880's Eliot of Harvard maintained that pupils were taking too many years to complete their college preparatory programs. He advocated that secondary schools be reorganized to include the upper two years of the elementary school. As a result of his efforts, in July 1892, the National Education Association appointed a "Committee of Ten" to study prevailing conditions in secondary education. The work of the Committee resulted in a reorganized high school, which secured desired uniformities in the program of the schools and provided for improved college-entrance procedure. It did not, however, liberalize greatly the educational program of the high school. The work of the Committee of Ten was to have a profound effect upon secondary education in this country. By 1910 a number of cities in the United States had reorganized their schools; by 1922 the number of reorganized systems had grown to 1600. In 1930, the Office of Education reported 5619 reorganized schools. While this growth may appear highly significant, particularly in view of the fact that, beginning in 1880, the subsequent decade had witnessed a doubling of the pupil population of the secondary schools, in reality the reorganized schools were doing little for the non-college type of student. Spaulding reported in 1932 that descriptions

of the typical reorganized school showed all too clearly that many of the hoped-for changes had not been achieved.³

In 1918 the Commission on the Reorganization of Secondary Education of the National Education Association adopted the Cardinal Principles of Education, which were to throw a new light upon the purposes of secondary education. In 1928 another authoritative group was to restate these objectives. The Sixth Yearbook of the Department of Superintendence of the National Education Association contains this statement:

Our secondary schools for a period of approximately ten years have felt the influence of the Commission on the Reorganization of Secondary Education. The opinions of this commission as expressed in the Cardinal Principles of Secondary Education have a great weight of authority behind them. They are serving a useful purpose. However, in the ten years which have elapsed since their publication, our schools have been forced by conditions in our national life to make greater adjustments than were made in any previous decade. It is appropriate, therefore, to take account of present practices, and to state certain fundamental principles which supplant the Cardinal Principles and in some respects give a new emphasis and a new direction to the development of secondary education.

This commission on the Development of the High School Curriculum proposed these objectives:

1. To promote the development of an understanding and an adequate evaluation of the self
2. To promote the development of an understanding and an appreciation of the world of nature
3. To promote the development of an understanding and an appreciation of organized society
4. To promote the development of an appreciation of the force of law and of love that is operating universally.

3

Frances Spaulding, O. I. Frederick, and Leonard V. Koos, The Reorganization of Secondary Education, p. 27. Office of Education Bulletin No. 17, Monograph No. 5. Washington: United States Government Printing Office, 1933.

Ten years later an extended statement of objectives was offered by another group, the Educational Policies Commission of the American Association of School Administrators. This group proposed to redirect education in keeping with social changes, looking toward self-realization,⁴ human relationships, economic efficiency, and civic responsibility.

While these major movements have had great influence on the national development of secondary education, there are other forces that have directed the attention of school administrators to the need for action. Among these has been the Commission on Educational Interpretation of the Department of Superintendence. In the Fifteenth Yearbook of the Association, a long-time program of curriculum improvement is advocated, so planned and administered that it will bring about a functional orientation of the individual.⁵ This program would include:

1. Guidance in social living ...
2. A health and physical education program that provides periodical examinations for all children, corrective treatment, ... recreation, ... and guidance in healthful living ...
3. Mastery of the common integrating knowledges and skills ...
4. An adaptation of the program to the needs of children ...
5. Development of appreciations, abilities, and expressions through the creative arts
6. Opportunity for growth through manual activity, ...
7. Prevocational studies for older children leading to later specialization in the skilled trades, and vocational preparation at the lower levels for those who must seek employment at the close of the secondary school period
8. Organization of curriculum materials around the idea of child growth or development rather than through a group of more or less unrelated subjects.

⁴ William G. Carr, The Purposes of Education in American Democracy, pp. 45-46. Washington: Educational Policies Commission, National Education Association, 1938.

⁵ Frank G. Pickerell and Others, The Improvement of Education, p. 142. Fifteenth Yearbook, The Department of Superintendence. Washington: National Education Association, 1937.

That these national movements have had a salutary effect upon secondary education is not to be denied; each one brought about a restatement of the purposes of secondary education. However, it seems that in putting the new philosophies into effect, the individual schools have been slow in making needed changes; such changes as have taken place have consisted largely of modifications of the existing programs. These modifications have been effected only after the stamp of general approval has been given to them nationally.

The public schools of a community belong to the people of that community; they should be so administered that they serve the interests of the children as well as the needs of the state. While meeting these larger social needs, it appears entirely possible for a school to serve the peculiar interests of the children of a community, provided such interests are known.

Support for this view is implied in the report of a special
6
committee of the American Council on Education:

In the last analysis, the revisions of the curriculum will depend on individual secondary schools. Unless the members of school faculties become convinced that changes in the contents and methods of teaching are necessary, progress will be impossible. Unless classrooms become centers of vigorous experimentation, little will be accomplished.

... What is required now is a vigorous effort on the part of central agencies... and of energetic classroom teachers to produce the changes in secondary school programs which are long overdue.

Chambers and Bell further emphasize this position in the following

6

Ben Graham, What the High Schools Ought to Teach, p. 36. Report of the Special Committee of the American Council on Education. Washington: American Council on Education, 1940.

7

statement:

To know the needs and the aspirations of boys and girls, and to know in what ways young men and young women may best contribute to the common welfare, it is necessary to possess the facts concerning the present status and prospects of every child and youth in the community.... The essential first step in the exercise of community responsibility is to lay hands upon accurate and up-to-date information regarding the present status of local youth. This suggests a youth survey.

... If the survey shows at what ages the out-of-school boys and girls left school, why they left, ... what education they think they want, this may be of value toward improving the offerings of the school and toward building a program of part-time schooling or adult education.

Dodd suggests five steps by which a school may approach the

8

reorganization of its program:

1. By discussion and study formulate a generally agreed upon philosophy of secondary education involving the purposes and responsibility of the secondary school as an institution.
2. By discussion and study focus attention upon understanding the learning process and the characteristics of the learner.
3. Examine the youth of the community to discover the salient needs of these students or potential students.
4. Examine the total educational resources of the community and coordinate these resources into one common enterprise.
5. Develop units and fields of instruction revealed by examination of youth and the community to be the salient areas of need.

Need for the Study

The need for this study grows out of the apparent failure of the

7

M. M. Chambers and Howard M. Bell, How to Make a Community Youth Survey, p. 1. American Council on Education, Series 4, Vol. 3, No. 2. Washington: American Council on Education, January, 1939.

8

B. L. Dodd, That All May Learn, pp. 225-226. Bulletin of the National Association of Secondary School Principals, Vol. 23, No. 25. Chicago: National Association of Secondary School Principals of the National Education Association, November, 1939.

secondary school to adapt its program to the needs of youth and the necessity for moving immediately to a correction of existing conditions. As a public institution, the school's major task remains that of developing what some writers have termed certain types of "competences." These include competence in social living, in vocational adaptation, in intellectual attainment, and in recreational and health interests.

Out of the depression came realistic evidence that the public secondary schools were not fulfilling their obligations to youth. For those youth for which the schools could do nothing, or at least made no effort to assist, the federal government established the Civilian Conservation Corps and the National Youth Administration. In 1939 Dodd, in a study of the⁹ educationally neglected, sounded this ominous note:

In the final analysis, the decision as to whether this country will have a system of universal secondary education within one institution or will return to the policy of selective education will not be decided by the opinions of learned bodies. Although the American people traditionally place tremendous faith in education, the recent years of economic stress have brought with them an increasingly critical attitude toward the values of education. Blind faith has been wisely replaced, to a certain extent, by an attempt to appraise the results of education, and this has been done by examining the tangible contributions which have been made toward effective living among the graduates of the schools. The secondary school must therefore justify itself by more than academic opinion if it is to continue to receive the support of the public. The decision as to whether or not there is to be a system of universal free secondary education within one institution will be determined largely by the degree to which the high schools develop a program of education whereby every boy and girl, regardless of type of ability or talent, can profit by this extended education, and demonstrate this gain by contributing to the stabilization and improvement of society.

That the individual schools have failed to provide programs of education to fit students for the role of American citizenry is amply confirmed in the studies of recent years in the field of secondary education. Briggs in

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B. L. Dodd, op. cit., p. 9.

1930 developed the thesis that public schools are supported by the state on the assumption that education is not a philanthropy, but an investment made for the purpose of bringing about the better training and development of future citizens, with attendant benefits accruing to the state. In formulating the Issues of Secondary Education in 1936, Briggs and his associates in the study observed that:

If the "investment theory" is sound, and its validity has not been challenged, then the curriculum should show both in form and in content a direct, positive, and specific effort to protect and promote the interests of the State and to make it a better place in which to live and make a living.

Spaulding found in the State of New York in 1938 that "while most boys and girls on the point of leaving school are ready to give at least verbal allegiance to the principles of democracy, they are reluctant to assume the responsibilities for civic cooperation or to submit themselves to action that will involve personal effort or sacrifice." His study reveals further that leaving pupils are seriously deficient in their knowledge of the great problems, the issues, and the present-day facts with which the American citizen should be concerned. If we are to use the State of New York as a measure of the ability of the school effectively to train for social competence, we must conclude that much remains to be desired.

Many writers have demonstrated the weaknesses of present-day education in preparing pupils for vocational adjustment. Espy calls

10

Thomas H. Briggs, The Great Investment. Cambridge: Harvard University Press, 1930. Pp. x / 143.

11

Thomas H. Briggs and Others, Issues of Secondary Education, p. 275. Bulletin of the Department of Secondary School Principals, No. 59, Vol. 20. Chicago: National Education Association, January, 1936.

12

Francis T. Spaulding, High School and Life, pp. 18-24. New York: McGraw-Hill Book Company, 1938.

attention to the fact that the American public school has stood aloof from the ordinary occupations of men. He contends that, except for minor
 13 exceptions:

Education has not tried wholeheartedly to develop in its pupils either the practical abilities which are useful in the shop, the home, the marketplace, or on the farms. Schools have failed to furnish insights or interests which might provide intelligent direction of student activities assuming that whatever sort of academic training they might offer would enable the student to cope competently with matters of this kind.

14 Spaulding points out that the present curriculum of the secondary school in the State of New York fails to prepare boys and girls for their vocational problems. His study reveals that large numbers of pupils on the point of leaving school either have no vocational plans or have plans out of keeping with their own demonstrated abilities; the investigation also reveals that luck, accidental contacts, and personality are chiefly responsible for the securing of jobs by youth and that the kind of work obtained bears little relationship to the amount or the nature of the schooling they have experienced.

15 Butterfield has suggested from the standpoint of occupational destinations that the school population is composed of three groups:
 (1) a group of approximately twenty-five per cent who will attend a university and possibly enter the professions, (2) a group of equal size who are moderately well adjusted to the vocational work now being offered in many of the larger high schools and who will enter the skilled trades,

13 Herbert G. Espy, The Public Secondary School, p. 275. Boston: Houghton Mifflin Company, 1939.

14 Francis T. Spaulding, op. cit., p. 61.

15 E. W. Butterfield, "The New Fifty Per Cent", Junior and Senior High School Clearing House, 8 (January, 1934), 265-272.

and (3) a group termed "the new fifty per cent," who will work mainly in unskilled and semi-skilled jobs and for whom the present high school offers little of practical worth.

Other writers have emphasized the need for revision of the curriculum. ¹⁶ Grigsby states that:

Since the turn of the century, forces have been accumulating which have served to focus attention upon the inadequacies of the time honored curriculum of the secondary school in meeting the full range of youth's needs. The most apparent of these forces which has called for a more practical type of curriculum has been the changing age structure of the population with the postponement of employment opportunities for youth until the age of eighteen or twenty, and the growing complexity of business and industrial life with its specialization of employment.

With two-thirds of the youth of high school age enrolled in the secondary schools, the subjects remote from the interests of, and frequently beyond the grasp of, many high school students have become more and more obvious and the demands for the reorganization of the curriculum more and more insistent.

¹⁷ Tyler believes educational ideology still looks upon high school graduation as providing a favored vocational position; he maintains that, if the schools do not change this ideology, they will find increasing bitterness on the part of our young people and their parents, on discovery that their idea of the vocational significance of a high school education is incorrect.

¹⁸ The Research Division of the National Education Association directs attention to the changing character of our social and economic life,

¹⁶ Rall L. Grigsby, "Vocational Education in Secondary Schools," North Central Association Quarterly, 15 (January, 1941), 294.

¹⁷ Ralph W. Tyler, "Educational Adjustments Necessitated by Changing Ideological Concepts," Elementary School Journal, 62 (September, 1941), 21.

¹⁸ Research Division of the National Education Association, "Schools and 1940 Census," Research Bulletin of the National Education Association, 19 (November, 1941), 203-231.

and to the need for appropriate revision of the instructional program. Secondary schools are still attempting to maintain the academic traditions and are preparing too many youth for professional careers whose demands are limited, rather than giving heed to the many semi-skilled and semi-professional tasks toward which the interests of high school and junior college students should be turned.

The facts summarized in the preceding paragraph indicate that the public high school of today is not successfully developing the vocational competence of its youth.

The investigations of the prevailing programs of secondary education lead to the conclusion that in the field of intellectual competence much remains to be done, if an appropriate educational program is to contribute to the intellectual status of youth.

19

The Biennial Survey of Education¹⁹ for 1932-34 reveals that, of every thousand pupils who entered high school in the year prior to the study, but 491 graduated four years later. In 1939 Smith discovered that the modern high school holds less than half of its entering pupils to the completion of²⁰ their program, which is very wasteful of human resources. He points out that this failure of the secondary school to hold its pupils is due to two major causes, one economic and the other curricular. The curricular cause results from the failure of the schools properly to adapt the curriculum to the needs, interests, and capacities of the pupil population.

19

Biennial Survey of Education in the United States, 1932-34,
pp. 10-11. Washington: United States Government Printing Office, 1935.

20

Payson Smith and Frank Wright, Education in the Forty-eight States,
pp. 31-35. Advisory Committee on Education. Washington: United States Government Printing Office, 1939.

21

Douglass points out that the new pupil is of lower academic ability and has little chance of passing algebra or Latin. He advocates that the "program of secondary education including the first two years of what is now called college education must be reformulated for the total population of youth of these ages."

22

Douglass finds that the credit earned by graduates of senior and four-year high schools, to the extent of three-fourths of the total amount of work, is in the academic subjects, with the remaining one-fourth in the non-academic field. He concludes that the proportionate time spent by the college-going youth in academic fields is somewhat larger, that the pupils without college intentions turn in large numbers to industrial arts, and that those who invariably drop out of school before graduation are in the academic fields.

This point of view is strengthened by the evidence uncovered in
23
the State of New York by Eckert and Marshall.

A marked tendency exists for the less academically able students, as measured by both aptitude test results and by school marks, to withdraw at low grade levels. On the average, the less competent a pupil has shown himself to be in meeting school tasks, the more quickly he is released to face adult problems. Those who will be the least able to acquire socially useful habits, information, and points of view without formal instruction are those to whom the schools have given the least attention.

Studies of failure and withdrawal give further evidence of the

21

Harl R. Douglass, Secondary Education for Youth in Modern America, p. 29. Report to the American Youth Commission. Washington: American Council on Education, 1937.

22

A. A. Douglass, Modern Secondary Education, p. 261. Boston: Houghton Mifflin Company, 1938.

23

Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School, pp. 67-68. The Regents' Inquiry into the Character and Cost of Education in New York. New York: McGraw-Hill Book Company, 1939.

inadequacies of the present curriculum in meeting the intellectual needs of all the pupils in our high schools. ²⁴ Dodd, in his investigation of the educationally neglected pupil, insists that statistics on failures do not treat adequately the large number of pupils who, although they receive passing marks, fail to profit by the instruction offered. As early as 1930, ²⁵ Briggs was criticizing the practice of schools in modifying their standards in an attempt to offset failure, which he insisted was due to maladjustment and the inability of many high school learners to achieve a satisfactory level of accomplishment in the customary subjects of instruction.

The lowering of standards that a respectable percentage may pass is fair to students in neither extreme. Those with exceptional ability are not challenged as they should be to the high accomplishment of which they are capable. Those with abilities of other kinds are wasting their time in attempting a program for which nature did not equip them and in which they are doomed to insignificant achievement or failure.

²⁶ Bell, in studying the educational achievements of youth in Maryland, concluded that the present secondary school is a highly selective institution and that it is adapted to the needs of but a small minority of the total population. ²⁷ Lindquist believes that:

The persistence of this scholastic tradition in various forms in our schools is one reason for the assertion ... that the American Secondary School is not a public school in any real sense.

The evidence from national studies of youth is conclusive that the individual school has much to do in providing for the recreational and health

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B. L. Dodd, op. cit., pp. 25-26.

²⁵

Thomas H. Briggs, op. cit., p. 131.

²⁶

Howard M. Bell, Youth Tell Their Story, p. 2. Washington: American Council on Education, 1939.

²⁷

R. D. Lindquist, "Essentials for a Secondary School," A Challenge to Secondary Education, p. 133. Edited by Samuel Everett. New York: D. Appleton-Century Company, 1935.

28

status of the boys and girls in the secondary school. Spaulding , while finding that pupils display a wide variety of extra-school interests, which are mostly wholesome, contends that youth once out of school abandon many of the interests upon which the schools place great emphasis. The American Youth Commission ²⁹ has strengthened this view in summarizing its youth studies: "All wholesome recreation is educative in a sense. The schools have a responsibility to equip their pupils for fruitful use of leisure which is equal to their responsibility to equip them for useful work."

That the schools have a responsibility in providing for better health is evidenced by the following statement attributed to the Director ³⁰ of Selective Service:

About fifty per cent of the approximately two million registrants who have been examined for induction into the Army of the United States under the Selective Training and Service Act of 1940 have been disqualified because of physical, mental, or educational reasons. Of the approximately one million rejected, 900,000, or about ninety per cent, were found to be physically or mentally unfit.

31

The American Youth Commission ³¹ states that throughout their investigations they have been continuously concerned with the health of youth. An investigation of almost any particular group of youth revealed that most of the young people had some specific health problem of greater or less consequence.

The Commission on Youth Problems of the American Association of

28

Francis T. Spaulding, op. cit., p. 52.

29

Floyd W. Reeves and Others, Youth and the Future, p. 160. The General Report of the American Youth Commission. Washington: American Council on Education, 1942.

30

Ibid., p. 189.

31

Floyd W. Reeves, op. cit., p. 176.

School Administrators in the Sixteenth Yearbook lists the following major criticisms of the public school curriculum.

32

The curriculum is remote from the student's daily life outside the school.

The curriculum is not adjusted to modern life. Much has been written since the beginning of the nineteenth century about the failure of the curriculum to adjust itself to the needs and conditions of modern life.

The curriculum does not reflect the aspirations of youth.... for the majority, the narrow curriculum provides only the stamp of mediocrity or failure, neither of which inspires youth to make the most of himself.

The curriculum is not adapted to the individual differences among students. The present curriculum is set for one type of ability; it fails to recognize, much less pay attention to, the many types and levels of ability which crowd the classrooms.

The curriculum has not kept pace with the latest developments in psychology. Many practices which modern psychology advocates have not been adopted in the presentation of secondary school materials.

The present curriculum gives too little attention to the emotional and social attitudes which in many cases play a more dominant part in the development of youth than their intellectual interests.

The future of the American public secondary school rests largely with the present educational staff. Unless this personnel can promptly demonstrate the ability and the leadership to create and set into operation appropriate and vital programs of education for all the boys and girls of the school, some other agency will perform this function. The N. Y. A. and C. C. C. are more than emergency measures devised as depression-time machinery, and may indeed be regarded as a warning signal to the secondary school.

The present study grows out of failure of the secondary school to provide a program of education that satisfactorily develops competences in

32

Commission on Youth Problems, Youth Education Today, pp. 57-63. Sixteenth Yearbook, American Association of School Administrators. Washington: National Education Association, 1938.

citizenship, in vocational adaptation, and in the general culture of all youth. That there is need for a study of this character is evidenced in the literature summarized above.

It is not implied that school leaders up to this time have made no efforts toward a dynamic and life-centered curriculum, or that they have not had at heart the best interests of the boys and girls in the secondary schools. The fact remains, however, that the educational program open to the vast majority of high school youth falls far short of measuring up to the possibilities, if the secondary curriculum were based upon recognized needs of youth. The individual school system must initiate this program, if anything of value is to be accomplished.

Methods Used

The normative-survey method of research was used in this study. Questionnaires and interviews were employed to obtain the information desired. Four separate tasks were involved in accumulating the data. The community survey was an interview study, made with the help of selected Norwood teachers. The survey of business and industry combined the questionnaire and interview techniques. This investigation was conducted largely by John Doughman, director of vocational education in the Norwood public schools. The questionnaires were prepared by Doughman and the writer; interview procedures were jointly agreed upon, but with a few exceptions were made by Doughman. The out-of-school survey was conducted entirely by questionnaire; the forms were distributed by the school census takers and collected by them. The in-school survey was made through questionnaires distributed by the writer to small groups; he remained with the pupils during the time required to fill out the form and answered any questions asked. In succeeding chapters

the procedures used are described more fully.

Sources of Data

Material for this study has been gathered from the following primary sources:

1. Minutes of the Board of Education of Norwood, Ohio, from 1867 to 1943
2. Interviews with citizens, school officials, and school board members both past and present
3. Superintendent's annual reports
4. Courses of study
5. Administrative and supervisory bulletins
6. Surveys of citizens, business and industry, and out-of-school and in-school youth
7. Ohio statutes
8. Files of the Norwood newspapers
9. High school annuals.

Related Studies

Recent years have witnessed the appearance of numerous research studies of major importance in secondary education. Many of these studies support the findings of this thesis; many suggest helpful procedures in conducting this investigation. Only a selected group of reports is reviewed at this time; throughout the thesis the pertinent literature is cited at greater length.

33

The Cooperative Study of Secondary School Standards , organized

33

W. C. Eells, Evaluation of Secondary Schools, General Report.
 Washington: Cooperative Study of Secondary School Standards, 1938.
 Pp. xxiii / 553.

in 1933 by representatives of the regional associations of colleges and secondary schools, provides an excellent instrument for use by a high school faculty in evaluating its own program of education.

The Nebraska State Survey³⁴ and the Regents Inquiry into the Character and Cost of Education in New York State³⁵ present studies of the educational problems of secondary youth in two states. They bring to light significant findings concerning the relationship of schooling to the vocational and civic problems of youth. A section of the New York survey devoted to occupational adjustment makes specific recommendations for the differentiation of vocational education at three levels: first, introductory survey courses; second, terminal courses designed for the upgrading of vocational education; third, development of technical institutes and vocational education within the public schools, extending beyond the twelfth grade to advance the study of those phases of vocational education of semi-professional and professional quality.³⁶

A series of studies conducted by the Advisory Committee on Education was released in 1939. Smith's investigation³⁷ is concerned with educational conditions throughout the states and makes recommendations for a more satisfactory program of education for the nation as a whole. The

³⁴
Nebraska State Survey. As found in David Segel, Educational Research Studies of National Scope or Significance, pp. 11-12. Washington: U. S. Government Printing Office, 1941.

³⁵
Thomas L. Norton, Education for Work. New York: McGraw-Hill Book Company, 1938. Pp. xviii / 254.

³⁶
Ibid., pp. 185-254.

³⁷
Payson Smith and Frank W. Wright, Education in the Forty-eight States. Advisory Committee on Education. Washington: Government Printing Office, 1939. Pp. xv / 195.

study dealing with the problems of vocational education was made by Russell.

An investigation of the conditions, problems, and attitudes of youth was released by the American Youth Commission in 1938³⁹, covering the opinions and problems of 13,528 carefully selected Maryland youth who had broken with formalized schooling.

The American Youth Commission of the American Council on Education subsequently released the report of a special committee which is of importance to the Norwood investigation. This report names the needed changes that should be made in the curriculum of the American secondary school.⁴⁰ Another report by the Commission covers the essential steps in initiating, planning,⁴¹ and executing a community study of the status and needs of youth.

In 1938 the American Association of School Administrators devoted its yearbook to a study of youth education.⁴² The yearbook reviews existing policies and practices, and suggests the needed changes that educators should make in providing for a more satisfactory program of education for youth.

The National Association of Secondary School Principals of the

38

John Dale Russell and Associates, Vocational Education. Advisory Committee on Education. Washington: Government Printing Office, 1938. Pp. x / 304.

39

Howard M. Bell, Youth Tell Their Story. Washington: American Youth Commission, American Council on Education, 1938. Pp. 270.

40

Ben Graham and Others, What the High School Ought to Teach. Washington: American Council on Education, 1940. Pp. 36.

41

M. M. Chambers and Howard M. Bell, How to Make a Community Survey. Washington: American Council on Education, 1939. Pp. iv / 42.

42

E. E. Oberholtzer and Others, Youth Education Today. Sixteenth Yearbook of the American Association of School Administrators. Washington: National Education Association, 1938. Pp. 358.

National Education Association in recent years has made a number of pertinent studies in the field of secondary education. Of considerable importance among these reports is the work of the Committee on the Orientation of Secondary Education. In two volumes the committee presents a scholarly treatment of the "Issues"⁴³ and "Functions"⁴⁴ of secondary education. It is the intent of the committee that their reports stimulate the clarification of a philosophy of secondary education, furnish criteria by which a school may evaluate its program of education, and make possible the preparation of a program of articulation.

The Implementation Committee of the National Association of Secondary School Principals was later given the responsibility for providing ways and means of carrying forward the proposals of the Committee on Orientation. In 1939 the implementation committee released a handbook of information intended for use by school principals and teachers who were attempting to adjust the programs of their schools to the educational needs of all youth.⁴⁵

⁴⁶
The Occupational Adjustment Study of the National Association

⁴³

Thomas H. Briggs and Others, Issues of Secondary Education. Bulletin of the Department of Secondary School Principals, Vol. 29, No. 59. Chicago: National Education Association, 1936. Pp. 364.

⁴⁴

Thomas H. Briggs and Others, Functions of Secondary Education. Bulletin of the Department of Secondary School Principals, Vol. 21, No. 64. Chicago: National Education Association, 1936. Pp. 263.

⁴⁵

B. L. Dodd, That All May Learn. Bulletin of the Department of Secondary School Principals, No. 85. Chicago: National Education Association, 1939. Pp. 227.

⁴⁶

Edward Landy and Others, Occupational Adjustment and the Schools. Bulletin of the National Association of Secondary School Principals, No. 93. Washington: National Education Association, November, 1940. Pp. 148.

of Secondary School Principals furnishes information as to how a principal may determine the vocational status of pupils who leave school before graduation, and describes the nature of the guidance and educational programs that the school needs to establish to aid this group of young people.

In addition to these publications, directly concerned with the educational, social, and vocational problems of youth, there are the valuable reports issued by the Educational Policies Commission of the American Association of School Administrators.

Organization of the Report

Chapter I states the problem and introduces the study. Since it is essential in the study of the educational needs of a community to review those factors and influences which in the past have been the strengths and the weaknesses of the schools, Chapter II traces the growth of Norwood from its origin and describes chronologically the development of the schools. Chapter III presents the findings of the community survey; in the evaluation of a program of education the opinions of the citizens concerning the program and needed changes are important. Chapter IV is devoted to the survey of business and industry, made to secure an appraisal of the effectiveness of the program of education, to discover the needs of business and industry for trained employees, and to learn the direction that the training program should take. Chapters V and VI are concerned with the judgments of out-of-school and in-school youth on their social, educational, and vocational problems. Chapter VII presents the summary and conclusions of the investigation, recommendations and applications, and a statement of further research that needs to be undertaken.

CHAPTER II
HISTORICAL DEVELOPMENT OF NORWOOD
AND THE SCHOOLS OF THE COMMUNITY

Introduction

This chapter presents the historical data that mark important events in the growth of the community and in the development of its school system. Such information is essential as background in the present investigation. An attempt has been made to trace the development of the community as the first settlement grew to a village and then became a city, and to record the important changes in the character of the schools. This historical treatment is not intended to be exhaustive, but treats only those events that had some influence upon the schools.

The evidence is clear that Norwood changed from an agrarian society to one of industrial economy with considerable reluctance on the part of the citizens; nevertheless, in providing for the physical needs for educating the children of the community, as occasioned by the rapid growth of population during the latter part of the nineteenth century, the people supported bond issue after bond issue at the polls. The data on educational growth indicated lack of community concern as to whether the schools were ministering to the individual needs of the boys and girls. The criteria that governed the instructional program and pupil management were conformity to what was being done in the schools of Cincinnati and to national trends in education. Little concern was manifested for the effect of such a philosophy on the lives of the pupils in the schools. As a result of tracing the application of such a theory in developing a curriculum, the importance of securing a measure of community need becomes

apparent.

Founding and Growth of Norwood

In 1786 Major Benjamin Stites, a Revolutionary War soldier, pursued a band of maurauding Indians into this region in an effort to regain a number of stolen horses. Impressed with the beauty of the country and the promise of wealth that its undeveloped resources held, Stites on his return East negotiated with one Judge John Symmes of New Jersey on the advisability of entering into an agreement with the United States Government for the purchase of a large tract of land in the western part of the Northwest Territory. Negotiations were started the following year; Symmes subsequently found himself the owner of one million acres of land in this undeveloped region.

In a part of the Symmes Purchase a tiny settlement sprang up at the intersection of two roads, one running northwesterly from the city of Cincinnati toward Columbus, with the cross road running from the east and westwardly toward Lebanon.¹ At this cross road, Sanker House was built. It became a tavern patronized largely by teamsters doing business between Cincinnati and Columbus. With the tavern as a nucleus, a little hamlet of perhaps a dozen houses sprang up; the name of the owner and operator of the tavern, Sharpsburg, was given to the new village. The written history of the early days of the village is meager. It is probable that the village took the name of Norwood about 1869. The Norwood Gazette in June, 1901,² records that:

¹
Cincinnati Almanac for 1839, pp. 86-95. Cincinnati, Ohio: Glenzen and Shepard, 1839.

²
Norwood Gazette, June, 1901, Vol. 5, No. 38, Norwood, Ohio.

From reliable sources it appears that the Miami Purchase dates back to 1707, incontrovertible evidence that Norwood was in an embryonic stage many years before the dawn of the nineteenth century. The particular part of the Purchase on which Norwood stands was known as Section 34 and was owned by one John Cleves Symmes, who on August 24, 1787, was tempted to dispose of the land to Marsh, David, Abraham, and John Williams for the munificent sum of 33 and one-third cents an acre.

The members of the Williams family appear to have divided the land among themselves. From 1797 until 1825 this land was sold piece-meal by the Williams family, Abner Mills being one of the purchasers.

The Sanker House, which is located on the land purchased of Symmes by Marsh Williams and others, appears to be one of the oldest, if not the oldest, buildings in Norwood. It was erected about 1826 and converted into a tavern extensively patronized by teamsters doing business between Cincinnati and Columbus. In later years a man named Sharpsburg bought the tavern and gave it his name.

Log houses that clustered about this tavern took its name and until Reverend Henry Ward Beecher wrote his novel entitled "Norwood" no one thought of changing its name. Colonel Wayne, captivated by the name "Norwood", used his best endeavors to have it given to the village. Beecher's novel was written in 1869, so it is a natural conclusion that the village took its present name at that time.

Community beginnings.-- Little historical evidence is available concerning the early days of Sharpsburg or of Norwood. Springing from pioneering beginnings, its early years were no doubt pastoral; agriculture was the principal occupation of the people. Prior to 1841, travel was restricted in these parts to horse-drawn conveyances and to river transportation. In December, 1841, the Little Miami Railroad ran its first train between Fulton and Milford, which was the beginning of a new era for this region. Railroad-building activity was to alter the life of the residents of this part of the Northwest Territory. The first railroad to enter Norwood was the Marietta and Cincinnati (later known as the Baltimore and Ohio Southwestern). This was in 1851.

3

Robert L. Black, The Little Miami Railroad, p. 191. Cincinnati, Ohio: Privately Printed. No date.

The village of Norwood was to receive its first impetus for growth from the construction of the Cincinnati, Lebanon, and Northern Railroad some years after the middle of the century. Black refers to this road as a "creature of the Lebanonites." He states that Lebanon, in despair of a railroad connection over the Little Miami, organized the Cincinnati, Lebanon, and Northern and began grading a right of way only to fall into receivership. In March, 1864, the roadbed was sold to the Little Miami; in 1866 the Little Miami reconveyed to the Cincinnati, Lebanon, and Xenia. In July, 1884, it ran its first train through Norwood.

In 1894 Mulford reported that:

There are no less than six railroad stations within the limits of Norwood and right on the borders, scarce a stone's throw from the northern boundary line, are two more - Harewood and Norwood Heights - on the Chicago branch of the Pennsylvania, while away to the south the Cincinnati, Portsmouth and Virginia Road contributes two others to the list - Elsmere, which is within the corporate limits, and Idlewild, which is just without....

Ivanhoe, Hopkins Avenue and Norwood Park are all on the Cincinnati, Lebanon and Northern, and East Norwood is the junction of the Highland Route and the Baltimore and Ohio Southwestern. On every day but the Sabbath, nearly seventy passenger trains pass through Norwood and all save a few fast expresses stop.

By 1894 Mulford writes that the "pasture lands and orchards of the last decade have disappeared and in their stead is a beautiful little city of homes linked to the Queen of the West by bands of iron and strands in which play the mystic forces of electricity. Norwood has put on metropolitan airs." Whatever the early economic and social life may have been, the evidence is clear that the first era in the life of Norwood came

4

Ibid., pp. 158-159.

5

Ren Mulford, Jr., and Werner G. Betty, Norwood: Her Homes and Her People, p. 5. Cincinnati: Press Knight and Company, 1894.

to an end in the early 1890's.

The era of suburbanization.-- The second period in the community's development may well be called the era of suburbanization. The year of 1876 was to herald the organization of the Norwood Town Hall Association; the following year this group brought about the construction of a town hall, which for many years was to serve as a meeting place for social, civic, and religious groups. In that year country paths were replaced by plank walks, and street lights were installed. In 1883 the first public telephone was installed in the village. The year 1888 noted the organization of the first fire company. The opening of the electric street railway on July 1, 1891, gave further emphasis to building activity. In 1894 a water tower, 100 feet high and having a capacity of fifty thousand gallons, was erected on historic Indian Mound. In the same year two sewer districts were established. On May 10, 1888, Norwood was incorporated as a city.⁶ The first municipal election was held on August 6, 1888. Taylor comments on the suburban character of the municipality as follows:⁷

Located along the main lines of several important railroads and with the development of interurban street car lines, Norwood soon attracted the well-to-do Cincinnatians, mostly executives or lesser business men owning their own enterprises. Because these flocked to the town, built fine homes, developed sizable estates, they unwittingly restricted the available town sites of their own kind.

The United States Census of 1890 is the first in which Norwood or any part of it appears. A place called West Norwood is there reported as having a population of 612; Columbia Township, which includes Norwood,

6

Ren Mulford and Werner Betty, op. cit., p. 14.

7

Graham Romeyn Taylor, Satellite Cities, p. 91. New York: D. Appleton and Company, 1915.

Pleasant Ridge, Milford, and Madisonville, is listed with a population count of 8,422.

Industrialization of the community.-- The second period in the development of Norwood was short. By the end of the century, the era of suburbanization was giving way reluctantly to the third and final stage of growth, that of industrialization. Factories located in the congested areas of Cincinnati were seeking living room and were moving into the suburbs. Because of its rail facilities, Norwood received her full share of these migrating industrial plants. According to the Federal Census for 1909, Norwood boasted forty-nine manufacturing establishments, capitalized⁸ at \$13,368,000 with an annual product in excess of \$10,000,000. Town enthusiasm or "booming" has been described by Taylor as the usual method by which industries are brought to a new community. In the case of Norwood he reports that local indifference and even antagonism were⁹ encountered. Home owners, fearing that the residential character of the young municipality of which they were so proud was endangered, quite generally opposed the coming of industry. Real estate men made no effort to build houses or flats for the factory worker. For many years commutation was resorted to by the factory workers; only a few made their homes in Norwood or attempted in any way to influence the social, educational, or economic life of the city. Taylor estimates that in the period from 1900 to 1912 less than ten per cent of the factory operatives lived in the vicinity of their factories. He states that, although the population of Norwood had

⁸
Ibid., p. 94.

⁹
Ibid., p. 97.

grown from 6,480 in 1900 to 16,185 in 1910, it was not the growth of factory population, but the suburbanites with business in Cincinnati who were responsible for the increase.

Not only were property values held high, thus deterring factory workers from becoming residents of Norwood, but prices in general for commodities were held above those of Cincinnati. A city market was erected, but the prices charged left one in doubt as to its true purpose. Taylor says that little attention was given to recreation; a small playground was provided by the city fathers, but poor leadership was furnished. In the summer a few band concerts provided entertainment in front of the town hall. In general, however, it appears that public recreation was left to commercial enterprise.

The board of education, in response to a petition from some of the factory workers, opened evening classes, thus providing for a time courses in sewing, cooking, gymnasium, and the common school subjects. That the interest in such enterprises was limited is evident from the
10
following comments by Taylor:

The school authorities are aware of the value of utilizing their school buildings for evening social and civic centers, but they point out that there are very few organizations to make use of them. Even the neighborhood "welfare societies" which took a great interest in the early civic problems of the community have nearly all died out or become inactive as municipal service has become more adequate. The possibility of stimulating civic and social organization through social and recreation centers seem unknown.... How small a proportion of the community's energy and money goes into public recreation is shown in a recent municipal report; a grand total of \$140 is entered for public parks, covering only the playground above mentioned and inadequate for that, and \$40,674 stands opposite police and fire departments.

While Norwood has not adapted its community life to serve the needs of an industrial population, so far as town planning, housing and recreation are concerned, some branches of public service are well provided. Her school system is considered unusually good. Her health is her proudest boast, although the 1912 budget of \$2,040 for this purpose betokens no especial effort to conserve it and prevent dangers which would creep in with congestion.

In the handling of the gas situation this town has shown its real power. Norwood secured striking advantages not only for her own citizens, but for all Cincinnati. The rate in Cincinnati had been 75¢ a thousand feet.... The Norwood city council encouraged an Ohio company to pipe in natural gas at 25¢ per thousand feet. To meet the competition the Cincinnati company found itself compelled to pipe in natural gas from West Virginia. The Ohio company then sold out its rights to the Cincinnati company, but not before the citizens saw to it that the price should remain as low as 30¢.

In spite of the attitude of vague hopefulness on the part of the citizens of Norwood that this change was only temporary, and that the community would soon settle back into the more dependable ways of dairy and truck farming, and of placid residential solitude, industrial development grew apace. By 1920 Norwood had grown to 24,966, by 1930 to 30,000, and by 1940 to 34,010 souls. In 1940 more than seventy factories were located within the limits of the city, institutions representing a cash investment of approximately \$36,500,000 with an annual payroll in excess of \$13,000,000. These factories in 1940 employed more than 18,000 workers; from their plants, products valued in excess of \$50,000,000 were shipped to all quarters of the world.¹¹

In the early 1920's General Motors erected branch plants of Chevrolet Automobiles and of Fisher Bodies on Smith Road in Norwood. The operatives for these industries were recruited from states to the south. Distances made it impractical for these people to commute. These workers

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Department of Commerce, Bureau of Census, p. 3. Washington: Government Printing Office, 1940.

had come to stay. The community life characteristic of the early days was forced to change. Many of the older residents sought homes in quieter suburbs. The suburban community of Norwood had reached its end; in its place had come an industrial Norwood with its attendant problems, including education.

Development of Education in Norwood

Between 1797 and 1825 the Williams family had disposed of the land acquired from Symmes in small parcels; one of these had gone to Abner Mills and had passed from him to David Mills. In 1828 the latter caused to be set aside a parcel of land for a school in the community. This action marked the first interest in education in this tiny settlement, later to become the city of Norwood. In 1838 a one room brick building was erected on the lot located near what is now Smith Road. In 1856 a two-story building replaced the original structure housing the Columbia Township
12
District School.

In April, 1867, a law was passed by the Ohio Legislature, extending to any community numbering 275 or more inhabitants the right to establish separate school districts. The qualified electors of sub-district two of the townships of Columbia and Millcreek, County of Hamilton, State of Ohio, met at the Columbia District schoolhouse on February 28, 1868, to vote for or against the establishment of a special school district for the community then known as Sharpsburg. This community then numbered 318 inhabitants over the age of six years. Ten votes were cast at the election; all were

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Annual Report of the Public Schools of Norwood, 1914, p. 29.
Norwood, Ohio: Board of Education, 1914.

in favor of establishing the new district. These citizens thereupon proceeded to elect the first board of trustees for the new school district, which was known as the "Independent District of Sharpsburg, Nos. 3 and 17."¹³

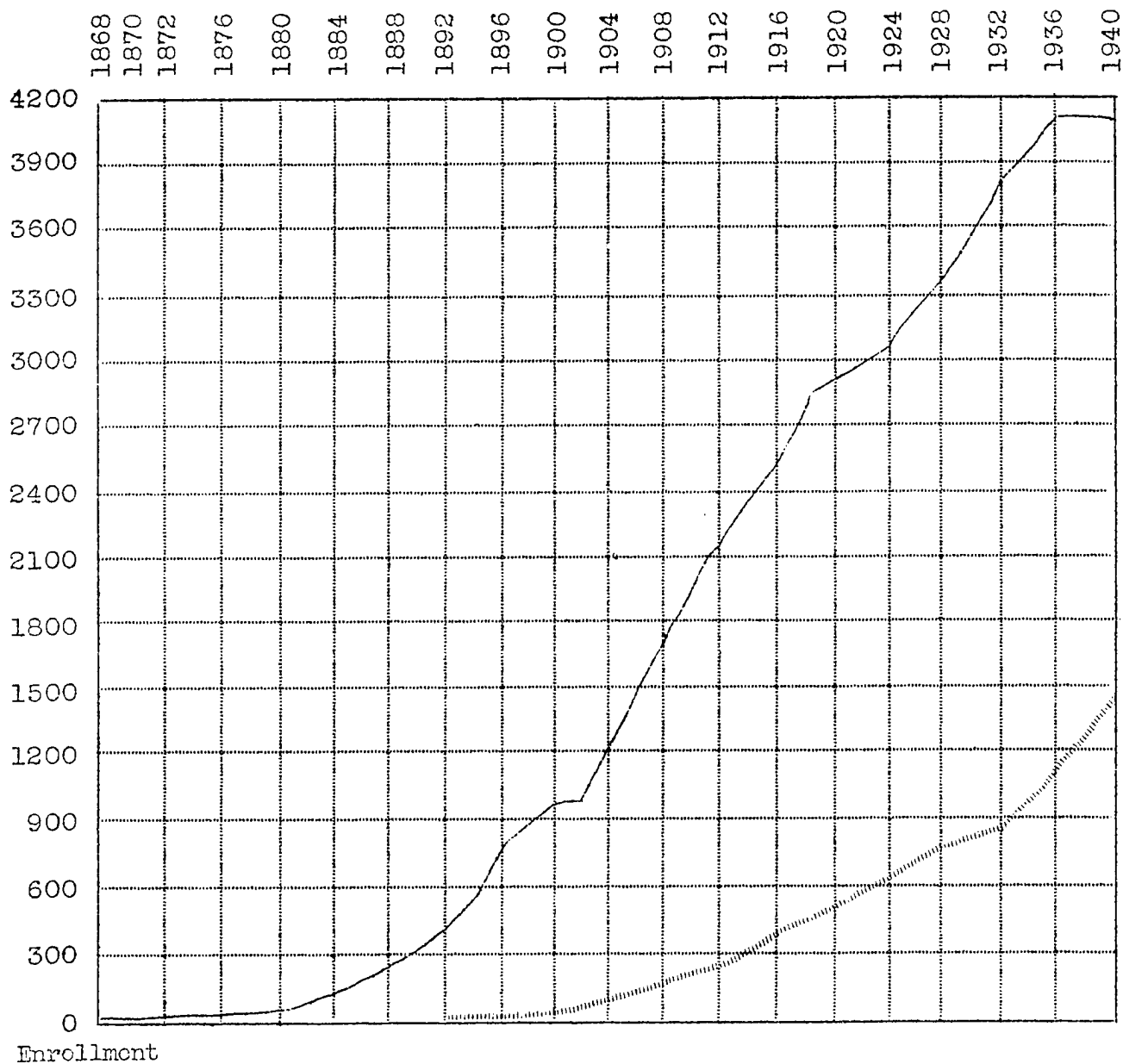
Until 1884 the original building, taken over by the independent district school in 1867, cared for the physical needs of education in the community. Beginning in 1884, the village began to grow. Steady increases in population brought steady demands for additional buildings. The increase in school population can be noted in Figure 1. Table 1 presents a clear picture of the growth of the school, as it was reflected in increasing needs for housing, beginning in 1884. Success at the polls on school issues is a fair barometer of support by a community for its institutions. It is evident that the citizens of Sharpsburg, and later of Norwood, throughout the years generously supported education.

Early trends in American education.-- As noted earlier in this chapter, an effort to conform to national trends in education influenced the program of the Norwood schools. This view is supported by historical facts. Smith and his associates,¹⁴ in a report to the Advisory Committee on Education in 1939, indicate that national influences affected education generally in the forty-eight states.

The development of American education in the century from 1830 to 1930 is broken into two fairly well defined periods. The first extended to 1880. In the 1830's several of the states, in various ways, gave recognition to the principle of State responsibility for education and to the theory that the schools should be used by the State as an agency for

¹³
"Minutes of the Board of Education, Norwood, Ohio, February 28, 1868," pp. 1-3.

¹⁴
Payson Smith, Frank Wright, and Associates, Education in the Forty-eight States, pp. 2-3. Staff Study No. 1, Advisory Committee on Education. Washington: United States Government Printing Office, 1939.



Legend: Solid line - Total school enrollment
Broken line - High School enrollment

Figure 1.-- Growth in school enrollment from 1868 to 1940.

TABLE 1

35

LIST OF VOTED SCHOOL ISSUES
IN NORWOOD, OHIO AND RESULTS OF ELECTIONS

Issue	Year Voted	Amount of Issue	Yes	% in Favor	No	% Against
Bonds-Central	1884	\$ 8000	32	97	1	3
Bonds-Central	1887	10000	35	90	4	10
Bonds-Marion Street -Williams Avenue	1891	20000	121	69	55	21
Bonds-Marion and Williams	1892	5000	87	83	18	17
Bonds-Marion and Williams	1893	10000	64	92	5	8
Bonds-Allison	1895	50000	135	48	147	52
Bonds-Allison	1895	25000	156	73	58	27
Bonds-New Allison Central	1899	35000	197	73	72	27
Bonds-New Allison Central	1900	7000	774	74	276	46
Bonds-Williams Addition	1905	26000	190	70	83	30
Bonds-North Addition	1905	26000	186	69	84	31
Bonds-Sharpsburg	1909	125000	1010	79	263	21
Bonds-High School	1910	275000	2357	74	826	26
Bonds-North	1912	55000	3113	76	938	24
Operating Levy	1913	1.68 Mills	2752	70	1187	30
Bonds-High School	1914	25000	603	43	778	57
Bonds-North	1914	95000	794	56	611	44
Bonds-Norwood View	1915	45000	3711	82	821	18
Bonds-Norwood View	1916	10000	868	82	179	18
Bonds-Williams	1916	150000	834	77	249	23
Operating Levy	1916	.256 Mills		Approved		
Bonds-Allison	1917	120000	2101	83	493	17
Operating Levy	1917	.44 Mills		Approved		
Bonds-Williams	1918	25000	1210	74	426	26
Bonds-Allison	1919	50000	1886	81	425	19
Operating Levy	1919	.5 Mills	1706	76	537	24
Operating Levy	1920	1.1 Mills	6013	63	3548	27
Bonds Voted outside Statutory Limitation	1920	1.55 Mills		Approved		
Bonds-High School Addition	1922	75000	4252	57	3184	43
Bonds-Norwood View	1924	210000	8215	78	2215	22
Bonds-Junior High School	1929	200000	4908	72	1927	28
Operating Levy	1934	2.25 Mills	6639	58	4708	42
Operating Levy	1935	1.70 Mills	5953	51	5643	49
Operating Levy	1936	1.60 Mills	7431	48	8003	52
Operating Levy	1937	1.80 Mills	6563	55	5421	45
Operating Levy	1939	1.70 Mills	6857	52	6361	48

its protection and development. Before that time, over a considerable part of the country, education was almost wholly under local support and control. Between 1830 and 1880, education followed the same pioneering course that characterized the industrial and economic life of the Nation.

The years between 1880 and 1930 represent a second period of educational expansion unprecedented in the United States or in any other nation. In 1880 there were no effective compulsory education or child labor laws.... The curriculum was largely traditional in content.

By 1930 every State recognized, through reasonably adequate attendance and child labor laws, the obligation to protect children in their right to an education.... A Nation-wide program of vocational education, with Federal aid, now serves thousands of youth.... Buildings, equipment, and the curriculum are being modernized.

As early as 1749, Benjamin Franklin was advocating the establishment of a school that would teach what he termed the "useful" subjects.¹⁵ The appearance of many academies in the following century attested to the popularity of an institution which, while still influenced by the classical pattern of the Latin schools, experimented with subjects of instruction more directly related to the business of living.

Russell points out that federal interest in vocational education was demonstrated as early as 1862; he states that in the early years of the twentieth century several organizations, such as the National Association of Manufacturers, the National Metal Trades Association, and the National Education Association, were advocating extended facilities for vocational education in the public schools.¹⁶ Many years passed before these influences toward a useful education were to be effective in altering the curriculums of the public schools of the nation.

15

Ben G. Graham and Others, What the High School Ought to Teach, pp. 2-3. Washington: American Council on Education, 1940.

16

John Dale Russell and Associates, Vocational Education, pp. 15-21. Staff Study No. 8, Advisory Committee on Education. Washington: United States Government Printing Office, 1938.

The effect of external forces upon the curriculum of the Norwood schools can be seen by surveying the courses of study followed in Massachusetts in the early years. Cubberley¹⁷ reports that in Massachusetts reading and writing constituted the curriculum in 1647. By 1775 spelling and arithmetic had been added. The elementary curriculum in Massachusetts by 1850 included geography and history, as well as grammar and behavior. By 1900, sewing, manual training, drawing, and the elements of science had been added. Sewing and manual training, or sloyd, were introduced into the Norwood elementary schools in 1901 and 1902 and into the high school in 1907.

From 1850 to 1900 the typical public high school in Massachusetts offered a purely classical curriculum, with the exception of bookkeeping, which appeared among the offerings of the schools as early as 1850. Commercial subjects were introduced in Norwood in 1900, but it was not until 1914 that a course in commercial training was offered in Norwood high school. Extended or varied courses in home economics and vocational shop were to find a place in the educational program in Massachusetts in 1930.^{18 19} Smith has described the situation in Massachusetts as "indicative of the general situation." It seems fair to conclude that the curriculum of the Norwood schools has in the past been greatly influenced by national developments.

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Ellwood P. Cubberley, Public Education in the United States, p. 18. Boston: Houghton Mifflin Company, 1930.

¹⁸

Massachusetts Department of Education, Annual Report, 1930, pp. 10-14. Public Document, Part 1, No. 2. Boston: State Department of Education, 1931.

¹⁹

Payson Smith, Frank Wright, and Associates, op. cit., p. 51.

Smith has aptly described the objectives that should motivate curriculum considerations:

The curriculum should be as varied as are pupil needs and concerns. Making a people literate is no longer the chief concern of the school system, although it remains a primary one. The larger and more difficult task is to create a better understanding of social, civic, and economic conditions and changes. This can be done only through constant definition and re-definition of aims within the curriculum of all schools.

A second factor influencing the Norwood curriculum.-- The program of education followed in the schools of Cincinnati has been mentioned as a second factor influencing the curricular offerings of the Norwood schools. In 1940 the superintendent of schools of Norwood wrote in his annual report²¹ to the board of education that:

Education in Norwood in the first fifty years or more of its existence was scholarly. It concerned itself largely with the number who reached the standards as measured by the written examination. Discipline, too, was rigid and allowed for little self-expression on the part of youth....

Nor was education in the nineteenth century much concerned with how man made his living.' What the youth did or did not do after school days were over was of little concern to the leaders of education in Norwood. The prevailing economy of the time was such that opportunities existed for the boy or girl who wanted to work provided that he or she was not too particular as to the choice of a vocation. Industry took on and educated in a practical fashion those for whom the school had no place. The home furnished whatever guidance was needed. Guidance as a school function was little heard of and much less understood.

Cadman, who was superintendent of schools in Norwood from 1884 to 1890 and again from 1896 to 1923, in a letter to the writer of the²² above statement, concerning the report quoted, stated that:

20

Ibid., p. 50.

21

Harold S. Bates, "Schools for a New Day", Superintendent's Annual Report: 1940, p. 6. Norwood, Ohio: Norwood Board of Education, 1940.

22

Letter to the writer from W. S. Cadman, former superintendent of schools of Norwood, from Mt. Dora, Florida, dated November 18, 1940.

Your comments on studies and discipline of earlier times are quite true. In the last third of the nineteenth century, the Cincinnati School System had a very high reputation based partly upon elaborate displays at International Expositions at Paris and Philadelphia, and partly upon judicious press agenting. As a result, all village schools for miles around, Linwood, Mt. Washington, Madisonville, Norwood, Westwood, St. Bernard, et al., were compelled to imitate Cincinnati's so far as possible. Eighth Grade pupils were expected to prepare for Cincinnati High School exams, and the worth of teaching was rated by our success in passing pupils at Woodward or Hughes, then the only high schools in Cincinnati. This of course compelled close adherence to Cincinnati curriculum and methods.

The story of the development of education in Norwood can best be described by a separate account of the changes as they occurred in elementary education, secondary education, school policy and administration, and adult education. Succeeding pages of this chapter are devoted to a chronological treatment of developments in these fields. While this study is primarily concerned with secondary education, it should be noted that for many years only elementary education was offered in Norwood; therefore, it is necessary to review the development of elementary schools as background for tracing the growth of secondary education.

Development of Elementary Education in Norwood

At the time of the formation of the school district, February 28, 1868, one teacher was sufficient to care for the instruction of the children. On November 14, 1868, a part-time instructor was engaged "to teach singing at the school two days in a week of one hour's length lessons each day at a price not exceeding one dollar per lesson."²³ By 1869 the enrollment had grown and the trustees were faced with the responsibility of enlarging the teaching corps. In April of that year a minister in the village offered

23

"Minutes of the Board of Education, Norwood, Ohio, November 14, 1868," Vol. 1, p. 10.

a resolution to the board that "the directors be instructed by this meeting to secure the services of two competent teachers as soon as the funds in their judgment would permit them to do so." One of the trustees offered an amendment to the effect that if practicable they secure one teacher²⁴ competent to teach both German and English. This amendment was accepted by the minister. The evidence reveals that another teacher was engaged and designated as superintendent. That he, and the five who succeeded him, served as superintendent in name only is evidenced from the record, which shows that, until the coming of Cadman in 1884, the head of the school did not sit with the board of trustees as they deliberated on the educational problems of the district. Norwood in the early days was inhabited by many families of German descent. One of the few instances in which community need or desire resulted in a change in the offerings of the school was noted in 1874, when German was proposed as a subject of instruction. The following²⁵ statement appears in the records of the board session for May, 1874:

There being a request from a large majority of residents and legal voters in the district for teaching the German language, it was decided to postpone action for the purpose of endeavoring to employ an assistant teacher capable of instructing the primary lessons in that language aside from teaching the other branches in the English language.

²⁶
German was added to the curriculum in 1875. It would seem that the subject was later discontinued, for demands for teaching German again appear in the minutes of the board in 1890. In that year Board action again

²⁴
"Minutes of the Board of Education, Norwood, Ohio, April 12, 1869," Vol. 1, p. 13.

²⁵
"Minutes of the Board of Education, Norwood, Ohio, May 7, 1874," Vol. 1, p. 57.

²⁶
"Minutes of the Board of Education, Norwood, Ohio, August 2, 1875," Vol. 2, p. 156.

put the subject in the schools. The evidence indicates that the subject was continuously offered after this date in all grades until March, 1917, when it was discontinued in grades below the high school.

In 1875, the school principal²⁷ requested that "Mr. Forbringer's new issue of plates for lessons in drawing with accompanying tablets be made available for use by the teacher as well as Sheldon's new work entitled 'Outlines of World History'." The trustees adopted the resolution and added these subjects to the school course of study.

The minutes of February, 1877, show that the parents and taxpayers petitioned the board for further changes in the curriculum; they requested²⁸ that a music teacher be employed for the schools. The action was favorably received and an instructor engaged on a part-time basis. Five years later similar action was taken, which may indicate that music was a subject offered rather spasmodically in the early years of the school. That the action taken in 1883 was more serious is indicated by subsequent approval by the board for the purchase of an organ, "if it is deemed necessary for the good of the school."²⁹

Library facilities were first provided in October, 1889, on the recommendation of the superintendent. The board³⁰ authorized "that a library be procured and on motion he (the superintendent) was authorized to purchase,

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"Minutes of the Board of Education, Norwood, Ohio, October 4, 1875," Vol. 2, p. 92.

²⁸
"Minutes of the Board of Education, Norwood, Ohio, February 5, 1878," Vol. 2, p. 121.

²⁹
"Minutes of the Board of Education, Norwood, Ohio, April 9, 1883," Vol. 2, pp. 5-7.

³⁰
"Minutes of the Board of Education, Norwood, Ohio, October 18, 1889," Vol. 2, p. 132.

not to exceed seventy-five dollars worth of books, the list to be first submitted to the Board for its approval."

Four years later, October 7, 1893, library facilities were extended upon the recommendation of the superintendent of schools. In this instance, it was decided:

To provide rooms above the first reader with a table and two or three chairs to be used for reading purposes; among these, English, history, geography, and natural science adapted to the age and mentality of the child, serving as works of reference and entertainment, are to be placed. As rewards of merit or for purpose of going beyond the textbook knowledge, pupils are permitted to sit at these tables and read or spend unoccupied time there.³¹

The desire of the school officers to keep abreast of contemporary national movements in elementary education is evidenced in the minutes³² of the board of education for February, 1894:

The Superintendent of schools read a somewhat lengthy report concerning the conditions of our schools calling attention to the scientific and mechanical methods of teaching and making suggestions for the improvement of the character and quality of our teaching and the efficiency of the pupils. This report was discussed and ordered preserved for future reference. Upon a suggestion made by President Stroebel, the Superintendent was granted a leave of absence for one week in order that he might visit in Cook County, Illinois, and other famous schools to glean ideas and plan for the improvement of our schools.

The suggestion was favorably acted upon and the superintendent was given opportunity to study "modern education" in one of the more progressive elementary schools of the middle west, as it existed at the close of the nineteenth century. The evidence does not reveal that any immediate changes in curriculum or method resulted, but it is reasonable to assume that some were made.

In 1900 the president of the board of education issued a special report in which he pointed out the excellent methods of instruction being

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"Minutes of the Board of Education, Norwood, Ohio, October 7, 1893," Vol. 3, p. 115.

³²

"Minutes of the Board of Education, Norwood, Ohio, February 3, 1894," Vol. 3, p. 133.

followed by the primary teachers in the Allison and Williams Avenue schools; in these buildings pupils were being instructed without the use of textbooks with results which the board president recommended might well be extended to all the schools of the city. He further recommended that school gardens be secured for the vacation-time use of pupils in the primary grades.³³

A year later the president of the board sent a special report to his fellow members on the board of education. This report confirms the historical data on the industrialization of the community. The board had expected an increase in enrollment due to industrial developments in the city. This increase did not materialize due to the fact that Norwood was without dwelling accommodations to care for the anticipated influx of population. While reviewing this situation, the board president commented favorably on the desirability of pupils securing learning experiences through school gardens; teaching without the use of texts and learning through experience was advocated by the board president who advocated less haste in school work and a "trifle of the phlegmatic methods of German university life."³⁴ Complete copies of these reports by the board president have been placed in the appendix, pages 303-304.

In December, 1901, the report of a special committee of the board resulted in the introduction of cooking and sewing into the elementary curriculum.³⁵ This report presents the conception of the board members

³³
"Minutes of the Board of Education, Norwood, Ohio, July 9, 1900," Vol. 5, p. 117.

³⁴
"Minutes of the Board of Education, Norwood, Ohio, April 15, 1901," Vol. 5, pp. 171-172.

³⁵
"Minutes of the Board of Education, Norwood, Ohio, December 2, 1901," Vol. 5, p. 235.

as to what was worthwhile in the education of the youth of the community. It recommended that a course in cooking be placed in the curriculum of the grade schools; such a course, in the opinion of the committee, should stress the preparation of wholesome foods and should attempt to avoid the disadvantages apparent in the cooking courses offered in the Cincinnati schools. The complete report of the committee may be found on page 305 of the appendix.

In March, 1902, a course in manual arts was added to the curriculum of the elementary school, providing for the boys of the school the opportunity
36
for a new type of educational experience. The enabling recommendation was as follows:

Your committee on Sloyd, after due deliberation, finds that while cooking and sewing is being taught the female scholars that the system of Sloyd or manual training be adopted in our schools and taught the boys.

We find also that it will be necessary to purchase about five dozen outfits including knife, compass, square, rule, triangle and tray at a probable cost of one hundred dollars and that the salary of an instructor competent to teach the work would be about sixty dollars a month. The committee recommends the adoption of the system in our schools.

It appears on the surface that in the early part of the century most of the forward steps were the direct result of board action or of action on the part of individual board members, but Superintendent Cadman contradicts this notion:

In those days - the earlier days - Board members were inclined to resent a Superintendent's meddling. I used to find it advisable to broach any new plan to some influential member, let him digest it, and after a while present it as his own. A straight line is not always the shortest distance.

36

"Minutes of the Board of Education, Norwood, Ohio, March 3, 1901," Vol. 5, p. 246.

37

Letter to the writer from W. S. Cadman, former superintendent of schools, Norwood, Ohio, from Mt. Dora, Florida, dated November 18, 1940.

Kindergartens were introduced into the Norwood schools in 1903,³⁸ as the result of the efforts of parental groups. Six years earlier a private citizen had asked for and received permission from the board to establish a private kindergarten. It is assumed that private kindergarten instruction was available to those whose parents could pay the tuition charge between the years of 1897 and 1903. In May of the latter year the parents of the community voted on the desirability of creating kindergartens at the three schools in the city; 417 expressed themselves in favor of the measure,³⁹ 89 were opposed, and 5 registered indifference to the proposal.

In this study it is not possible to record all the changes that were effected in the curriculum from year to year. The minute books of the board of education between the years of 1903 and 1935 do not record any major changes; unquestionably some changes were made from time to time. Not only were improvements made in the materials of instruction, but in method as well. From the scant evidence available, it appears that such changes continued to follow national patterns.

Recent changes in elementary education in Norwood.-- In 1936 the superintendent of schools invited the teachers of the elementary schools of the city to engage in a thorough-going study of the curriculum. In November of that year the board of education gave approval to the suggested study and appropriated one hundred dollars for the purchase of a reference library and for current curriculum literature. Committees of teachers were organized to study the various curriculum fields and to work for better

38

"Minutes of the Board of Education, Norwood, Ohio, April 3, 1903," Vol. 5, p. 300.

39

"Minutes of the Board of Education, Norwood, Ohio, May 11, 1903," Vol. 5, p. 308.

content and method. Staff members traveled to Gary (Indiana), Rockford (Illinois), Wilmette (Illinois), and to other cities to observe plans of school organization and method.⁴⁰

As a result of these faculty studies, new arithmetic courses of study were completed in the fall of 1937, which altered the grade placement of much of the mathematical materials and suggested a new approach to the study of arithmetic. The beginning of instruction in formal arithmetic was postponed, affording added time in the early years of the school for reading and for social instruction. New reading and English courses of study were produced, with considerable emphasis on functional concepts. Emphasis, too, was given to teaching fundamental skills. An extensive program of purposeful supplementary reading was provided, including readings in safety, health, science, and training for life in a democracy.

The board of education appointed a director of visual education for the schools; sound equipment was purchased for all the schools and a broad program of visual education was developed.

In 1937 an auditorium program was inaugurated, providing for the elementary schools an integrated activity program in creative⁴¹ dramatics, music, and art. This program was so designed that the experiences from history, literature, and other classes provided the motive for the development of the activity work to be carried forward in the auditorium classes.

In this same year, 1937, the board of education announced the

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"Minutes of the Board of Education, Norwood, Ohio, November 10, 1936," Vol. 20, p. 74.

⁴¹

"Minutes of the Board of Education, Norwood, Ohio, March 9, 1937," Vol. 20, p. 126.

appointment of a director of music, extending the opportunity for instrumental and vocal music instruction throughout the city. Music teachers were employed for each of the elementary schools. An elementary grade orchestra appeared in each of the schools. By action of the board of education, the practice of using traveling teachers gave way in favor of teachers for each building who were trained to teach the various activities, such as art, home economics, manual arts, music, and auditorium or creative dramatics. Thus, each school became a complete or self-contained unit.

Curriculum Development in Secondary Education

Until June 17, 1885, only common school education was provided by the Norwood community. Prior to that date all pupils wishing to secure more extended education entered the Cincinnati high schools. Beginning in the fall of 1885 a "D" grade was established, offering to the youth who had completed the eighth grade the opportunity to pursue their education further. The motion authorizing this extension of the program reads: "On motion it was resolved that the Board establish a high school grade and that the tuition of non-resident pupils in the high school be set at the sum of twenty dollars per annum." 42

From the recommended list of texts in the fall of 1891, it appears that at that time the curriculum in the high school grades consisted of the following subjects: 43

⁴²
"Minutes of the Board of Education, Norwood, Ohio, June 17, 1885," Vol. 2, p. 48.

⁴³
"Minutes of the Board of Education, Norwood, Ohio, September 5, 1891," Vol. 2, p. 211.

Algebra
Composition
Physiology
General History

Rhetoric
Latin
Geometry
Botany

On February 9, 1892, Tinkley's Elocution and Oratory and Peterman's Civil Government were adopted by the board on recommendation of the principal. The former course was offered in the Cincinnati schools, and according to the record purported to be especially adapted to the needs of pupils.

In May, 1893, it was necessary to forego the two year high school program of education in Norwood, because of lack of proper housing. Arrangements were made to send the pupils in "C" and "D" grades to Cincinnati high schools, with tuition paid by the local board. An unsuccessful attempt was made to include pupils of the upper two years in the free tuition list at that time; tuition for all four grades of the high school was paid by the board of education for the first time in 1894-95. The Norwood board of education again established its own high school in 1895. On March 5, 1898, the board voted to extend the high school program to include four full years of work; grade eleven ("B" Grade) and grade twelve ("A") were opened

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- 44
"Minutes of the Board of Education, Norwood, Ohio, February 9, 1892," Vol. 2, p. 229.
- 45
"Minutes of the Board of Education, Norwood, Ohio, May 6, 1893," Vol. 3, pp. 75-76.
- 46
"Minutes of the Board of Education, Norwood, Ohio, October 7, 1893," Vol. 3, p. 115.
- 47
"Minutes of the Board of Education, Norwood, Ohio, April 1, 1894," Vol. 3, p. 181.
- 48
"Minutes of the Board of Education, Norwood, Ohio, May 5, 1895," Vol. 3, p. 288.
- 49
"Minutes of the Board of Education, Norwood, Ohio, March 5, 1898," Vol. 4, p. 274.

for the first time in September, 1898. The class of 1899 thus became the first to graduate from the Norwood high school. The new high school was granted a charter by the State Department of Education in 1903; this charter has been renewed continuously since that time.

At the time high school education was extended to include all four grades, chemistry, Latin prose, and French were added to the high school curriculum. Art was added in 1901.⁵⁰ The first teacher of physical culture was employed in 1903.⁵¹

The following curriculum was adopted by the board of education in 1905:

First Year

English
Reading
Composition
Rhetoric
Latin, elementary lessons
Mathematics, algebra
History, ancient to 800 B.C.

Second Year

English, as in first year
Latin, Caesar or equivalent
Mathematics, plane geometry
History, medieval and modern

Third Year

English, as in second year
History of English Literature
Latin Cicero, Ovid, or prose
Mathematics, advanced algebra
Modern Language, French
Science, physics or botany

Fourth Year

English, as in third year
Latin-optional, Virgil or prose composition
Mathematics, trigonometry and solid geometry
Modern Language, French
Science, chemistry

It is evident that the school in 1905 existed solely for the purpose of transmitting a classical heritage. By that time interest in subjects of a more practical nature had entered the elementary school

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"Minutes of the Board of Education, Norwood, Ohio, May 20, 1901," Vol. 5, p. 199.

⁵¹

"Minutes of the Board of Education, Norwood, Ohio, October 5, 1903," Vol. 6, p. 324.

curriculum in Norwood; home economics and manual training had been taught since 1901. However, the committee of the board which had investigated the practicability of offering these subjects had found that "these subjects would not be feasible for our high school pupils at present overburdened with study without cutting out some portions thereof."⁵² It was a half-dozen years before home economics was added to the high school curriculum; in 1914 manual training and commercial work were made available. Thus, years elapsed after the idea of offering practical work in the high school was considered before a decision could be reached as to what portions of the classical program a pupil might safely forego. This position appears all the more untenable when it is remembered that during that time the Norwood schools were enrolling increasingly large numbers of pupils, as children of factory workers, for whom a practical program would have been much more useful and profitable.

On August 17, 1914, the following curriculum was adopted by the board of education to meet the needs of pupils in the freshman year for a practical program.⁵³

<u>Domestic Science</u>		<u>Commercial</u>		<u>Manual Training</u>	
English	*4	English	*4	English	*4
Algebra	5	Arithmetic	4	Algebra	5
Latin or German	5	Algebra	4	Latin or German	5
Domestic	10	Typing	5	Manual Training	10
		Bookkeeping	5		
		German or Spanish	5		

* Periods per week

Although this action by the school authorities recognized the

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"Minutes of the Board of Education, Norwood, Ohio, December 2, 1901," Vol. 5, p. 235.

⁵³

"Minutes of the Board of Education, Norwood, Ohio, August 17, 1914," Vol. 9, p. 198.

need for practical work, the continuation of foreign language and algebra in these courses indicated a real unwillingness to depart from the academic curriculum. A year later, when the "practical" courses were expanded to include the other grades of the high school, foreign language was made a requirement; chemistry was required in the home economics and manual training courses.⁵⁴

By 1916 protests from the patrons of the school were being heard before the board; these protests were lodged against the existing examination system and against the scholastic requirements of the school. As a result, several changes were effected in 1916. It was decided to postpone algebra and geometry until the third and fourth year, permitting pupils to take history in the first years of their high school careers. According to the record,⁵⁵ this was done because "the average student is too immature to be able to comprehend the reasoning used in mathematics as now required to be taught and are often driven out of school before the end of the second year." Industrial geography and commercial law were added in this same year to the commercial course; Latin was still a requirement for all pupils. The following year a modified course in chemistry, "Chemistry in the Home", was offered to pupils in the home economics course.

The year 1921 brought noteworthy changes in the secondary school. Subject promotion replaced the grade-promotion practice, which had been followed up to this time. French and Latin were placed upon the list of

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"Minutes of the Board of Education, Norwood, Ohio, June 18, 1915," Vol. 10, p. 6.

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"Minutes of the Board of Education, Norwood, Ohio, June 12, 1916," Vol. 10, p. 287.

optional subjects; general science was added to the ninth grade curriculum. A course in elementary economics was offered as an elective. In 1928 a band director was engaged to provide instruction in instrumental music at the high school level.⁵⁶

Junior high school marks new era.-- The board of education on August 23, 1929, following the recommendation of the superintendent of schools, approved the six-six plan of organization for the schools of Norwood. This action was among the most forward steps yet taken by the school authorities and definitely marked the end of the period in which a classical program of education was considered of use to every pupil. The Norwood school system was following the modern trend in secondary education. In asking for a bond issue to finance the construction of a new building,⁵⁷ two needs were set forth as justification for the request:

1. Whereas, the Board of Education of the Norwood City School District is conscious of the immediate necessity of providing proper and adequate facilities for the pupils ... and,

2. Whereas, by reasons of changes in modern life which necessitates changes in educational methods and facilities...

The issue was favorably acted upon and a charter was granted for the new school.

The idea of exploratory education for the youth in grades seven to ten inclusive, which characterized the junior high school movement, was only partially carried out in Norwood. An excellent shop and mechanical

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"Minutes of the Board of Education, Norwood, Ohio, June 14, 1921," Vol. 13, p. 230.

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"Minutes of the Board of Education, Norwood, Ohio, August 23, 1929," Vol. 17, p. 11.

drawing department, fully equipped and laid out by William E. Warner of Ohio State University, carried into practice the theory of exploration in the manual skills. The work for the girls in home economics was not as well planned or well provided for. A teacher was moved from the grade schools to teach sewing to the girls in the seventh and eighth grades under the new organization. It appears that quite generally teachers, not trained in the philosophy of the new school, were moved in from the grade building to care for the instruction of the pupils. School organization was changed to a greater extent than were subject content and method. Without doubt, however, the movement was popular; it carried the promise that the secondary schools of Norwood were cognizant of the varying needs of youth and were attempting to minister to those needs. This changing concept of the purpose of the school had shown signs of awakening in 1921; in 1929 it became real.

In November of 1934, the teachers of the Norwood high school joined together in a comprehensive study of curriculum problems. The Teachers College of the University of Cincinnati conducted classes in curriculum procedures at the high school through the school year. After the instructional program was concluded, each teacher selected a committee on which to serve in carrying forward intensive study of the problems of subject content and method.

As a result of this effort, courses of study were written for all subjects offered at the high school level. On the basis of recommendations from the different committees many new courses were added to the curriculum, and several old ones were dropped. Effective business correspondence and method, general business training, and office practice were added to the commercial electives. A course in practical mathematics was organized for

the pupil not capable of deriving benefit from algebra, which up to that time had been required of all freshmen. Courses in senior science and in practical chemistry were written for the non-college going senior. Courses in guidance, drama, speech arts, girls' social problems, modern problems, and in art and music were added to care for the varying needs of youth.

In September of 1939 the board of education acted favorably on the recommendation of the superintendent of schools to engage a director of vocational education to broaden the vocational training opportunities at the high school level. The director was authorized to spend his first year in making an extensive survey of business and industry in Norwood.

School Policies in the Management of Pupils

Not alone in the curriculum, however, are the character and the growth of a school system revealed. Equally important elements in the total education of the individual are the goals set and the methods used for pupil control.

That public education up to 1921 in Norwood was academic and intended primarily for the college preparatory type of pupil has already been shown in this chapter. This section will serve to emphasize further the concern of the board of education and of the teachers for the pupils who conformed to the academic type of program. That the school prior to 1911 made little attempt to adjust the program and rules to the non-conformist is abundantly demonstrated by the policies adopted by the board of education in the early years. With the advent of the junior high school, increased attention appears to have been given to study of the individual pupil.

For the major portion of the evidence on school policy, the

writer has relied upon the minute books of the board of education and the Rules and Regulations of the Board of Education of the School District of the City of Norwood, Ohio, published in 1914. These rules included many of the policies adopted after 1890. They were generally observed until 1934, when the board of education ordered a revision.

In 1874 the board appropriated from their funds the sum of ten dollars "for prizes to be distributed to the best scholars."⁵⁸ That the boards of early days took keen interest in the attainments of the pupils is seen in the minutes of January 7, 1878, which state that the board proceeded to inspect the examination papers of the pupils; a notation⁵⁹ reveals that "the results show a creditable progress."

That harsh measures were applied to those who did not adapt themselves to the program of the school is noted in legislation adopted in 1885 in the form of "Rules for the Conduct of Students."⁶⁰ Significant excerpts from these rules are as follows:

No pupil shall be allowed to depart before the appointed hour for leaving school....

No pupil or teacher shall be permitted to use tobacco in any form during school hours....

For violent and repeated opposition of the authority of any teacher of the school, he shall exclude the pupil from the school and immediately notify the parent or guardian and the trustees of the cause. Such pupil by proper expression of regret to his or her teacher as giving satisfactory evidence of amendment may by the consent of the trustees be re-instated in the school.

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"Minutes of the Board of Education, Norwood, Ohio, June 1, 1874," Vol. 1, p. 59.

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"Minutes of the Board of Education, Norwood, Ohio, January 7, 1878," Vol. 1, p. 138.

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"Minutes of the Board of Education, Norwood, Ohio, August 4, 1885," Vol. 2, pp. 54-55.

In all cases where the conduct and habits of a pupil are found injurious to associates, it shall be the duty of the principal with the advice of the trustees to suspend such pupils from the school.

Absence and tardiness: This is a subject difficult to handle satisfactorily. In every school much stricter rules are laid down than can be enforced without the aid of a policeman and prosecuting attorney. I am inclined to think each teacher should be left free to handle the matter as her judgment may imply.

Studies and textbooks: The studies and the textbooks in each grade shall be the same as in the same grades in the public schools of Cincinnati unless otherwise ordered by the Board; provided, that in the special branches - Music, Drawing, and Penmanship, such modification of the Cincinnati Course may be made as circumstances may warrant.

Examinations: Examinations shall take place at intervals of not more than two months and those of February and June. The printed questions used in the Public Schools of Cincinnati shall be furnished by the Board and used. An average of 70 of correct answers in the June examination shall be required for transfer to a higher grade, provided that any pupil's percent in the examinations preceding that in June may average 85 or more shall be excused from the June examination. Such pupils shall be known as "honor pupils."

The regulations governing the use of texts and the goals and administration of examinations make it clear that practices in the Cincinnati school system were dominant in determining the functions of the Norwood schools.

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In 1890 a rule passed by the board of education stated that: "Any pupil who shall absent himself for four half-days or be tardy eight times in four consecutive weeks shall forfeit his seat in the school." This rule was still in effect in 1914. In the later years of the century, the records of the board indicate that it was spending considerable time with matters concerning student behavior. Typical pupil administration by the board is reported in the minutes of May 7, 1891:

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"Minutes of the Board of Education, Norwood, Ohio, October 4, 1890," Vol. 2, p. 55.

62

"Minutes of the Board of Education, Norwood, Ohio, May 9, 1891," Vol. 2, p. 193.

M - having been suspended for irregular attendance was re-instated in a seat in the school. William P. - suspended for continued misbehavior by the Board, upon his word of honor as a gentleman in which he promises the best conduct of which he is capable, was re-admitted to the school upon trial. Clifford C. - who has been suspended for incorrigibility and violent opposition to the teachers' demands was re-admitted on condition that he make proper apology.

In March, 1894, the records reveal that the superintendent was cited
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to court for mistreating a pupil. The court having found him "not guilty",
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the board of education resolved that:

Whereas, a verdict of "Not Guilty" has been rendered by the jury, therefore, be it resolved that we, having heard all the arguments in the case, heartily concur in their decision and do hereby commend the superintendent for his patience with the boy and the efforts he has made to reform him.

By the turn of the century the board was properly delegating to the superintendent problems of pupil adjustment. Punitive measures and expulsions gave way to the following system of demerits adopted in
65
December, 1906:

The teachers shall mark the conduct of every pupil for specific offenses too grave to be not noticed. By this general estimate only demerits shall be given and counted as hereinafter provided. The teacher may give the pupil from one to five demerits for misconduct. The superintendent may give from one to twenty-five for any offense which may come under his notice.

If a pupil shall have received a total of ten demerits, he shall be questioned as to his conduct by the principal. If the pupil shall have received a total of fifteen demerits within one report period, notice to that effect shall be sent to his parents. If the pupil shall have received a total of twenty demerits within one report period, an immediate conference shall be required between the parent and the principal. If the pupil shall have received a total of twenty-five demerits within one report period, he shall no longer be received in school until the Board of Education shall have

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"Minutes of the Board of Education, Norwood, Ohio, March 7, 1894," Vol. 3, p. 138.

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"Minutes of the Board of Education, Norwood, Ohio, March 10, 1894," Vol. 3, p. 141.

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"Minutes of the Board of Education, Norwood, Ohio, December 10, 1906," Vol. 6, p. 222.

permitted him to return. If the pupil shall have received no demerits for four consecutive weeks and in one report period, all demerits in excess of ten that may have been charged against him in that period shall be removed. His demerits shall count as a deduction of one percent from the pupil's grades. Deportment when so counted shall no longer be counted against him.

In November, 1892, rules were adopted by the board of education governing examinations. These regulations provided that five examinations were to be given during the school year; marks achieved on these examinations were to count one-half in calculating the mark to be given the pupil for the year's work. Honor pupils were to be given "honor certificates." To attain this mark of distinction, a pupil was required to maintain an average of eighty per cent with no mark of less than seventy per cent permitted in any subject; it was further required that each honor pupil should receive not less than ninety per cent in deportment. It is apparent that the school authorities considered the marks achieved on examinations as an index of the success of the school. Four years after these regulations governing examinations were adopted, the board ruled that:⁶⁷ "Where the presence of incompetent or lazy pupils has become, in the judgment of the Superintendent, a hindrance to the classes, the Superintendent be instructed to demote them."

In 1899 rules were passed by the board covering eligibility for graduation from the high school:⁶⁸

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"Minutes of the Board of Education, Norwood, Ohio, November 5, 1892," Vol. 3, p. 39.

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"Minutes of the Board of Education, Norwood, Ohio, October 5, 1896," Vol. 4, p. 74.

⁶⁸
"Minutes of the Board of Education, Norwood, Ohio, February 20, 1899," Vol. 4, p. 362.

1. Any pupil of the "A" grade in high school with a general average of 70% with not less than 50% in any two of these studies shall be entitled to graduate.

2. A final examination in May shall determine the general standing.

3. When a pupil's standing previous to the final shall be less than 70%, he may graduate if his examination shall raise his average to 70%.

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In August, 1899, a resolution was adopted that directed the superintendent immediately to demote any pupil entering high school who in the first term demonstrated his inability to complete successfully the work assigned to him. In 1906 parental protests were brought to the board over the difficult studies to which all pupils of the high school were subjected. In 1908 further protests were lodged concerning the examination system followed in the secondary schools; these protests had little effect. In 1908⁷⁰ graduates of the high school were granted the "Diploma of Letters" and the "Diploma of Mathematics and Science." Prior to 1911 there is little evidence of a desire on the part of the officials of the school to adapt the instructional program to the slow learner or to the non-academic boy or girl.

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A significant change in school policy was noted in 1911. In that year the first noticeable move was taken toward making the schools functional for other than the academically inclined pupil. Classes for

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"Minutes of the Board of Education, Norwood, Ohio, August 21, 1899," Vol. 5, p. 14.

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"Minutes of the Board of Education, Norwood, Ohio, May 26, 1908," Vol. 6, p. 15.

71

"Minutes of the Board of Education, Norwood, Ohio, May 8, 1911," Vol. 7, p. 394.

the retarded pupil were established that year by the board, on the recommendation of the superintendent. Little evidence is available as to the method of instruction or the materials offered to the youth in these classes. Evidence is available, however, that the school authorities recognized the existence of individual differences and realized that some type of educational program should be established for pupils who could not profit by the academic program then stressed in the school.

In 1913 the superintendent directed the attention of the board to a Bill that had just been enacted in the state senate, which raised the compulsory school age from 14 to 16 years. The superintendent estimated that the change would bring an additional 100 pupils into the Norwood schools. It was deemed expedient to discontinue the classes for retarded children and to plan for continuation classes. In recommending the change, the superintendent argued before the board that, for the pupils who would be coming into the school because of the new legal age requirement,⁷² "a schedule will have to be made that is practical rather than scientific in view of the fact that most of these pupils will leave school as soon as the new age limit permits."

Apparently the school authorities were not concerned that the school might permanently offer to this class of youth a program of useful educational experience which might hold these boys and girls in school until they were fitted for a satisfactory social adjustment. There is tacit admission in the superintendent's statement that the school of this era was not for all the children of all the people. In the enforcement of

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"Minutes of the Board of Education, Norwood, Ohio, August 18, 1913," Vol. 8, p. 374.

the law, provisions were made so flexible that little change in enrollment was noted. Consequently the plan for classes for the non-scientific pupil was abandoned, and classes for the retarded child were resumed.

The influence of educational reformers.-- As stated earlier, education in Norwood, as elsewhere, has been influenced throughout its history by national trends and movements. Such changes have been given initial impetus through the influence of noted reformers. Acceptance in theory of the opinions of learned educators and application in practice, in most cases, have been separated by long years of seeming inactivity.⁷³ In 1888 Eliot of Harvard urged shortened and enriched school programs.⁷⁴ Later he wrote of the desirability of speeding up the process of secondary education.⁷⁴ Almost a quarter of a century was to elapse before the weight of his arguments resulted in the junior high school movement and in a redefinition of the purposes of secondary education. In the meantime Hall and Dewey were bringing to the attention of educators scientific facts⁷⁵ concerning child growth and the laws of learning. Dewey⁷⁵ in 1916 pointed out the value of experience in education. Speaking of the purpose of education, he wrote: "It has all the time an immediate end, and so far as activity is educative, it reaches that end - the direct transformation of the quality of experience."

There is little doubt that the influence of these men was felt

⁷³ Frederick Eby and Charles Flinn Arrowood, The Development of Modern Education, p. 282. New York: Prentice-Hall, 1936.

⁷⁴ Charles W. Eliot, Educational Reform, p. 151. New York: Century Company, 1898.

⁷⁵ John Dewey, Democracy and Education, p. 89. New York: Macmillan Company, 1916.

in Norwood, as elsewhere in the nation; at any rate, changes in the curriculum and methods of school discipline were made in the early nineteen-twenties. The high school began to appear as an educational institution for all the boys and girls of the community; an interest manifested itself in the pupil as an individual. Clubs and organizations became a prominent part of the life of the school. Student government came into the school in 1934. The plan adopted provided for a governing board of pupils, elected in democratic fashion, which met each week with the principal and planned for cooperative life in the school. Repression and rules gave way to "experience in education."

Adult Education in Norwood

The first attempt at adult education in Norwood was made in December, 1875. On that date the school principal wrote to the board of education and requested the use of a room in the schoolhouse for "the purpose of opening and holding night school." The board granted the request, with the provision that the principal "assume all responsibility for good order and for the preservation of the school's and the pupils' property." It is not known what subjects were offered in this early evening school or how successfully the school met the needs of the people. That it suffered an early demise is likely; at any rate, it was never referred to in future minutes of the board.

Beginning with the early years of the new century several efforts were made by individuals in the community to extend educational opportunities beyond those afforded in the day school. A class in painting was approved
76
in 1903; it met on Saturday mornings in one of the school buildings, and

was attended only by adults and children who could afford to pay the tuition charged by the instructor.

In February, 1905, an attempt was made to secure the use of some of the gymnasiums, in order that dancing classes might be established in the community.⁷⁷ The board of education refused to extend the use of the buildings for such purposes.

Night school was established in October, 1908.⁷⁸ The demand for such a school grew out of the changing character of the community, which by this time was becoming highly industrialized. The evening school offered instruction in the elementary fields and in algebra, Latin, German, English, and history. Bookkeeping, shorthand, and sewing were offered by request; during the first months of the school's operation a further demand was made for classes in cooking. Later demands were for classes in physical education, which proved extremely popular. The evening school was organized specifically to serve those who had dropped formal education, because it had failed to teach anything practical and useful; yet a survey of the subjects offered demonstrates the fact that the school authorities persisted in the belief that classical knowledge was the real purpose of education. That the pupils at the night school held otherwise is evidenced by the enrollment at the close of the first semester of the night school term. The figures are as found in Table 2.

⁷⁷ "Minutes of the Board of Education, Norwood, Ohio, February 6, 1905," Vol. 6, p. 14.

⁷⁸ "Minutes of the Board of Education, Norwood, Ohio, October 13, 1908," Vol. 7, pp. 48-49.

TABLE 2

CLASSES OFFERED IN NORWOOD EVENING SCHOOL
IN THE FIRST SEMESTER IN 1908 AND THE NUMBER
ENROLLED IN EACH OF THE CLASSES

Subjects Offered	Number pupils enrolled
Elementary Subjects	45
High School Subjects	
Algebra, Latin	
English, History	19
Bookkeeping	37
Shorthand	30
Cooking	40
Sewing	42
German	8
French	1
Physics	1
Mechanical Drawing	2
Total number pupils enrolled	225

How long evening school was continued is not known; no further reference is made to its operation in the minutes of the board of education; except for some attention to the demands for gymnasium classes coming from industry, the school officials apparently gave little attention to the real educational needs of the adults of the community.

On August 6, 1929, the board of education authorized the superintendent to cooperate with the Dalton Adding Machine Company in establishing trade extension courses in their factory; this type of adult education was a part of the program of the State Department of Vocational Education. A few years later the plan was introduced into the Remington-Rand plant in Norwood, and in 1937 into the Globe-Wernicke Company. The schools had little to do with the instructional or supervisory program of these classes, except that the superintendent was authorized to approve the courses offered.

The state and the participating companies jointly paid the cost of the program and provided for the instructors and the supervisor. This movement indicates that industry in Norwood was desirous of providing a type of adult education for their workers which would make them more valuable as employees.

In December, 1937, the board of education authorized the superintendent of schools to organize and develop an evening school in Norwood; such classes were to be offered as ministered to the felt needs of the adults in the community. The first registration was held in February, 1938. The following classes were organized, with the enrollment totaling 230, as shown in Table 3.

TABLE 3

CLASSES ORGANIZED IN THE NORWOOD EVENING
SCHOOL IN 1938 AND THE ENROLLMENTS REPORTED
AT THE OPENING OF THE TERM IN FEBRUARY, 1938

Classes	Enrollment
Typing	77
Office practice	47
Bookkeeping	18
Home economics	14
Design	14
Speech arts	13
Modern problems	15
Physical education	32
Total enrollment	230

The evening school has continued uninterrupted since it was organized. The reports to the board of education each semester have shown decided growth, with increasing interest in the subjects of a vocational character. With the appointment of a director of vocational education by the board in 1939, the growth of the school and the service that it has been able to render have increased materially. The trade extension program

begun in 1929 has been taken over by the public schools. Its services have been extended to other factories in the community. For all the organizations now cooperating in the program, the school authorities draw up the desired courses of study, appoint the instructors, and care for the supervision of the program.

Extension opportunities now are extended to the business men of the community through extension classes in the fields of commerce and distributive trades. Meat cutting classes, shoe merchandising, window trimming, sales psychology, and office machine operation are typical of the type of training programs available to the workers in the business and industrial life of Norwood. In the 1940-41 school year more than one thousand adults participated in the adult education program of the Norwood schools.

Summary

The evidence of this chapter emphasizes the following facts:

1. The citizens of Norwood were decidedly apathetic to the coming of industry into the community in the early years of the twentieth century. Inasmuch as this factor was to have such a profound effect upon the life of the community, it was unfortunate that the older citizens assumed such an attitude of indifference. The effect upon the character of the educational program of the schools soon became apparent.
2. The citizens of Norwood have generously supported their schools. This fact indicates that the leaders of the community quite generally have approved the type of educational program offered to the youth of the community. It is apparent that they

looked upon education and upon the schools as having a major task of imparting to youth certain fundamental learnings and classical knowledge. The community therefore contented itself with the educational program adopted by the Cincinnati public schools. It not only neglected to consider the natural development of its economic and social life, but was blind to its own educational interests.

3. Not only the example of the Cincinnati schools governed the Norwood educational program, but national developments in education also served to influence any changes made.

It seems reasonable to conclude that the community of Norwood would have been far better off had she studied the trends of growth in the community and adapted her educational and social programs to serve the needs of the people. This study will demonstrate ways in which educational leaders may ascertain the character of the community to be served and the qualities of an appropriate educational program.

CHAPTER III
THE NORWOOD COMMUNITY SURVEY

Introduction

A community is made up of many elements. If one is to know with any certainty what public opinion of an educational program is, it is essential to secure as many measures as possible of the varied groups that make up the total population. To know the opinions of youth is of great value in a study that looks toward curriculum improvement; to know the attitudes of business men and industrialists toward public education is highly important. However, these views represent so-called vested interests and, therefore, taken alone, can not be considered conclusive. A survey of public opinion in general is essential to indicate the goals toward which the educational program of the city should be directed. No far reaching modifications in the educational program of the public schools are possible, however desirable such changes may appear to the educator or to vested interests, or however well they may represent the felt needs of the youth¹ of the community, unless the weight of public opinion is favorable. Tyler points out that:

Unless the administrator is continually in touch with the ideas and the arguments regarding education which are reaching his constituency, he will not be sufficiently conscious of the educational issues developing nor will he be effective in presenting the educational situation to the public. This necessity implies some kind of formal or informal public opinion poll within the community and also the collection and careful analysis of propaganda relating to the education reaching the community.

¹
Ralph W. Tyler, "Educational Adjustments Necessitated by Changing Ideological Concepts," Elementary School Journal, 42 (September, 1941), 23.

In planning this study it was considered essential from the beginning to employ some method of surveying public opinion of education in Norwood and of changes that needed to be made in the program. This chapter reports such a survey.

Method of the Community Study

Norwood in 1940 was a city with a population in excess of 34,000 people. Statistics from the United States Bureau of the Census in 1940 revealed that 62 per cent of the total population in the nation were² eighteen years of age or older. By utilizing this percentage, it was estimated that there were 21,086 persons in the Norwood adult group whose opinions were of interest to the present study. The problems attendant upon surveying so large a part of the population were studied, with the result that two normative survey methods seemed feasible - the questionnaire, and an interview technique using a selected sample of the total population. The latter method seemed superior and was adopted.

An eight per cent sample was judged sufficient to furnish an accurate measure of the opinions held by the citizens on educational problems in the community. Gallup³ has pointed out that:

Experience and statistical theory point to the fact that no survey has ever gone wrong because too few persons were selected. Accuracy in an election within three per cent is possible with a random selection of 2,500 cases. To insure this accuracy it is essential that population groups be

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E. E. Irvine, The World Almanac, pp. 590-591. New York: The World Telegram, 1940.

3

American Institute of Public Opinion, The New Science of Public Measurement, pp. 5-6. Princeton: The Institute, (no date).

selected in the proper proportions, that the questions be properly worded in a clear, simple style without bias, and that the survey be properly timed.

In the present study timing was not considered of particular importance, since the problems of education are of such character that they do not change materially from month to month. It was considered important to give careful attention to the questions of the interviews, discussed later in this chapter. In order that all elements in the total population might be present in the sample in the same proportion as they existed in the total population, it appeared feasible to classify the citizens of Norwood according to the occupations they followed and to take an eight per cent sample of each occupational group. The occupation followed affects materially the economic and social background of the home represented. Therefore, a cross-section of occupations should result in a sampling of the various economic and social groups of the city. It is true that other variables in population groups are: age, number of children in the family, religion, and sex. For the purpose of this investigation, however, it is believed that a cross-section of occupational groups provided a sufficiently representative poll of public opinion.

Selection of the Sample

The latest available directory of the city was published in 1938. This edition was used for securing the names, addresses, and occupations of the citizens of Norwood. The first step in the selection of the sample was to go through the directory, marking each name with a symbol to designate the occupational group of the individual. This examination of the directory revealed certain weaknesses for the purposes of the present study. In some cases the name of the wife was omitted from the census; in other instances

it was listed separately from the name of the husband, while in yet other cases this type of entry appeared:

Doe, John A. (Emily, wife of) engineer, Heekin Can Company,
4577 Forest Avenue.

It was necessary to decide whether all names in the directory should be listed or whether those of housewives should be omitted. Since the former procedure would result in some families having a double chance of selection, it was decided to omit the names of housewives, as in the illustration above, except in those cases where they were separately listed and designated as belonging to an occupational group or as being the head of the family. The following sample entry illustrates this procedure for including the housewife.

Doe, Emily (widow of John A.) homemaker, 4577 Forest Avenue.

The names of 17,096 individuals were marked for division into eleven occupational groups. The discrepancy between this number and the estimated adult population (21,086) for a city the size of Norwood was due to the plan of selection mentioned in the preceding paragraph. After the eleven occupational groups were compiled, each was further sub-divided on the basis of sex. To each name a number was then assigned at random. The length of the series of numbers used depended upon the length of the list; for example, a list of 375 names involved numbers from 1 to 375. The number of individuals for each group necessary for an eight per cent sample was next computed. Table 4 shows the total number of persons engaged in each occupation and the size of the sample for each occupational group.

TABLE 4

INDIVIDUALS IN NORWOOD IN 1938 CLASSIFIED
ACCORDING TO THE OCCUPATIONS THEY FOLLOWED,
AND SIZE OF THE 8 PER CENT SAMPLE

Occupation Followed	Number of persons in the occupational group			Number of persons selected in an 8 per cent sample		
	Male	Female	Total	Male	Female	Total
Agriculture	35	0	35	3	0	3
Clerical	1,088	1,136	2,224	87	91	178
College Student	412	300	712	33	24	57
Domestic	503	1,412	1,915	41	112	153
Governmental	178	2	180	15	0	15
Managerial	881	62	943	70	5	75
Miscellaneous	1,304	1,343	2,647	104	108	212
Professional	571	266	837	46	21	67
Sales	1,221	248	1,469	97	20	117
Skilled, Semi-skilled	4,557	409	4,966	365	33	398
Unemployed	0	0	0	0	0	0
Unskilled	983	158	1,141	79	13	92
Total	11,733	5,336	17,069	940	427	1,367

4

Fisher's table of random numbers was used in drawing each sample.

It was realized that, even though care had been taken to avoid such an occurrence, there existed the possibility that the name of more than one individual in a particular family group might be selected through chance. There was also the possibility, since the directory used was two years old at the time of the investigation, that death, removal from the city, or other causes might make it impossible to secure particular interviews. Because of such possibilities, additional names were drawn from each group to provide for any exigencies.

4

R. A. Fisher and F. Yates, Statistical Tables for Biological, Agricultural and Medical Research, p. 18. London: Oliver and Boyd, 1938.

Construction of the Interview Form

Gallup has emphasized that in a sampling study there is need for clarity and absence of bias in the questions used. In making the present survey of public opinion, it was deemed advisable to select a committee of laymen and teachers to advise the writer. Such a committee, consisting of the high school principal, dean of boys, dean of girls, director of vocational education, two classroom teachers, and three laymen, was appointed. Two problems were presented to this group in connection with the community survey; first, that of selecting the areas of interest to be investigated and, second, determining the procedures for securing the information desired. The committee agreed that the survey should determine: the attitudes of the citizens toward the existing program of secondary education; the strong and weak points of this program; the social importance of education in terms of public opinion; and the extent to which citizens are willing to support financially a program of education. While it was realized that the typical lay citizen was not fully informed concerning the specific educational needs of adolescent youth, the citizen was considered sufficiently aware of the basic social changes under way to enable him to form opinions concerning the needed improvements in educational practice.

It was agreed by the committee and the writer that questions should be asked of the citizens to learn their opinions as to: the desirability of extending educational opportunities to youth beyond the present twelfth grade level, offering in the later years of public schools the opportunity for many pupils to participate in a more specialized type, or types, of program, with adequate provision for work experience of some sort; providing better guidance facilities; and providing a junior placement service

for youth at the conclusion of his school experience. The writer and the committee considered these problems important in improvement of a program of secondary education. It was agreed that, if the public proved favorably inclined toward particular proposals, then changes could be initiated; if the public seemed hostile or indifferent, then plans should be inaugurated to educate the citizens as to educational values and needs.

The committee members concluded that, since many citizens of the community did not have children in the public schools, it was well to consider this fact in the interpretation of the data.

The committee agreed with the writer that an interview form of leading questions should be prepared, upon which the interviewer might record the replies of the respondent. It was believed that such a form would tend to limit the interview to the pre-determined areas of interest and would help to provide for a uniformity of approach. This interview form was divided into three parts. Part I was devoted to items of general interest, such as nativity, type of home, citizenship status, marital status, occupation, and whether the home was represented by children in the public schools. Part II dealt with the character of the contemporary school program; it sought to discover the opinions of the citizen concerning the quality of teaching, attitude of the teacher, and success of the school in developing adequate reading habits, health habits, social attitudes, and effective citizenship. Information also was sought concerning how well the school prepared pupils in terms of vocational competence, pursuit of advanced educational work, worthy home membership, character training, and guidance. Part III investigated the attitude of the citizens toward the importance of education, freedom in teaching, adequate financing of the

school program, and changes considered desirable in the Norwood program of education.

After the first draft of the interview form had been completed, it was presented to the advisory committee for criticism. After revision of the interview blank, a few citizens were interviewed by the writer to test the practicability of the procedure and to estimate the time required for a typical interview. These citizens were asked to criticize the survey procedure, as a basis for further revision of the interview technique. The final revision of the form was so arranged that machine tabulation could be utilized in analyzing the data. A copy of the interview form may be found in the appendix, pages 306-309.

Selection and Training of Interviewers

The selection of individuals to conduct the interviews involved a choice between two groups; first, members of the mothers' clubs of the elementary schools of Norwood and, second, teachers on the staff of the public schools of the city. The principal objection to the use of teachers rested in the possibility that the citizens interviewed might withhold their real opinions, if it were known that the questions were being asked by a teacher. The use of lay persons presented two objections. First, there was the difficulty of securing individuals who would be willing to devote sufficient time to the study and who could be adequately trained in a short time to perform satisfactorily the duties required. Second, there was the serious problem of finding lay individuals who held a scientific point of view, who were familiar with the professional aspects of the inquiry, and who would not allow issues to be clouded by their own opinions. It was decided that carefully selected teachers occupied a favored position for

securing the desired information and were equipped to interpret the educational questions for the individual interviewed.

Eighty-five teachers were chosen to participate in the study, selected on the basis of personality, sense of humor, good judgment, tact, freedom from other responsibilities, and interest in the investigation. Three conferences with the interviewers were devoted to discussion of the purpose of the study, the intent of the questions to be asked, and the method of inquiry to be followed. It was realized that, if the interviewers were to do satisfactory work, they must have a clear conception of the objectives of the study and of the procedures to be followed. It was essential that uniformity of interpretation be employed, both as to the purpose underlying each question and the method of approach. Teachers were instructed to assume an attitude of impersonal detachment toward the responses received, but to make certain that the individual interviewed thoroughly understood each question. A number of the teachers expressed a belief that the part of the study concerned with attitudes toward the present school program should be so arranged that the interviewee might personally check his opinions on the form. Consequently, Part II of the survey was so arranged. With this exception, it was agreed that the interview form should not be referred to during the interview.

A program of publicity for the study was carried on through the press and before parent-teacher groups and other civic organizations prior to initiation of the interviews. Five weeks were required to make the calls upon the 1,367 citizens in the sample. Originally sixteen or seventeen names were assigned to each worker. In approximately ten per cent of the cases, it was discovered that the citizen originally selected could not be found

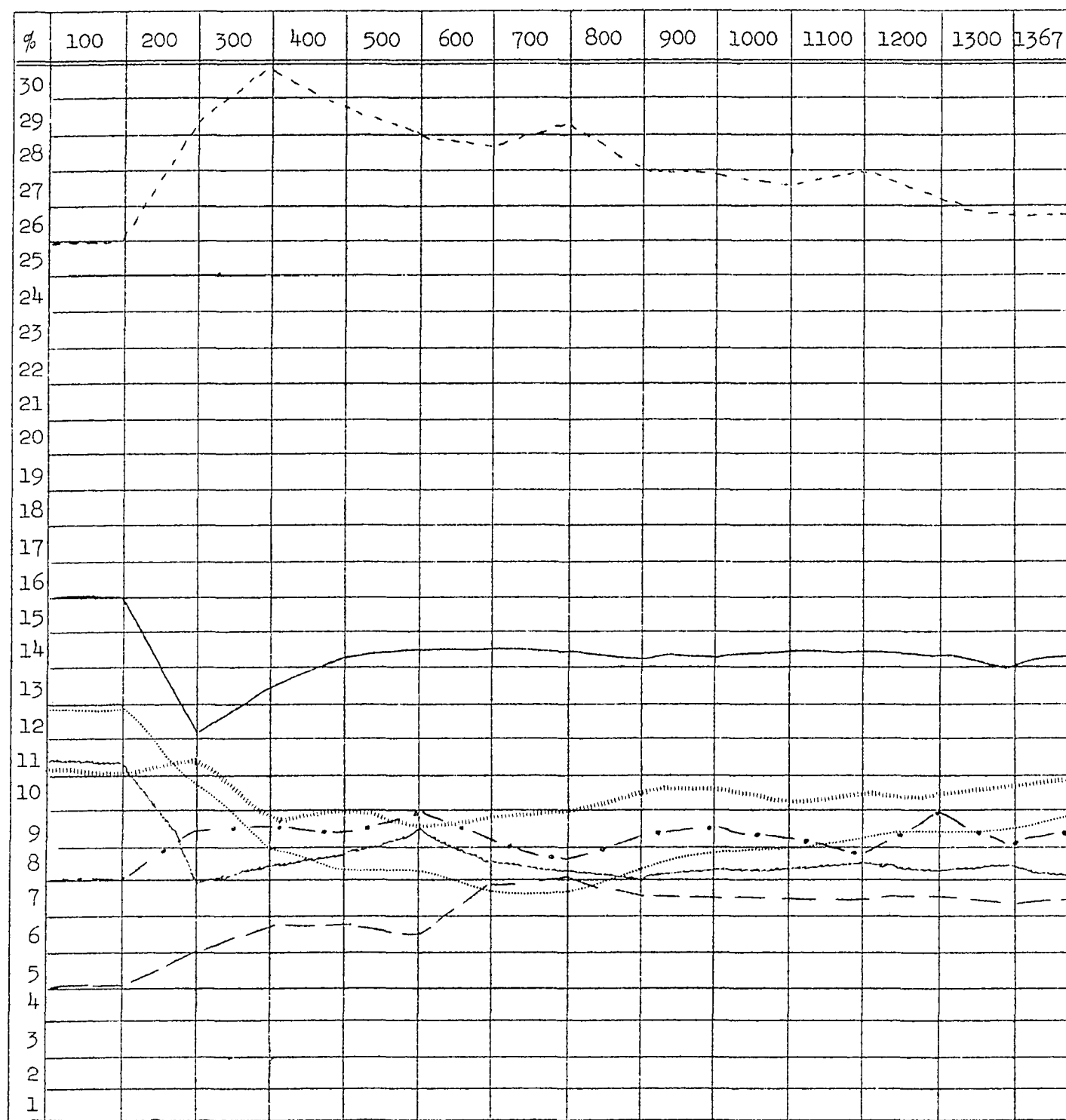
for some reason; in these cases it was necessary to take an additional name from the appropriate occupational list and to ask the interviewer to make the added call.

The teachers participating in the investigation reported considerable interest among the citizens in the study and in the educational program of the schools. Many interviews were reported which lasted more than an hour. The belief was generally expressed by the workers that the study had been carefully conducted, that it measured what it attempted to measure, and reflected the real opinions of the citizens on the questions included.

Analysis of the Sample

A simple check was made to determine whether the sample used was adequate. From the total sample, 100 cards were selected at random and retabulated on the basis of the responses given by the respondent to the questions concerning occupation, nativity, children currently in the public schools, and children formerly in the public schools. Subsequently, other groups of 100 cards were drawn and tabulated in terms of the preceding four items, until the full sample had been re-drawn. The percentage count for each group of 100 cards was then charted. Figure 2 and Table 5 illustrate the results of this retabulation of parts of the original sample.

This technique for determining the adequacy of a sample is reported by the American Research Foundation in a pamphlet prepared for the American Association of Advertising Agencies. Thirty-six research men connected with agencies, publishers, research organizations, and universities collaborated in determining a method for checking the adequacy



Legend: - - - - - skilled ——— professional — — — unskilled
 ——— clerical sales
 domestic — . — managerial

Figure 2.-- Occupational distribution in each group of 100 cards selected at random from the total sample of 1367 cases.

TABLE 5

REPLIES TO SELECTED QUESTIONS COMPUTED FOR SMALL
GROUPS SELECTED AT RANDOM FROM THE TOTAL SAMPLE OF 1,367
AND RETABULATED TO CHECK ADEQUACY OF THE SAMPLE

Question	Percentage of affirmative responses to the selected questions found in each group of 100 reports drawn from the total sample at random													
	100	200	300	400	500	600	700	800	900	1,000	1,100	1,200	1,300	1,367
Do you have children in the public schools?	21.0	22.4	21.4	21.3	20.7	22.0	22.1	21.9	21.2	20.5	23.0	22.0	22.0	20.8
Have you had children in the public schools?	25.0	25.3	24.8	26.7	26.3	25.5	26.2	26.3	27.0	26.4	23.7	25.5	25.9	26.3
Are you from native white stock?	93.0	94.5	95.5	95.7	95.3	93.8	95.2	96.0	95.8	95.5	93.8	95.5	95.3	95.8

5

of a sample. The following excerpt from the report illustrates the technique:

Is the sample ample? Lack of an adequate sample is one of the commonest weaknesses in market research.... In the first place, it must be shown that a true cross section sample has been selected. Then it must be proved that the size of the sample is adequate --

a. By showing that when results are divided into groups such as the first 200 or 300, the second 200 or 300, et cetera, a point has been reached where results are not materially changed by the addition of more instances....

This technique was employed by the Cincinnati Post in checking the sample used in making the Cincinnati Home Inventory study in 1938.

When employing this method for checking the adequacy of the sample, if it is found that with the addition of numbers of reports the position levels off to a steady figure, it may be assumed that the sample is adequate and reflects a true cross section of the total population, since new numbers do not materially change the character of the response on any given item of the test. Figure 2 illustrates the result of the application of this technique to the Norwood sample of 1,367 names re-drawn at random in groups of 100 and retabulated on the basis of occupation followed by the respondent. It can be noted that the first 100 reports contained 26 per cent of workers in the skilled trades; the second 100, 28 per cent; the third 100, 30 per cent; the fourth, 29 per cent; the fifth, 28 per cent;

5
American Association of Advertising Agencies, Committee on Research, "Questions to Ask in Appraising Market and Advertising Research," Bulletin of the American Association of Advertising Agencies, (February 1, 1934), 1 - 5.

6
Cincinnati Home Inventory, p. 21. New York: Scripps Howard Newspapers, 1938.

the sixth, 27.8 per cent; the seventh, 28.2 per cent; the eighth, 27 per cent; the ninth, 26.8 per cent; the tenth, 26.5 per cent; the eleventh, 28.8 per cent; the twelfth, 26 per cent; the thirteenth, 25.8 per cent; and the last, 25.9 per cent. This consistency indicates that the total population probably contains not less than 25 nor more than 30 per cent of skilled workers. Other occupations shown in the figure exhibit a similar degree of consistency. The consistent character of the sample may be noted further through a study of Table 5. Application of the above technique has been made to the sample on "presence of children in school" at some previous time, at the time of the study, and on the nativity of the respondent. The conclusion is that the original sample was an adequate cross section of the population of Norwood.

General Characteristics of the Population of Norwood

Knowledge of the general characteristics of a community is of considerable importance in the interpretation of attitudes toward an educational institution and its problems. Information on the occupations followed by the wage earners of a family is highly indicative of the economic levels represented; the type of home from which the pupil comes has a direct bearing on the socio-civic attitudes displayed in his school relations. Therefore, the first part of this survey undertook to discover the pertinent characteristics of the Norwood citizens.

The data reveal that the population of the city was predominantly white; less than two per cent of the residents were of foreign extraction. The Negro population was extremely small, less than two-tenths of one per cent. Lack of citizenship status was indicated among less than one-half

of one per cent of those who participated in the sampling study. Few broken homes were reported in the city; separation was found in 25 homes, less than .2 per cent. In 14.4 per cent of the homes the father or mother, or both, were reported dead.

The investigation leads to the conclusion that Norwood is fortunate with respect to its homes. Although not a city of pretentious homes, it was found to be singularly free from the slum conditions so often found in many of the suburbs of a metropolitan area. In rating the type of home, interviewers were instructed to judge the home by a criterion of quality rather than pretentiousness. The character of the individuals, the wholesomeness of their attitudes toward home responsibilities, and the controls maintained over the conditions of family life were of more importance to this study than a rating of apparent financial security.

The investigators rated 29 per cent of the homes as above average, 57 per cent as average, 7 per cent as inferior, and 2 per cent as very inferior. No rating was given in 5 per cent of the cases.

The Norwood City Directory for 1938, as previously indicated, was the source of information concerning the occupations followed by the citizens of the community. A tabulation of this information revealed that a wide variety of interests engaged the time of the citizens. Table 6 summarizes this information. At the time of the interview the individual was asked to state the occupation in which he was engaged. A summary of these data is included in Table 6.

TABLE 6

OCCUPATIONS FOLLOWED BY THE CITIZENS OF NORWOOD
 ACCORDING TO THE 1938 CENSUS, THE NUMBER SELECTED
 IN THE 8 PER CENT SAMPLE FROM EACH GROUP, AND THE
 OCCUPATIONS THESE INDIVIDUALS STATED THEY FOLLOW

Occupation	Number in this group according to 1938 census			Proportion included in 8 % sample			% in sample	Number reported in group	% reported
	Male	Female	Total	Male	Female	Total			
Agriculture	35	0	35	3	0	3	.2	6	.4
Clerical	1,088	1,136	2,224	87	91	178	13.0	174	12.7
College student	412	300	712	33	24	57	4.2	32	2.3
Domestic	503	1,412	1,915	41	112	153	11.2	114	8.3
Government	178	2	180	15	0	15	1.1	27	1.9
Managerial	881	62	943	70	5	75	5.5	105	7.6
Miscellaneous	1,304	1,343	2,647	104	108	212	15.5	96	7.0
Professions	571	266	837	46	21	67	4.9	95	6.9
Sales	1,221	248	1,469	97	20	117	8.6	135	9.8
Skilled, semi-skilled	4,557	409	4,966	365	33	398	29.1	438	32.6
Unemployed	0	0	0	0	0	0	.0	60	4.3
Unskilled	983	158	1,141	79	13	92	6.7	85	6.2
Total	11,733	5,336	17,069	940	427	1,367	100.0	1,367	100.0

Some variation exists between the occupational distribution, as based on the directory, and as reported from the interviews, but these differences are small and can readily be explained by a shift in occupations by some individuals in the period from 1938 to 1940. The data reveal that 40 per cent of the wage earners in Norwood are manual workers; the greatest number of these are grouped as skilled, semi-skilled, and unskilled workers. Twenty per cent of the citizens are employed in commercial positions, either in clerical and office tasks or as sales workers. Slightly more than seven per cent of the citizens are employed in positions of managerial responsibility. The professions attract a number almost equally as large. The number in the sample indicates that unemployment in 1940 was 4.3 per cent; the Federal Bureau of the Census for 1940 placed the number of unemployed in the United

States at 14.2 per cent. It is therefore doubtful that the unemployment figures revealed in this study are correct. It is possible that many of those who reported miscellaneous jobs were at least partially unemployed.

Children in the public schools.-- In response to the question, "Do you have children in the Norwood public schools?" 22.1 per cent answered affirmatively; 69.6 stated that they did not and the remainder, 8.3 per cent, failed to reply. The citizens were then asked whether they formerly had children in the school; 38.7 per cent answered yes, 53.2 per cent no, and 8.1 per cent did not reply. Among those who said that they formerly had children in the schools, 112 stated that their children had been out of school for ten years or longer; an equally large number said that their children had left school within the past five years.

The writer was concerned over the seemingly large proportion of persons in the sample who had had no direct contact with the public schools. This concern was not over the fact that citizens sending their children to private schools were being asked to express themselves regarding the public school program, but because of the possibility that the sample might be biased. According to the census figures for 1940, approximately 35 per cent of the population are in the age group most likely to represent individuals with children in school (24-50 years). Approximately 36 per cent are under 18 years of age and 29 per cent are over fifty years of age. By using these percentages, it was estimated that the sample of 1,367 persons should include about 735 in the age group that might have children of school age. The school census for 1940 disclosed the fact that 37 per cent of the children of school age are not enrolled in the public schools of the city, which fact reduced the possible number in the sample to 450. Actually 311 persons reported that they had children in the public schools. When it is remembered

that more than a hundred persons did not respond to the question and that some of the homes in the community do not have children, it becomes apparent that the sample probably comes close to approximating the total population of Norwood with respect to having children in the public schools.

Opinions of the Citizens on the Quality of the Present Program

This section of the study deals with the opinions of the citizens concerning certain phases of the existing program of education. Those interviewed were asked to indicate on a check list their appraisal of such items as the quality of teaching, and the effectiveness of the instructional program in developing satisfactory reading skills, social habits, health habits, and qualities of citizenship; the citizens were also asked to evaluate the success of the school in terms of its efforts to train and guide pupils educationally and vocationally. The check list provided for five levels of excellence; an additional column was for those citizens who did not care to answer the questions or had no opinion to express. Table 7 presents a summary of the responses from 1,367 individuals in Norwood.

More than two-thirds of the citizens expressed satisfaction with the quality of teaching provided in the public schools of the city and with the attitude of friendliness on the part of the teachers. Less than 2 per cent said that they were disappointed; the remainder stated that they did not know or had no opinion. In recent years the teachers in the Norwood schools have been required to visit the homes of the pupils who are in their home rooms for the purpose of interpreting the school and its purposes to the parents. When asked whether this policy was helpful,

TABLE 7

OPINIONS EXPRESSED BY 1,367 CITIZENS OF NORWOOD IN
1940 ON THE QUALITY OF THE CURRENT EDUCATIONAL PROGRAM

Quality on which opinion was sought	Per Cent of Citizens in Sample Who Stated That They:					
	Don't know or no reply	Are very well satisfied	Are well pleased	Feel program average	Are some what dis- appointed	Feel school is poor
1. Quality of teaching	30.8	16.9	38.6	12.9	.7	0.1
2. Teacher personality	29.2	18.1	39.8	11.8	1.1	0.0
3. Home visits as an aid in interpretation	54.5	11.8	23.7	7.6	1.9	0.5
4. Quality of health habits developed	29.8	16.6	36.9	15.2	1.3	0.2
5. Quality of reading habits and interests developed	32.9	15.8	33.1	15.6	2.1	0.5
6. Social habits devel- oped (Consideration or rights of others)	28.8	15.9	34.1	15.6	4.6	1.0
7. Program for social life	37.4	10.5	30.6	17.1	3.6	0.8
8. Citizenship developed. Are youth willing to accept civic respon- sibilities?	29.6	13.9	30.2	19.2	6.7	0.4
9. Are boys and girls from the schools good members of the home society?	No answer: 24.5% Yes 45.9% No: 3.0% Sometimes: 26.6%					
10. Quality of guidance for further educa- tional opportunity	40.4	16.5	25.9	12.5	3.7	1.0
11. Adequacy of school in preparing youth for further schooling	36.1	20.5	30.0	11.7	1.4	0.3
12. Quality of vocational guidance. Is it effective?	37.0	15.0	26.9	14.6	5.0	1.5
13. School's program for preparing youth to get a job and earn a living	33.1	12.7	23.1	20.4	8.3	2.4
14. School's program for development of good character	29.2	17.8	33.2	16.8	2.8	0.2

more than half of those interviewed (54 per cent) stated that they did not know or had no opinion. This large percentage was expected, owing to the fact that almost seven in ten of the sample did not have children in the public schools. More than four in ten (43 per cent) said that they were pleased with the plan. Some measure of dissatisfaction was expressed by 2.5 per cent. Concerning home visitation, the following comments are typical of those made by the individuals interviewed:

I think it is a splendid idea; the teachers come to us in such a fine spirit of helpfulness.

Teachers shouldn't be asked to teach all day and then call on the parents. Why not have the parents come to the school to see them?

It should aid materially in creating an interest on the part of the teacher in the individual pupil.

I am strongly in favor; there should be more of it due to our new residents from the hills of Kentucky.

I imagine it opens the eyes of some of the teachers when they realize the handicaps some of the kids have to overcome.

Seven in ten of the citizens indicated that they were satisfied with the program of the school for developing good health habits among the children. Less than 2 per cent were disappointed or believed the program of the school inadequate in this respect. Concerning the effectiveness of the reading program, it was found that 64.5 per cent were favorable toward the instructional program and that less than 3 per cent were disappointed. Approximately two-thirds of the citizens believed that the efforts of the school in developing good social habits were successful; one in every twenty was of the opinion that the schools should do more. When asked whether the program providing for social life within the schools was adequate, 58.2 per cent answered affirmatively, while 4.4 per cent indicated that they felt more

could be done.

Seven in ten of the citizens of Norwood were satisfied that good citizenship was being developed through the program within the school and that high school youth generally were willing to accept civic responsibility and to cooperate in community work; 7 per cent of the respondents indicated some measure of dissatisfaction. When asked whether boys and girls of school age were good members of their home society, 45.9 per cent answered "yes", 26.6 per cent said "sometimes", three per cent answered negatively, and 24.5 per cent stated that they did not know or had no opinion. The following comments well express the thoughts of the citizens concerning youth and his attitudes toward his social responsibilities:

The schools should teach respect for parents and elders; kids think too much of their own pleasure.

Kids are too selfish and don't appreciate their opportunities. I can't say the schools are to blame for this attitude, though.

Manners should be taught in the school that would improve the manners which children display in public.

The children need more training in manners and in social adjustment.

I am not familiar with the program of the school. Children do run over my lawn and pick my flowers; I don't like that.

Courses in social etiquette should be taught to all the high school boys and girls.

I guess a lot of the things we get disturbed about are just youth lapses which are a part of the pattern of growing up; these kids turn out pretty well after they grow up. We ought to be proud of the Norwood young people.

Surely some of the faults that are noticed are responsibilities of the home as well as of the school.

Our student council and modern problems classes with their trips are helping to make pupils think in terms of the responsibilities of citizenship. The trouble is not enough students come in contact with these things.

The citizens were asked to express their opinion of the guidance program of the school and of its effectiveness in directing the educational choices made by pupils. Approximately 55 per cent stated that they were satisfied with what was being accomplished, 5 per cent were disappointed, and 40 per cent did not know. The opinion concerning the adequacy of the program of the school for vocational guidance of its pupils was similar to that expressed for educational guidance.

When asked whether they thought the schools prepared youth adequately for further schooling, 62 per cent indicated satisfaction with the efforts of the school, while less than 2 per cent considered the school poor in this respect. In considering the adequacy of the school's program for preparing youth for jobs and for the responsibility of earning a living, citizens were less enthusiastic over what was being done. Slightly more than half of the respondents indicated varying degrees of satisfaction, while more than one in every ten said they were disappointed or that the school was poor in this respect. Approximately a third of the responses indicated that the individual did not know or did not care to answer. That doubt existed in the minds of the citizens concerning this function of the school program was indicated by the fact that so many qualified their responses by adding comments, of which the following are typical:

Young people have a pretty terrible time getting jobs and holding them. They don't seem to be able to fit their school work into their jobs. I wish we might have some courses in school which gave the pupils some practice on the things they are going to have to do after they get out on jobs.

A stronger program of guidance is needed; I frankly am disappointed to see that after even these good students get out on jobs they don't click.

Students need more individual guidance; those going into mechanical work ought to have some machine experience before they go out on a job and

ought to have the math courses necessary for the work they are going to do. Algebra doesn't help them much.

The schools need to make more of a study of the individual aptitudes of the students.

We see a great improvement in recent years in the guidance students get at school.

Greater emphasis is needed in helping an individual to adjust to a new situation, particularly a job.

The schools do a good job; experience is still essential.

The trouble with the schools is they don't put enough emphasis on fundamentals.

In the senior year pupils must be made aware of work problems, how to apply for a job, how to assume responsibility. Present school program is not satisfactory.

Finally, citizens were asked to express their opinions concerning the efforts of the school in the development of good character. Three per cent indicated dissatisfaction with the program of the school, 29.2 per cent said they did not know, and 67.8 per cent stated that they were pleased with what was being accomplished. Among the comments offered the following are typical:

I think most of the teachers earnestly strive to teach students for life beyond the school.

Schools cannot be all together responsible for character development. The home should take much of this responsibility.

Schools must not allow the public to throw off the responsibility. The church, the home, and the movies have a share in the responsibility for the development of character.

I cannot readily distinguish between the responsibility which the school has and that which belongs to the home. Parents cannot afford to set no example at home and then expect the school to make up for what they fail to teach; at least that's the way it looks to me.

There are too many frills about education today and not enough of the good old fundamentals. No moral education in the high school; you ought to teach a little religion up there.

Many of the items in the list that the citizens were asked to check were such that a person without children in the public schools would have experienced difficulty in attempting an evaluation. There were some individuals who stated that they were basing their judgment largely on hearsay; others said they were relying largely on what their friends or neighbors had passed on to them. Many flatly stated that they "did not know" and that any attempt at an evaluation would only be guess-work and worthless in the investigation. This explanation probably accounts for the unduly large number of forms returned unmarked and tabulated under the caption of "no opinion."

Since so large a number of the citizens had no direct contact with the work of the school, it appeared desirable to compare the opinions of those who had children in the school with the attitudes expressed by citizens who did not. Table 8 summarizes the responses of these two groups in terms of the question, "Do our schools prepare adequately for further schooling?"

TABLE 8

COMPARISON OF OPINIONS GIVEN IN 1940 BY THE CITIZENS OF NORWOOD HAVING CHILDREN IN THE PUBLIC SCHOOLS AND BY THOSE WHO DO NOT ON THE QUESTION, "DO THE SCHOOLS PREPARE ADEQUATELY FOR FURTHER SCHOOLING?"

Do you have children in the public schools?	Do the schools prepare youth adequately for further schooling					
	Don't know	Very well satisfied	Well satisfied	Average	Disappointed	School poor
Yes	22.3	22.4	41.6	13.4	.3	.0
No	39.3	17.4	29.8	11.7	1.5	.3
No opinion	44.2	15.9	27.5	7.9	3.6	.9

More than three-fourths of the citizens with children in school expressed some degree of satisfaction with the efforts of the school in preparing youth for further education; 58.9 per cent of the citizens without this school contact expressed satisfaction with the work the school was doing in preparing youth for further school experience. Another comparison of these two groups is based on the responses to the question concerning the ability of the school to develop character. Table 9 summarizes this comparison of opinions:

TABLE 9

COMPARISON OF THE OPINIONS OF CITIZENS OF NORWOOD
IN 1940 WHO HAVE CHILDREN IN THE PUBLIC SCHOOLS
AND OF THOSE WHO DO NOT, ON THE BASIS OF THE
QUESTION, "DO SCHOOLS DEVELOP CHARACTER?"

Do you have children in the public schools?	Do the schools contribute to the development of character?					
	Don't know	Very well satisfied	Well satisfied	Average	Disappointed	School poor
Yes	15.5	24.1	43.9	15.1	1.4	0.0
No	32.2	16.5	29.7	18.2	3.2	0.2
No opinion	38.9	14.3	35.4	8.0	2.6	0.8

Eighty-three per cent of those with children in the schools of the city expressed satisfaction with the program for character development; sixty-four per cent of the citizens without children in school voiced similar sentiments. While the majority of the replies from each group are favorable to the work of the school, it is apparent that citizens in a favorable position to know what the schools are doing are more enthusiastic over such educational efforts than are those who rely on indirect sources of information for the evaluation they make.

Attitudes of the Citizens of Norwood
Toward Improvements in the Educational Program

Over-emphasis on education.-- There are some individuals who contend today that education is over-emphasized. These critics voice the opinion that the schools take on too many responsibilities and do not do well any of the things they seek to accomplish. They maintain that the school program is social rather than educative. Abolishment of the so-called frills of education is proposed as necessary to the re-vitalization of learning and the return of the schools to the fundamental purposes for which public education was established. In short, these people believe that schooling, as it exists today, is over-emphasized. It was considered essential to measure the consistency with which this opinion was held in Norwood; consequently, this question was asked, "In your opinion is education over-emphasized today?"

Seven in ten (76.2 per cent) did not believe education was over-emphasize; slightly more than one in ten (13.4 per cent) thought otherwise. The remainder (10.4 per cent) had no opinion. When the answers to this question were compared with the responses given to the inquiry, "Do you have children in the public schools?" no wide differences of opinion were noted between the groups. Among those who had children in the public schools 88 per cent stated that education was not over-emphasized, while 10 per cent said too much emphasis was placed upon schools. Among citizens without children in the public schools 75 per cent replied that there was not too much emphasis upon schooling, while 15 per cent were of the opposite opinion.

Many interesting comments were given by the citizens concerning the importance of education in the life of the child; the following statements

typify the diversity of opinion on the question of over-emphasis in education as it is known today:

Reading, writing and arithmetic are essential subjects which definitely are not over-emphasized; we need to stress these things more.

Some features of education are over-emphasized at the expense of the essentials. I don't think education is over-emphasized although I do think some of the types of work undertaken are stressed far beyond their value.

We need more trade training.

I would qualify my answer to that question; too much education is bally-hoo.

Education can't be over-emphasized. The many things the schools do today are all important in the life of a child. Some of the things may serve the needs of some students better than others but they are all important.

We need a de-emphasis of college preparatory work.

Schools try to help all types of pupils; more power to them.

Vocational work needs emphasis. A fine beginning has been made in Norwood.

Improvement of education in Norwood.-- Eighty per cent of the citizens were of the opinion that education as currently offered in Norwood was improved over the program of a few years previous; six per cent said that it had not improved; fourteen per cent had no opinion or did not answer. Citizens with children in school were more inclined to the belief that the program had improved in recent years than were those without direct contact with the program offered in the school. Nine of every ten citizens (89 per cent) with children in the schools said that the program had improved; eight in ten (79 per cent) without children in the schools were of a similar opinion. From the total sample 6 per cent replied that no improvement could

be noted in the school's program; more than half of these individuals added comments in which they criticized the present program for its failure adequately to instruct children in the use of the fundamental skills.

High school education as preparation for college.-- More than two-thirds (68.5 per cent) of the Norwood citizens who were interviewed held the opinion that the high school prepared pupils for other destinations than college. Only 9.5 per cent believed that the high school was essentially a college preparatory institution; 18.1 per cent stated that they did not know, while 3.9 per cent did not reply to the question. It appears that at least one in five citizens is uninformed as to the purposes of the program of education in Norwood, while another ten per cent labor under the impression that the school is largely a college preparatory institution. It becomes obvious that a need exists for a more adequate and uniform program of interpretation concerning the purposes of education. Of the comments given by the individuals interviewed, the following are typical:

No! It helps others, too, particularly those interested in mechanical work.

The co-op courses which have been recently introduced will be of great value to those not going to college.

Our schools prepare for business as well as for college.

There is considerable opportunity in the high school if one looks for it.

It prepares for many things; guidance is the thing that is needed.

Industry feels that the high school does little to prepare pupils to meet its demands; they say there isn't enough training in spelling, arithmetic, and some of the simple things.

In 1940 the Research Division of the National Education Association

conducted a nationwide poll of public opinion to investigate the attitudes held generally on public education.⁷ The responses were similar to the data of the Norwood study with respect to the importance of education, its quality, and its purpose.

Work or education.-- Citizens were asked whether they believed that some pupils attending high school might be better off at work. Fifty-four per cent were of the opinion that a number of boys and girls attending school would be better off at work; thirty-two per cent took an opposite view; eleven per cent stated that they did not know; and three per cent did not reply. The following comments are typical of those expressed by the individuals interviewed:

Some parents need the children's help. If the pupil doesn't learn well, it would be better for all if he would go to work and earn some money.

Too many young people are encouraged to continue in school who are beyond their capacity to learn; they had best quit and go to work.

Teachers should guide them; only those who can profit should be encouraged to stay in school.

If the child is disinterested and can get a job, he would be better off at work.

Bad boys and girls ought not to be allowed to stay in school and hurt the good ones. Our son was hurt by associates.

Some school work should be provided for them; they might work and come to school part time.

The comments received indicate that many of the citizens of

7

National Education Association, Research Division, "What People Think About Youth and Education", Research Bulletin of the National Education Association, 18 (November, 1940), 189-218.

Norwood are in agreement with the function of education, as defined by the
⁸
 Committee on the Orientation of Secondary Education in 1937.

To retain each student until the law of diminishing returns begins to operate, or until he is ready for more independent study in a higher institution; and when it is manifest that he cannot or will not materially profit from further study of what can be offered, to eliminate him promptly, as wisely as possible directing him into some other school or into work for which he seems most fit.

Citizens who stated that children should not leave school to go to work made such comments as:

It becomes a question of guiding students into proper courses.

With the school program improving to give more opportunity to boys and girls, I'd say let them stay in school and find some school work suited to their needs.

It seems to me that some of them would be definitely better off in trade school.

They need all the education they can get; I've learned that.

It's a dangerous proposition to put youngsters out at 16.

When the replies to this question on school versus work were compared with the answers to the question, "Have you children in the public schools?" only a slight difference was discovered between the opinion of the two groups. Of those who had children in the schools, 52 per cent said that some pupils would be better off at work, while 38 per cent were opposed to this idea; among those without pupils in the schools, 56 per cent were favorable to work over school and 30 per cent preferred school.

When answers to this question were compared with the type of home represented, some widely divergent opinions were found. The economic

8

Thomas H. Briggs and Others, Functions of Secondary Education, p. 243. Chicago: Department of Secondary School Principals, National Education Association, January, 1937.

level of the respondent and the social life in the home, as reflected in the character of the home, bear considerable relationship to the opinions formed concerning the values of education. This fact is substantiated by comparing the answers to the question, "Would quite a few boys and girls in our high school be better off at work?" with the responses to the query, "What occupation do you follow?" Those individuals engaged in occupational groups in which better salaries are paid answered "yes" to the first question less often and said "no" more frequently than citizens in occupations with a lower scale of wages.

Table 10 presents a summary of the opinions of citizens concerning the dropping of school for work, as compared with answers to inquiries concerning type of home, occupation, and possession of children enrolled in the public schools.

The opinions of citizens with respect to emphasis on present day education, the importance of education, the quality of the educational program, and the desired character of the type of program offered are significant to a school administrative staff in planning for the future. It is obvious that many Norwood citizens believe education to be an impractical experience; these individuals have based their belief on the lack of preparation that school leavers exhibit in undertaking jobs. Other citizens are convinced that pupils, after spending many years in school, are without a command of the fundamental principles of education. Possession of such information by the school staff should result in more careful planning of courses and in a wiser selection of the methods and materials of instruction.

TABLE 10

OPINIONS EXPRESSED BY THE CITIZENS OF NORWOOD IN
1940 ON THE QUESTION, "WOULD QUITE A FEW BOYS AND
GIRLS IN HIGH SCHOOL BE BETTER OFF AT WORK?" AND THE
RESPONSES OF THESE INDIVIDUALS TO OTHER INQUIRIES

Related questions	Per cent of responses given by citizens to the question, "Would quite a few boys and girls in high school be better off at work?"		
	Yes	No	No reply or no opinion
Do you have children in public school?			
Yes	52.0	38.0	10.0
No	56.0	30.0	14.0
Type home			
Above average	54.5	40.4	5.1
Average	54.9	39.8	5.3
Below average	54.8	27.9	17.3
Very inferior	70.6	0.0	29.4
Occupation			
Agriculture	83.0	0.0	17.0
Clerical	48.0	41.0	11.0
Domestic	56.0	34.0	10.0
Government	41.0	52.0	17.0
Managerial	52.0	43.0	5.0
Professions	50.0	41.0	9.0
Sales	54.0	34.0	12.0
Semi-skilled	56.0	28.0	16.0
Skilled	59.0	31.0	10.0
Unskilled	62.0	24.0	14.0
Others	46.0	29.0	25.0

The discussion of debatable issues.-- Among the citizens are differences of opinion on such matters as labor unions, government policy, war, and internationalism. One of the debatable issues in American education is that of freedom in the classroom. What do the people of Norwood think concerning the right of the teacher to present debatable issues to the boys and girls? The citizens were asked whether they believed that young people in church, social, or other youth groups should discuss these vital issues among themselves. Two of every three (65.3 per cent) replied that youth should be conversant with the major issues of our society; 22.9 per cent were opposed to such discussion; and the remainder, 11.8 per cent, did not reply. This question was followed by two related questions: "Should teachers discuss such issues with the pupils in the classroom?" "Where these topics have been discussed, have most teachers given only their own opinions or do you feel that they have been reasonably fair to both sides?" More than half (58.5 per cent) were in favor of classroom discussions; 28.8 per cent were opposed, and 12.7 per cent stated that they did not know. Approximately two in five believed that teachers were usually fair in presenting controversial issues; one in five stated that teachers indoctrinated pupils; and two in five did not know.

Inasmuch as freedom in the classroom, or the freedom of pupils to learn, is such a fundamental issue in present day education, the attitude of the people of Norwood is indeed significant. The evidence is clear that the majority of the citizens are awake to the importance of an informed citizenry. Similar attitudes were reported among people in the nation as a whole in the study by Gallup.

⁹
George Gallup, op. cit., p. 197.

The money spent for public education.-- The real attitude of a community toward its educational program is reflected in its willingness financially to support the program. The citizens of Norwood were asked to state whether they believed too much money was being spent for education, whether the amount was about right, or not enough. Approximately fifteen per cent (14.8) said it was "not enough"; eight per cent (8.3) stated that "too much" was spent; sixty per cent (60.5) were of the opinion that the cost of education in Norwood was about what it should be; and sixteen per cent (16.4) stated that they did not know or had no opinion.

Three in four of the individuals taking part in the study were satisfied with the financial cost of education in Norwood. Why were some individuals of a different opinion? In order to throw some light upon this question, the responses made to the inquiry on costs were compared with the answers to certain other questions. There were 112 individuals who believed "too much" money was being spent. Did these persons have children in the public schools? What occupational groups did they represent? How did they respond to the question, "Is education over-emphasized?" Re-tabulations were made of the opinions expressed by those who said that the costs of education were too high. Seventeen per cent of this group also believed that education was over-emphasized. The comparison showed that among those with children in school nine of every ten were in accord with the existing scale of expenditures for education; seven in ten of those without children in the schools were of like opinion. Only 2.4 per cent of those with children in school stated that the costs were too great, while 10.2 per cent, more than four times as many individuals, without children in the schools replied that too much money was being spent. In terms of the occupations

followed, the citizens engaged in lines of work that require a broader educational background were more often inclined to approve the expenditures made for education than were persons engaged in tasks where the need for an education seems not so important. Table 11 presents a summary of the comparisons between the attitudes of the citizens concerning the cost of education and the replies to questions on the importance of education, the occupations followed, and possession of children in the public schools.

TABLE 11

ATTITUDES OF NORWOOD CITIZENS IN 1940 ON THE COSTS
OF EDUCATION AND THE IMPORTANCE OF SCHOOLING, AND THE
RESPONSES TO THE INQUIRIES, "DO YOU HAVE CHILDREN IN THE
PUBLIC SCHOOLS?" AND "WHAT OCCUPATION DO YOU FOLLOW?"

Response to the question:	Per cent of citizens who consider the amount spent as:			
	Too much	Not enough	About right	No opinion
Is education over-emphasized?				
Yes	17.4	11.9	54.9	15.8
No	6.3	16.7	61.8	15.2
Don't know	10.3	2.9	39.8	47.0
No opinion	18.7	0.0	50.0	31.3
No answer	2.4	4.9	19.5	73.2
Do you have children in the public schools?				
Yes	2.4	19.5	69.4	8.7
No	10.2	12.9	56.6	20.3
No answer	6.1	15.9	43.4	34.6
What is your occupation?				
Agriculture	16.6	0.0	66.7	16.7
Clerical	5.7	13.9	56.9	23.5
Domestic	12.3	11.4	57.9	18.4
Government	7.4	11.1	70.4	11.1
Manager	7.6	23.8	52.4	16.2
Others	7.9	8.5	49.8	33.8
Professions	3.1	23.1	64.2	10.6
Sales	7.4	17.1	60.0	15.5
Semi-skilled	7.5	17.3	61.3	13.9
Skilled	8.4	14.6	62.5	14.5
Unskilled	15.5	10.6	52.7	21.2

The following comments are typical of the attitudes of the citizens toward the question of how much money should be spent for education in Norwood:

Money is well spent; I would say that we do not spend enough when one considers all the things that should be done to educate people.

I think the amount spent is about right; the schools are being compelled to spend for a lot of things that should be done by parents but someone has to take care of these things.

Sufficient money should be spent to fit children for the life they will follow. I guess that is being done pretty well in Norwood. I'm satisfied.

We always vote for the levies for the schools; about right.

It is one of the best things we spend our tax money for; I'd say not enough unless the superintendent thinks that all is being done that should be done.

I think that not too much is being spent but I question that it is always spent wisely.

It's all right; if they spend it on schools I'm for it but if it goes on playgrounds and athletic fields I'd say no. It should all go for schools.

Extension of the school program.-- At the time of the investigation the extension of the program of public secondary education upward to include a terminal junior college plan was being advocated by many of those familiar with the problems of youth. Was there a need for such a program in Norwood? Would such a plan have the support of the taxpayers? In order to explore these possibilities, the citizens were asked, "Should the school's program be lengthened by a year or two for the non-college student in order to give him specialized training in a field in which he might find his life work?" Almost three-fifths of the respondents (57.9 per cent) were favorable to the suggestion; slightly more than one-fourth (26.3 per cent) of the people were opposed to an extension of the school

program; the remainder (15.8 per cent) held no opinion or did not care to venture an opinion. While it is obvious that the majority of the citizens were favorable to a plan of education to provide greater opportunity for the youth who for one reason or another could not go to college, the sizeable minority opposed rendered it important to discover the factors against the plan of extension. Consequently the answers relating to the plan of extension were compared with the responses to these pertinent questions: "Do you have children in the public schools?" "How do you feel about the amount of tax money being spent for schools here?" and "What is your occupation?" Table 12 gives the sources of support for and of opposition to a plan of terminal education.

It is apparent that citizens with children in the public schools are more inclined to favor the extended school program than are those without children in the schools. However, even for the latter group, the majority are favorable to the proposal; included in this group are many who send their children to private schools and pay for the privilege; even such citizens are mindful of the values of an extended program of useful education. Parents realize more fully than do others the tremendous adjustments that youth face upon completion of their school experiences. These parents realize that but one in four pupils will have the opportunity that accompanies a college education, while for the other three pupils graduation from high school is the terminus of formal education. More than seven of every ten of these parents express themselves in favor of an additional year or two of specialized educational opportunity.

TABLE 12

OPINIONS EXPRESSED BY 1,367 CITIZENS OF NORWOOD IN 1940
ON THE QUESTION OF EXTENDING THE SCHOOL'S PROGRAM, AND
RESPONSES TO QUESTIONS CONCERNING CONTACTS WITH THE SCHOOL,
OCCUPATIONS FOLLOWED, AND WILLINGNESS TO PAY FOR EDUCATION

Response to the question:	Response of the citizens of Norwood to the desirability of extending the school program upward:		
	Yes	No	No opinion
Do you have children in the public schools?			
Yes	66.7	25.1	8.2
No	56.3	28.1	15.6
No answer	36.9	23.0	40.1
What is your occupation?			
Agriculture	50.0	33.3	16.7
Clerical	58.6	29.9	11.5
Domestic	58.8	21.9	19.3
Government	62.9	29.6	7.5
Manager	59.4	31.1	9.5
Others	46.3	21.3	32.4
Professions	58.5	34.1	7.4
Sales	61.5	22.9	15.6
Semi-skilled	58.8	23.6	18.3
Skilled	62.2	27.3	10.5
Unskilled	54.1	24.7	21.2
How do you feel about the amount of money spent here?			
Too much	48.2	35.7	16.1
Not enough	80.5	16.5	3.0
About right	58.4	29.2	12.4
No opinion	43.3	21.3	35.4

When the sample was divided into occupational groups and the opinions of each group studied in relation to the responses to the proposal for broadening educational opportunity in Norwood, no great differences of opinion were noted. A slightly higher negative response to the plan was expressed by citizens engaged in the professions, in managerial responsibili-

ties, and in agriculture; however, in these occupations the percentage in favor of the plan was as high as found in other occupational groups.

When comparisons were made between the opinions of those who believed too much money was being spent on education in Norwood and between their attitudes toward extending the school program upward, nearly half (48.2 per cent) of those who objected to the amount of money being spent for education were favorable to extending educational opportunity. It appears that other reasons than paying taxes are responsible for the unwillingness of many of these individuals to support education. One person stated that "education costs too much for the good it accomplishes." It is possible that some who find the cost of education too high are registering disapproval of the program of education rather than of the cost of the program.

Many varied comments from the citizens concerned extension of the school program for the non-college-going student:

I don't know enough about modern education to be able to answer; youth should have a good education that will fit them for life; I guess I would have to say I have no opinion.

Yes; especially if the training were along business lines.

No; there are trade schools children can attend if they want to go into that type of field.

This would not solve the problem; there would still be too many college men who would get the preference. I would not be in favor.

The idea is fine but it should not be compulsory. There may be some who wouldn't want to go the extra year or two.

Financing the extra program.-- Citizens were requested to indicate the method they favored for financing the extended program; specifically, they were asked whether they favored that the entire cost of the program be borne by the students through payment of tuition, or that the public bear the cost

through increased taxation, or a combination of the two plans with the students paying a modest tuition. Opinion was equally divided on this question; of those interviewed, 27.5 per cent were in favor of the students paying full tuition; more than a third (34.5 per cent) stated that the expense should be paid by public taxation; and 32.4 per cent were of the opinion that the pupils and the public should share jointly in the cost of the larger program. The remainder (5.6 per cent) stated that they did not know.

The question of "who should pay for the extended program" was considered in relationship to opinion on the question, "How do you feel about the amount of tax money being spent for schools?" and to the occupations followed. Those citizens engaged in employment in which the rates of pay are comparatively low are more favorably inclined to the proposition of having the public bear the entire cost of the program than are persons in positions where the rate of pay is higher. Table 13 summarizes this evidence.

TABLE 13

OPINIONS OF THE CITIZENS OF NORWOOD WHO FAVORED
AN EXTENDED SCHOOL PROGRAM, ON THE METHOD OF FINANCING
SUCH A PROGRAM, COMPARED WITH THE OCCUPATIONS FOLLOWED

Replies concerning occupations	Per cent favoring extended program who feel the cost should be met through:			
	Student's pay- ing tuition	Cost paid by public	Combination of plans	No opinion
Agriculture	100.0	0.0	0.0	0.0
Clerical	34.3	29.4	34.3	2.0
Domestic	26.8	32.8	30.0	10.4
Government	29.4	47.1	23.5	0.0
Manager	25.4	33.3	38.1	3.2
Others	27.6	28.7	36.8	6.9
Professions	36.4	25.5	34.5	3.6
Sales	30.1	33.7	31.4	4.8
Semi-skilled	14.8	44.5	33.3	7.4
Skilled	25.3	37.9	21.3	5.5
Unskilled	11.8	43.6	33.8	10.8

The evidence indicates that the opinion a person voiced concerning the method of financing a junior college program in Norwood was influenced considerably by his ability or inability to pay. A number of the comments support this view:

I'm in favor of charging tuition and giving scholarships to those who can't afford to go otherwise.

A reasonable tuition charge should be made; youth will appreciate the opportunity more if they share in paying for it.

Scholarships for those who are worthy and can't pay; charge the rest.

I favor charging tuition if the student can afford it; otherwise it should be free.

Financial considerations are influential in shaping the opinions of individuals toward financing an extended program of education. Table 14 provides a comparison of the responses citizens made to the question of paying and of the opinions they expressed on the amount of money being spent for schools in Norwood.

TABLE 14

OPINIONS OF THE CITIZENS OF NORWOOD IN 1940 ON THE
AMOUNT OF MONEY BEING SPENT FOR EDUCATION AND THE METHOD
FAVORED FOR FINANCING A PROGRAM OF EXTENDED SCHOOLING

Based on opinions that the amount spent is:	Per cent of citizens interviewed who are in favor of:			
	Student paying	Public paying	Both paying	Don't know
Too much	33.3	29.6	35.2	1.9
Not enough	19.9	43.5	31.6	5.0
About right	29.3	33.8	31.9	5.0
No opinion	28.6	26.7	33.9	10.8

One in three who believed that too much money was spent for education in Norwood was of the opinion that an extended program should be entirely paid for through the collection of tuition. On the other hand, citizens who said that the schools were not spending enough money were strong

advocates of a publicly supported program, in whole or in part; more than two in five said that the public should stand all the expense, while another three in ten believed that the public should pay at least part of the tuition expense.

The teaching of sex education.-- In recent years many educational leaders have advocated a program of education that would include instruction in the problems of family relationships, sex education, marital and home responsibilities, earning a living, and the problems related to living a complete life. It was considered desirable to investigate the attitudes and opinions of the citizens of Norwood toward inclusion of such instruction in the curriculum of the Norwood schools, to learn how the adults of the community felt toward acceptance by the school of a larger responsibility for preparing young people for adult living. Five questions planned to secure this information touched upon sex instruction in the schools, general education in the first years of the current high school program, guidance and placement of the high school pupil in the vocational area, similar services for the youth recently out of school, and the planning of the pupil's program to the end that work experience might be made a part of his school duties.

The first question inquired of the citizens, "Should sex education, at the proper age, be offered in the public schools?" Fifty per cent (50.8) believed that it was the school's responsibility to provide sex instruction for high school boys and girls; thirty-nine per cent (39.1) were opposed to such instruction in the public schools; and ten per cent (10.1) had no opinion. Church affiliations appeared to influence the decision of many people on this question. Virtually all of the interviewers

reported that objection was raised to such instruction by citizens who stated that they were Catholic and firmly believed that such problems could be approached much better from the religious point of view. Other citizens maintained that such delicate matters should be considered a family responsibility. Table 15 summarizes the opinions of the citizens on the question of sex instruction in the schools, compared with their responses to the question, "Do you have children in the public schools?"

TABLE 15

OPINIONS OF 1,367 CITIZENS OF NORWOOD
IN 1940 ON THE QUESTION OF SEX EDUCATION IN
THE SCHOOLS AND PRESENCE OF CHILDREN IN SCHOOL

Question, "Do you have children in the public school?"	Per cent of citizens of Norwood who stated that they:		
	Favored sex instruction in the school	Opposed sex instruction in the school	Held no opinion
Yes	59.8	30.5	9.7
No	48.9	42.9	8.2
No answer	44.3	28.3	27.4

Citizens with children in the schools were much more favorable toward school responsibility for sex education. The implication is clear, however, that schools in planning their programs should give careful consideration to the programs of church groups and other organizations; the schools should not attempt to duplicate work that is being successfully handled by some other agency, even though such instruction may be educative in character.

Typical comments concerning sex instruction are:

Don't parents feel any responsibility anymore? Sex instruction is a subject that should be taken up in the home; I say "no" emphatically.

My answer would have to be no; this question is definitely related

to religion and should be handled by the church. They are in a position to best instruct children in things of this kind.

I would not be in favor of separate courses in sex education; it is my understanding that such things are approached through the biology and physiology classes which it appears is a sensible way to teach these things.

I definitely believe that if sex instruction is to be properly taught, the schools will have to do it. Parents are not adequately prepared.

General education in the high school.-- The citizens of Norwood were asked to express an opinion on the feasibility of making some rather drastic changes in the offerings of the high school, changes that might reorganize the materials and methods of instruction considerably and give added emphasis to certain fundamental principles of education. The advisory committee for this study had expressed the belief that "general education" was an expression that could be misunderstood, unless care was taken to provide for uniform interpretation. Consequently, it was considered more feasible to secure the reaction of the citizens to the intent of general education, rather than to attempt to define general education and to explain all that it might embrace. The question, as formulated and given to the interviewers, read as follows:

General education is being advocated for the first years of high school for all boys and girls. If this program were to be undertaken provision would be made for making sure that students received adequate social experience, reading skills, fundamental mathematics skills, home training, English skills, and knowledge of essential laws of health and safety. On this background of general education the work of the later years of the high school would be planned for each student according to his aptitudes and ambitions. Do you feel that this type of a program for the first years of high school is desirable?

Three-fourths (75.4 per cent) of the citizens of Norwood were in favor of such a program for the early years of the high school for all boys and girls; only one person in twenty (5.1 per cent) was opposed to the idea; approximately one person in five (19.5 per cent) stated that he did not know.

Table 16 summarizes the opinions of the citizens, as compared with their answers to the question concerning presence of children in the public schools of the city.

TABLE 16

OPINIONS OF THE CITIZENS OF NORWOOD IN 1940 ON THE
DESIRABILITY OF GENERAL EDUCATION, AND THEIR ANSWERS TO
THE QUESTION, "DO YOU HAVE CHILDREN IN THE PUBLIC SCHOOLS?"

Question, "Do you have children in the public schools?"	Norwood citizens who stated that they:		
	Favored general education	Opposed general education	Had no opinion
Yes	79.9	4.5	15.8
No	75.2	5.1	19.7
No answer	67.3	6.1	26.6

Typical comments of the citizens are:

There should be some plan for individual training based on the aptitude of the individual.

This is good common sense; we could stand more of that in education.

I would say yes to this type of program even though it adds a year to the present four year course.

This type of training could well be given even before students get in high school; I say yes to this proposition.

I think that children in high school are too young to know what they want.

I would prefer to see two years of general education such as you have described it; by that time children might have some idea of what they want.

Regardless of how little or how much the community may know of "general education," the evidence is clear that the people of Norwood are strongly in favor of changes in the secondary program, so as to give to boys and girls a better foundation for advanced secondary school work.

Vocational guidance and placement.-- During the past decade the

guidance movement has gained considerable momentum. Most schools in the United States have attempted some type of educational and vocational guidance. In too many schools these efforts have been ineffectual, because they have lacked the personal equation. More recently some educational authorities have proposed that guidance should be undertaken along more personal and more practical lines. Aptitude tests have proved valuable in placement of boys and girls in courses for which they show themselves equipped. It has been maintained, however, that the responsibility of the school does not cease with the guidance of a pupil into types of school work for which he shows aptitude and with the training of the individual in these courses; in addition, the new responsibility of the school is to aid in the initial job placement of youth and to follow him in his adjustment to his new life.

In order to ascertain how generally the citizens of Norwood subscribed to assumption by the public schools of this type of responsibility, the citizens selected for the community study were asked, "Should the schools assume the responsibility for advising and helping youth into vocational work at the close of their training period?" More than three-fourths of the citizens interviewed (78.4 per cent) were in favor of this added responsibility for the schools; fewer than one in ten (9.4 per cent) were opposed. The remainder (12.2 per cent) stated that they did not know or had no opinion concerning the issue. When the responses from the individuals in the study were compared with the replies to the question, "Do you have children in the public schools?" the citizens with children in the schools were more in favor of guidance and placement services in the school than were persons without children in school. Table 17 presents a summary of these opinions.

TABLE 17

OPINIONS OF NORWOOD CITIZENS IN 1940 ON THE
DESIRABILITY OF PLACEMENT AND GUIDANCE SERVICES
IN THE SCHOOLS, AND THEIR REPLIES TO THE QUESTION,
"DO YOU HAVE CHILDREN IN THE PUBLIC SCHOOLS?"

Question, "Do you have children in public school?"	Percentage of citizens in Norwood who stated that they:		
	Favored program of guidance- placement	Opposed program of guidance- placement	Held no opinion or did not know
Yes	86.4	8.8	4.8
No	72.4	15.0	12.6
No reply or no opinion	66.4	5.3	28.3

Responsibility for post-school guidance.-- How far should the schools go in extending aid to youth in vocational adjustment and in placement? Do the schools continue to have a responsibility to youth after he has left the school? Opinion on this question was sought in this form, "Should the schools assume responsibility for guiding and advising students in their social and vocational adjustments after they have left the high school?" Approximately one-half of the citizens (49.3 per cent) were of the opinion that the schools should help the young people who were out of school, if they needed assistance; slightly more than one in three (33.9 per cent) disagreed; the remainder (16.8 per cent) had no opinion or stated that they did not know. One individual who favored extension of this aid to young people stated that: "The schools are public institutions; their work has no age limits; they should continue to help students and former students as long as they need assistance." Another individual who was opposed to assumption by the school of this additional responsibility commented: "Guidance for the individual who has been out of school for some time can be done much more effectively through a business men's council."

In the main, the community looks to the schools for the vocational adjustment of its young people or at least is willing, once they have completed their formal education, to have the schools assume this important responsibility. The implication is clear that the obligation of the school to its young people does not end at the doors of the school. Therefore, the contribution of the school must be evaluated in terms of what it does for a pupil vocationally and socially, as well as intellectually; according to this philosophy, adjustment for life takes on a new significance.

Work experience for youth.-- The past decade has witnessed a narrowing of opportunity for vocational exploration and experimentation in the nation's economy and in the homes of the boys and girls; such curtailment of these opportunities has increased the necessity for finding other means of work experience for the youth of the nation. The citizens were asked whether the schools of Norwood should furnish a type of educational program for its high school boys and girls that makes provision for work experience. Four in five (79.4 per cent) were in favor of such a plan; fewer than one in ten (8.4 per cent) were opposed to the idea; the remainder did not know or had no opinion. Among the small number opposed, the principal objection to the plan was the fear that in certain cases someone might be deprived of a position who needed the work in order to maintain a family. The comment of one person typifies the attitude of those who opposed work experience for high school youth: "It is fine for the young people but I fear it will be very hard on those who are out of work and looking for a job."

Among those who favored the plan, the following comments are representative:

Kids grow up when they work; I'm all for it.

In the past the schools have placed altogether too much emphasis on the white collar job; the result has been that many young people today are actually insulted if you ask them to take a job which may dirty their hands.

It seems to me that a work program would be a great thing in the thirteenth and fourteenth year; these boys would be old enough to know what it's all about and a program which combined school work and actual experience ought to be fine.

I've always felt it was a mistake to do away with apprenticeship training; this proposition looks pretty good to me.

While the public in Norwood seemed convinced generally that young people belong in high school, the evidence indicates that they appreciated the need for a program of education to train for useful work.

The part of the school in a program of recreation.--- Possibly none will contradict the statement that all wholesome recreation is educative. Young people and other individuals who find time on their hands are faced with a number of alternatives. If they have the desire, the energy, and the imagination, they may be able to devise ways and means of providing for themselves suitable leisure time activities. If they have the money, they may be able to provide for themselves commercial pleasures that will satisfy their recreational needs; or through a process of drifting along in search of something wholesome they may find associations that lead to unwholesome activities. With increased leisure time on their hands, the problem of providing recreation for youth cannot be left to chance. What part should the Norwood schools take in the formulation of a community program of recreation? National, state, and local groups have emphasized the need for schools to educate their pupils in the fruitful use of leisure time and have encouraged the development of recreational interests that may carry over into adult life. It is advocated that the schools extend their influence to reach out-of-school youth in the community who have completed

their school experiences.

The citizens were asked: "Should the school assume the responsibility for a community recreational program, utilizing the present physical education staff for planning and for supervising such a program and making its facilities available for wholesome social recreation?" More than one-half (51.7 per cent) of the citizens believed that the schools should proceed to develop such a program; slightly more than three in ten (32.2 per cent) were opposed to the plan, while the remainder (16.1 per cent) stated that they did not know or had no opinion. Those who favored the proposal were asked whether the program should be provided for the summer months alone or should be planned on a year-round scale. Somewhat less than half (43.9 per cent) favored a year-round program; three in ten (30.4 per cent) answered that a program for the summer months would be adequate; and the remainder (25.7 per cent) did not know.

The American Youth Commission has indicated the extreme need for a leisure-time program. The extent to which America has become dependent upon ready-made commercial pleasures is indicated in the following statement:

It is easier to go to the movies than to help organize a little theatre, easier to watch a ball game than to play in one, easier to listen to the radio than to take part in a community sing, easier to sit at home than to help a neighbor. But the continued choice of what is easier will in the end lead to a life of futility, not of satisfaction.

The evidence is clear that the organization of a community program of recreation, carried forward under the auspices of the school, would have general support. That it would serve a useful purpose is undeniable. The

conditions of city life are such that wholesome recreational opportunities are unlikely to develop without organized planning.

Suggestions and criticisms of the educational program.-- At the conclusion of the interview the citizen was asked whether he cared to make any criticism of the school program that had not already been covered or whether he had suggestions to make for improvement of the schools. More than one in ten (13.2 per cent) of the 1,367 individuals interviewed offered comments in addition to the suggestions noted throughout this chapter. One comment in four (25.6 per cent) was devoted to criticism of the teaching program, as failing to train boys and girls adequately in the fundamentals, with arithmetic, spelling, and penmanship emphasized as needing more attention. One in five (21.6 per cent) offered suggestions that expressed a desire to see more attention given to training for vocational competence. One in eight (12 per cent) urged that the schools assume renewed interest in character training and in the social behavior of youth.

When these comments were compared with the occupations followed by the respondents, it was found that citizens engaged in commercial pursuits were most inclined to suggest that the schools give more training in the fundamental skills. Persons engaged in skilled and semi-skilled work most frequently commented on the need for vocational training in the schools. It was interesting to note that the criticism directed against the school's failure to develop character and appropriate social attitudes came most often from those citizens without children in the public schools.

Summary

This survey of the citizens of Norwood was made in the spring of 1940. The names and addresses of 17,069 individuals taken from the 1938

directory of the city were classified into 13 occupational groups. An eight per cent sample of each group was selected by chance, utilizing Fisher's Table of Random Numbers. An advisory committee served with the writer in determining desirable fields of interest for investigation. This committee consisted of business men, laymen, teachers, and high school administrative officials. A form was prepared by the committee, listing the areas of interest upon which interviews were to be based. It was concluded that such a form would serve as a guide to the interviewer and would supply him with an instrument on which the opinions of the interviewee could be summarized. Eighty-five teachers were selected and trained to conduct the interviews.

The evidence revealed in the study indicates that the citizens had a generally favorable attitude toward public education. They believed that education was not over-emphasized and were convinced that the school program in Norwood had improved in recent years. They subscribed to the belief that education was not intended solely for the boys and girls who were going to college, but should minister to the needs of the majority of youth who cared to profit by taking advantage of the opportunities offered. Direct contradiction to this expressed belief was evidenced by the fact that more than half of the citizens of Norwood believed that "there are quite a few boys and girls in our high school who would be better off at work." Analysis of the comments made by these citizens strongly indicates a need for a more adequate program of guidance and for greater emphasis on training for work. The home environment of the respondent, and the economic security provided by this environment and by the occupation followed, apparently have considerable influence on the opinions concerning the values of school attendance. The poorer the type of home, the more apt the citizen was to subscribe

to the belief that children would be better off at work than in school.

The Norwood public supported freedom in teaching and in learning. Although opinion was divided concerning the fairness with which teachers presented controversial issues, the majority believed that freedom in discussing such issues was essential to education in a democracy.

Three of every four citizens were satisfied with the program of spending for education in Norwood. Less than one in ten stated that too much was being spent. Inasmuch as the Norwood public in recent years has not accorded school finance issues at the polls anywhere near 75 per cent support, it is questionable whether these particular data reveal the true opinions of the citizens on school costs. It is possible, however, that circumstances arising at the time of balloting militate against a registration of actual opinion by many individuals. The willingness of the community to support an adequate program of education was evidenced in the expressed attitude toward extension of education upward into a thirteenth and a fourteenth year. Six in ten stated that they were in favor of the extended program for non-college-going youth; only one person in four was opposed to the plan. Approximately one-fourth of those favoring the junior college plan advocated its operation on a tuition basis; more than one-third favored a public junior college with all costs paid by taxation; and approximately the same number said that the pupils attending such a school should pay something, with the costs partially met through increased taxation.

The latter part of the interview was devoted to a discussion of services that the school might render to its pupils. A majority of the citizens expressed themselves favorably toward additions to the school program, whereby instruction might be offered in fields of personal relation-

ships to promote adequate social living. This attitude was appraised by the question, "Should sex education be offered, at the proper age, to pupils in the public schools?" The citizens were overwhelmingly in favor of a program of general education that would provide training in the early years of high school in social experiences, fundamental skills in reading and mathematics, and knowledge of the fundamental laws of health and safety. After this foundation of general training, the citizens favored a program for the later years of high school devoted to more highly specialized training, adjusted to the pupil's ambitions and abilities. Only five per cent of the persons interviewed were opposed to such a plan. The citizens were in favor of work experience as a part of the educational program for all youth. Four of five persons stated that work was a desirable element in the total educational experience of youth.

The citizens believed that the schools should assume responsibility for guiding pupils and for helping them into positions at the close of their formal education. More than three-fourths said that guidance and placement services should be provided; more than half of the citizens believed that these services should be extended to youth beyond school age.

Finally, the citizens of Norwood were asked whether the public schools should assume responsibility for a program of community recreation. More than half of the responses approved development of such a program, while approximately one-third were opposed. Among those who favored a school-sponsored program of recreation, more than two persons in five advocated a year-round program.

CHAPTER IV
THE SURVEY OF BUSINESS AND INDUSTRY

Introduction

¹
Bell has emphasized the fact that an educational program to be effective must adjust itself to the realities of the community it serves; he points out that occupational programs can effectively serve their communities only when they are built upon the solid foundations of fact. A study that has for its purpose the reorganization of the secondary school program must be in possession of the facts concerning employment opportunities, the educational training required in such employment, and the extent of a program of re-training that should be provided.

Then, too, it is essential in providing for the better adjustment of youth to know the occupational trends operating in a community. These trends undergo constant change. Many forces operate constantly to bring about change; technological changes bring shifts in the occupational patterns, and inventions bring drastic alterations in industrial processes and constantly give rise to entirely new ones. These are but two of the factors that cause dislocations of the labor forces, which often throw large groups of workers out of employment and necessitate their transfer to new fields of endeavor. It is obvious that a single survey of business and industry is only temporary in assisting the schools to reorganize their programs. Continuous study of the employment fields is necessary if a

¹
Howard M. Bell, Matching Youth and Jobs, p. 91. Prepared for the American Youth Commission. Washington: American Council on Education, 1940.

school is actually to serve the needs of its community.

Many of the changes in occupational trends that take place in a community are operating in all communities in the nation. It appears at first hand that a study of these nation-wide shifts would be sufficient in interpreting local needs. The forces and trends that operate nationally in changing the occupational patterns, and the kind and volume of the demand for labor, present realities which any study must take into account. National statistics are valuable in the solution of local problems, but should only complement the data received from a local investigation. High school youth usually finds his first job in the community that has educated him and of which he is a part. This makes it necessary to know local trends and conditions. A local study is necessary, moreover, in revealing the types of business and industries operating in a community, the type of men and women employed, the amounts of education and training required in the various concerns, and the turnover that occurs in the various fields.

It is essential that the schools know the opinions held by employers of labor concerning such matters as the effectiveness of the educational program in preparing young people for work and the factors that need emphasis in a reorganized program. One of the most important values in the study of a local labor market is the light such an investigation throws upon the planning of what the school should offer its pupils to fit them for making a living in the community. In the field of vocational education, the courses offered can be justified only in terms of the requirements of community and national trends in employment.

This point of view is sustained by authorities in the field of

2

youth planning. Bell maintains that:

Regardless of the manner in which estimates are obtained, information on occupational replacement rates has great value in the planning of local training programs. Until such information is obtained and utilized, it is difficult to imagine how the boy or girl who spends three or four years in a vocational school can have any assurance that he will derive any real benefit from his training....

3

Norton suggests that: "The vocational training program ought, therefore, to be developed on the basis of continuous surveys of local need."

4

Finally, Bell points out:

A community which "knows itself" is a community which can plan to meet existing conditions and future exigencies with a minimum of friction, dislocation, and waste. In the process of getting acquainted with itself occupationally, the first logical step for a community to take is to identify itself with the local labor market of which it is a part.

This chapter is devoted to a discussion of the occupational survey of Norwood (Ohio).

Purpose of the Survey

The industrial and business survey of Norwood, in which local concerns participated, was conducted to secure basic information about the various occupational groups in the city, for the purpose of assisting in the development of an adequate program of vocational education to meet the following needs:

1. The pre-employment education of youth
2. The post-employment education of those in the wage-earning occupations.

2
Howard M. Bell, op. cit., p. 51.

3
Thomas L. Norton, Education for Work, p. 137. Report of Regents' Inquiry. New York: McGraw-Hill Book Company, 1938.

4
Howard M. Bell, op. cit., p. 114.

More specifically the investigation undertook:

1. To discover the different types of work or jobs
2. To determine the character of the work; whether it is considered as technical, clerical, skilled, semi-skilled, or unskilled
3. To secure from the employers their opinions as to the quantity of such labor available, whether there is a surplus, a scarcity, or an adequate supply of workers
4. To determine the number of full and part-time employees in the firms
5. To determine at what age the employees will accept boys and girls for employment other than for part-time work
6. To determine the approximate number of men and women employed in the concerns of Norwood
7. To determine the turnover or absorption capacity of these concerns each year
8. To determine the educational requirements for the various occupations
9. To determine the extent to which experience is a requirement incident to employment
10. To determine the approximate wages received for the various types of work in the business and manufacturing concerns
11. To obtain the opinions of the business man and the industrialist as to whether the individuals who have attended Norwood High School are equipped to meet the demands of the positions they hold or in what areas they may lack ability
12. To discover whether the business or industry provides training programs through which the employees have an opportunity to

improve themselves for the work in which they are engaged

13. To discover the extent of interest that exists in having the schools establish training programs for the workers in the various concerns of Norwood either through plant training or adult education opportunities.

Plan of the Investigation

The present investigation was begun in the fall of 1939. It was clearly realized by the writer that this phase of the study required the service and counsel of a person trained in vocational education. Therefore, E. L. Heusch, supervisor for the Division of Trades and Industries of the State Board for Vocational Education, was approached with respect to assistance in the survey. Agreement was reached, through which John Doughman was sent to Norwood to aid in planning the study and in carrying it forward to a conclusion.

The first task was the formulation of the objectives of the study. As a result of conferences between the state representative, the high school principal, and the writer, the foregoing list of objectives was settled upon. The second step was that of determining the method of the investigation. It was decided that the study should employ a questionnaire, to be supplemented by conferences with the employers of labor. Subsequently a questionnaire form was prepared, on which the data might be assembled covering such items as the characteristics of the employee, the type of performance required, supply of labor available, minimum educational and training requirements, earnings, and other significant facts. A copy of the form developed may be found in the appendix, page 311. The third task was to place the questionnaires in the hands of the employers of labor in Norwood. In accomplishing this end, each

employer was called upon, the purpose of the survey was thoroughly explained, and the cooperation of the business man was solicited. This part of the work was entirely carried forward by Doughman.

After agreement to assist in the survey had been received, the questionnaire was explained to the employer, and sufficient copies were left to serve the needs of the establishment. This procedure was necessary, because of the time involved in collecting the data requested. Later a second call was made upon the employer, at which time the questionnaires were collected and an interview held covering the following points:

1. Do you feel the schools have equipped youth to meet the requirements of the positions they hold?
2. To what extent, or in what areas, do you judge the boys and girls, who leave school to seek employment, to lack ability?
3. Do you have any suggestions for improving the educational program at the local high school?
4. Do your employees have any opportunity to improve themselves for the work in which they are engaged?
5. Are you in favor of an employee training program for your workers?

These interviews, conducted by Doughman, were later supplemented by the writer, who met with small groups of industrialists and business men and interrogated them more generally upon improvements in the program of public secondary education.

The summarization of the data received from 445 business concerns and forty industries in Norwood was done under the supervision of Doughman. The final task was one of interpretation, and was shared jointly by Doughman and the writer.

It is apparent that this study has combined the merits of the interview and the questionnaire techniques of the normative-survey method

of research. It may be said that the plan of the study was not so much to secure a census type of occupational statistics, as it was to investigate the nature of employment, numbers of employees, training requirements, and other data mentioned in the objectives already enumerated above. The classification used may be called functional. Such a classification of occupations has been widely used, as developed by Charters at Ohio State University.

⁵ Charters has described this approach to classification as being opposite in intent and method to the census classification. The latter is logical and structural; the former is functional in intent. The census classification begins with a universal over-view and embraces every occupation. The functional classification is not complete or comprehensive, but for the purposes intended it adequately performs its function.

In approaching this investigation, it appeared that the labor market in Norwood could be divided quite logically into five groups. The largest division, from the standpoint of number of employees, was the manufacturing and mechanical interests. This group consisted of machine tool and foundry workers, those engaged in woodworking, employees in printing trades, those in the chemical industry or in paint manufacture, and workers in a group of industries which, because of the nature of the product or the process involved in its manufacture, could not be classified under any of the foregoing captions. The group ranking second in the number of employees was the service occupations, the third was the distributive trades, the fourth was clerical workers, and the last embraced the workers in food service. Plans for the study were made to survey the workers in these fields. This decision

⁵ W. W. Charters, "Classifying Occupations for Instructional Purposes," Occupations, 12 (June, 1934), 75-78.

meant that home service was omitted from consideration. Employers of this type of labor usually hire unskilled labor, trained or untrained. While this field undoubtedly represents a sizeable market, it was felt that its investigation was not essential to the purposes of this study.

There were a number of factors that entered into the study of business and industry which it was necessary to consider in the interpretation of the data. Some of these factors were anticipated, and others came about largely as a result of carelessness on the part of the employer in furnishing detailed data as requested, while yet others are inherent in a functional study of occupations.

Probably the factor of greatest significance is that the survey does not cover completely the employment area of the residents of the community. Norwood is a suburb entirely surrounded by the city of Cincinnati. Many of the workers are employed beyond the limits of the city, while many of those who find gainful employment in Norwood do not live within the corporate limits of this municipality. Bell⁶ has defined a local labor market as "an area within which workers in at least the more common types of labor can move from job to job without necessarily changing their residences." If one is to accept this definition, then clearly this investigation should have included many of the industries and business concerns outside the city proper. Such a survey would have entailed tremendous cost and effort far beyond the scope of the present study.

A second limitation arises from the failure of the respondent to give complete information on all points in the survey and properly to break down the different types of occupations into specific jobs. An example will

6

Howard M. Bell, op. cit., p. 92.

make this limitation clear; many employers listed all office workers as "clerical", rather than to explain how many of these were stenographers, bookkeepers, or comptometer operators. This limitation was also found in the machine trades, where men were listed as machinists without any indication given of the type of machine they operated. Such a procedure made it impossible to determine the exact number of persons employed at various jobs; a clerical worker may be a typist or she may be a dictaphone operator. Inasmuch as all employers failed to list employees engaged in positions of administrative or supervisory responsibility, it can be assumed that this limitation is due to a misunderstanding. While such omission does not materially affect the implications of the study, it is necessary to keep it in mind in interpreting the data.

The third limitation arises from the fact that no attempt was made to include those businesses solely operated by members of the family. This omission, together with that of home service, is found in a functional study of occupations when it would not appear in a census classification.

Even though these limitations are present, the survey supplies sufficient data to aid in the development of a more adequate program of secondary education for the youth of Norwood. It reveals to school administrators and supervisors those occupations for which vocational education should be provided and furnishes abundant evidence of the shortcomings of the present program of education, as viewed by the industrialists and business men of the city.

General Characteristics of the Labor Market of Norwood

The procedure followed in recording the data covering the labor market of Norwood has been to present, first, a general overview of the

qualities incident to employment and the opinions held by employers relative to the needed points of emphasis in a program of education. and second, a summary statement of each of the major occupational groups. This chapter ends with a statement of the recommendations for a program of vocational education in the Norwood public schools.

Business and industrial firms in Norwood.-- According to the Biennial Census of Business for 1937, released by the Department of Commerce⁷ in 1939, there were 414 business firms located in the corporate limits of Norwood. The census of manufacturers for the same year reported sixty-three⁸ industries in the city.

TABLE 13

NUMBER AND TYPE OF RETAIL STORES REPORTED FOR
NORWOOD IN 1937 BY FEDERAL CENSUS AND THE NUMBER
AND TYPE PARTICIPATING IN THE STUDY IN 1939-40

Type of business	Number reported for Norwood in census of 1937	Number participating in study in 1939
Apparel shops	24	10
Automotive	45	34
Drug stores	23	22
Filling stations	26	41
Food stores	156	88
Furniture	16	--
General merchandise	8	8
General stores	2	2
Lumber, hardware	16	17
Restaurant, cafes	68	90
Others	30	133
Total	414	445

⁷ Department of Commerce, Biennial Census of Business, 1937, Vol. III, p. 210. Washington: U. S. Government Printing Office, 1939.

⁸ Department of Commerce, Biennial Census of Manufacturers, 1937, Ohio, p. 6. Washington: U. S. Government Printing Office, 1939.

The investigation included forty of the largest industries in the city. Table 18 shows the number of business houses in Norwood and the number included in the study. Discrepancies are noted between the numbers of food stores, apparel shops, and furniture stores listed in the Federal census for Norwood and those included in the survey. This is primarily due to the fact that small stores and shops operated by members of the family unit without outside help were not considered in the Norwood survey. There are no large furniture stores in Norwood. There are a number of small second-hand shops which carry a small line of new merchandise, but these are family-operated units. The number of other stores listed in this study is four times as large as reported in the Federal census. The census figures do not include many of the service occupations, which are covered in this survey. Neither did the Federal Census include clerical occupations, some types of building supplies, jewelry stores, dairies, and real estate firms, which this survey has considered within its scope.

Table 19 lists the industries and business concerns included in the Norwood study. It will be noted that the basic fields of labor are listed, but not the many occupations or jobs into which each field might be subdivided. Included in Table 19 are the number of these occupations and the number of full-time and part-time workers who find employment in each field. As previously noted, none of the employers of labor included in the statistics for his concern those workers employed in administrative or supervisory positions. Consequently the figures are in error to this extent.

Nearly ten thousand workers, full and part-time, were employed in the 485 business and industries of Norwood; 9,264 workers were employed on a full-time basis and 555 worked part-time. Seventy-three per cent (73.2 per cent)

TABLE 19

NUMBER OF OCCUPATIONS INCLUDED IN THE JOB ANALYSIS
BY 445 BUSINESS CONCERNS AND 40 INDUSTRIES IN
NORWOOD IN 1939, AND THE NUMBER OF WORKERS EMPLOYED

Industry or Business	Number of Occupations	Workers		Per cent Full-time
		Full-time	Part-time	
INDUSTRY	274	6,919	265	73.2
Machine Tool	56	1,933		
Miscellaneous	66	2,911		
Paints, Chemical	11	344		
Printing	67	928		
Woodworking	74	803	265	
SERVICE OCCUPATIONS	33	826	23	8.7
Banks	5	57	3	
Barber	1	63	4	
Beautician	1	60	5	
Building Trades	7	190		
Dry Cleaners	1	20	3	
Filling Stations	2	116	5	
Garages	7	170		
Plumbers	4	25		
Shoe Repair	1	17	3	
Transfer Companies	3	98		
Welding	1	10		
DISTRIBUTIVE	35	761	154	9.4
Bakeries	2	32	38	
Building Supply	8	241	15	
Dairy	7	71	4	
Drugs	2	69		
Dry Goods, Apparel	4	47	8	
General Stores	2	27	76	
Groceries, Delicatessens	6	231	38	
Hardware, Paint	1	24	8	
Jewelers	2	11	5	
Real Estate	1	8	0	
RESTAURANTS, CAFES	8	249	55	3.1
CLERICAL	8	519	58	5.6
Accountants	2	45	3	
Clerks	1	231	23	
Miscellaneous	1	5	1	
Office Machine	1	35	4	
Stenography	1	138	12	
Telephone Operator	1	7	2	
Typists	1	58	13	
TOTAL	358	9,264	555	

of the total number found work in the city's major industries. Another 5.6 per cent were employed in the clerical field. Some of these were hired by industry. It is apparent that industry plays an overwhelming part in the occupational life of the citizens of Norwood. Attention is directed, however, to the fact that many of these workers do not live in Norwood and that many Norwood people find employment outside the city. It is obvious, however, that Norwood is characteristically an industrial city. It was found that 73.2 per cent of the workers were engaged in industry, in the distributive occupations 9.4 per cent, in the service occupations 8.7 per cent, in food service 3.1 per cent, and 5.6 per cent worked in clerical occupations.

Age of employment.-- Employers of labor were asked to designate the minimum and maximum ages at which applicants were acceptable for employment. Eighteen years was generally given as the minimum age. Apparently the employers are unwilling to hire workers who are compelled by state law to have age and schooling certificates in order to work. There were a few exceptions where older people only were considered for initial employment; these were for positions that required technical skill or in which the nature of employment demanded older workers. Employers generally hesitated to name a maximum age. Many did not list any age at all, and many placed the age at sixty years. Exceptions to this reply were found in the printing, paint, and chemical industries, where maximum ages ranged from 35 to 55 years.

The majority of jobs in industry were held by men. In the printing trades, however, almost half of the workers were girls and women. Among

the miscellaneous industries approximately 30 per cent of the workers were female; the shoe industry employs the majority of these workers. In the service occupations only 11 per cent of the positions were held by women; 16 per cent of the distributive trade workers and 38 per cent of those employed in food service were women. In the clerical fields, however, there were more female than male workers; 62 per cent of the positions of a clerical nature were held by girls and women.

Turnover in labor.-- Information was sought from the employers relative to the amount of turnover experienced among their employees. Industry reported a turnover of slightly less than 15 per cent; the service occupations stated there was annually at least a 12 per cent change in their employees. In the distributive occupations and in food service many of the employers failed to state any definite turnover, indicating that it varied from time to time. The clerical field showed a turnover of more than 18 per cent. Wages paid to the workers apparently have considerable influence upon the employment factor of turnover.

Supply of labor in the various occupations.-- Of considerable significance to the purpose of this study was the inquiry into the type of performance required on the various jobs enumerated by the employers of labor and the data relative to the supply of the several kinds of labor available. Table 20 provides a composite picture of the situation.

TABLE 20

TYPE OF PERFORMANCE REQUIRED AND
THE ADEQUACY OF THE SUPPLY OF LABOR FOUND
IN 358 OCCUPATIONS IN NORWOOD IN 1939

Type of Occupation	Type of skill required, number of each occupation, and extent of supply														
	Clerical			Technical			Skilled			Semi-skilled			Unskilled		
	Su	A	Sc	Su	A	Sc	Su	A	Sc	Su	A	Sc	Su	A	Sc
Industry															
Machine Tool	2	0	0	2	0	1	1	19	14	3	4	1	3	6	0
Miscellaneous	0	0	0	0	0	0	1	22	6	7	9	0	19	2	0
Paint, Chemical	0	0	0	0	3	0	0	4	0	0	1	0	1	2	0
Printing	0	0	0	0	0	0	1	35	7	1	11	1	1	8	2
Woodwork	0	0	0	0	2	0	0	30	8	0	22	2	1	9	0
Total Industry	2	0	0	2	5	1	3	110	35	11	47	4	25	27	2
Clerical	0	0	0	0	0	0	1	7	0	0	0	0	0	0	0
Distributive	1	1	1	0	1	0	0	6	5	3	12	1	2	2	0
Food Service	0	1	0	0	0	0	0	2	2	0	0	0	1	2	0
Service	0	6	0	0	0	0	5	12	2	0	2	0	1	5	0
Total - 358	3	8	1	2	6	1	9	137	44	14	61	5	29	36	2

Symbols used in table: Su-Surplus of Supply; A-Adequate Supply; Sc-Scarcity.

The data make it apparent that there is a scarcity of certain types of skilled labor in industry. Shortages of supply also appear in the distributive trades where skilled workers are needed. These figures designate the number of occupations and the adequacy of supply in these occupations, but do not reveal the quantity or type of workers needed. For this information, the reader is directed to the appendix, page 312. A more complete discussion of these factors will be given in the summary statement on the occupational groups at the close of this chapter.

Educational qualifications for employment in Norwood.-- Table 21 shows the educational qualifications that the employers of labor in Norwood required of their employees in 1940. For some of the occupations the employers specified more than one level of attainment; for example, chemists

were marked as needing a high school or college education, as well as special training, in order to qualify for employment; because of this fact, the total percentages for many of the occupational groups for all levels of educational requirements and training total more than one hundred per cent.

TABLE 21

EDUCATIONAL SPECIFICATIONS INCIDENT TO EMPLOYMENT
WHICH EMPLOYEES FOR LABOR IN 358 OCCUPATIONS
IN NORWOOD LISTED IN 1939

Occupational group	Number and per cent occupations		Per cent of occupations in which the minimum requirement is:					
	No.	%	Not important	Elem. Educ.	H. S. Educ.	Special training	College training	Apprentice training
Machine Tool Manufacturing	56	15.6	5.3	55.4	42.9	46.4	1.8	32.1
Miscellaneous	66	18.6	37.9	43.9	21.2	3.0	0.0	0.0
Paint, Chemical	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Printing	11	3.1	9.1	0.0	8.2	63.6	27.3	0.0
Woodworking	67	18.8	1.5	6.0	62.7	56.7	0.0	14.9
	74	20.6	1.3	78.6	6.7	9.4	1.3	47.3
Total-Industry	274	76.7	11.3	47.4	34.3	28.2	1.7	23.0
Clerical	8	2.3	7.7	0.0	75.0	25.0	0.0	0.0
Distributive	35	9.4	22.9	0.0	42.8	34.3	0.0	0.0
Food Service	8	2.3	100.0	0.0	0.0	0.0	0.0	0.0
Service	33	9.3	28.5	3.6	60.7	28.6	0.0	0.0
Total	358	100.0	15.6	36.6	36.6	28.2	1.4	17.6

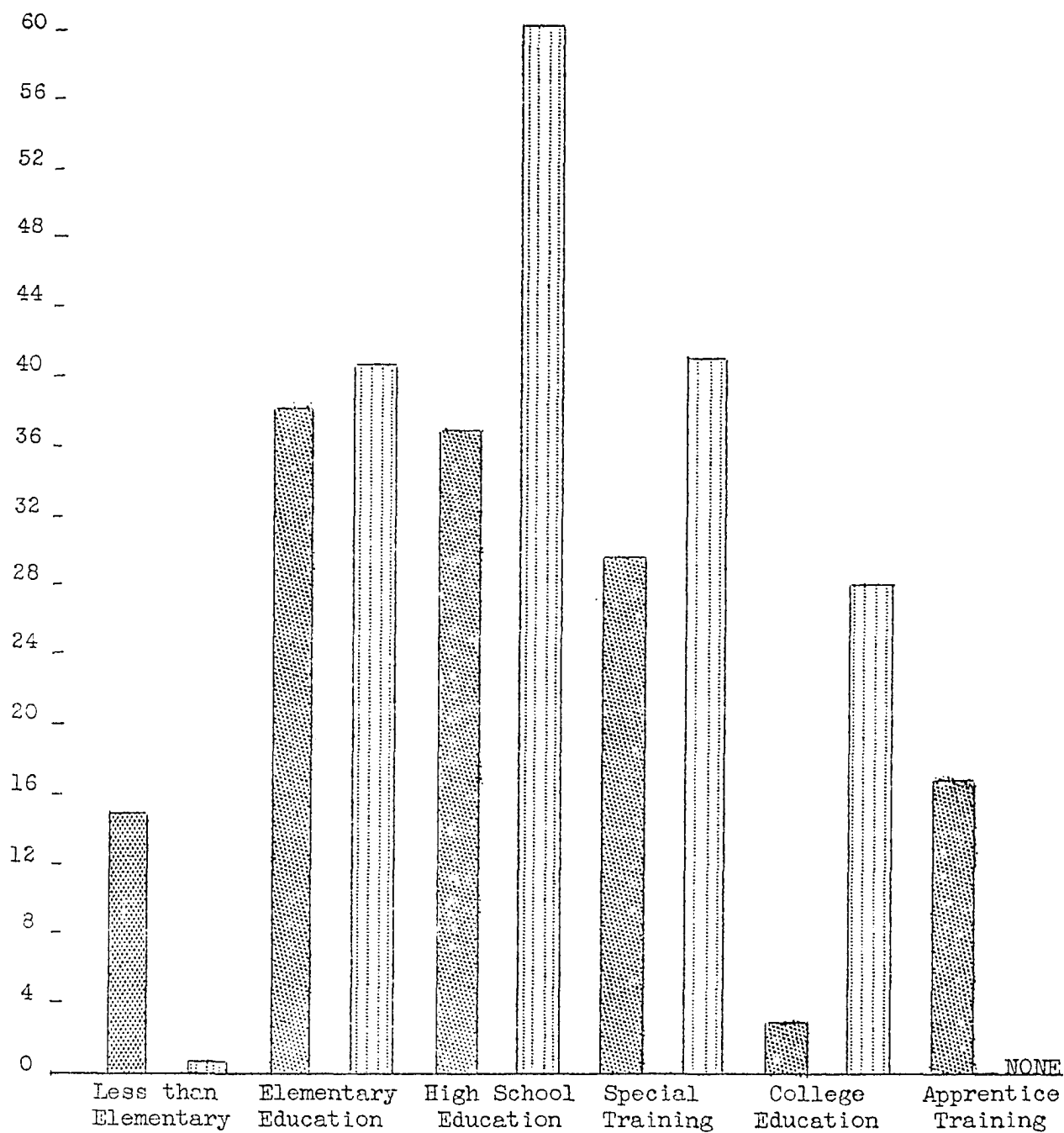
In more than 15 per cent of the cases no educational requirements are listed as pre-requisites to employment. For nearly four of every ten (36.6 per cent) an elementary education is sufficient; an equally large number are required to have the equivalent of a high school education. Special training is essential to employment in more than a fourth of the cases (28.2 per cent).

The data indicate that but few college trained men are needed in

the business and industrial life of Norwood. Only in the chemical and paint industry is college training essential to employment to any considerable extent. It must be remembered, however, that this survey of labor did not include employees holding administrative positions, in which college trained men and women would doubtlessly find opportunity to serve. It must not be inferred, therefore, that industry and business have no place for the college trained individual or that such educational attainments would bar him from consideration for jobs. In general, what the data indicate is that such training is not a requisite for beginning employment.

Figure 3 illustrates the relative amounts of training that the total labor forces of Norwood must have in order to gain initial employment, and compares the training and educational specifications with the number of young people in the Norwood public schools who are taking or have taken these types of training. The latter information is based on the data revealed in the surveys of the in-school and out-of-school youth of the city. More than 15 per cent of the jobs in Norwood could be filled without regard to educational attainment. The out-of-school youth study shows that less than two per cent (1.1 per cent) of the youth of the city failed to complete the eighth grade. Thirty-eight per cent of Norwood's youth have completed the eighth, ninth, tenth, or eleventh grade; 36.6 per cent of the employers stated that an elementary education met their educational specifications for employment. More than six in ten (60.5 per cent) of the young people of the city are high school graduates; this level of education is required for 36.6 per cent of the positions in industry and business in Norwood.

PER CENT



Legend: Shaded figures on left indicate the percentage requirements specified by industry and business for initial employment; dotted columns illustrate the per cent of youth who have had or are taking each level of training in the public schools. (These figures are taken from the in-school and out-of-school youth surveys for Norwood.)

Figure 3.-- Per cent of training required by industry and business in Norwood in 1939 for initial employment and the per cent of youth taking such training.

According to the employers, twenty-eight per cent of their workers must have special training in order to qualify for positions; 40 per cent of the in-school youth are taking special training as a part of their high school work. At the time of the study, however, all of this special training was in the commercial field. Inasmuch as only 25 per cent of the clerical positions required special training, it is obvious that this type of educational experience should be broadened, if the schools are to train workers for industry, for the service occupations, and for the distributive trades. Twenty-eight per cent of the youth of Norwood indicated that they were taking or expected to take college training. Since the data indicate that fewer than two per cent of college trained men and women are required to meet the needs of business and industry in Norwood, it appears that many of these individuals must find work in other fields and in other communities. The comparison also indicates that there is a considerable need in Norwood for a program in the schools that affords work experience to the young people. For 23 per cent of the positions in industry, apprentice training is a requisite for employment. At the time of the study no such training was offered in the public schools.

Experience as a requisite to employment.-- The employers of labor were asked to designate the occupations in their industry or business for which experience was an essential requirement. Table 22 enumerates the number of occupations for which experience is a requirement, as well as the number not calling for experienced workmen.

TABLE 22

NUMBER OF OCCUPATIONS ENUMERATED BY BUSINESS
FIRMS AND INDUSTRY IN NORWOOD IN 1939 WHICH
REQUIRE EXPERIENCE AS A REQUISITE TO EMPLOYMENT

Industry or business	Number of occupations requiring experience	Number of occupations requiring no experience	No Answer
Industry	148	91	35
Machine Tool	39	17	0
Miscellaneous	27	31	8
Paint, Chemical	5	5	1
Printing	33	8	26
Woodworking	44	30	0
Clerical	3	5	0
Distributive	17	18	0
Food Service	3	5	0
Service	21	12	0
Total	192	131	35

Fifty-four per cent of the occupations in industry are of such character that experience is a pre-requisite for employment. In the distributive trades and food service the majority of occupations do not require experience.

Weekly earnings of Norwood's labor force.-- Table 23 presents a summary of salaries paid to workers in Norwood, with lowest, highest, and

TABLE 23

WEEKLY EARNINGS OF WORKERS EMPLOYED IN
358 OCCUPATIONS IN NORWOOD IN 1939-40

Occupation in which the worker is engaged	Lowest weekly salary	Highest weekly salary	Median weekly salary
Industry			
Machine Tool	\$18.00	\$42.50	\$27.30
Miscellaneous	16.00	45.00	27.13
Paints, chemical	18.00	60.00	31.30
Printing	13.00	50.00	28.31
Woodworking	10.80	35.00	24.83
Clerical	13.00	45.00	24.45
Distributive	10.00	45.00	26.51
Food Service	10.00	27.00	16.00
Service	13.50	45.00	24.52
Average	13.92	43.83	25.59

median salaries shown. The salaries paid to workers in the chemical and paint industries are higher than for any other occupations; the educational requirements incident to employment in this field are also higher than for any other occupation. On the other hand, food service occupations apparently pay the lowest salary; in this occupational group the educational specifications required are the lowest for any of the occupations. There appears to be a definite relationship between the salaries paid and the amount of education required for successful performance in the occupation.

Opinions held by employers toward education.-- The comments made by employers of labor in the industries and business firms in Norwood are of great significance. These individuals were first asked to express themselves on the adequacy of the school program in preparing youth to meet the requirements of the positions they held. From the industrialists the following comments are representative:

They meet our requirements fairly well.

For office work they do fairly well; they are not able, however, to fit into the plant jobs without much careful supervision.

They better learn to spell before they go out for jobs.

We are very well satisfied with the high school graduates; they seem to fit our needs.

Only partially are they prepared. To be well equipped to meet the requirements of the various jobs they would need training in special shop work along with drawing, math, and science of the trade. Much of the drawing, math, and science given in the regular high school course would be of great benefit to the worker on the job. However, it seems that many of them who have taken these subjects have not been taught that these subjects are going to be of use to them and consequently they only get a superficial knowledge of them.

Youth are too inaccurate; they are careless and don't seem to realize the importance of being accurate.

From the employers of labor in the clerical occupations, the distributive trades, and the service occupations came these comments:

They lack practical training in salesmanship.

Too many of the boys we hire are indifferent toward their work; they look only to pay day.

These young people have little ability to meet people; they don't know how to take telephone calls or express themselves.

I find they are willing to learn; they meet our needs very well although it would help if they had some salesmanship training before we got them. Their school work is too academic.

They have little idea of selling; for months about the only customers they can wait on are the ones who ask for a certain article. If we don't have it, they don't know how to suggest to the customer something else.

They do fairly well; experience is what they lack.

Fundamentals need to be taught in the schools; these kids lack accuracy. They have a terrible time making change.

They lack practical training in salesmanship.

A second question put to the employers inquired in what areas youth seemed to lack ability. Many of the foregoing comments have already revealed some of these areas. It may be said that quite generally the comments indicated a need for emphasis on fundamental principles; it may be said, too, that training for exactness and for neatness needs to be achieved in all that boys and girls attempt to do. One employer suggested that a lack of concentration was the cause of much of the carelessness and inaccuracy which youth demonstrated in the work they undertook.

The employers were asked to suggest ways in which the school might improve its program of education to meet the objections encountered in the service that young people attempted to give. From the industrial group came

these comments:

We could use apprentice machinists and welders.

Impress on youth the need for initiative and serious application. It is needed to make a success in any business connection.

Any course which will encourage the pupils who have mechanical ability in the fineness of machinery, an appreciation of machinery, and a desire to work with machinery would be of material benefit.

Much of our work is manipulative and can be learned on the job. We would like our people to have basic math training when they come to us.

Endeavor to improve spelling and penmanship.

Give pupils some common arithmetic and knowledge in decimals and fractions; give it to them every year. When we get them, they tell us they have had this training but they seem to have completely forgotten it.

The employers in the clerical field, in distributive trades, and in the service occupations suggested:

We need more specialized training to fit young people for office positions.

Good grooming is needed by many young men and women. They need to be taught good manners, too.

Many of the young people are deficient in English. I should think courses in practical business English would be decidedly important.

Finally, the employers were asked whether they provided any opportunity for their employees to improve themselves on the job. Apparently there are few instances among the industries or business houses in Norwood where much concern is felt for up-grading the work of the employee group. The U. S. Shoe Corporation stated that they maintained a school for teaching the new girls to operate sewing machines used in stitching shoes. The training was given by one of the women foreladies. None of the industries in the paint or chemical group maintained training programs, although they stated that their workers were encouraged to attend evening schools for additional train-

ing in mathematics and chemistry; they also reported generally that their plant supervisors and foremen watched all workmen carefully. The printing trades stated that they had no plant training program and that most of the training given to their new workers was by the stand-in method.

Norwood Sash and Door Company and the Globe Wernicke Company offered opportunity for up-grading the skill of their employees through evening trade extension classes operated under the Norwood board of education and the State Department for Vocational Education. The Allis Chalmers Company and the R. K. Le Blond Company expressed considerable interest in plant-training programs.

Supplementing the interviews covered in the foregoing discussion, which were conducted by John Doughman, the writer met with a representative group of industrial leaders from five of the largest factories in Norwood to consider the educational program of the Norwood schools. In this group meeting Taylor Stanley, Secretary of the American Laundry Machinery Company, called attention to the fact that the National Association of Manufacturers was inclined to the belief that the schools should place the emphasis upon character building and on teaching boys and girls the responsibilities of citizenship, in preference to an attempt to develop mechanical aptitude and courses in various kinds of industry and commercial work. General agreement with this point of view was expressed by the Norwood industrialists. J. K. Browning of the Heekin Can Company spoke of the desirability of instruction in the past history of the country and its relationship to teaching youth the responsibilities of effective citizenship. J. S. Sprott, President

of the Globe Wernicke Company, enumerated as faults that the manufacturer finds with the average high school pupil after he enters business a carelessness and inaccuracy in his work, especially in figures, and a great disregard for property. The industrialists were inclined to the belief that a training program in vocational education in the Norwood schools was of secondary importance and that the real goals were:

1. Development of good character habits
2. Training in good citizenship to achieve among pupils an affirmative belief in the principles of representative democracy
3. Creating within the pupils an appreciation of the dignity and value of hard work, a loyalty to their jobs and to their employers, and a sense of ethical business relationships
4. Training in the basic tools of learning, with emphasis upon mathematics, spelling, and English.

Two questions were then raised by the writer; first, how can good work habits be successfully implanted, unless young people are taught to work with their hands in a training program that simulates the experiences which they will encounter in the jobs they take after they leave school? Second, can appreciations of labor relationships, the importance of accuracy, and the need for knowing mathematics, English, and spelling be made more realistic, if these things are related to a training program that affords work-experience, thus making learning purposeful?

General agreement was reached that vocational education in the high school in machine shop practice, in commercial education, and in training for sales work would be effective in affording training in work habits and in achieving many of those qualities actually desired by industry and business.

The writer then raised a further question as to the type of vocational program that should be offered. Should a school training program be aimed at fitting youth for specific types of jobs through a program of con-

centrated training or should it be a general training program with instruction offered in English, mathematics, science, and citizenship related to the vocation? Unanimous agreement was registered in favor of the latter type of program, attention being called to the fact that today obsolescence of work processes makes it essential that a worker be able to shift from one job to another. It seems safe to conclude that this representative group of Norwood industrialists is in complete agreement with the beliefs that have been voiced in recent years by many authorities in the field of vocational education and labor.

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Russell wrote in 1938 that:

The full-time high school should not attempt to turn out full-fledged craftsmen completely ready to step into an occupational situation. Instead, its efforts should be centered on the provision of training that will enable the young worker to develop skill on the job more quickly than he otherwise would, that will enable him to engage in his occupation with satisfaction, and will permit him to shift with a minimum of difficulty to some new occupation if and when his job vanishes in the course of technological development. Flexibility of mind and a wide range of personal interests are basic to a successful working life in any vocation. For this reason a well conceived program of general education should be considered as the foundation of any plan for vocational preparation.

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A similar point of view is taken by Grigsby, who writes:

Leaders in the field of vocational education have clearly recognized several component elements in the content of vocational education. The first element consists of training in the manipulative skills and managerial techniques of the occupation. A second element consists of the related science, mathematics, and technical information which contribute to an understanding of the principles which apply to the operative or managerial work of the occupation. Mere training in the narrow skills of a single special job ... may be appropriate for extension classes ... but it has not seemed appropriate for youth intent upon preparation for entrance upon a life work. Other elements are occupational judgment and morale; the socio-civic under-

9

John Dale Russell and Associates, Vocational Education, p. 216. Staff Study 8, Advisory Committee on Education. Washington: U. S. Government Printing Office, 1938.

10

Rall I. Grigsby, "Vocational Education in Secondary Schools," North Central Association Quarterly, 15 (January, 1941), 303.

standings and attitudes appropriate to the occupational field.

11

From the viewpoint of labor, the following statement by Green of the American Federation of Labor is appropriate:

We believe that the schools should provide the same opportunities for industrial occupations as have been given to those preparing for the professions Because we do not want our broad educational program narrowed for those who are looking to industry for employment, the federation has proposed that the high school curriculum should be reorganized for all, regardless of occupational choice, to provide the training that is essential for citizenship and for our common life. Specialization needed for vocations should be deferred until there is sufficient maturity for intelligent selection. Without a broad basic education individuals are not prepared to adjust themselves to changes in industry

The New York study showed that ... those with academic high school training held jobs better and made more sustained progress. Labor does not want vocational training to supplant cultural education but to supplement it.

In establishing a program of vocational education, Norton concludes that the program should strive to develop in young people a wide range of elemental skills which may be useful in a broad field of related occupations.

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He has proposed three levels of training:

Level 1: Before the student finishes grade nine, the secondary school should provide an opportunity for him to explore the training required for each of the major occupational fields

Level 2: For every pupil whose full time schooling is to end with the secondary school period, the secondary school should provide vocational education leading toward initial vocational competence.

Level 3: Vocational institutes and technical institutes should be provided as a part of the total program of secondary education for the purpose of giving advanced vocational and technical training.

Manufacturing and Mechanical Occupations

The foregoing pages have been devoted to an over-view of the labor

11

William Green, "Labor's Philosophy of Education," Nation's Schools, 28 (September, 1941), 25.

12

Thomas L. Norton, Education for Work, pp. 137-142. The Regents' Inquiry. New York: McGraw-Hill Book Company, 1938.

situation in Norwood, as revealed in the investigation in 1939-40. The following pages will serve to give a more detailed treatment of each major occupational field.

Forty industries were included in the study of the manufacturing and mechanical occupations of Norwood. The firms surveyed included the following:

Machine Tool

Allis Chalmers Manufacturing Company
American Laundry Machinery Company
William Carroll and Son
Cincinnati Electric Tool Company
Cincinnati Tool Company
Fisher Body Company
General Motors, Inc. (Chevrolet Plant)
Heekin Can Company
R. K. Le Blond Machine Tool Company
Schreiber and Sons
Schulte Brass Manufacturing Company
Frank J. Taylor Company
Weir-Kilby Corporation

Chemical and Paint

Cincinnati Chemical Company
Coleman and Bell Company
Federal Color Laboratories
Foy Paint Company
Shepherd Chemical Company

Woodworking

Dexter Lumber Company
Globe Wernicke Company
Hyde Park Lumber Company
Lobnitz Lumber Company
Norwood Sash and Door Company

Miscellaneous Manufacturing

Chatfield and Woods Sack Company
Cincinnati Builders Supply Company
Cincinnati Rubber Company
Finn Equipment Company
Hyde Park Dairy Company
Jackson Box Company
Mendel Drucker Company
Miller-Debrul and Peters Manufacturing Company

Palmer Brothers, Inc.
Sears and Roebuck
United States Shoe Corporation

Printing

Kemper Thomas Manufacturing Company
McDonald Printing Company
Palm Brothers
Strobridge Lithograph Company
United States Playing Card Company
United States Printing and Lithographing Company

Machine Tool and Foundry.-- Fifty-six different types of work were listed under this classification. Thirty-four of these jobs were skilled and required some type of training before the work could be undertaken. Those occupations so listed by the employers, in which a scarcity of supply was evidenced, were core makers, firemen, fitters, gear cutters, grinders, heat treaters, welders, and tool makers. Shortage was also noted among machinists, planer hands, milling machine operators, screw machine operators, and workers in the experimental department. A minimum requirement of a high school education was specified for machinists, welders, tool makers, milling machine operators, gear cutters, and experimental workers. For the majority of the positions in the machine tool and foundry industry, an elementary or high school education was sufficient, according to the data. However, most of the workers were required to have special training. The training was found to be of such character that it could be given in a vocational school; such training would require trade mathematics, science, and drawing, as well as shop work, in equipping the individual for a place in the industry.

Employers generally set 18 years as the minimum age at which they would hire new employees. Exceptions to this practice were with hammermen, heat treaters, and laborers where men slightly older were required for initial employment. A total of 1,933 employees were listed in the industry; the

turnover was found to be 25⁴ yearly or approximately thirteen per cent. The greatest amount of turnover was found among the assembly and bench hands, draftsmen, drill press operators, field coil winders, grinders, lathe operators, and stator and armature winders. Experience was quite generally required by employers in the machine tool industry in Norwood. Most of the industries in the group operated open shops. Fisher Body and Chevrolet have national unions; local unions were found in a few of the plants. Little labor trouble had manifested itself in the industry in recent years.

A complete summary of the tabulations may be found on pages 312-314 of the appendix.

Woodworking.-- Seventy-four different types of jobs were listed by employers of labor in the woodworking industry. Scarcity of supply was noted in the case of die-makers, firemen, glazers, millwrights, paint sprayers, sanders, and acetylene welders. Strangely enough, no turnover was evidenced in the data for any of the fields in which the employers claimed a scarcity of workers. A total of 803 full-time and 265 part-time workers were employed by the companies included in the study. The stated turnover was 6.2 per cent.

A number of the industries included in the woodworking group also did some steel work. Consequently some of the jobs listed by the industry were not ordinarily classified under woodworking. Thirty-eight of the positions listed called for skilled labor. The educational specifications were low; with few exceptions an elementary education was required. High school education was specified for those who worked as compositors, estimators, inspectors, millwrights, and warehouse workers. Special training was

required of bench hands, draftsmen, estimators, firemen, glazers, millwrights, and paint sprayers. Thirty-five of the jobs specified apprentice-ship training. While much of the work was classed as skilled, it was manipulative skill that was largely required. This accounts no doubt for the low educational specifications in the industry. Weekly salaries ranged between \$10.80 and \$35.00.

In interviewing employers of labor in the woodworking industry, it was found that high school graduates generally met the requirements of the industry. Because the jobs were largely manipulative, training could be given in the plant and the beginner could quickly qualify for the position. The employers felt that the greatest handicap among high school pupils whom they employed was a weakness in mathematics and a lack of accuracy. In-service training for up-grading the employees was found in Globe Wernicke and in the Norwood Sash and Door Company, two of the larger woodworking industries. Evening trade extension classes under the supervision of the Norwood board of education provided opportunity to the workers for instruction in drawing, mathematics, and science.

The reader is referred to pages 314-318 in the appendix for a complete summary of the data concerning the woodworking industry.

Printing.-- Sixty-seven different jobs were found in the printing industry. The majority of these, all except eleven, were considered skilled. Nine hundred and twenty-eight workers were employed on a full-time basis at weekly wages ranging between \$13.00 and \$50.00; the median salary was slightly over \$28.00 per week. There was a turnover in labor of 15.9 per cent annually; this change occurred principally with common labor and in the semi-skilled

positions. There was little turnover in the better paid positions.

While the customary minimum age reported was eighteen years, older people were desired in the better paid positions; pressmen, glue operators, carpenters, die-makers, machinists, painters, and paper cutters were hired at a minimum age of thirty; the average salaries paid these workers was \$33.00. At the time the survey was made, an adequate supply of most workers was reported by the industry. Pressmen, glue operators, and linotype operators were reported as scarce, but little turnover was found in these positions. For forty-two of the jobs a minimum requirement of a high school education was specified; an elementary education was acceptable in but four of the jobs and these were for ordinary labor. In the great majority of positions special training was essential to employment. Only seven jobs were listed which did not require experience or training. This training was given by the foremen, using the stand-in method. The training was individual, and in the words of one of the plant executives was "actual practical experience under very close supervision." This same person stated that "Norwood High School graduates generally fill our requirements for factory positions satisfactorily."

None of the employers in the printing trades expressed a need for any type of plant training program. A better command of English, mathematical skills, and penmanship were noted by the trade as desired improvements in the present high school program. A complete summary of the statistics for the printing trade may be found on page 318 of the appendix.

Paint and chemical.-- Three hundred and forty-four individuals were reported as employed by the Norwood paint and chemical industries that participated in the survey. Eleven classifications of workers were listed by the trade. Three of these were technical in character and required college-

trained individuals. Four others were highly skilled and required individuals with special training or experience. The minimum educational requirement for all positions was a high school education.

The salaries paid in the paint and chemical industries were higher than in any other industry, ranging from \$18.00 to \$60.00, with a median weekly wage of \$31.30. The employers reported an adequate supply of all types of workers and maintained that no change in the school program was necessary to fit youth to fill positions with their companies. Complete statistics for this group may be found on page 321 of the appendix.

Miscellaneous manufacturing.-- Eleven industries are grouped under this classification, as listed earlier in this chapter. Sixty-six different jobs were enumerated by the employers, twenty-nine of which were considered as skilled. A scarcity was reported among electrical workers, welders, and millwrights. Almost three thousand employees (2,911) were enumerated by the employers who took part in this investigation. A turnover of 16.5 per cent was reported, virtually all of which was among employees classified under semi-skilled and common labor. The largest single concern noting a large turnover was the shoe industry.

The educational requirements for employment in the industries in this classification were generally low; only 21.2 per cent of the employees were required to have as much as a high school education and only 3 per cent needed special training as a requisite for employment. Much of the skilled work was found to be only manipulative skill. Twenty-seven of the jobs required experience prior to employment, while thirty-one did not. Weekly salaries ranged between \$16.00 and \$45.00. A complete summary of the statistics on the miscellaneous industries has been placed in the appendix (pages 322-325).

Service Occupations

Twelve types of business organizations were included in the survey of service occupations. Banks, barber shops, beauty shops, dry cleaning firms, building trade organizations, garages, plumbing shops, shoe repair shops, service stations, welding companies, and motor transfer and freight companies were studied. The service occupations included thirty-three types of jobs and employed a total of 826 workers on a full-time basis and twenty-three part-time employees. The minimum age specified for initial employment by all employers was eighteen years. Eighty-six per cent of the workers were male; banks, beauty shops, and dry cleaning establishments were the principal concerns employing female workers; several firms listed a few women as being employed in clerical positions. There was an annual turnover of employees of more than 12 per cent in the service occupations included in the Norwood survey.

Educational requirements for employment were fairly high. While 28.5 per cent of the jobs required no specific requirements, 60.5 per cent specified at least a high school education. Special training was required in 28.6 per cent of the positions as a requisite to employment. Experience was specified in 21 of the 33 jobs listed in the service occupations. The average pay of the workers in the occupations included in this classification was \$24.52 per week.

The banks claimed that there was a surplus of all types of labor used in their firms. A scarcity of supply among auto mechanics was noted by the garage men. The welding companies reported a scarcity of welders. In all other groups the supply was reported to be adequate to meet the demands. Most of the criticisms of the schools made by the employers in

the service occupations were against the careless work habits of youth. Teaching youth to work with their hands and to be accurate in mathematics appeared to be the goals that employers of youth in the service occupations most desired of the schools.

A complete summary of the statistics covering the service occupations has been placed in the appendix, pages 325-327.

Distributive Trades

The distributive trades in Norwood in 1939 employed 761 full-time and 154 part-time workers in thirty-five jobs. Ten types of firms were surveyed, including food stores, bakeries, jewelry shops, drug stores, hardware and paint stores, general stores, real estate firms, dry goods stores and apparel shops, dairies, and building supply firms. Approximately one-fifth of the workers in distributive trades work in Norwood were girls and women. The minimum employment age reported by the employers was eighteen years. From the data it was difficult to estimate the amount of turnover of employment in the distributive trades; many of the employers stated that the turnover was difficult to determine; those who did report actual figures indicated that an annual change of 15 per cent in the personnel was customary.

Seven of the thirty-five occupations listed required no specific amount of education; fifteen had a minimum requirement of a high school education. For the remainder special training was reported as essential. Approximately half of the positions required experience as a requisite for initial employment. A scarcity of supply was noted in these fields: meat cutters, watchmakers, pharmacists, linoleum layers, auto mechanics, and salesmen in the building supply business. A surplus of supply was reported by

employers of drug clerks, and grocery and bakery clerks. For all other occupations the supply was reported as adequate to meet the demands. The average weekly salary paid to the workers in the distributive trades was \$26.51.

Many constructive criticisms of the secondary program of education in Norwood were received from the employers of labor in the distributive trades in Norwood. While this field did not afford any great opportunity in Norwood as an employment market for the youth of the city, nevertheless the weaknesses discovered among those who did find employment were decidedly helpful information in improving the program of education for those youth who found employment opportunities in the Cincinnati distributive trades. These criticisms directed attention to the following weaknesses: inability to meet people, lack of any training in salesmanship, inaccuracy, and an insufficient command of the fundamentals of education, principally mathematics, spelling, and penmanship.

The reader is referred to page 328 of the appendix for a complete summary of the data on the distributive trades.

Food Service

Eight different types of positions were enumerated by the restaurant and cafe operators in Norwood in 1939. Ninety establishments employed a total of 249 full-time and 55 part-time workers. Approximately 65 per cent of the employees were men; the large number of women in this field was largely due to the small salaries paid the workers. The average weekly salary for all workers was \$16.00, which is scarcely adequate to

support a man with a family. No definite amount of turnover was reported, but it was reputedly high. The employers stated that there were no educational requirements maintained for initial employment. Experience was required of cooks, pastry cooks, and bartenders. The restaurant operators stated that home training or apprentice training was sufficient to qualify a person as experienced. Suggestions were made by the employers that handwriting and simple addition of whole numbers be stressed in the school, since many of the employees could not write up or add a customer's check. This glaring educational deficiency may be emphasized by the fact that the employers have no educational requirements for the new employee to measure up to, with the result that among the workers who take positions in this type of service are many actually without education. Employers of labor in the better grade restaurants stated they would like to see some type of course given at the high school which would train girls how to set a table properly, how to take orders and serve a dinner, and how to conduct themselves while on the job. A complete summary of the data reported has been placed in the appendix, page 330.

Clerical Occupations

Five hundred and nineteen full-time employees and 58 part-time workers were employed at seven occupational tasks in the clerical field. The minimum age for initial employment was given as eighteen years for all occupations, with the exception of accountants and bookkeepers; for these individuals twenty-five was the minimum age. Approximately 64 per cent of the employees were women. The turnover in employment was reported to be slightly under twenty per cent. Although this annual change in personnel

was high, employers apparently found little difficulty in finding new employees; in all cases the supply of labor available was described as adequate. The minimum educational requirement for employment was a high school education, with special training necessary for accountants, bookkeepers, and telephone operators. Employers stated that most of the positions could be filled initially by individuals without experience; exceptions to this practice were in the case of the bookkeepers and accountants and the operators of office machines other than typewriters. Wages ranged from \$13.00 to \$45.00 per week, with a median salary of \$24.45. A complete summary of the data may be found on page 330 of the appendix.

Summary

The survey of business and industrial firms in Norwood in 1939-40 included 445 concerns. The survey was functional and did not attempt to include every worker employed in the city. The purpose was to discover the major fields of employment and to learn the standards of employment utilized in these fields. From such a body of information and from interviews with the employers of labor, many valuable data were received, which suggest improvements that can and should be made in the program of secondary education offered in Norwood High School.

More than 350 occupational tasks employing upward of ten thousand workers were included in the study. Seventy-three per cent of the workers were employed in industry. Four of every five of the operatives were skilled or semi-skilled workers. The supply of such workers was reported scarce in twenty-five per cent of the skilled jobs. Interviews with the employers of such labor strengthen the conviction which comes from a study of the data, to the effect that courses in vocational trades should be added to the

curriculum at Norwood High School to give youth the opportunity to receive appropriate training; this vocational education will enable youth to develop skill on the job more quickly than he otherwise would and will permit him to shift with a minimum of difficulty to some new machine occupation as the need arises. Coincident with such a program of industrial training, a program of related instruction in mathematics, drawing, industrial relationships, and citizenship should be offered. A strong program of general education should be considered as the foundation of such vocational preparation. The evidence in the study of industry and of the service occupations indicates the need for training in auto mechanics, in addition to machine tool training. In such a training program, courses in related instruction should be provided.

The data collected in the study of the distributive trades suggest a need for training courses to meet the needs of workers in this field. The shortage of supply found in Norwood was comparatively small. The number of opportunities for employment in this field in Norwood was found to be small. Evidence from the in-school and out-of-school surveys has indicated, however, that many local youth enter this field after leaving school. The data in the occupational survey are significant, therefore, in suggesting the type of training program needed. Such a program should offer not only theoretical training in the art of selling, but should afford practical experience through a cooperative work-school program. Considerable attention should be given in the school to related instruction in business English, related mathematics, spelling, penmanship, business relationships, and social science. Courses in speech arts should be taught that will furnish training in the ability to meet people, to engage in conversation, to use the telephone, and to recognize the importance of good grooming and good manners.

The data in the survey of industry and business have pointed out that more than one in twenty of the workers are engaged in clerical occupations. A fairly high turnover is noted. Although the supply of clerical labor has been described as adequate, the interviews with the employers have emphasized the importance of desired changes in the program of commercial education at the local high school. Such a program should furnish pupils with wider experience in office machine practice and should offer opportunity for actual experience in business offices as a part of the training program. The data in this study clearly indicate the need for adequate training in fundamental skills and in the importance of accuracy and neatness. Such a need can be met through a program of related instruction in business English, mathematics, spelling, penmanship, business relationships, and social studies. Courses in speech arts should be provided for the commercial pupils who expect to enter this field of employment.

Finally, the evidence in this survey pointed out the need for training programs for the workers in most industries and business firms. Very few opportunities were found to exist for up-grading the work of the employees. In some cases trade-extension programs in the factories and business establishments may meet the needs. For other workers extended school training may be made possible through evening school or a terminal junior college.

Many of the finds of the present study of industry in Norwood, which was completed in 1940, may not apply in a society disrupted by war-time emergency developments. However, it is probable that much of the data will prove reasonably sound under the more normal conditions of the post-war years.

CHAPTER V
THE OUT-OF-SCHOOL YOUTH SURVEY

Introduction

In order that one may know the needs and the aspirations of the youth of the community, and learn ways in which young people can best contribute to the common welfare, it is essential to have the facts concerning the present status of the youth of the community. The school is in possession of the academic records of the boys and girls who have passed through its doors. It is almost without information that might indicate how the educational experiences encountered by these young people have fitted them to cope with the problems of the work-a-day world.

Learned and Wood in their Pennsylvania Study examined the content of subject matter experienced by youth to ascertain its effects upon the¹ lives of youth. They concluded that:

The appraisal of permanent and available knowledge will differ completely from an accounting of the mass of selected and undigested information with which the term examinations commonly deal. If we had a student's reaction to a course a year after its completion, when the fugitive ideas assembled merely for credit had disappeared, and after whatever residue there was had knit itself into the lasting mental structure, the result might approximate what we seek.

Any educational experience, if it is to be evaluated properly, must be considered from the standpoint of its long-time value.

It is important to know the reactions of youth to the educational experiences he has shared. It is vital that a study of the values of secondary

1

William S. Learned and Ben D. Wood, The Student and His Knowledge, p. 8. Report of the Carnegie Foundation on the Results of High School and College Examinations of 1928, 1930, and 1932. Bulletin No. 29. New York: The Foundation, 1938.

education present evidence as to how well the experience has fitted youth for social living and as to how adequately it has prepared him to handle the economic and vocational situations which he will eventually encounter. This suggests a youth survey. Chambers and Bell emphasized the importance and the place of surveys in a consideration of the problems of youth as follows:

The purpose of such a survey is to provide a factual basis from which cooperative planning for job opportunities, better schools, and better recreational facilities may start. If the survey discloses how much time boys and girls spend in reading, what types of books and magazines they read, and what they think they would prefer to read, here is information that is bound to be of use in formulating the program of the public library. If the survey shows at what ages the out-of-school boys and girls left school, why they left, what grades they had completed, and what further education they think they want, this may be of value toward improving the offerings of the local schools and toward building a program of part-time schooling of adult education.

If the survey reveals how many young men and young women are unemployed and seeking work, how long since they had remunerative jobs, what their training and experience add up to, and what occupations they prefer to enter, these data are sure to be of interest to local employers and placement offices.

If a youth survey is to be undertaken, with what phases of youth activity should it be concerned? In 1938 the Commission on Youth Education of the American Association of School Administrators reported the following:

A grouping of the problems of youth shows that the interests lie mainly in three fields: employment, education, and social development. The same interests were found in Iowa where 306 young people indicated over thirty subjects which they wanted to discuss among themselves. Two-thirds were social problems; almost one-third economic; and a few, educational.

2

M. M. Chambers and Howard M. Bell, How to Make a Community Youth Survey, p. 2. American Council on Education, Series 4, Vol. 3, No. 2. Washington: American Council on Education, 1939.

3

Youth Education Today, p. 49. Sixteenth Yearbook of the American Association of School Administrators. Washington: National Education Association, 1938.

Chambers and Bell found that:

Comprehensive schedules have been prepared by certain national agencies and distributed for use in several communities.... In any event, most communities will want the schedule to contain inquiries designed to elicit facts concerning the educational, vocational, health, and recreational status and ambition of their youth.

The investigation reported in this chapter has focused its attention upon the problems of the out-of-school youth of Norwood. It has concerned itself with the social and recreational practices of the young people and with the attitudes which these young citizens hold toward certain accepted patterns of community action; it has investigated the educational attainments of these young men and women, the plans they have for continued education, and the impressions they hold of the values of education. Finally, the study has sought to discover the vocational problems with which the out-of-school youth is confronted and to learn the extent to which the school has prepared him to face these problems.

Planning for the Study of Out-of-school Youth

The Federal census for 1940 reports that 15.8 per cent of the population of the United States are between the ages of sixteen and twenty-five years. It can be estimated that Norwood, with a population of 34,010, would approximate 5,300 individuals within these age limits. It was judged that at least 30 per cent of this age group were of school age and therefore beyond the interests of this study. A conservative estimate of the out-of-school youth placed the total number at 3,800.

Inasmuch as the public school possessed an accurate file of its

graduates and drop-outs, it appeared an easy task to measure the opinion of this element of the population through the medium of the questionnaire. Admittedly, the use of such a list excluded many of the out-of-school youth of the city who had not attended the public schools. It was concluded, however, that the problems of these young people would not vary greatly from the public-school groups. Therefore, a questionnaire was prepared and sent out to every graduate and drop-out from the public high school within the ages of 16 to 25. These questionnaires were mailed to approximately 1,500 individuals. Only 67 were returned. Because of this small return, it was deemed necessary to use another method for measuring the opinions of the out-of-school youth.

It was believed that, if the interview method were used, the difficulties encountered through the use of the questionnaire might be avoided. The task of interviewing 3,800 individuals was considered prohibitive because of its cost. Inasmuch as there was no way to secure a list of the out-of-school youth of the city from which a sampling might be selected, the interview method, using a sample of the total out-of-school youth population, was considered impractical.

It was finally decided that the most effective way to secure the opinions of any sizeable proportion of the out-of-school youth was by use of a questionnaire to be distributed and collected by the census takers during the annual taking of the school census. This procedure afforded individual contact with the homes of the out-of-school youth: such a contact presented the possibility that the purposes of the study would be impressed upon the young people. Permission of the Norwood Board of Education was sought for utilizing the census takers for this task. The school board concluded that

the study was important to the cause of education: they not only gave approval to the plan, but offered to subsidize the cost of distributing and collecting the questionnaires.

A trial questionnaire was subsequently prepared by the writer. It was considered desirable to organize the questionnaire in such form that the respondent might easily and quickly indicate his opinion. The task involved in tabulating the replies also was taken into consideration. After a trial questionnaire had been prepared, the writer called upon ten out-of-school youth and invited them to fill out the form: these young people were asked to evaluate the study and to make suggestions for improvement of the survey blank. Following this trial study, the form was revised. Sufficient copies were then printed to cover the estimated needs. A copy of the questionnaire may be found in the appendix, page 333.

Training the personnel.-- A series of conferences were held with the census takers prior to the opening of the survey. In these conferences the purposes of the various parts of the questionnaire were thoroughly explained. The census takers were instructed to assume an attitude of impersonal detachment toward the answers given by the respondent, but strongly to urge the cooperation of those participating in the study. The writer interpreted each point in the questionnaire, in order that the workers might be well enough informed to clear up any questions which might arise concerning the intent of any part of the inquiry.

More than 2,400 forms were distributed by the census workers in May, 1940. 665 questionnaires were returned. Of these, however, only 491 were completely filled out. Among the forms not completed were many that bore such comments as "too busy to fill this out", "not interested", "takes

too much time - sorry", "didn't go to Norwood to school." Others were returned with only scattered responses. It was decided best to disregard all forms except those which were complete. This decision meant less than 14 per cent of the total number of out-of-school youth estimated for Norwood were actually represented in this part of the study.

Interpretation of the findings.-- The number of returns was disappointing. What factors had militated against participation in the study by the out-of-school youth? Sufficient publicity in the local press had preceded the circulation of the questionnaire; the study and its purpose had been discussed before the P. T. A. and other civic groups; the census workers had apparently worked hard to secure the cooperation of the young people. It seemed unlikely that the poor response had been due to any critical lack of information concerning the investigation. A plausible explanation appeared in the comments offered by those who returned incomplete forms with the suggestion that the task required too much time. This fact led to the question, "Would a less comprehensive questionnaire have yielded higher returns?" During the try-out of the form, the average time required for completion of the questionnaire had been calculated at from ten to fifteen minutes. Those taking part in the try-out raised no objection to the length of the form: they expressed considerable interest in the type of question asked; it is apparent that they, like the 491 young people who completed the questionnaire, held enough interest in the problems of education that they were willing to devote whatever time was required in contributing their bit to the improvement of the schools. There may be several reasons for the lack of cooperation on the part of out-of-school youth. It seems safe to conclude that not the least among these reasons is the pronounced indifference

on the part of many young men and women toward education, once they have severed their school ties.

Can it be assumed that the opinions expressed by this small segment of the out-of-school youth population actually reflect the attitudes and problems of the total group? Admittedly, the 491 individuals in the study are not representative of the total population in all respects: 333 of them are in the age group of 17-18 years inclusive; only 41 are older; and 65 are younger. While the younger group would naturally be small, because of compulsory school-age requirements, no explanation can be offered for the few responses among the older youth of the city, except that among this group there appears to be less interest in school problems.

From the standpoint of occupations followed by the fathers of the respondents, all types of families are represented in about the same proportion in which they exist in the total population. Table 24 is a comparison of occupations followed by the fathers of those who took part in the youth survey with the occupations followed by all wage earners in Norwood.

TABLE 24

OCCUPATIONS FOLLOWED BY THE FATHERS OF NORWOOD'S
OUT-OF-SCHOOL YOUTH IN 1940 COMPARED WITH THE
OCCUPATIONS OF ALL THE CITIZENS OF NORWOOD

Occupation	Percentage in each group	
	Fathers in youth survey	Fathers in total population
Commercial-sales	16.9	15.5
Domestic	1.2	11.2
Governmental	4.5	1.1
Managerial	7.9	5.5
Professions	3.4	4.9
Skilled and semi-skilled	28.8	29.1
Unemployed and retired	9.6	0.0
Unskilled	5.3	6.7
No answer	22.4	26.0
	100.0	100.0

Of the fathers of the youth in the survey 28.8 per cent are engaged in skilled and semi skilled work: 29.1 per cent of the heads of all families in Norwood are so employed. A similar comparison of the unskilled workers is 5.3 per cent and 6.7 per cent respectively. The percentage of professional workers in the general population is slightly higher than in the selected group. On the other hand, the percentage in commercial and sales work is slightly lower. The only wide discrepancy is noted in domestic occupations; 11.2 per cent of the total population are engaged in such work, while only 1.2 per cent of the fathers of the out-of-school youth surveyed are in this type of work.

Inasmuch as the occupations followed indicate generally the social and economic level of the family, it can be assumed that the various levels of society are well represented by the out-of-school groups.

The group was also representative, so far as church affiliation was concerned. Of the respondents 32.4 per cent indicated that they were members of the Catholic church, which is near the actual Catholic population of Norwood. All other denominations were fairly represented.

After full appraisal of the pertinent factors, it was concluded that the part of the study under consideration presented as satisfactory a measure of the opinions of the out-of-school youth of Norwood as it was possible to secure under existing conditions. It will be necessary in interpreting the data to recall that these limitations exist and to take them into account. Throughout the chapter, certain results of the study of Norwood's youth are compared with conclusions found among youth elsewhere, principally in Maryland and in New York. These comparisons strengthen many of the interpretations made in the study of Norwood's young people.

General Characteristics of the Youth Population

The opening part of the Norwood out-of-school youth survey investigated the general character of the youth population. The youth of the city were found to be predominantly native white; 81.7 per cent were native born Americans. There were fewer than one per cent Negro, .6 per cent, and approximately the same percentage of Hebrew youth in the community. Less than one per cent, .8 per cent, were foreign born. Of the number represented, 16.9 per cent failed to reply.

Fewer than one in ten of the youth were married, 9.8 per cent; 68.2 per cent stated that they were not married; and 22 per cent did not reply. Approximately three-fourths (72.1 per cent) of the young people claimed Ohio as their native state. 17.1 per cent were born outside the state; and .8 per cent were foreign born. One in ten did not reply.

Table 25 shows the age distribution of the Norwood out-of-school youth participating in the study. Percentages are shown for the nation and for the sample of youth covered in the Maryland study. Wide discrepancies are noted when these figures are compared with those for Norwood.

Attention is directed to the fact that the Norwood study was made among the out-of-school youth. Since most of the young people of ages 16 and 17 years are in schools, the percentage of youth of these ages represented in the Norwood study naturally would be relatively low. The small number of 16 and 17 year old boys in the total group would increase the percentages in the other age groups. The comparison shows clearly, however, that the number of youth who are 24 years of age are not represented in the study in the proportion that is found in the total population.

TABLE 25

AGE DISTRIBUTION OF THE YOUTH INCLUDED IN THE NORWOOD
STUDY COMPARED WITH THE AGES OF THOSE IN THE MARYLAND
SAMPLE AND FOR THE NATION, AS BASED ON THE 1938 U. S. CENSUS

Age	Percentage in each group		
	Norwood Youth	Maryland ^a	United States ^b
16	3.5	11.2	11.8
17	3.3	10.5	11.4
18	17.2	11.0	11.7
19	18.1	12.2	11.1
20	18.6	12.1	11.0
21	19.0	12.0	11.0
22	10.4	10.4	10.9
23	9.5	9.2	10.6
24	.4	11.4	10.4
	100.0	100.0	100.0

^a

Howard M. Bell, Youth Tell Their Story, p. 12. Washington:
American Council on Education, 1938.

^b

Based on youth 16-24 years of age. Fifteenth Census of the
U. S. (1930), Population, Vol. III, General Report, pp. 593-601.

The economic level of a family is in large measure determined by the occupations followed by the bread winners of the home. It was pertinent to discover how the out of-school youth of Norwood earned their livelihood and in what types of occupational classifications their fathers were engaged. As indicated in Table 24, the skilled trades, commercial positions, and the unskilled fields furnished work for a majority of the heads of families in Norwood. Table 26 reveals the fields in which the out-of-school youth of Norwood are engaged.

TABLE 26
OCCUPATIONS OF THE OUT-OF-SCHOOL
YOUTH OF NORWOOD IN 1940

Type of occupation followed by Norwood youth	Percentage
Commercial	26.5
Domestic	3.7
Governmental	.8
Managerial	.6
Professional	1.8
Sales	5.5
Skilled, semi-skilled	11.8
Unemployed	18.4
Unskilled	12.7
No Answer	18.2
	100.0

Of these young people 18.4 per cent stated that they were unemployed at the time of the survey. Expressed in percentages, 18.2 did not answer the question, and the remainder indicated that they were working: 11.8 were employed in skilled trades; 12.7 worked at unskilled jobs; 1.8 were in professional work; 26.5 were engaged in commercial positions; 5.5 stated they were occupying sales positions; 3.7 followed domestic work; .6 said they were in managerial posts; and .8 were employed by the government. Forty-seven of the young people in the study, or 9.5 per cent of the entire group, later made the statement that they were attending college. When this number was subtracted from the total who failed to respond to the question, there remained 8.7 per cent of the group whose employment status was doubtful. Assuming that all of these were unemployed, the percentage of unemployed out-of-school youth for Norwood would have approximated no more than 27.1 per cent. Youth unemployment for Norwood in 1940 was lower than that found in Maryland in 1937 where 29.5 per cent of the young people were without gainful

5
occupation.

The Social Life of the Out-of-school
Youth of Norwood

In approaching the problems of out-of-school youth, the types of home life represented, the ways they spend their leisure time, the advantages they have for healthful recreation, and the scope of their religious and social backgrounds are factors of considerable significance. It is important to discover the attitudes young people hold toward American democracy. To ascertain these facts about the out-of-school youth of Norwood and to learn what they deemed their most perplexing problem were the purposes of this part of the survey.

Norwood's youth were found to come from better than average homes. Located in a stable, industrial community, the fathers largely followed mercantile and industrial pursuits. There was a liberal sprinkling of citizens who followed the professions or were employed in managerial posts. Norwood had relatively little poverty, and an extremely small Negro or foreign population. The amount of unemployment was smaller than for the nation as a whole.

Conveniences in the home.-- From a list of modern conveniences, youth was asked to check those enjoyed in the homes in which they lived. Responses were indicated by all but 7 per cent of the young people sharing in the study. Table 27 indicates the various conveniences and the frequency with which they were found in the homes of Norwood youth: it also shows the relationship of the homes of Norwood young people with those of youth in

5
Howard M. Bell, Youth Tell Their Story, p. 106. Washington:
American Youth Commission, American Council on Education, 1938.

6

Maryland, as measured by the possession of these conveniences.

TABLE 27

NUMBER OF HOMES IN NORWOOD IN WHICH MODERN CONVENIENCES
WERE FOUND IN 1940 COMPARED WITH THE NUMBER
REVEALED IN THE MARYLAND YOUTH STUDY

Type of convenience	Per cent of Norwood homes in which the convenience is found	Per cent of Maryland homes in which the convenience is found
Automobile	61.3	55.4
Bathroom facilities	90.0	64.4
Central heating	88.9	49.1
Electricity	90.5	78.7
Library (50 books or more)	45.6	----
Magazines	79.2	56.8
Newspapers	88.8	----
Other musical instruments	32.8	----
Piano	44.6	----
Radio	90.4	78.1
Refrigeration	75.3	----
No response or no conveniences	7.0	4.5

It is apparent that the youth of Norwood are more fortunate than the youth of Maryland, which has been described as a typical state, in the matter of home conveniences. Radios, bathroom facilities, and electricity were found in 90 per cent of the Norwood homes: newspapers were subscribed for in nine of every ten homes, while magazines were found in eight of every ten homes. Almost one-half (45.6 per cent) of the young people claimed to have a home library of at least fifty books. Of the homes 44.6 per cent had pianos and 32.8 per cent owned other musical instruments. Nine out of every ten homes had central heating. Fully three-fifths of the homes (61.3 per cent) owned and operated automobiles.

6

Howard M. Bell, op. cit., p. 30.

Reading interests of out-of-school youth.-- A survey of the reading interests which youth out-of-school maintain is valuable in a study concerned with the effects of school experience upon these interests. How frequently do out-of-school youth make use of the library facilities that are available? What types of reading interests do they have?

Replies to the question, "How much do you use the public library?" revealed that less than one in six made frequent use of the library (15.8 per cent). Approximately one-third of the young people stated that they used the facilities occasionally (33 per cent). One in five said they made some use of the library (20 per cent). One in six (16.9 per cent) admitted that they did not use the library at all. As for the 14.3 per cent who did not reply, it is likely that many of this group were among the non-users. ⁷ Bell found in the Maryland study that 47.8 per cent of the young people used the library, although when interviewed only 10.4 per cent had a library book in their possession.

Out-of-school youth were asked to name at least three books read in the previous six-month period. Four of every ten failed to list a single book read recently; 32 per cent of the graduates and 53 per cent of the non-graduates were in this group. Among the books listed with greatest frequency were the best sellers; Gone With the Wind, Rebecca, Grapes of Wrath, All This and Heaven Too, My Son - My Son, and Northwest Passage were the greatest favorites. Of the youth who had graduated from high school 30 per cent named one or more non-fictional or biographical books which they claimed to have read; less than 2 per cent of the non-graduates included this type

⁷
Howard M. Bell, op. cit., p. 174.

of reading in their lists. It is apparent that the reading interests of young people are largely recreational in character. More distressing than the quality of their reading is the fact that such a large number do not read at all.

Youth were asked to name at least one magazine which they read. Only 20 per cent of the young people failed to list a publication. The magazines read most frequently were Life, Liberty, Reader's Digest, Collier's, American, and magazines of the type of Ladies Home Journal and Cosmopolitan. Reader's Digest was mentioned by 32 per cent of the high school graduates; it appeared on the list of 7 per cent of the non-graduates; True Story was equally popular with the non-graduates. Time and Newsweek were named by 3 per cent of the non-graduates and by 7 per cent of the graduates. From the wide range of publications listed, it appears that the magazines read are those available in the home. A study of these titles reveals two facts: first, as in the case of the books read, the magazine reading habits are largely motivated by recreational interests; second, the young people who are high school graduates are more discriminating in their choice of the magazines read. However, for many of these young people the reading instruction received in school has done little to create a lasting thirst for knowledge or wholesome reading interests. For the non-graduate it has done less; it has failed to teach many of this group to read at all. In a report of the reading habits of youth in New York, Spaulding found that:

The results of the interviews show that once out of school, most boys and girls read almost solely for recreation, chiefly in magazines of

8

Francis T. Spaulding, High School and Life, pp. 43-45. New York: McGraw-Hill Book Company, 1938.

mediocre or inferior quality and in daily newspapers. ... In general they could identify only the best sellers - Gone With the Wind, Drums Along the Mohawk, North to the Orient. Once out of school they tend to let books alone.

... The reading habits of these boys and girls are no doubt affected by the fact that many have never learned to read understandingly. Their habits would also seem to be a product of their general attitude toward the reading done in school. Whether it results from a general dislike of reading or from lack of skill in the mere mechanics of reading, the inferior quality of the reading done by large numbers of boys and girls offers no great hope that their independent reading will add very much to their educational development.

Hobby interest of out-of-school youth.-- These questions were asked of the young people in Norwood who had left school: "Do you have a hobby?" "If so, what is it?" Almost half (48 per cent) of them stated that they held such interests, although only four in ten mentioned the specific interests which they claimed to hold. Twenty per cent said that some form of sports was a hobby with them; handicrafts, music, photography, and collections were equally popular, being named by 8 per cent of those who listed hobby interests. Reading, art, travel, gardening, and dancing were mentioned by a few.

Recreational interests of youth.-- That the out-of-school youth of Norwood were actively seeking ways in which to spend their leisure time was noted in the responses which they gave to the inquiry into their leisure time interest. From a list of twenty-one of the most common recreational interests, the individual was asked to check the activities in which he participated; he was then asked to check the same list for activities in which he would like to have engaged had the opportunity presented itself.

The theatre was the most popular leisure-time activity; seven of ten stated that they engaged in this form of recreation. Dancing was second in popularity; it was named by six out of every ten respondents. Card games provided recreational pleasures for more than half of the out-of-school youth. Reading was a common diversion for 52 per cent of the young people; reading

furnished recreational activity for a larger percentage of the out-of-school youth who had completed high-school education than for those who had failed to complete the twelfth grade. Of the graduates 70 per cent named reading as one of their recreational activities, while but 33 per cent of the non-graduates listed it as a leisure-time pursuit.

Individual sports were mentioned with great frequency; in fact, of the total responses, 42.9 per cent included some form of individualized sports activity. Golf, tennis, bowling, swimming, and bicycling were frequently mentioned. Another 26 per cent of the responses consisted of nature activities; camping, hiking, hunting, fishing, and riding were among those named.

Of the activities in which young people stated they would have liked to engaged, travel, golf, tennis, camping, and riding were listed with greatest frequency. Judged by activities mentioned, it appeared that costs attendant upon participation were often the deciding factor for selection of recreational activities.

In a world of decreasing employment opportunities and reduction in the hours required for labor, the matter of leisure-time emerges as a social problem of great importance. The training of youth, and adults alike, in a constructive use of their leisure time becomes one of the major problems of modern education. School administrators need to give attention to the programs of physical education, to the club activities, and to the social programs of the schools. These activities of lasting interest to the young people are the ones which should be included in the school program. A statement by Reeves,⁹ in the summary report of the American Youth Commission, emphasizes this point of view:

⁹
Floyd W. Reeves and Others, Youth and the Future, p. 160. Washington: American Youth Commission, American Council on Education, 1942.

Schools should encourage pupils to form recreational interests that will carry over into adult life. Schools have an especially heavy obligation to provide appropriate training for the intelligent use of the three great forms of commercial recreation: the newspaper and periodical press, radio, and motion picture. Schools should make some provision for the vacation-time activities of youth.

Nor should the interest and energies of the school people stop when the school program of recreational and leisure-time activities has been made effective for all youth; a tremendous task remains to be done with the development of a year-round program serving the recreational and leisure-time interests of all in the community.

10

Bell reached similar conclusions in the study of Maryland youth.

He stated that:

Probably the most significant revelation that has come out of this analysis (Youth at Play) is the need, and the demand, for various types of social recreation. That the need exists is unfortunate, but the demand can well be accepted as a source of satisfaction by those who are concerned with the development of more effective and comprehensive programs for young people.

A careful consideration of these findings has forced upon us the conviction that communities would do well to explore the possibilities of community youth centers. Such organizations could be initiated as recreation centers, and could, in time, be expanded to meet other phases of the youth problem.

Attitude of youth toward motion pictures.-- The out-of-school youth of Norwood were questioned concerning their reaction to motion pictures; they were asked to name the shows they had attended in the past six months, and to list the number of shows they had seen during the month. Table 28 summarizes the reactions of youth to the movies and indicates the types of shows most popular with them; for the sake of comparison, the findings in the Norwood study are shown in relation to those revealed in a similar part of the Maryland study.

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Howard M. Bell, op. cit., p. 188.

TABLE 28

REACTIONS OF NORWOOD OUT-OF-SCHOOL YOUTH
TO THE MOVIES AND THE TYPE OF PICTURES LIKED
BEST IN 1940 COMPARED WITH THE FINDINGS IN THE
MARYLAND YOUTH SURVEY ¹¹

How youth respond to movies	Per cent Norwood Youth	Per cent Maryland Youth	Type of show liked best	Per cent Norwood Youth	Per cent Maryland Youth
Dislike all	.6	1.6	Historical	41.5	21.0
Enjoy some, tolerate others	25.4	22.9	Musical	4.6	21.4
Enthusiastic	23.1	25.2	Mystery	6.0	9.2
Never attend	2.4	2.7	Romance	42.5	13.5
Satisfied, generally	37.5	47.6	Western	5.4	16.2
No answer	11.0	----			

It is apparent that movies have a wide general appeal to youth; less than one in a hundred claimed they disliked the movies; but 2.4 per cent stated they did not attend. The findings in the Norwood study approximate those of the Maryland investigation. Among Norwood youth, historical films and those dealing with romance have the widest appeal. Maryland youth showed a greater spread of interest; equally large groups stated they enjoyed westerns¹² and musical shows. Bell¹¹ concluded in the Maryland study covering movie interests that:

All the data means is that youth regard moving pictures as a kind of romantic escape. The "education" derived from the experience of seeing one is obviously accidental. They go to be entertained, and they choose the types and the "stars" that give them what they want.

Among the shows seen most recently by Norwood youth were listed many of the current favorites of 1940. Gone With the Wind was mentioned by nearly 40 per cent of the young people; second in popularity was Rebecca.

¹¹

Ibid., pp. 171-172.

¹²

Howard M. Bell, op. cit., p. 171.

Northwest Passage attracted one in six of the young people. Hunchback of Notre Dame, Young Tom Edison, Abe Lincoln in Illinois, and Grapes of Wrath were all widely seen by the youth of Norwood. Youth, like adults, go to the movies to be entertained. The choice of movies is based largely on what is showing. It is gratifying that most of the young people show some discrimination in the choice of the best of the lot. Educational influences and other civic agencies, which have the educational welfare of youth at heart, can well afford to pool their energies to the end that film producers are forced to deliver films to the market that place greater emphasis upon educational values.

The median number of films seen in a month's time was 3.4. The "once a week" habit seems to be popular with young people recently out of school.

Youth and the church.-- It is commonly believed that one's attitude toward the church, and that for which it stands, bears a certain direct relationship to the character of the individual. Because of this belief, it seemed desirable to secure the reactions of youth toward church membership and toward church attendance. The young people of Norwood were questioned concerning their participation in the activities of the church and of the Sunday School. Although 27 per cent of those taking part in the survey failed to answer the questions concerning their religious activities, the responses of the remaining 73 per cent indicated that the church was a vital influence in the lives of most of the young people of Norwood.

Almost two-thirds of the out-of-school youth of the city (65.9 per cent) attended church services at least once each month; 3.55 times per month was the median of attendance; and 5.5 per cent stated they were non-church goers. The recent survey by Fortune reports that 86.3 per cent of the youth included

in that study attended church services at least once each month.

Of the young people included in the study 64 per cent stated that they were church members. Of the church members 45.6 per cent belonged to the Catholic church, while 54.4 per cent were members of the several Protestant churches of the city. Of the youth 26 per cent were active in the functions of the church, participating in from one to four activities. An equally large number stated that they did not participate in any activities, but merely "went to church." Almost half of the young people did not answer, but 40 per cent of them stated they attended Sunday school, while 14 per cent admitted that they never attended.

Bell found in Maryland that:

For all its alleged decadence as a vital social force, the church still retains a substantial measure of its original appeal. ... The fact still stands that the majority of young people want to be identified as church members and like to have it known that they participate in its devotional activities.¹⁴

Social activities of Norwood youth.-- The manner in which out-of-school youth adjusts to the social life of the community is an important consideration in the evaluation of the adequacy of facilities for serving the leisure time needs of the youth of a community. Norwood's youth were asked whether they belonged to a social group or club, enjoyed dancing, attended dances, and, if so, where they went to dance.

The answers to these questions concerning leisure-time pursuits strengthen the conviction that the schools and the community should take renewed interest in providing for the recreational and social life of its young

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Elmo Roper, "The Fortune Survey," Fortune, 26 (December, 1942), 18.

¹⁴

Howard M. Bell, op. cit., p. 205.

people. Less than half of the young people belonged to a club or social group. Seven of every ten indicated that they enjoyed dancing, but only one-third of these were able to attend many such functions. Finances and lack of a suitable place to dance appeared to be the greatest restraining factors.

Approximately one-fourth of the youth stated that they attended club dances and parties, one-third attended private dancing parties, and the rest were compelled through circumstances to dance at roadhouses, public pavilions, hotels, and night clubs.

The out-of-school youth were also asked to indicate how they spent the greater share of their leisure time. Reading was mentioned by 31 per cent of the youth. Athletics commanded the time of the second largest number, approximately 20 per cent. Going to the movies, sewing, dancing, listening to the radio, and music were important diversions of a large number of young people. Loafing and drinking beer were listed by a few. The great majority of youth apparently spent their time in wholesome activity.

Spaulding found quite a different situation among the youth of New York State.¹⁵ In summarizing the leisure-time activities of youth in that state, Spaulding has written:

Much less encouraging is the complete abandonment by the boys and girls, who do not go on to higher schools, of the activities on which secondary schools commonly lay great stress. Left to their own devices, most of these young people cease to read serious books and articles or good fiction; they seldom listen to the best music; they study as a means of preparing themselves for a vocation, rather than for the fun or to add to their general education.

Social competence of out-of-school youth.-- An investigation of the

15

F. T. Spaulding, op. cit., p. 52.

social life of the youth of a community would be incomplete without an evaluation of those qualities of social consciousness which are vitally necessary to democratic living. To what extent are the young people of Norwood, who are through with their public school experiences, willing and able to assume the responsibilities of effective citizenship? Are they willing to give more than lip service to the ideals and principles of democracy at work? In order to discover an answer to these questions, youth were asked whether they would be willing to shoulder some of the responsibilities required of the good citizen. The first question put to them was: "If you were asked to serve on the community chest campaign committee or similar community project, what would your answer be?" Of the young people 35 per cent stated that they would accept the appointment gladly; 13 per cent said they would in some way seek to avoid the task; 15 per cent would refuse to serve outright; another 8 per cent would serve only if needed; and 29 per cent did not reply. It can be safely assumed that among these were many who would refuse, if they were pressed for a definite reply.

More than one-fifth of the young people qualified the replies they made to the question. Many of those who had indicated a refusal to serve or a desire to evade the task stated that their work responsibilities precluded the possibility of much time for outside activities. A number of refusals were typified by the comment of one individual, who stated that he would "work on any campaign for community welfare except the community chest"; one individual felt that too much chest money was "wasted on banquets"; consequently he refused to serve. From the comments, the conclusion may well be reached that among young people there is not so much an unwillingness to support community enterprises as there is an opposition to the enterprise itself or a desire to

put personal advancement ahead of community obligations.

A second question directed to the young people, in an effort to measure social competence, had to do with the actions they would follow in the event war was declared. Table 29 summarizes the attitudes held by the youth of Norwood and compares them with the expressed opinions of the young people in the Maryland study in 1938.

TABLE 29
THE ACTIONS NORWOOD OUT-OF-SCHOOL YOUTH IN 1940
STATED THEY WOULD FOLLOW IF WAR WERE DECLARED
COMPARED WITH SIMILAR STATISTICS FOR MARYLAND YOUTH

If war were declared, youth would	Per cent ^a Maryland youth	Per cent Norwood graduates	Per cent Norwood non-graduates	Total Norwood
Does not know	6.2	9.8	29.5	18.6
Go if drafted	35.3	16.1	11.3	14.3
Go if invasion threatened	10.0	49.8	33.5	43.0
Other action; seek exemption	1.7	5.1	4.6	4.8
Refuse to go	16.4	6.4	4.1	4.9
Volunteer	30.4	12.8	17.0	14.4
	100.0	100.0	100.0	100.0

^a

Condensed from Table 97 in Howard M. Bell, op. cit., p. 246.

The evidence is clear that young Americans are generally willing to serve their country when the need arises. Attention is directed to the higher percentage of Maryland youth who stated in 1937 that they would be ready to volunteer in the event of a declaration of war. At the time the Norwood study was made, war was more than an idle threat. This fact may account for the smaller percentage of youth in Norwood who said they would volunteer for service. The willingness of these young Americans to defend their country was taken as a measure of their belief in the democratic way of life. It would seem safe to say that our young folks, whatever their

shortcomings, are not lacking in patriotism or in their belief in democracy. In the Maryland study, Bell found that there the majority of young people are of the opinion that war is needless and preventable. In that state few showed any enthusiasm for war, but only one in six said they would refuse to go. The majority would follow the course of least resistance and go if drafted. Bell reports that "as youth become older, they become more definitely inclined toward independence of action. And as they receive more schooling, they tend to be more discriminating in their ideas of the action they should take."¹⁶

Some of the comments that Norwood youth made on the premise of going to war tell forcibly the sentiments they held.

I'll go when needed.

It depends on the reasons for war.

My husband is in the reserve now.

No one knows.

I'll certainly go if and when the world is threatened by Russian atheism.

I do not think war should be declared to protect the millionaire's interests.

Will go willingly if invasions threaten; there seems only a remote possibility of invasion; I'll have to refuse to go.

I am not for any foreign war; if danger threatens the U. S. A., I'd go in a minute, but not to fight on foreign soil.

Finally, in an attempt to measure the social competence of the out-of-school youth of Norwood, the young citizens were asked to express the attitudes they held toward such community enterprises as clean-up, paint-up campaigns. Table 30 summarizes the opinions held covering these activities.

16

Howard M. Bell, op. cit., p. 248.

TABLE 30

REACTIONS OF THE OUT-OF-SCHOOL YOUTH OF
NORWOOD TO CLEAN UP-PAINT UP CAMPAIGNS IN 1940

Opinions expressed by youth	Number holding this opinion	Per cent holding this opinion
Believe in them but don't participate	101	20.6
Don't believe in them	11	2.3
Feel it is my own business	52	10.6
Feel they are commercial	66	13.4
O. K. if not compulsory	31	6.3
Would participate in them fully	169	34.4
No answer	61	12.4
Total	491	100.0

It is obvious that the majority of youth are in favor of community supported enterprises; more than 60 per cent are in accord with the principles of such activities. Less than one-fourth either indicated some measure of disapproval or failed to respond to the question. On the basis of the attitudes expressed in the responses to these questions, it seems safe to conclude that the majority of the young people exhibit most of the qualities Reeves has¹⁷ termed "contributing citizenship." This type of citizenship includes respect for the opinions of others, an awareness of the concept of the general welfare, an ability to participate in the activities of self-governing groups, a knowledge of the duties and obligations of citizenship, a familiarity with the major social problems, and an understanding of the basic principles of democracy, and a deep loyalty to them.

Spaulding, in studying the citizenship qualities of New York youth,

¹⁷

F. W. Reeves, op. cit., p. 206.

makes this summary statement:

There remains to be considered whether the activities of these boys and girls after they have left the secondary school do anything either to confirm or to increase such readiness for citizenship as they have gained. A minority ... go on to higher schools. For some of those who do go on, college work may bring wider understandings and a keener appreciation of the parts young people may play as citizens of a democracy. The great majority, once they are through with the secondary school, work or loaf or look for jobs. Interviews with representative boys and girls from this majority suggest that once he is out of school, the ordinary boy or girl does practically nothing to add to his readiness for citizenship, nor does he even keep alive the knowledge of civic affairs or the interest in social problems which he may have had when he finished his schooling.

There is no evidence in the Norwood study which would indicate that the majority of Norwood youth are lacking in the major social competences. In passing judgment upon youth, it is necessary to keep in mind that youth lack many of the finer qualities of citizenship, and the habits which go with such citizenship, largely because they are young; as one grows older, the sense of values changes; in most cases where the foundation has been good, these changes are for the better. This investigation at least indicates that the majority of the youth of Norwood possess the fundamentals of good citizenship.

Perplexing problems of youth.-- Out-of-school youth were asked to enumerate the most perplexing problems with which they were confronted. Four of every five were able to state a definite problem; quite a few of the out-of-school youth named several. Table 31 shows clearly the nature of the troublesome situations which youth in 1940 said they faced.

TABLE 31

PERPLEXING PROBLEMS WITH WHICH NORWOOD OUT-
OF-SCHOOL YOUTH WERE CONFRONTED IN 1940

Nature of problem	Graduates with problem	Per cent	Non-graduates with problem	Per cent	Total with problem	Total per cent
Getting a job	42	14.1	17	8.7	59	12.0
Making enough money	87	29.3	59	30.5	146	29.8
Securing a job with future	85	28.6	42	21.6	127	25.1
TOTAL ECONOMIC	214	72.0	118	60.5	332	69.6
Family relations	13	4.4	5	2.6	18	3.7
Own-family health	9	3.0	9	4.6	18	3.7
Religion	3	1.0	2	1.0	5	1.0
Social popularity	14	4.7	2	1.0	16	3.2
TOTAL SOCIAL	39	13.1	18	8.2	57	11.6
Educational progress	43	14.5	13	6.7	56	11.4
Unanswered	40	13.4	50	25.8	90	18.3
Total in survey	297		194		491	

Seven in ten were confronted with problems that might be termed purely economic: strangely, a greater number of the youth who were high school graduates had this problem; more of them were faced with the problem of securing a job and were also more concerned with the future which that job held for them. Social problems were also more prevalent with the group of graduates, particularly that of popularity. As might well be expected, the larger number of educational problems were among the youth who have graduated from high school.

Spaulding, in New York State, found that for the majority of boys and girls who had recently left school the problem of getting and keeping a job was paramount. He states that nine-tenths of the academic high schools

in New York assume no active concern for their pupils' vocational adjustments
 19
 when they leave school.

20
 Bell in summarizing the study of youth's problems in Maryland says:

If one hundred American youth were selected at random, and each one were asked if he or she believed there was a youth problem, our data indicate that sixty-five would not only recognize the existence of such a problem, but would also define it. Twenty-five would assert that there was no such problem, while ten would state that they didn't know whether such a problem existed or not.

If a hundred of these youth who recognized the existence of a youth problem were asked to state what, in his or her opinion, was the crux of this problem, our data further indicate that sixty-five would characterize it as basically economic.

The economic character of the problems with which the young people of Norwood were faced was manifested in the comments that many of them made; typical among these are the following:

I am worried about what occupation I should enter in order to be assured of sufficient income to make my marriage successful.

Aiding my husband in his fight for a better position with the firm is my greatest problem.

How to run my house on the small budget we have is a worry.

To maintain the standard of living I want on my small income
 is decidedly a problem.

21

Thayer maintains that the educational implications of unemployment for youth are far reaching. He contends that there is a definite necessity for schools to enrich the programs of secondary education in contrast to the past emphasis which has been placed on time to be spent.

19

F. T. Spaulding, op. cit., pp. 172-173.

20

Howard M. Bell, op. cit., p. 103.

21

Samuel Everett, Editor, A Challenge to Secondary Education, p. 83.
 New York: D. Appleton and Company, 1935.

The present writer concurs in the belief that the program of the school needs to be adjusted to meet the needs of youth. The evidence is clear that, in Norwood, out-of-school youth are confronted with problems which they might have successfully solved had they had proper training. Secondary education can no longer be purely academic, and minister to the real needs of youth. It is agreed that for some a college preparatory type of program will best serve; for others a program vocational in character is needed; for all a program that gives direction to the social, economic, and political needs of young people is essential. A re-vitalizing of the secondary educational program must be undertaken, if the needs of all youth are to be served.

Educational Considerations of the Out-of-school Youth of Norwood

This part of the chapter reports an attempt to discover the educational status of the out-of-school youth of Norwood, to learn why they left school when they did, and what plans, if any, they hold for the future. It sought to measure the reactions of the young people to the educational program they followed and the opinions they held on the strengths and the weaknesses of that program. Questions were asked of these young men and women concerning the interests they held in vocational education, in the establishment of a junior college, and in the type of training such an institution should offer. Finally, the study sought to measure the effectiveness of the program of guidance that the schools had provided for these young people.

A question asked in an effort to measure the holding power of the school was: "At what age did you leave school?" The evidence disclosed that very few had left school before reaching the age of sixteen years; only

2.4 per cent were in this group. Of the respondents 10.8 per cent claimed that they left school at the age of sixteen years. This is the age when pupils in Ohio may legally discontinue attendance at school, provided they have employment. Of the group 33.6 per cent stated that they stopped school when they were seventeen years old, 34.2 per cent at age eighteen, 7.8 per cent at nineteen, and .7 per cent at age twenty, while 10.5 per cent did not answer the question.

Table 32 shows the grades completed by these Norwood youth before they left school. For the sake of comparison, statistical data are presented, showing the findings in Maryland for a similar study in 1938. The latter study contends that Maryland is a typical state and that their sample, based on the opinions of 13,528 youth, exhibits "within reasonable limits, the characteristics of the national youth population."²²

TABLE 32

GRADES COMPLETED BY OUT-OF-SCHOOL YOUTH OF NORWOOD
COMPARED WITH THOSE COMPLETED BY MARYLAND YOUTH

School grade completed	Percentage of Norwood youth	Percentage of Maryland youth ²³
Eighth or below	1.4	39.1
Ninth	4.9	9.8
Tenth	7.9	13.9
Eleventh	6.4	9.2
Twelfth	51.0	17.3
Beyond high school	9.5	10.7
No reply	18.9	----
	100.0	100.0

²²

Howard M. Bell, op. cit., p. 11.

²³

Ibid., p. 56.

Information from the United States Office of Education for 1937-38²⁴ indicates that there were about 10,000,000 youth of high school age in the nation in that year and that 65 per cent of them were enrolled in the public and private secondary schools. The data further reveal that the enrollment in the fourth year of the secondary schools was 54 per cent of the enrollment in the first year. For the State of Ohio the fourth year enrollment was 58.3 per cent. The data of the Norwood study indicate that at least 60.5 per cent of the youth in 1940 had completed high school. For Maryland the 11th and 12th grade graduates totalled 37.2 per cent in 1938. It seems that the holding power of the Norwood schools compares very favorably with that of schools elsewhere.

The young people were asked whether they were attending college or taking any other type of special training. Of those who had graduated, 16 per cent went on to college; another 18.5 per cent stated that they were following some type of special training. Of the non-graduates, only 16.7 per cent were taking special training. This means that among all out-of-school youth only 23.4 per cent were actually participating in college or special training. Of those who were attending college, one in five was taking liberal arts; one in five was following engineering; one in five was in the school of commerce; one in five in education; and the remainder were in home economics and in law. More than a third of those taking special training were pursuing commercial work.

When the young people were asked whether they had any plans for

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Biennial Survey of Education, 1936-37, Vol. 2, pp. 65-66.
Washington: United States Government Printing Office, 1938.

future schooling, 48.5 per cent replied affirmatively. Six out of every ten who said they had such plans reported that they expected to go to night school; two of every ten said they expected to continue their education in college; and the rest stated that they expected to take additional training in commercial work, home economics, art work, nurses' training, dramatics, or mechanical trades.

Another question was: "Why did you select the college you attend?" Seeking to learn the conditions that lead students in their choice of a college, the youth of Norwood who had gone on to schools of higher learning were asked to indicate the factors which had entered into the choice of a school. In replying 25 per cent stated that they had selected the school due to its location, indicating that economic factors may have necessitated living at home; 32 per cent said that living costs and scholarship aid had influenced their decision in the choice of a school; 7 per cent had selected the school because of religious considerations; and 36 per cent stated that the selection had been motivated by the fine faculty or because the school presented the type of training in which they were interested. For more than half, the choice of a school was based on factors purely economic in character.

Reasons for leaving school.-- Table 33 summarizes the causes for leaving school, as given by the youth of Norwood who participated in the survey in 1940.

TABLE 33

NUMBER AND PERCENT OF OUT-OF-SCHOOL YOUTH IN NORWOOD
IN 1940, AND THE CAUSES THEY GAVE FOR LEAVING SCHOOL

Reasons for leaving	Number graduates	Per cent	Number non-graduates	Per cent	Total Number	Total per cent
Disciplinary trouble			3	1.5	3	.6
Dislike some teachers			17	8.7	17	3.5
Graduated	295	99.3			295	60.1
Lack of funds			68	35.1	68	13.9
Matrimony			11	5.7	11	2.2
Poor health			7	3.6	7	1.4
Position more valuable	1	.35	42	21.7	43	8.7
Work too hard	1	.35	9	4.6	10	2.0
Other reasons			37	19.1	37	7.6
	297	100.0	194	100.0	491	100.0

Only the reasons assigned by the non-graduates for leaving school furnish a clue to the fundamental causes for school-leaving. As could well be expected in a study of this character, the out-of-school youth who were graduates of the high school gave this as their reason for stopping attendance at full-time day school. Among the non-graduate group, "lack of funds" and "position more valuable than schooling" were given as reasons for leaving school in more than half (56.8 per cent) of the cases; a dislike for certain teachers and difficulty of the work caused 13.3 per cent of the drop-outs among the non-graduates. One in twenty in this group (5.7 per cent) quit school to be married.

25

Kefauver and his associates, in conducting a national survey of

25

G. N. Kefauver, Victor H. Noll, and E. C. Drake, The Secondary School Population, p. 32. National Survey of Secondary Education, Bulletin No. 17, Monograph No. 3. Washington: United States Government Printing Office, 1932.

secondary education in 1932, found that:

A host of factors determine the length of the period any pupil remains in high school. The economic position of the home, the occupation of the father, the racial and cultural group from which the student comes, state compulsory attendance laws, conditions of gainful employment, the individual interests of the pupil, the availability of the high school, the sex and health of the pupil, school failure, and low intelligence, all apparently have a relation to the length of school attendance.

26

Spaulding concluded that the tendency of pupils to leave the high school relatively early in New York State was due more directly to social and economic conditions in the State than to the nature of the secondary school program; he suggested that boys and girls who leave school before graduating are likely to have especial difficulty in coping with out-of-school problems of vocations, citizenship, and further education.

27

Bell found that, in Maryland, for every twenty-five youth who had left school, ten did so because of economic need, six due to a lack of interest or because of maladjustment, four to earn their own money, three because they considered their education complete on graduation, and two because of marriage or health. In summarizing the evidence Bell concludes:

Four out of every ten youth assert that they leave school because their parents cannot continue to send them. For them, the solution is primarily a matter of providing opportunities that don't exist. For a large proportion of the remainder, the solution is more definitely a matter of so adjusting our school programs as to make them sufficiently attractive to compete with other things. Our data reveals that, with several groups of youth, unsatisfactory school adjustment - by which is meant a combination of lack of interest, disciplinary difficulties, and too difficult subjects - is a more general reason for leaving school than a lack of family funds.

26

F. T. Spaulding, op. cit., pp. 75-80.

27

Howard M. Bell, op. cit., pp. 65-68.

Dailard's study estimated that in 1935-36 the difference between the potential high school enrollment (8,378,117) and the actual enrollment (5,904,117) was 2,474,000. From a study of small groups of high school drop-outs he concluded that 30 per cent of the children were eliminated from public schools for reasons which could be termed economic.

Incidental cost of attending high school.-- Since the Norwood investigation shows that more than one in five pupils leave school owing to economic causes, and since 13.9 per cent of these young people assert that a lack of funds prompts the action, it was deemed advisable to secure an estimate of the cost of attending high school. It was believed that the costs of the members of the junior class would average those of the school as a whole; therefore, questionnaires were prepared and given to the members of the junior class in 1940, requesting their cooperation in the study. A copy of the form used is found in the appendix, p. 347. These young people were asked to consider the expenditures for lunches, carfare, fees (including locker, towel, laboratory, and class supply fees), savings, dues for clubs, school games and shows, publications, donations, and miscellaneous expenses. Table 34 presents a summary of the incidental expenses for attending the city high school of today, as measured by what the members of the junior class estimated their costs to be.

TABLE 34

ITEMS OF EXPENSE INCURRED BY NORWOOD HIGH SCHOOL
JUNIORS IN ATTENDING SCHOOL DURING THE 1940-41 TERM,
PER CENT OF PUPILS HAVING THESE EXPENSES, AND THE MEAN
MEDIAN, HIGH, AND LOW AMOUNTS SPENT

Item for which money was spent	Per cent having expense	Lowest amount spent	Highest amount spent	Mean expenditure	Median expenditure
Carfare	18.4	\$.30	\$20.00	\$ 3.55	\$ 1.10
Club dues	46.9	.10	12.00	1.52	1.00
Donations	82.6	.03	5.00	.84	.50
Fees	100.0	.27	11.30	2.40	2.05
Games, shows	81.7	.20	40.00	3.42	2.00
Lunches	93.1	2.00	80.00	30.32	40.21
Publications	69.4	.50	8.00	2.21	2.13
Savings	82.3	.10	160.00	15.23	10.05
School supplies	98.2	.05	8.00	1.98	1.60
Total (does not include savings)		1.00	106.63	41.10	42.95

Expenditures show a wide range from \$1.00 to \$106.63; the median cost incident to attending school was \$42.95. In Norwood texts and school supplies, except those in a few classes, are provided by the board of education, which appreciably lessens the cost of attendance. The survey made no attempt to account for the cost of clothing, which in a cosmopolitan high school is an item of no little consequence. When all factors are taken into consideration, it becomes apparent that the Norwood High School is in no sense a free public institution.

Studies made by the American Youth Commission in recent years indicate that "among all pupils whose schooling was terminated before they had completed high school, fully one-half had left school because of the sheer lack of the financial requisites which would have enabled them to

continue."²⁹ Reeves and his associates find from fragmentary data that the special cash costs of public high school attendance may range from \$30 to \$200 per pupil a year, which represents costs that would not be incurred if the pupil remained at home unemployed. The suggestion is made, by way of a solution, that a modification of the program of student work financed by the federal government, which has given the pupils from low income families modest wages to utilize for the cash expenses of school attendance in the past, might be used: this modification would provide limited amounts of worthwhile wage employment as a part of the standard curriculum for all pupils³⁰ in the upper secondary school grades.

It seems obvious that society's first task in dealing with the problem of the youth who leave school before completing their education is to alter the nature of "equality of educational opportunity," so that it becomes a reality rather than a utopian expression. The concern of the school must be turned, too, to a consideration of the curriculum.³¹ Bell found that:

For youth who are preparing for professional vocations, it appears that the holding power of the schools is exceedingly strong. Less than 5 per cent of young people found to be engaged in professional work stated that they left school because they lacked interest.

The fact that even a small number of the Norwood youth indicated that they had left school to be married causes one to speculate as to what the schools have done to help these youth meet the obligations and the

²⁹ Floyd W. Reeves, Youth and the Future, p. 121. The General Report of the American Youth Commission. Washington: American Council on Education, 1942.

³⁰ Ibid., pp. 122-123.

³¹ Howard M. Bell, op. cit., p. 67.

problems which marriage is certain to force upon them. The approach to the curriculum problem obviously becomes one of adapting the program of the school to the interests and needs of youth.

Likes and dislikes of school by the out-of-school youth.-- These young citizens of Norwood were asked to name those experiences encountered in their school life that they had enjoyed and those which had proved distasteful to them. Table 35 summarizes the information received.

TABLE 35

THE LIKED AND DISLIKES OF THE EDUCATIONAL
EXPERIENCES WHICH THE OUT-OF-SCHOOL YOUTH OF
NORWOOD EXPRESSED IN 1940

Items liked	Per cent gradu- ates	Per cent non- gradu- ates	Total per cent	Items disliked	Per cent gradu- ates	Per cent non- gradu- ates	Total per cent
Adequate homework	14.4	6.7	8.9	Cafeteria poor	13.4	4.6	10.0
Auditorium sessions	47.8	14.8	28.9	Excessive homework	19.8	.6	12.1
Cafeteria	37.1	9.8	22.4	Lack of fundamen- tal training	12.5	5.6	9.7
Citizenship	35.3	11.8	21.4	Rigid discipline	7.1	2.5	5.3
Clubs	46.6	14.9	34.1	Subjects not suited to needs	18.2	13.4	16.3
Fine sports- manship	63.6	27.4	38.6	Teachers lost touch with youth	29.2	10.3	21.7
Good teachers	82.1	27.9	49.7	Other	1.3	13.2	6.1
Library	52.8	18.6	31.9	No answer	3.3	30.1	13.8
Sound scholarship	29.6	9.8	17.9				
Student government	29.3	6.7	20.4				
Wide choice of electives	44.1	7.7	26.7				
Other	10.1	6.2	8.1				

A wider appreciation of the real purposes of education is more generally evidenced among the graduates of the high school than among those who leave school before completion of the twelfth grade. Good teaching is

most frequently mentioned as the experience that has proved the most gratifying. Fine sportsmanship is ranked second by graduates and non-graduates alike; club activities and the library are highly favored by out-of-school youth when they recount their school experiences. The evidence indicates that those who remain in school until graduation participate more freely in the activities of the school than do those who drop out before graduation; in consequence they show a wider appreciation of the activities of the school.

Among the things most disliked about the school mentioned with greatest frequency were "teachers who have lost touch with youth," "subjects ill-fitted to the needs of youth," and "excessive homework." One in five complained of unsympathetic teachers and one in every six found the offerings of the school unsuited to the needs of youth. It is significant that among the high school graduates one in eight criticized the school for its failure adequately to teach the essentials of spelling, arithmetic, and English.

Attitude of youth toward the values of education.-- Table 36

summarizes the appraisal of the values of education by the out-of-school youth of Norwood in 1940. Youth were asked two questions; the first was economic in character, and the second was social. "Do you feel that your education has helped or will help you to earn a living?" This query was first asked of the young people and was followed by the question, "Do you feel that your education has helped or will help you to enjoy life more?"

TABLE 36

APPRAISAL BY NORWOOD OUT-OF-SCHOOL YOUTH IN
1940 OF THE SOCIAL AND ECONOMIC VALUE OF THEIR EDUCATION

Estimate of amount of help	Per cent of youth who feel education has helped or will help in earning a living			Per cent of youth who feel that education will help them to enjoy life more fully		
	Graduates	Non- graduates	Total	Graduates	Non- graduates	Total
No help	2.1	8.7	4.7	.5	2.1	1.0
Little help	2.5	15.5	7.5	2.0	5.2	3.3
Fair help	15.8	14.9	15.5	8.0	12.4	9.8
Considerable help	28.9	15.5	23.8	26.8	10.8	20.6
Great help	44.5	14.9	32.8	55.1	13.9	38.9
No opinion	2.5	13.4	6.7	1.5	8.2	4.1
No answer	3.7	17.1	9.0	6.1	47.4	22.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

The great majority of Norwood's young people were thoroughly convinced of the value of an education. More than seven in ten of those who had completed their high school training were of the opinion that their education had aided them considerably in their vocational pursuits; three in ten of the non-graduates held similar convictions. Even more enthusiastic were the graduates for education as a means of help in the enjoyment of life; fewer of the non-graduates felt that schooling was essential to social adjustment than held the opinion that it would aid in earning a living. The evidence makes it clear that enthusiasm for education is considerably greater among those who have completed their high school course; apparently the more education one has the more certain he is of the values it holds for future living.

Similar findings were discovered among Maryland youth when they were asked to evaluate the education they had received in terms of the contribution it made to their lives, socially and economically. The data

collected in Maryland emphasized the fact that:

The more schooling youth receive the more likely they are to consider it valuable. They further suggest that many of the destructive judgments that young people have passed upon the schooling they have had may quite as logically have arisen from a sense of incompleteness as from a conviction that the schools have failed to meet their needs. We suspect, in fact, that their evaluations have been quantitative as well as qualitative, and that in both their censure and their praise the sense of completeness or incompleteness has tended to color their thought.

Spaulding found in the study of New York youth that boys and girls who were on the point of leaving high school were thoroughly convinced of the value of schooling. He estimated that as many as a third of these boys and girls, whether they have graduated from high school or not, were hoping some day to be able to continue their school work.

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Part-time school.-- The compulsory attendance laws of the State of Ohio require pupils who have not completed the high school and who are under the age of 18 years to attend part-time school or continuation classes, if they stop attendance at full-time day school. The fact was known, too, that many Norwood graduates who did not go on to college continued their education in part-time schools. In order to learn the extent of attendance at part-time schools and the nature of the work young people follow in these schools, the out-of-school youth of Norwood in 1940 were asked: "Since leaving school have you attended part-time school?" In the event that the reply was in the affirmative, the respondent was asked to indicate the nature of the school and to signify whether the course followed was vocational or cultural. Table 37 gives the number of youth of the 491 in the study who stated they had attended part-

32

Howard M. Bell, op. cit., pp. 86-87.

33

F. T. Spaulding, op. cit., p. 35.

time school since leaving high school, and the nature of the work pursued in these institutions.

TABLE 37

NUMBER AND PER CENT OF THE GRADUATES AND NON-GRADUATE YOUTH OF NORWOOD WHO STATED IN 1940 THEY HAD ATTENDED PART-TIME SCHOOLS SINCE LEAVING SCHOOL

Type of school and course pursued	Number high school graduates	Number non-graduates	Total	Total per cent in school and course
Correspondence				
Cultural	2	0	2	.9
Vocational	6	4	10	4.3
Private school				
Cultural	3	2	5	2.1
Vocational	18	5	23	10.0
Public evening				
Cultural	8	4	12	5.2
Vocational	51	12	63	27.2
Trade school	12	8	20	8.6
University				
Cultural	25	0	25	10.8
Vocational	33	2	35	15.1
Other types-				
Commercial	24	0	24	10.3
Post graduate	10	0	10	4.3
Home study	0	3	3	1.2
Total	192	39	231	100.0

There were 297 high school graduates and 194 non-graduates who shared in the study of Norwood's out-of-school youth. The evidence disclosed that 64.6 per cent of the graduate group and 20 per cent of the non-graduates had taken part-time schooling after leaving day school. Vocational work had been pursued by no less than 67 per cent of the young people who had taken part-time training. This fact raises the question asked in other youth studies: "Do youth actually desire vocational education?" The answer of the out-of-school youth in Norwood is obvious. In the study of youth in Maryland, Bell found that for 60 per cent the answer was "yes".

In the Maryland study, vocational training was defined as training for a job; it included training in the professions and the arts, as well as in business and in the trades. Bell ³⁴ concluded that:

In this particular question, there is encouragement of wishful thinking. That six out of ten of the out-of-school youth are, in fact, genuinely desirous of further vocational training is, we suspect, open to question. We doubt, therefore, if this 60 per cent can be taken as an indication of the potential demand by out-of-school youth for free public vocational training.

It is believed, however, that the data reveals that there is a demand for more vocational training. Many young people have learned, especially during the past few years, what usually happens when, to a prospective employer's question "What can you do?" they answer "Anything." What usually happens is that they get no job. These and similar experiences have led them to believe that training for a specific type of work is very often not only desirable but necessary.

Types of training in which Norwood youth are interested.--- Another question was: "If you were to start high school again, what course in the following list would you like to take?" This question was asked of the out-of-school youth in an attempt to secure a further measure of the interest which the young people of Norwood have in vocational training. The respondents were asked to indicate their interests by checking a list of twenty-three types of vocational work; interest in training in phases of personal relationship was also sought. Table 38 presents a summary of the interests indicated by the youth who designated their interests; 34.5 per cent of the young people who were in the non-graduate group failed to indicate interest in a single field; only 2 per cent of the graduate group failed to respond.

³⁴

Howard Bell, op. cit., p. 71.

TABLE 38

SUBJECTS WHICH NORWOOD OUT-OF-SCHOOL YOUTH
IN 1940 INDICATED THEY WOULD ELECT IF THEY
WERE TO START HIGH SCHOOL AGAIN

Subjects youth state they would elect	Per cent of youth who are graduates	Per cent of youth who are non-graduates	Total per cent of youth
Advertising	12.1	15.3	13.4
Aeronautics	15.9	0.0	9.6
Architectural Drawing	13.8	5.7	10.6
Auto Mechanics	11.5	5.1	9.1
Carpentry	3.7	1.6	2.9
Commercial Art	12.8	6.7	10.4
Cosmetology	.4	5.1	2.3
Economics	26.3	0.0	15.9
Electrical	9.4	4.1	7.4
Fine Arts	44.4	10.4	31.0
Forestry-Agriculture	14.8	6.2	11.4
Garment Design	13.1	3.6	9.4
Household Arts	11.5	12.4	12.0
Machine Shop	11.5	12.4	12.0
Office Training	46.8	10.8	31.9
Printing	4.4	1.6	3.2
Psychology	31.0	0.0	18.7
Retail Selling & Merchandising	17.9	4.7	12.6
Sheet Metal	4.4	4.1	4.3
Social Problems	21.5	5.1	15.1
Social Service Work	11.8	0.0	7.6
Other Vocational Work	12.1	0.0	7.8
No Answer	2.0	34.5	14.9

That the interests of young people are diversified is evidenced in the wide range of choices indicated in response to this question. Strong interests are present among the young graduates of the high school, in office training, in the arts, in machine trades, and in merchandising. Social problems, economics, and training in social behavior have a wide appeal for the graduates. Among the non-graduate group considerably less interest was manifested in any field; in fact, more than a third of the individuals in this group did not indicate a single interest. The machine trades, household and fine arts, and advertising were most frequently mentioned as fields of interest

by the non-graduates.

School work of slight value.-- Having learned from the out-of-school youth the courses which would prove popular were these young people to begin their school experiences anew, the question was asked, "What high school courses, if any, that you took do you feel now you might just as well not have taken?" Those in the study were asked to indicate any such subjects in the order of least importance; 44 per cent of the graduates and 66 per cent of the non-graduates did not respond. Table 39 indicates the opinions of the individuals who found some of the subjects taken of little use to them in life beyond the school.

TABLE 39

SUBJECTS THAT NORWOOD OUT-OF-SCHOOL YOUTH
SAID IN 1940 THEY HAD TAKEN IN HIGH SCHOOL
WHICH THEY FOUND OF LITTLE USE

Subjects indicated of little use	Number and per cent of those who indicated an answer					
	School graduates		Non-graduates		Total replying	
	Number	Per cent	Number	Per cent	Number	Per cent
Commercial	8	4.8	2	3.1	10	4.3
Drama	8	4.8	2	3.1	10	4.3
Economics	3	1.8	0	0.0	3	1.3
English	4	2.4	1	1.5	5	2.2
History	35	20.9	6	9.2	41	17.7
Language	69	41.3	15	23.1	84	36.2
Mathematics	48	28.7	7	10.8	55	23.7
Miscellaneous	27	16.1	3	4.6	30	12.9
Modern Problems	6	3.5	0	0.0	6	2.6
Physical Science	34	20.4	5	7.7	39	16.8
None	10	6.0	0	0.0	10	4.3
All of them	0	0.0	2	3.1	2	.9
Number replying	167	56.0	65	34.0	232	47.0
No answer	130	44.0	129	66.0	259	53.0
Total	297	100.0	194	100.0	491	100.0

Language is obviously a subject whose usefulness is questioned by young people, once they are out-of-school; 36.2 per cent of those who replied

found it of little use. This means that, of the entire group, one of every six found the study of languages of doubtful value. Mathematics, history, and the physical sciences were found by many of little value. There is a possibility that a like or dislike for the subject may have influenced the responses which some individuals made concerning the worth of a subject to them.

Many Norwood youth pointed out courses that they took while in school, the value of which they now question. The conclusions reached are no doubt influenced by the experiences encountered since leaving school. The data indicate lack of an adequate program of educational guidance in the school. Such a program would have placed these young people in school work for which they were better adapted: such a program of guidance would have revealed the need for many courses not even offered in the high school at the time these out-of-school youth were enrolled. One is forced to conclude that the guidance program found in New York State by Spaulding is

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typical. He states:

More than one-half of the boys and girls who go through the secondary schools choose their courses without having received definite advice from anyone The majority of high schools throw the burden of educational choices almost entirely upon the pupils and their parents, offering little or no assistance beyond an explanation of the alternatives among which the pupils may choose.

Does youth favor a junior college?-- Out-of-school youth were asked to state their opinions on the advisability of extending public education by a year or two beyond the present senior year for pupils not going to college.

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F. T. Spaulding, op. cit., p. 169.

The majority of these young people (54 per cent) were in accord with the idea; slightly more than one in ten (10.9 per cent) were opposed; the remainder (35.1 per cent) did not know or had no opinion concerning the issue.

What the out-of-school youth think of the idea of a junior college is indicated in some of the comments made:

"While high school gives you the fundamental education, I believe a more advanced course such as would be afforded in a Junior College would better acquaint one with the real work entailed in the business world."

"Students nowadays need more than a high school diploma to get a job. For those who cannot afford college, a junior college would be of great value."

"I need and want more education and could afford this type."

"The more schooling one has the more able he is to make a comfortable livelihood and the higher his ideals and standards."

"This would enable many to gain greater vocational training and without the high cost of university training."

"If a person is not going to college I see no reason to continue after high school."

"At the age you finish high school you are ready to get a position and help your parents out in money matters instead of costing them more."

"Too many accumulate credits for graduation without getting any definite training for later employment. I like this plan because it sounds practical."

Norwood youth were asked whether they would have attended a junior college had one been available at a reasonable tuition charge at the time they left school; 29.3 per cent answered in the affirmative, 29.1 per cent in the negative, and 41.6 per cent did not reply. In order to measure the effect that the tuition charge might have upon attendance in such a school, the young people were asked whether they would have attended had tuition been free; 29 per cent still answered yes, while the number who said no dropped to 22.2 per cent, and 48.8 per cent did not reply. The data indicate that

the matter of a reasonable tuition rate was not a deterring factor in the decisions of most of those who responded to the query. When the question was asked, "Would you be interested now if such opportunity was offered?" 31.5 per cent of the young people answered "yes", 37.7 per cent said "no", and the remainder (30.8 per cent) did not reply.

Inquiry was made into the type of work which the individuals sharing in the study felt should be offered in a junior college; in indicating a reply to this question, each individual was asked to assume that he was interested in attending such a school. Table 40 summarizes the responses to this inquiry.

TABLE 40

JUNIOR COLLEGE COURSES WHICH THE YOUTH OF
NORWOOD STATED IN 1940 SHOULD BE OFFERED IN SUCH A
SCHOOL, AND THE NUMBER INTERESTED IN EACH COURSE

Courses which appeal to youth	Number and per cent of individuals who assumed an interest in the course					
	Number graduates	Per cent graduates	Number non- graduates	Per cent non- graduates	Total number	Total per cent
College subjects	53	17.9	2	1.0	55	11.2
Commercial- Vocational	95	32.0	26	13.4	121	24.7
Fine Arts	43	14.5	10	5.2	53	10.8
Household Arts	31	10.4	24	12.4	55	11.2
Vocational Trades	35	11.8	43	22.2	78	15.9
Other- Vocational	25	8.4	14	7.2	39	7.9
No Answer	15	5.0	75	38.6	90	18.3
	297	100.0	194	100.0	491	100.0

Despite the fact that the youth were instructed to answer the question, assuming an interest which they had previously stated they did not hold, 18.3 per cent did not reply. The greatest number of the young people showed an interest in the commercial fields: retail selling, office practice,

advertising, accounting, and machine operations are fields in which interest was expressed by almost one-fourth of the out-of-school youth. Vocational trades were named by 15.9 per cent, household arts by 11.1 per cent, and fine arts by 10.8 per cent. College-subject courses were named by 11.1 per cent as desirable in a junior college. It is obvious that the majority of youth favor a junior college which offers vocational education rather than the type of educational opportunity presented in the majority of the nation's institutions of higher learning.

Many of the recent studies looking forward to reorganization of the curriculum advocate an extension upward of the work being done in the secondary schools of the country. Graham, in pointing out that secondary schools ought to show the same interest in their products that a conscientious industrial establishment takes in its output, contends that such an assumption
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leads to the following conclusion:

Secondary schools will shortly have to expand their programs of instruction upward into the area now designated by the term "junior college." If secondary schools reorganize their curricula so as to prepare young people for the expanding and exacting demands of modern life, and if they are to serve as society's means of keeping young people off the labor market until such time as they can be absorbed, then these schools must be ready to offer in a great many instances more than four years of opportunity to study, read, and improve the abilities of their pupils.

Reeves, in summarizing the studies made by the American Youth
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Commission, states that:

The Commission believes, however, that in looking to the future we should think in terms of a unified school system, beginning with such

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Ben Graham and Others, What the High School Ought to Teach, pp. 32-33. Washington: American Council on Education, 1940.

37

Floyd W. Reeves, Youth and the Future. The General Report of the American Youth Commission, pp. 120-121. Washington: American Council on Education, 1940.

provision for nursery schools and kindergartens as may be possible and continuing without special break through the fourteenth grade. Within the fourteen grades, there should be a developing educational program which at each grade level contains subject matter of appropriate difficulty and diversity to meet the individual needs of all youth.

The Commission further contends that the financial problem of the pupil becomes increasingly difficult in grades thirteen and fourteen, even when instruction in these grades is provided as a part of the public school system, and that such expansion of the school system could not be brought about equitably until measures are adopted to equalize the financial status of competent pupils. As a matter of principle, the Commission argued that "no junior college operated as a part of the public school system should charge tuition fees unless at the same time it makes sufficient provision for wage employment to enable any qualified student to earn his tuition."

There seems to be common agreement that the new junior college should be designed to meet the needs of the non-college-going youth, so that he may better equip himself for a world of work. Hollingshead³⁸ states that in the past junior colleges have not felt free to offer work suited to the best interests and abilities of their students, because they have been restricted by the feeling that they must parallel the work of the first two years of the standard colleges. Douglass³⁹ reports that the early advocates of junior colleges were keenly disappointed with the turn that the junior-college movement took in its failure to provide terminal education and with

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Byron S. Hollingshead, "Some Essentials of Terminal Occupational Education at the Junior College Level," School Review, 49 (February, 1941), 97-103.

39

Harl R. Douglass, "The Part of the Terminal Junior College in Meeting the Needs of Youth," Bulletin of the National Association of Secondary School Principals, 25 (March, 1941), 118-122.

its idsheartening tendency to mimic the lower divisions of the universities. With the coming of the depression, the American Youth Commission, the N. Y. A., and the C. C. C., junior college staffs attacked their major problem of terminal education and guidance.

Douglass reports that in the past only one in four junior college students later entered a four year college or university, although three out of four of the students who entered junior college enrolled in college preparatory curriculums. He attributed this to three causes: "(1) the lack of terminal curriculums, (2) the failure to develop an effective program of guidance and education aimed at encouraging students to consider terminal and vocational curriculums, and (3) the reluctance of parents and students to give up the desire to crowd into college and into the professions, apparently not realizing that happiness may be found in the levels of occupational pursuits."

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Russell contends that the needs of the economic order clearly indicate that the junior college is the time when a large amount of vocational education should be given. Substantiating this position, he points out that:

Relatively few employers are willing to hire young people before they reach the age of 18, the customary age of high school graduation. Twenty years of age is coming to be recognized as the desirable age for entering full-time employment for a large part of the population. The principle of giving the vocational preparation as close as possible to the time of entrance on the employment in which it will be used indicates the necessity for advancing vocational education, especially in specific skills, to the junior college period.

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Chambers points out reasons for affording junior college oppor-

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John Dale Russell and Associates, Vocational Education, pp. 196-197. Staff Study No. 8, Advisory Committee on Education. Washington: U. S. Government Printing Office, 1938.

41

M. M. Chambers, "The Upper Years of Secondary Education," School Review, 69 (September, 1941), 541.

tunities to every qualified person:

... It is very greatly to the national advantage inasmuch as the whole population may be increasingly leavened by having a large element benefit from the advanced study of the complex social, economic and cultural problems. The vocational training which can be offered in the junior college is especially needed for the upgrading of the competency of many thousands of workers at levels which play more and more rapidly increasing parts in the economic structure.

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Bells recently reported the results of an inquiry directed to 2,000 junior college students in California and Tennessee, asking whether the terminal function or the preparatory function was the more important objective for the junior college; 79 per cent gave the terminal function the preference, 13 per cent the preparatory, and 8 per cent said the two functions were equally important.

These data make apparent the need for modification of the educational program of the secondary school for non-college-going youth: such modification should provide for social, economic, and cultural training, but it also needs to provide for training in a variety of broad vocational fields. It is obvious that a junior college offering advanced vocational education is needed in Norwood; the data indicate that three in every ten would avail themselves of the opportunity for training in such a school, if it were made available, even at a slight cost to the individual for tuition.

Most important sources of guidance.-- A question on guidance was: "To what extent have you secured guidance from each of the following courses?" The young people of Norwood were asked this question and instructed to indicate on a check list the relative amount of guidance they had received from the schools, friends, public or private agencies, members of the family, or from any other source. Table 41 presents the reactions of 95 per cent of the

42

Walter C. Bells, "Terminal Education for Youth," The Phi Delta Kappan, 24 (February, 1942), 259.

youth who participated in the study; 5 per cent indicated "No opinion" or did not participate in this phase of the investigation.

TABLE 41

SOURCES OF EDUCATIONAL AND VOCATIONAL GUIDANCE
NAMED BY 467 OUT-OF-SCHOOL YOUTH OF NORWOOD IN 1940,
AND AN EVALUATION OF THE INFLUENCE OF EACH SOURCE

Agency giving guidance to youth	Amount of guidance received		
	Considerable	Some	None (known)
Family members	210	105	34
Friends	76	152	56
Private agencies	15	5	195
Public agencies	10	23	173
Schools	85	158	70
Other sources	17	22	0
No opinion or no answer			22
Number participating in study			467

The data reveal that youth of Norwood turn more frequently to the home than to the school for guidance affecting their educational or vocational choices. Seven in ten of the out-of-school youth stated that they received guidance from the home. Forty-five per cent insisted that the guidance given them by members of their family was considerable. While the majority of youth (52 per cent) stated that they had received some guidance from the school, only 18 per cent signified that it was of considerable importance to them. On the other hand, the assistance received from friends on matters pertaining to the educational and vocational problems of youth was as great as that received from the teachers.

Attention has previously been directed to the need for a more adequate program of guidance; the inquiry into the school subjects which youth found years later of little use emphasized this need. This conclusion is impressive when attention is focused upon the sources of guidance which youth say influenced their vocational and educational choices; the school has been

a vital force in modifying the choices of less than one in every five persons. That the need for effective guidance exists generally in the secondary schools of the nation is evidenced in the opinions expressed by many authorities in the field of secondary education. Bell⁴³ found that only sixteen in every hundred youth in Maryland had received helpful guidance from the schools.

Dodd's statement⁴⁴ is as follows:

There is some reason to believe that in recent years schools, faced with seeming futility for attempting to guide and prepare students for non-existent jobs, have hesitated to assume any responsibility whatever for the vocational guidance and training of youth. Yet every examination and survey reveals that the primary need of the great masses of young people is guidance and training for life work.

Reeves⁴⁵ maintains that the school reaches more children than any other agency and is in a position to give constructive guidance in connection with occupations, training, and placement. He states that the reason schools accomplish little is because of deficiencies in the curriculum, which should be drastically revised to make the content of practical interest to youth.

Reeves proposes that:

... Beginning at about the seventh grade and continuing as long as they remain in school, every pupil needs some individual advice in regard to their future occupation and to desirable courses of study as preparation. Cumulative records of the student's work and characteristics should be started in the early grades and should be maintained throughout the school career as a basis for further guidance. Full-time counsellors are to be found at present in fewer than 6 per cent of all secondary schools.

⁴³
Howard M. Bell, op. cit., p. 76.

⁴⁴
B. L. Dodd, That All May Learn, p. 67. National Association of Secondary School Principals Bulletin No. 85, 1939. Chicago: National Association of Secondary School Principals of the National Education Association, 1939.

⁴⁵
Floyd W. Reeves, op. cit., pp. 136-137.

46

Rainey names guidance as one of youth's most pressing necessities and states that under present conditions only a small proportion of youth are receiving anything that could be called adequate vocational guidance.

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Brewster and Greenleaf, in an exhaustive study conducted by the Occupational Information and Guidance Service of the United States Office of Education, indicate that guidance service is being received by only 28.7 per cent of the approximately 7,166,000 pupils enrolled in the white high schools of the nation.

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Reeves, in the report of the Advisory Committee on Education, expresses the opinion that for the young person in school, educational and vocational guidance overlap and are inseparable. He points out that, before any specialized occupation is undertaken, vocational guidance should be made available:

For years school authorities have recognized the need for provision of vocational guidance service throughout the secondary school period. Studies ... indicate that at least one-half of the cities in the United States of ten thousand or more population have no vocational guidance programs in the public schools. In more than one-half the cities reporting vocational guidance programs, the only persons giving attention to guidance service are classroom teachers, assigned part-time

Guidance programs are frequently handicapped by insufficient understanding of guidance procedures on the part of other persons in the school system. In a few large cities, the school authorities have organized placement services within the school system, and through these services provide employment counselling for young people along with placement service.

46

Homer Rainey, Youth Tell Their Story, "Foreword", p. 3.
Washington: American Youth Commission, American Council on Education, 1938.

47

Royce E. Brewster and Walter J. Greenleaf, "A Roll Call of Counsellors," Occupations, 18 (November, 1939), 83-89.

48

F. W. Reeves, Report of the Committee: Advisory Committee on Education, pp. 108-110. Washington: U. S. Government Printing Office, 1938.

It seems clear to the committee that up to the time when pupils leave school, the schools can perform more effectively than any other agency the task of vocational guidance integrating it with the educational program.

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Alstetter, in evaluating guidance service in secondary schools, finds that this service is less well organized and is operating less effectively than any other phase of secondary school activity.

Eckert and Marshall, studying conditions in New York State, report that youth, for the most part, are without any idea of vocational aptitude:

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Many young people are wandering in the dark concerning eventual jobs. Among withdrawing pupils, graduates, and post-graduates alike, the majority are entirely without a career motive or are so definitely fixed on one field that change will involve difficult adjustment. Of considerable concern is the fact that the less able a student is, the less likely he is to have clearly outlined and flexible plans.

51

Gilchrist sees in the lack of guidance a cause for leaving school and says that, to prevent these occurrences, the school must place increased emphasis upon guidance. The school must never be guilty of trying to adjust every boy or girl, without reference to his background, needs, or interests, to an inflexible, rigid curriculum. He concludes that the school will have to allow time for guidance, if it is to serve its full purpose.

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Prosser maintains that the rapid expansion in the enrollments

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M. L. Alstetter, "Guidance Service in 200 Secondary Schools," Occupations, 16 (March, 1938), 514.

50

Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School, p. 155. New York: McGraw-Hill Book Company, 1939.

51

Robert S. Gilchrist, "Work Experiences-Its Possibilities for the Secondary School," Bulletin of the National Association of Secondary School Principals, p. 87. Vol. 25, No. 97. Washington: National Education Association, 1941.

52

C. A. Prosser, Vocational Education, p. 530. Social Work Yearbook. New York: Russell Sage Foundation, 1937.

of our secondary schools during the last century, together with the revolutionary changes in the methods used in business and industry, makes it necessary that schools provide for the guidance of pupils in selecting a school program and in making vocational adjustment.

The function of guidance.-- Guidance is an integral part of education. In the past it has been treated as a special subject or function and too often has been left to chance. Guidance has commonly been attempted by untrained school people when they had some time remaining from all the other duties assigned. The fact that the out-of-school youth of Norwood, many of whom have graduated from the local high school, have received so little guidance, in a school far more able than most schools to provide an effective program, is little short of alarming. If the schools are to educate, they must guide. To establish a proper program of guidance, one must first have a knowledge of the functions of guidance. What are these functions?

Over the past two decades, there has developed gradually a realization that guidance is not an act but a process, that it involves many choices over an extended period of time, and that it is an integral and inseparable function of education without which much of education would be wasteful and ineffectual. The functions of guidance have recently been brought sharply into focus by authorities in the field.

Guidance has to do with every phase of an individual's growth and, since such growth is a unitary process, it is somewhat illogical to attempt to break it up into such phases as educational, vocational, moral, and social guidance. This point of view is supported by Jones in discussing certain principles of guidance.⁵³ If we accept this point of view, we must look upon

53

A. J. Jones, Principles of Guidance, pp. 34-45. New York: McGraw-Hill Book Company, 1930.

look upon guidance as a continuous process that begins upon a child's entry into the school and continues to direct the development of his whole personality until he is safely launched upon his adult activities. Certainly, such a guidance program within the schools must be predicated upon something more than ideas and ideals. Smith⁵⁴ says that:

A well rounded program of guidance demands professional leadership, a guidance-conscious faculty, an adequate cumulative record system, the provision of occupational and educational information, and the utilization of such community resources as can be brought to bear upon the educational and vocational problems of youth.

In the sixteenth yearbook of the American Association of School Administrators, Oberholtzer and his associates outline three functions of guidance in the public schools:⁵⁵

(1) Each child would be entitled to from ten to fifteen years of day school instruction without the humiliation of repeated failures and retardation; should follow a school program, adapted to his abilities and interests, through which he may achieve a reasonable measure of school success; and should have the right to associate in school with others of his own age and degree of physical and social maturity in activities through which he may develop desirable social skills and a wholesome personality.

(2) Each child should have assistance in overcoming any individual handicaps, or in learning to face them frankly and courageously; in discovering and developing any special abilities that he may have ... and in making wisely the choices leading to an occupation.

(3) Each child should have an opportunity in school not only to choose his occupation but to begin his preparation for occupational life and to develop initial marketable skills. He should have assistance, if necessary, in securing employment in a suitable occupation and in making plans for further education to insure growth and advancement in service. ... If the skills and abilities he has developed are no longer marketable, then the school

54

Payson Smith and Associates, Education in the Forty-Eight States, p. 66. Advisory Committee on Education, Staff Study No. 1. Washington: Government Printing Office, 1939.

55

E. E. Oberholtzer and Others, Youth Education Today, pp. 173-175. Sixteenth Yearbook of the American Association of School Administrators. Washington: National Education Association, 1938.

system should provide the necessary guidance and assistance in retraining in order that transfer to some related field may be accomplished in which reasonable success may be possible.

In actually caring for the provision of "securing employment in a suitable occupation and in making plans for further education", the schools of Norwood need to add to their facilities the service that can be best rendered by a Junior Placement Bureau. In 1939 the Educational Policies Commission⁵⁶ stated that:

So important are the continuing contacts between the school staff and the young people on their first jobs that much is to be said for extending the practice of giving the schools the primary responsibility for junior placement service wherever this arrangement is possible.

⁵⁷ Bell believes that the gap between schooling and employment is related not to time, but to service, contending that a gap is created whenever there is a failure to develop a close working relationship between the guidance department of the schools and the agency which assumes the placement responsibility. Bell insists that, if the schools had their own placement program, the problem of working out such a relationship would be greatly simplified. Only through such guidance can school authorities be assured that their facilities for vocational education and training are being utilized by the type of student who can derive profit from them.

⁵⁸ Reeves, for the American Youth Commission, maintains that:

The responsibility of the school for educational and vocational

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The Structure and Administration of Education in American Democracy, p. 29. Washington: Educational Policies Commission of the National Education Association, 1939.

⁵⁷

Howard M. Bell, Matching Youth and Jobs, pp. 34-40. Washington: American Council on Education, 1940.

⁵⁸

Floyd W. Reeves, op. cit., p. 139.

guidance for pupils in school is clear and undisputed, although frequently much neglected. When young people begin to seek employment, however, they need something much more specific than vocational guidance. They need counseling in terms of the available employment opportunities. To be effective, employment counseling must be carried on in connection with placement service.

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Norton urges the initial adjustment of the pupils in all types of secondary schools:

If the school is to assume the obligation for initial adjustment, it must help to place the pupils in an occupation. In 1936, sixty-three per cent of the graduates of Vocational high schools were placed in jobs for which they were trained, while less than thirty per cent of the commercial graduates were so placed. Vocational schools believe that the placement of their graduates is an obligation of the school.

Placement should, also, be the concern of any school where pupils terminate their full-time schooling with the secondary grades. If the schools are to see that their pupils are initially adjusted, it should keep in touch with them at least during the first eight months of continuous employment or until they are nineteen years of age.

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Landy would increase the responsibility of the schools. He maintains that the school cannot be content with one year follow-up studies on which to base their conclusions of the efficiency of the school's program; it must be continued, he says, for at least a five year period, if any sound inferences are to be drawn.

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Smith states that guidance service should not be confined to pupils in school; he maintains that the larger proportion of youth between the ages of sixteen and twenty-one years of age are out of school and should

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Thomas K. Norton, Education for Work, pp. 151-152. New York: McGraw-Hill Book Company, 1938.

60

Edward Landy, Occupational Adjustment and the School, p. 54. Bulletin of the National Association of Secondary School Principals, Vol. 24, No. 93. Washington: National Education Association, 1940.

61

Payson Smith and Others, op. cit., p. 67.

have the benefits of guidance and help. The schools, as the one community agency dealing with youth, should through guidance, placement, and follow-up assist the out-of-school youth in making his vocational adjustments.

62

Russell proposes that a sound preparation for an occupation consists of a chain of three links - guidance, training, and placement. He insists that the entire program of vocational education is dependent on the strength of each of these three links. Guidance should be of an advisory, not a deterministic, sort. Russell sees in guidance one of the weakest parts of our educational program and contends that school people must work to make it possible for youth to have access to the opportunity for guidance prior to making the choice of a vocation. Russell states that:

... There is enough information and technique available to assist young men and women greatly in making the choice of their life work on a thoughtful, considered basis, rather than on the basis of some trivial, inconsequential circumstance. Every person should have opportunity for guidance prior to choice of a vocation. The guidance program must be coupled with extensive provisions for exploratory courses. After a choice of a vocation is made and the training program begun, there should be a more or less continual check-up to determine the extent to which the occupational choice may have been wise.

In the training program Russell enumerates three phases to be undertaken: first, mastery of a background of intellectual materials which are essential to occupational efficiency; second, the development of manipulative skills; and third, the orientation to the social and economic situation into which the young person will plunge after his training is complete. This orientation includes guidance and instruction concerning matters of collective bargaining, hours and wages, workmen's compensation, and similar social

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John D. Russell and Associates, Staff Study No. 8, Advisory Committee on Education, pp. 215-221. Washington: Government Printing Office, 1938.

situations.

Finally, Russell insists on placement services for the trainee. He says that to guide a pupil into a wise choice of an occupation and to give him sound training for that vocation is not sufficient; placement by the schools must follow and be continued by sufficient follow-up after the initial placement to insure the success of the young worker in meeting his employment problems. In his opinion, there need be no duplication between the placement service of the public schools and that of other agencies.

Avenues of approach.-- The weight of professional opinion and the data from many of the youth studies reveal the fact that school administrators and teachers need to devote a great amount of energy and attention to development of the facilities for adequate guidance. That the schools, which are in a favored position to direct the all-round development of youth, do so little with this opportunity seems little short of tragic. Briefly, the schools of Norwood can well afford to give attention to the improvement of guidance along the following major lines:

1. Stimulation of faculty initiative toward a real program of guidance;
2. Adjustments of the curriculum to provide subject matter and teaching methods that come to grips with the really great issues of life and meet the needs of all youth;
3. Development of organization for guidance and improvement of techniques of counsellors;
4. Adequate cumulative records;
5. Provision for clinical study and treatment of the more difficult individual problems of education and adjustment. Psychological research has given us techniques and instruments for the measurement of individual differences in intelligence, special abilities, interest patterns, and personality. Educational research has provided instruments for measurement of achievement and growth, diagnostic tests to aid in remedial training, and clinical pro-

cedures for the treatment of educational disabilities. Mental hygiene has made important contributions in the realm of personality development and in personal and social adjustments.

6. Provision for occupational information;
7. Provision of adequate training in vocational fields with a program of work experience made available to all. One of the important features of a realistic guidance program would be the provision of a part-time work experience program which would aid youth to learn through experience.
8. Placement and vocational counselling service.

Vocational Aspects of Norwood's Out-of-school Youth

The final part of the out-of-school youth questionnaire was concerned with an investigation into the employment status of the young people. Employed youth were questioned as to the jobs they had, how they got them, and to what extent the education they had had while in school had prepared them for their work experiences. Inquiry was made of the unemployed youth covering such points as the type of work they desired, the interest they held in taking vocational training, and what they held to be a satisfactory reason for their idleness.

Employed youth.-- The first four questions were directed to the attention of the employed youth, who were first asked to designate the agency or agencies which had proved helpful in effecting their placement into the job they held. Table 42 lists the agencies named by the young people and the percentage of graduates and non-graduates who were employed who attributed their status to each of the agencies.

TABLE 42

AGENCIES THAT NORWOOD YOUTH CLAIM WERE HELPFUL
IN FINDING POSITIONS AND THE PER CENT
WHO NAMED EACH AGENCY IN 1940

Agencies helping youth	Per cent in graduate group	Per cent in non-graduate group	Per cent total employed
Competitive examination	1.5	0.0	1.0
Influential friends	15.3	31.9	20.3
Influential relatives	7.7	10.9	8.6
Luck	2.9	5.4	3.6
My own qualifications	50.0	40.8	47.2
Promotion in rank	1.5	0.0	1.0
School officials	11.5	4.4	9.7
Other influences	5.8	0.0	4.0
No opinion or no answer	3.8	6.6	4.6
	100.0	100.0	100.0

From youth's point of view, their own qualifications and the influence of friends are of most importance in securing a job. One-half of the young people who are graduates of Norwood high school insist that they got the positions they hold on their own qualifications, while four in every ten of the non-graduate group asserted that they secured their jobs through their own ability. Influential friends play almost twice as important a part with the non-graduate as with those who have completed a high school education. Of the employed youth 9.7 per cent attribute their positions to the aid given them by the schools. The statistics indicate that the schools help the graduate much more often than the non-graduate. Relatives were helpful in 8.6 per cent of the cases.

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Spaulding reports in the New York study that whether boys and

63
F. T. Spaulding, op. cit., p. 61.

girls just out of school succeed in getting jobs depends chiefly on luck, accidental contacts, and personality. He states that fewer than 7 per cent of the graduates and fewer than 3 per cent of the young people who left school without graduating are directed to their jobs by the schools.

Schools have not only failed to guide and direct pupils into suitable training programs, but have also failed dismally to help them secure

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positions. Dodd maintains that:

Choosing a vocation is a crucial act in the life of every youth that cannot be overemphasized. Secondary schools have realized this for some time but there is little evidence that any great number of them have succeeded in any comprehensive way in guiding their students in making occupational choices. The utter lack of reality exhibited by great masses of boys and girls in their stated vocational ambitions cannot be attributed entirely to the natural romantic illusions of youth. It points rather to an emphasis in the secondary school which has fostered and definitely encouraged such illusions.

A series of questions directed to the employed youth sought to discover the character of the positions they held insofar as opportunity for advancement was concerned, the adequacy of the salary received, their interest in the position, and the extent to which the training they had received in school was being utilized on the job. Table 43 summarizes the replies to this inquiry.

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B. L. Dodd, op. cit., p. 69.

TABLE 43

ATTITUDES THE YOUTH OF NORWOOD EXPRESSED
TOWARD THE POSITIONS THEY HELD IN 1940, AND THE EXTENT
TO WHICH SCHOOL TRAINING PREPARED THEM FOR THE WORK

Question	Per cent of graduates responding	Per cent of non-graduates responding	Per cent of total group responding
Does your present position offer opportunity for advancement?	Yes 63.8	50.6	59.8
	No 30.0	37.4	32.3
	No answer 6.2	12.0	7.9
Does your present position pay enough that you can afford to stay on indefinitely?	Yes 41.9	36.3	40.2
	No 50.0	44.0	47.9
	No answer 8.1	19.7	11.9
Are you interested in your work?	Yes 80.0	76.9	79.0
	No 15.8	9.9	14.0
	No answer 4.2	13.2	7.0
Is it what you intended doing when you were in school?	Yes 41.4	17.6	34.2
	No 48.6	64.8	53.5
	No answer 10.0	17.6	12.3

Of the young people who were employed, 59.8 per cent stated that the positions they held offered them opportunity for advancement; 63.8 per cent of the youth who had a high school education responded in the affirmative to this question, while more than half (50.6 per cent) of the youth who were in the non-graduate group stated that their positions afforded them a chance for advancement. Yet, when these same youth were asked whether their positions paid them well enough that they could afford to stay in the work indefinitely, only 40.2 per cent stated that it did; 41.9 per cent of the graduates were satisfied with the pay and 36.3 per cent of the non-graduates felt that their positions paid them well enough to continue in their work. When asked whether they were interested in the work they were doing, more than three-fourths of the youth (79 per cent) stated that they were; only

14 per cent felt the drudgery of their positions; and 7 per cent did not answer the question.

It was found that slightly over one-third (34.2 per cent) of the out-of-school youth were employed in the type of work which they had intended doing while in high school. More than one-half of these young people (53.5 per cent) were obviously working at tasks for which their high school courses had contributed little or nothing by way of preparation. While the evidence on the conditions of youth employment is fragmentary, it seems safe to state that, for half of the youth of Norwood, the positions they hold are not of the calibre that would permit them to marry, raise families, and enjoy the type of life which the people of this country should be able to enjoy.

⁶⁵Spaulding found in New York that more than one-half of the young people who held jobs would have to leave them, if they were to earn enough to live decently. One cannot say with certainty that the disparity between the kind of work these young people are doing and what they intended doing when they were in high school is due to vocational maladjustment, to faulty vocational guidance on the part of the school, or to a complete lack of guidance. ⁶⁶Bell found in Maryland a wide difference between the types of work which young people wanted and the jobs they took; two-thirds of the youth of that state were engaged in semi-skilled or unskilled work or employed in commercial positions, while less than a fourth desired work in these fields.

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F. T. Spaulding, op. cit., p. 66.

⁶⁶

Howard M. Bell, Youth Tell Their Story, p. 132. Washington: American Youth Commission, American Council on Education, 1938.

67

Dodd places the responsibility upon the school for providing a program of guidance that will help youth into jobs for which they are fitted:

A school must accept as part of its responsibility the task of acquainting students with the facts concerning employment. Encouraging large numbers of students to train in occupations where small opportunity exists or in which they will have relatively little chance of success will lead to a waste of public money and be of no service to the individual.... The vocational guidance program, formal or informal, must take into account the actual jobs that are available in the community.

One can say without much fear of contradiction that the "job market" has much to do with the type of positions youth seek and hold. When times are bad and jobs are scarce, young people take almost any type of position they can get. The data in this study are no doubt affected by such employment conditions. Nevertheless, the evidence is significant for the schools; it points out forcibly the need for guidance, for training in the field in which the individual will most likely seek work, and for placement assistance. All of these needs can be met by the schools, if they will but set themselves to the task.

Unemployed youth.-- The young people of Norwood who were out-of-school and unemployed were asked whether they would be willing to take vocational training, if the opportunity were made available. Table 44 reveals that almost half of the young people would be willing to take training which might improve their chances of securing work. Employed youth were not asked a question concerning their willingness to take training. However, ten per cent of the employed youth stated that they, too, wanted this type of program made available to them.

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B. L. Dodd, op. cit., p. 71.

TABLE 44

NUMBER AND PER CENT OF GRADUATE AND NON-GRADUATE
YOUTH OF NORWOOD WHO STATED IN 1940 THAT THEY WERE
UNEMPLOYED AND DESIRED VOCATIONAL TRAINING

Interested in course in vocational training	Number and per cent of unemployed youth of Norwood who are:					
	Graduates		Non-graduates		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Yes	43	89.8	29	29.4	72	48.7
No	6	10.2	4	13.9	10	7.0
No answer	0	0.0	66	66.7	66	44.3
Total	49	100.0	99	100.0	148	100.0
In college	31		0		31	
Employed	217		95		312	
Grand total	297		194		491	

Of the unemployed youth 48.7 per cent stated that they would like training to equip them for positions. Nine in ten of the unemployed graduates were desirous of such training. Two-thirds of the unemployed non-graduate group did not answer the question. Although only 29.4 per cent of this group stated that they would like training, it is safe to say that most of them could profit through following such a course. Bell found in Maryland that 60 per cent of the young people expressed a desire for vocational education. While Bell contends that many youth, in answering this question, have engaged in wishful thinking, he is convinced that there is a real demand for vocational training among out-of-school youth.

A question asked of the unemployed youth of the city was, "What kind of a position would you like to have?" A check list of possible occupations presented the respondent with an invitation to "put down something."

It is doubtful that the replies they made mean much. Table 45 summarizes the answers given.

TABLE 45

NUMBER OF UNEMPLOYED GRADUATE AND NON-GRADUATE
YOUTH OF NORWOOD AND THE TYPE OF EMPLOYMENT THEY
STATED IN 1940 THEY WOULD LIKE TO HAVE

Type of position	Number of out-of-school youth who would like a position		
	Graduate	Non-graduate	Total
Aeronautics	6	6	12
Beauty shop	6	9	15
Carpenter	1	5	6
Engineering	12	4	16
Garage mechanic	0	6	6
Hospital	3	1	4
Housework	15	1	16
Machine shop	5	9	14
Newspaper	8	5	13
Office work	13	6	19
Printing	2	0	2
Public service	9	5	14
Selling	9	4	13
Social service	5	5	10
Teaching	13	3	16
Any job	2	4	6
Others	14	9	23
No answer	4	59	63
Total	125	141	166

In Table 44 it was made apparent that there are 148 unemployed youth included in this study. It seems obvious that more than one choice was made by many persons in the responses to this question. If one considers 148 as the probable total, the following conclusions may be reached; approximately 13 per cent desire positions in commercial work; 10 per cent each in teaching, engineering, machine shop, newspaper work, beauty shop, and public services; and 8 per cent each in social service work, aeronautics, and in selling. It is evident that a number are expecting positions in fields which demand training beyond that which they have experienced. It is apparent from the data

that the unemployed youth are unrealistic concerning employment; they know little of the types of work that are available or of the services they are qualified to perform. In view of the lack of vocational guidance, which many of these youth stated they had failed to receive, the responsibility for this lack of realism can justly be laid upon the schools.

The Norwood young people were asked to indicate the reason for their unemployment. Table 46 summarizes their reasons for not working.

TABLE 46

REASONS GIVEN BY THE UNEMPLOYED YOUTH OF
NORWOOD IN 1940 FOR NOT WORKING AND THE PERCENTAGE
OF YOUTH WHO GAVE EACH REASON

Reasons given	Per cent graduates who gave this as reason	Per cent non-graduates who gave this as reason	Per cent Total
Just unlucky	0.0	4.5	2.2
Lack of experience, training or influence	26.5	22.2	24.5
No available job	51.1	22.2	36.7
Not enough education	0.0	6.7	3.3
Occupied with home duties	4.5	22.2	13.4
Poor health	4.5	2.2	3.3
Other causes	4.5	4.5	4.5
No answer	8.9	15.5	12.1
	100.0	100.0	100.0

Of the group 36.7 per cent state that the lack of available jobs⁶⁹ is the cause of their status. Bell⁶⁹, in the Maryland investigation, discovered that 55 per cent of the unemployed youth gave this as the reason for not working. Almost one-fourth of the Norwood youth (24.5 per cent) are of the opinion that a lack of training or experience has been the cause for their

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Howard M. Bell, op. cit., p. 147.

lack of employment.

Finally, Norwood youth were asked, "Are you seeking full-time employment?" Each individual was asked to designate the degree of effort he was making toward securing a position. Table 47 summarizes the answers.

TABLE 47

EFFORT BEING MADE BY THE UNEMPLOYED
YOUTH OF NORWOOD IN 1940 TO SECURE A POSITION

Are you seeking full-time employment?	Per cent graduates	Per cent non-graduates	Per cent Total
Yes	77.8	26.7	52.3
No	15.5	37.7	26.6
No answer	6.7	35.6	21.1
Yes, actively seeking	48.8	22.3	35.6
Not actively seeking, but would accept job	22.3	8.9	15.6
Loafing and hoping	0.0	0.0	0.0
Not trying, no use	11.1	11.1	11.1
No answer	17.8	57.7	37.7
	100.0	100.0	100.0

While 52.3 per cent of the unemployed youth state that they are seeking a job, the fact that only 35.6 per cent say they are actively looking for work leads to the conclusion that many of the unemployed are without ambition, as well as without a position.

Summary

Investigation into the social, educational, and vocational life of the out-of-school youth of Norwood was attempted through the medium of a questionnaire, distributed by the census workers in 1940 to all homes housing such youth between the ages of 15 and 24 years. Less than 14 per cent of the estimated youth population completed the forms and returned them. The data

in this study are based on the replies from these individuals. While the percentage of replies was small, the presence of certain facts in the body of information received led to the belief that the data were, in the main, accurate and reflected actual conditions in the total youth population. This belief was strengthened by a favorable relationship between many of the data in the Norwood study and evidence found in other contemporary youth surveys.

The data reflected the opinions of 491 young men and women; sixty per cent of this number were high school graduates. The attitudes and opinions of these youth, as noted throughout the study, point unmistakably to the fact that the longer a person remains in school the more wholesome his attitude, the more ambitious the goals he sets for himself, and the better his chances for satisfactory adjustment to the demands of life. The solution seems obvious: to remove the barriers to school attendance becomes a challenge which the alert educational leader will move quickly to accept.

The study of the social life indicated that the young people of Norwood spent their leisure time in reasonably wholesome ways. Approximately half of them were found to have healthy hobby interests. Fully two-thirds engaged in a wide range of recreational activities. Many of these were so commercialized that participation was limited by the amount of money the individual could afford to spend. In the case of many, participation was impossible of accomplishment. In all American communities today provision for recreational and health-giving activities becomes increasingly important in a society that gives to its people more and more leisure time and less and less opportunity to share in the types of recreation which commercial interests have made popular. Most significant in this analysis of the leisure-time interests of young people is the need for various types of

social recreation.

In recent years one has heard much of the lack of effectiveness among young people of character-building influences. The evidence in this study does not bear out the statements which have been made. That the church is still a dominant influence in the lives of young people is attested by the fact that two-thirds of them are members of some church and participate regularly in its activities. The contention that young people are lacking in social competence may also be refuted in the case of Norwood youth. While these young people may be lacking in some phases of the responsibility of full citizenship, the evidence of this investigation indicates clearly that they hold reasonably wholesome attitudes toward the functions of a democracy and toward their responsibilities as members of society.

Youth was found to be generally enthusiastic about education. Nine in ten of the young people who were graduates of high school were convinced that the schooling they had received would help them to earn a living and to enjoy life to a fuller extent. The non-graduate group were less confident; approximately four in ten concurred with the opinions held by the graduates. It seems safe to say that the more education received the more confident the individual was of its value. Further evidence of the value which Norwood youth placed upon education was seen in the large number who stated that they had attended part-time school after leaving the regular school or had plans for further schooling. Yet, when the reading habits of the young people were investigated, it was found that less than half used the library with any degree of frequency. The books they claimed to have read and the magazines to which they had access can but lead to the conclusion that what reading they did was for pleasure. Few of the non-graduates read at all; slightly

more than a third in this group used the library, recalled a book they had read in the last six months, or named a magazine of any quality which they read with regularity.

In the investigation there was no intent to create a case for vocational education. Yet the great weight of evidence revealed in the study pointed forcibly to the fact that a need and a demand for this type of program existed with the young people of the city. After leaving school half of the respondents claimed that they took part-time schooling; in more than two-thirds of the cases the courses followed were distinctly vocational in character. One phase of the inquiry questioned the individual concerning the course he would elect, if he were to begin his educational experiences anew; the data revealed a wide demand for usable education; it is evident that, once out of school, youth discovered that his educational qualifications were lacking in areas which might enable him to get and to hold a position. The demand for vocational education was again emphasized in the statements of a majority of the unemployed youth, who stated that they would take vocational education, if it were available. Finally, the desire for extended vocational education was emphasized in the responses which youth gave to the inquiry concerning the feasibility of a terminal junior college. Slightly over ten per cent of the group were opposed to a junior college in Norwood, while 54 per cent stated that they felt it was needed. Twenty-nine per cent said they would have attended such a school, had the opportunity presented itself to them at the time they left school.

Guidance is needed by the youth of Norwood. This fact is made clear in the statement that youth made of the subjects they took while in school, which they might as well not have taken. It is re-emphasized in the

statements made concerning their vocational activities. The small part that the schools have played in the occupational choices of the youth of Norwood is attested by the fact that less than ten per cent claimed to have received any help at all from the schools. Approximately one-half insisted that they secured the positions they held on the basis of their own qualifications, which probably meant that these young people took whatever job was available. A distressing factor in the entire situation is that less than half of those employed thought they were paid enough to stay in the positions they held. For two-thirds of the youth participating in the study, it was found that the positions they held disagreed with their ideas in school with respect to the things they wanted to do.

The data of this investigation have revealed four distinct needs. In the first place, there is a need for providing wholesome recreational activities for the youth of the city. The general enthusiasm for social recreation is something that should be encouraged; the possibilities for a program of community recreation of wide variety should be explored and developed, in order that the activities of young people may be directed into channels of benefit to the social life of the community, as well as helpful to youth themselves.

Second, there are a need and a demand for major changes in the program of instruction in the secondary school; added emphasis must be given to training in vocational areas, in order that youth needs may be met. To assume that an academic program of education is the answer to the problems of youth is but to expect larger numbers of youth to drop out of school, to take jobs which offer more security than a cultural cloak.

A third need is to overcome the inadequacies of the school in

effectively directing the educational and vocational efforts of youth. Guidance must be viewed as a process; the school must examine what it does for a boy rather than what it does to him, in measuring the worth-whileness of efforts toward guidance and adjustment. It seems obvious that a distinct need exists for a junior placement service within the school, which has for its purpose, not only aiding in the placement of an individual in a position, but a follow-up after he is on the job. The public school can no longer consider its task completed when the pupil leaves the school; it must help him as long as he needs assistance.

Finally, a terminal junior college should be provided, which will meet the needs of youth for higher training, irrespective of financial status. A "co-op" program can be arranged, which will make it possible to furnish vital work experience to youth, as well as give him some earning power. When this is done effectively, free public education may become more than a platitude.

As has been suggested previously, much of the data in this study was based on peace-time conditions. War-time emergencies have unquestionably altered the situation today; this is particularly true of the data pertaining to employment. However, within reasonable limits, it is believed the findings and conclusions will prove sound when peace comes again.

CHAPTER VI
THE IN-SCHOOL YOUTH OF NORWOOD

Introduction

1

Douglass defines secondary education as follows:

Secondary education is that period in which the emphasis is shifted from the study of the simpler tools of learning to the use of these tools in acquiring knowledge, interests, skills, and appreciation in the various major fields of human life and thought.

For the great majority of its pupils the high school is the institution in which American boys and girls complete whatever systematic education they receive, intended to fit them for a sound start in life.

2

Briggs has emphasized the fact that the American secondary school is an institution that exists primarily for social purposes. Any advantage accruing to an individual as a member of society presumably is incidental. Yet it must be realized that a school does not accomplish gains for society without bringing personal benefits to the pupils themselves. The worth of the school as a vital social force is determined by the extent to which it is successful in training its boys and girls to meet their vocational problems, in advancing the scholastic interests of its pupils, thus enabling them to develop their individual talents and abilities, and in encouraging qualities of effective citizenship.

1
Harl R. Douglass, Secondary Education for Youth in Modern America, p. 5. Report to the American Youth Commission. Washington: American Council on Education, 1937.

2
Thomas H. Briggs, The Great Investment. Boston: Harvard University Press, 1930. Pp. x / 143.

It is essential in an evaluation of the existing school program to discover how well the high school is training its pupils for good citizenship, is ministering to the vocational aspirations and needs of its constituents, and is equipping boys and girls through its present academic program to participate in a richer, fuller life.

This chapter reports an investigation of the present curriculum of the school, of the educational interests of the pupils, and of the pupils' plans for continued education. The study sought to discover the effectiveness of the educational program of the school, as reflected in the free reading habits of the boys and girls, in the movies they attended, and in the radio programs to which they listened. The study also investigated the extra-curricular interests of the young people and evaluated the influence of the school in arousing these interests. It attempted to discover the vocational needs of the boys and girls and the plans they had for earning a living. The investigation sought to evaluate the effectiveness of the school program for citizenship training. Finally, it endeavored to discover the most acute problems with which youth was confronted.

Plan of the Study

An Interest Questionnaire was prepared by the writer at the beginning of the school year of 1940-41. This questionnaire was submitted to the Norwood Committee on Surveys for careful consideration during the first semester. The committee was asked to judge the questionnaire both as to form and content. Several committee conferences were held, devoted to a discussion of the purpose of the study, the results desired, and the adequacy of the questionnaire to aid in attaining these ends. Following

these discussion meetings, the questionnaire was revised and later resubmitted to the committee. As a result, the form agreed upon was one in which the vocational teachers of the high school, the administrative staff, and the classroom teachers had shared equally. (For a complete copy of the form see Appendix, page 352.)

Sufficient copies of the form were mimeographed to cover the needs of the pupils in grades ten, eleven, and twelve. A schedule of group meetings for the pupils in these grades was prepared by the principal of the school for the month of April, 1941. The groups were limited in number to fifty pupils; no attempt was made to control the membership of the groups as to sex or class rank. The writer met with each group and carefully explained the purpose of the questionnaire. Pupils were told that no attempt to identify any respondent was intended and that honest answers were desired. It was emphasized that, while the results of the study would not affect materially the educational program of those participating, the findings no doubt would affect drastically the opportunities of pupils to follow and that, therefore, the completion of the questionnaire was a serious responsibility.

Because the size of the groups was limited, it was impossible for one person to administer the program to all groups in one day. Lest some pupils, having filled out the questionnaire, might discuss the items with others, a request was made that all pupils refrain from discussion of the study. The genuine interest manifested by the pupils in the study, and the fact that facetious answers were noted in only eleven instances, led to the belief that the questionnaire reflected actual conditions within the school.

Characteristics of Pupils

Table 48 shows the grade placement, sex, and course of study pursued by the 755 pupils who shared in the study. The fact that grade 10 is comparatively small is due to the fact that only the upper section of the grade was included in the investigation.

TABLE 48

GRADE DISTRIBUTION OF PUPILS IN NORWOOD HIGH
SCHOOL IN 1941, CURRICULUM ELECTED, AND
PERCENTAGE OF GROUP IN EACH PROGRAM

Grade	Sex		Courses elected by pupils											
	M	F	Commercial			General			College			Vocational		
			M	F	%	M	F	%	M	F	%	M	F	%
12	132	121	17	51	26.9	50	30	31.6	51	32	32.8	14	8	8.7
11	140	153	15	78	31.8	66	27	31.8	39	45	28.6	20	3	7.8
10	115	94	21	49	33.5	64	23	41.6	25	21	22.0	5	1	2.9
Total	387	368	53	178	30.6	180	80	34.4	115	98	28.2	39	12	6.8

Slightly more than 30 per cent of the school pupils were enrolled in the commercial course, 34 per cent in the general course, 28 per cent in college preparatory work, and about seven per cent in vocational fields. Of those in vocational work virtually all were either in trades and industry or in the distributive trades. An additional 27 pupils, who were in vocational commerce, signified that they were in the commercial course; Table 48 is in error to this extent. A glance at the percentages for the four courses by grades reveals that fewer of the younger pupils were taking college preparatory work, while more were enrolled in the general course; fewer, too, were found in the vocational course. Inasmuch as specialized training was restricted to the 11th and 12th grade pupils, it can be assumed that many of

those in the general course planned later to transfer to vocational work.

At the time this survey was made, the vocational courses were being offered for the first time. Table 48, therefore, gives some indication of the type of course pupils elect when vocational opportunities are offered to them.

In presenting the findings of the in-school youth survey, many data have been placed in tabular form; much of the information, however, does not readily lend itself to tabular presentation. In the latter instance, the evidence has been summarized in discussion form; fuller summaries appear in the Appendix, page 356.

Educational Interests of Norwood In-school Youth

In an attempt to discover the interests of the in-school youth of Norwood in vocational education, pupils were asked to indicate from a list of the vocational subjects offered by the school: first, those subjects in which they had earned credit and, second, those subjects which they planned to take at a later date. Table 49 presents a summary of the interests of the pupils, as determined by these two questions. Of the 755 students 79.2 per cent stated that they had taken or planned to take work in at least one of the fields enumerated; many pupils indicated several interests. Unusually strong interests were found in commercial subjects for girls and boys alike; courses in household arts were pursued by more than a fourth of the girls. Almost half of the boys have taken work in shop. The interest manifested in the new cooperative courses and in the vocational shop program indicated that work of this type would be popular with certain types of boys and girls in the high school.

TABLE 49

NUMBER OF YOUTH IN NORWOOD HIGH SCHOOL IN 1941
WHO STATED THEY HAD HAD VOCATIONAL COURSES OR
PLANNED TO PURSUE THEM LATER

Subjects	Number and per cent of Norwood's in-school youth who have							
	Taken work in vocations				Planned to take work			
	Male	Female	Total	Per cent	Male	Female	Total	Per cent
Cooking		85	85	11.0		11	11	1.5
Sewing		92	92	12.0		15	15	2.0
Industrial Arts	127	6	133	17.6	29	3	32	4.2
Mechanical Drawing	125	3	128	17.	39		39	5.2
Vocational Shop	38		38	5.0	38		38	5.0
Salesmanship	57	33	88	11.8	35	19	54	7.1
Steno-Typing	20	152	172	22.8	30	114	144	19.0
Bookkeeping	109	90	199	26.4	48	57	105	13.8
Office Practice	10	48	58	7.7	21	91	112	14.9
Commercial Coop	13	23	36	4.8	12	28	40	5.3
Distributive	8	10	18	2.4	9	13	22	2.9

These young people who had taken work in vocational fields were next asked why they had elected the subject or subjects. About one-half (48.5 per cent) of the responses indicated that it was because of some interest in the course; 37 per cent stated that they had elected the subject because they wanted the training afforded; 30.7 per cent felt that it would assist them later in getting a position; 4.6 per cent indicated that curiosity had prompted them to take the course. The popularity of the teacher and recommendation by other pupils had caused a small number of pupils to select training in certain vocational fields.

In exploring educational interests further, the pupils were asked to indicate from a list of high school subjects those considered enjoyable and profitable, and those disliked. Table 50 reports the results.

Art, music, home economics, industrial arts, and languages were liked by a smaller number of pupils than were other subjects in the list. These subjects, however, were purely elective; attention, too, may be directed

TABLE 50

LIKES AND DISLIKES WHICH THE BOYS AND GIRLS OF
NORWOOD HIGH SCHOOL EXPRESSED FOR THE VARIOUS
SUBJECTS OFFERED IN THE SCHOOL IN 1941

Subject	Subjects liked				Subjects disliked			
	Boys	Girls	Total	Per cent	Boys	Girls	Total	Per cent
English	152	114	266	36.4	111	36	147	19.5
Mathematics	166	115	281	37.5	48	86	134	17.7
Social science	132	75	207	27.4	41	22	63	8.3
Physical science	146	71	217	28.7	24	80	104	13.8
Industrial arts	125	8	133	17.6	10	0	10	1.3
Home economics	7	99	106	13.9	0	9	9	1.2
Art	49	57	106	14.0	3	10	13	1.7
Music	45	76	121	16.0	6	20	26	3.4
Physical education	148	86	234	31.0	8	5	13	1.7
Commercial	35	131	166	22.0	1	9	10	1.3
Languages	39	89	128	17.0	55	24	79	10.5

to the fact that as a rule home economics was elected by girls and industrial arts by boys. These conditions influenced the data. English was disliked by two of every five boys; mathematics and physical science were most disliked by the girls. The data revealed that languages were the least popular; more boys expressed a dislike for languages than a fondness for the field; more than one in five girls stated that they disliked languages. The investigation clearly shows that pupils' interests vary, and that there is need for a wide range of subjects, if the schools are to minister adequately to the interests of youth. Similar were the findings revealed by Roper in the Fortune Survey³ in 1942; English and mathematics ranked respectively as most liked and most disliked; those who disliked English, language and history appeared devoted to mathematics and the laboratory sciences.

The pupils were asked whether there were activities fostered by

³

Elmo Roper, "The Fortune Survey," Fortune, 26 (December, 1942), 14.

the school, other than those strictly academic in character, through which they had found enjoyment or profit. Of the group 71 per cent stated that they had participated or were taking part in such activities. Of the girls 15 per cent mentioned music, Y. W. C. A. activities, and club functions; 10 per cent listed athletic activities; and student council work and service on publications were named by a few girls. For the boys, athletics of some form served the interests of the greatest number: 25 per cent named some phase of athletics as their first extra-curricular interest. Music was mentioned by 15 per cent of the boys, club membership by 14 per cent, and Y. M. C. A. functions by 13 per cent. Publication work and student council were named by a few of the boys.

When asked whether they expected to graduate, 97.7 per cent answered "yes." Only 17 of the 755 pupils participating in the study had other plans. When asked to give reasons for not graduating, 4 stated that they disliked school, two said they disliked certain teachers, 5 replied that they liked to work better than to attend school, and 6 said they really could not afford to go to school. The evidence is clear that economic considerations are an important factor influencing the decisions of in-school youth concerning their school plans for graduation.

Pupils of Norwood high school have considerable interest in education, as revealed by their plans for continuing education after leaving high school. Sixty-five per cent of the boys and girls stated that they expected to take additional work beyond high school. A total of 243 or 32 per cent said they planned to attend college. Sixteen per cent, or 122, indicated they would attend special schools. 4 per cent (29) of the young people planned to continue high school beyond graduation as post graduates, while 12 per cent (91) said they would attend evening school. Fewer than 1 per cent (5) were

interested in correspondence courses. Similar ambitions among youth for continued education beyond high school were reported by Roper in 1942⁴; he discovered that 57.8 per cent of all students stated they expected to go on to school after finishing high school; nearly half of these expected to attend college; nearly one-fourth said they would attend special schools; and the remainder had plans for junior college, military schools, or hospital training. It is possible that the statements of youth concerning their plans for the future are exaggerated. Over a period of the past ten years, nowhere near 32 per cent of Norwood graduates have gone to college; based on actual performance of high school graduates over the past ten years one might conclude that, once out of high school, boys and girls fail to live up to their ambitions of earlier years. In the Fortune study, Roper made observations similar to those held for Norwood.

Educational Influences Upon Leisure Time Pursuits

How well do the learning experiences that boys and girls encounter while in high school prepare them for the choices of activities they make and the interests they maintain outside the school? The Norwood public makes an investment each year of several hundred thousands of dollars in an effort to provide for the complete education of its children. A considerable sum goes for the improvement of the reading habits of the young people, and to furnish opportunities for the attainment of definite cultural refinements in art, music, and drama. The public has a right to expect adequate returns for its investment. It seems reasonable to assume that the efficacy of the educational program can be measured, at least partially, by the independent choices of the books and magazines read, the movies they attend, and the radio programs to which they listen.

4

Ibid., p. 9.

The Reading Habits of High School Youth

High school pupils were asked to name two or three books which they had read recently of their own volition. Seventy-five per cent of the youth named at least one book. 7 per cent listed two or more and 25 per cent did not mention a single book.

Gone With the Wind, Chad Hanna, and The Yearling were among the books most frequently mentioned by boys and girls alike. More than one hundred titles were included in the list. Popular fiction was named by four of every five of the girls and by three of every four boys; non fiction of the current type was listed by 15 per cent of the girls and 30 per cent of the boys. classical readings were indicated by less than 4 per cent of the pupils.

In a further inquiry into the free reading habits of high school youth, each was asked to name at least one magazine read regularly. Less than half (49.5 per cent) of the pupils signified that they engaged in this type of free reading. Among those who did mention a magazine, two of every three pupils listed two magazines as being read with regularity. Life was named by 45 per cent of the boys and 10 per cent of the girls. Reader's Digest was the next most popular choice among the boys, being named by 19 per cent of those listing magazines. Popular Science was the third most popular among the boys. The fashion magazines such as McCall's, Good Housekeeping, and Mademoiselle ranked high in popularity with the high school girls. Fictional magazines such as Cosmopolitan, Red Book, and American were frequently mentioned. Ten per cent of the girls who listed magazines stated that they were regular readers of True Story, True Romance, or one of the many movie magazines. Time, News Week, and National Geographic were listed by only 10 pupils. Such magazines as Harper's and Atlantic Monthly were completely missing from the lists of both the boys and girls.

These high school pupils were asked whether they read a daily newspaper regularly. In presenting the question the writer defined "reading the

paper" as consisting of a general survey of the contents of the paper and a careful reading of the items of interest in the news columns, editorials, and feature stories as well as sports, fashions, or the funnies. Of the boys and girls 73 per cent stated that, in terms of the definition, they read a paper regularly, while 17 per cent did not, and 10 per cent did not answer the question.

Finally, in appraising the reading habits of these young people in the high school, the boys and girls were asked to indicate the number of times they had gone to the library during the month past for leisure reading. Table 51 presents a summary of the replies to this question.

TABLE 51

NUMBER OF TIMES THE YOUTH OF NORWOOD HIGH SCHOOL
STATE THEY WENT TO THE LIBRARY DURING A MONTH
FOR LEISURE READING IN 1941

	Number and per cent of pupils who claim they went to the library													
	1	%	2	%	3	%	4	%	5	%	More often	%	None no ans.	%
Pupils														
Boys	55	14.2	57	14.7	40	10.5	19	4.8	9	2.3	26	6.7	181	46.8
Girls	67	18.2	52	14.1	53	14.4	18	4.9	12	3.3	18	4.9	148	40.2
Total	122	16.2	109	14.4	93	12.4	37	4.9	21	2.8	44	5.8	329	43.5

By their own admission fewer than one seventh of the high school pupils go to the library once a week or oftener. Three times as many boys and girls do not go at all. It is apparent that the public library does not command the leisure-time interests of the pupils as it should.

Judged by the books and magazines that pupils say they read, it is evident that the leisure-time reading by young people is done largely for pleasure. Spaulding reported similar findings for the reading interests of

the youth in the State of New York,⁵ While 75 per cent stated that they had read some book of their own choosing the past month, the fact that 43 per cent had not been to the library at all during this time makes it difficult to reconcile the two statements. Taken in the best light, the data reveal that for at least one of every four pupils the reading and literature program in the school has been ineffective: it has failed to give many of its pupils the desire to read at all; for others it has failed to motivate their reading for little else than pleasure. A distinct challenge to teachers is to give the pupil a type of reading program which accomplishes a dual purpose: equips the individual with the abilities to read well, and encourages and develops purposeful reading.

Radio Programs Selected by Youth

Of the young people in the high school 83 per cent stated that they made regular use of the radio. One half of the boys and girls said they owned their sets. Almost all the pupils who listened to the radio at all tuned in regularly on the currently featured dance bands; 93 per cent of the pupils were in this group. Glen Miller was the overwhelming favorite, and Kay Kyser was rated second. The melodic music programs of Wayne King and Guy Lombardo were favorites with only nineteen individuals. Dance orchestras were even more popular with the girls than with the boys.

A higher percentage of boys, on the other hand, expressed an interest in the news-casts; 91 per cent of the boys tuned in regularly on these programs, while 73 per cent of the girls were regular listeners. Lowell Thomas was mentioned as the favorite news commentator by one-third of the boys and

5

Francis T. Spaulding, High School and Life, p. 45. New York: McGraw-Hill Book Company, 1940.

one-fifth of the girls. One or two local news-casters and certain national commentators were mentioned frequently.

Fewer than one in five found enjoyment in the symphonic concerts. These programs were more popular with the girls than with the boys: 30 per cent of the former listed programs to which they listened regularly, while only 8 per cent of the boys stated that they tuned in on the symphony programs. Ford Sunday Evening Hour was mentioned most frequently by the girls. Metropolitan Opera was listed as a second choice. The choices of the boys were spread over sixteen programs.

Lux Radio Theatre was among the favored dramatic programs named by the pupils. Slightly more than half of the boys and girls listed a favorite dramatic program. Of these, seven of every twelve preferred the Lux program. Thirty-odd programs were listed, which seems to indicate that listening habits depended more on what was on the air than on the quality of the program.

Bob Hope was the favorite comedian for boys and girls alike. Henry Aldrich, Fibber McGee, and Jack Benny were other programs mentioned with considerable frequency. One pupil, who had failed to list any other radio program, checked the comedy program and added the comment, "I listen to any of them if they're not too corny." As in the reading choices of boys and girls, criteria for selection of the radio programs appeared to be in terms of amusement.

It is readily apparent that the radio is infrequently an instrument that contributes to the intellectual development of boys and girls of high school age. Much remains to be done by educators and others interested in education in raising the radio to a place where its powerful influence can be mobilized for the intellectual advancement of its listeners. In the past

few years, the national networks have set aside time for educational programs, which is commendable. Unfortunately, these features are scheduled for hours when few can avail themselves of the opportunity to listen to such worthwhile programs. The popular listening hours are given over to commercially sponsored programs, many of which are distinctly bad from the educational viewpoint. It seems futile for schools to spend time and money by day in teaching boys and girls to love good music and literature when commercial interests by night negate much that has been taught.

The Movies Which Young People Attend

More than three-fourths of the boys and girls in the high school were movie fans. 48 per cent attended movies once each week, 20 per cent twice a week, 6.5 per cent as often as three times a week, and .5 per cent even more often. Less than .1 per cent said they never attended. The remainder, 24.4 per cent, did not answer the question or stated that they did not attend with any degree of regularity, perhaps once or twice during a month's time.

When asked to name the movie they had seen recently, which particularly impressed them or which they liked unusually well, more than half the girls mentioned "Gone With the Wind", "Philadelphia Story", or "The Virginian." With half of the boys "Gone With the Wind", "Flight Command", and "Philadelphia Story" were the favorites. Sixty-odd contemporary movies were included in the list selected by more than 500 boys and girls. For the most part, the selections were relatively good. Girls were more attracted to movies with a romantic interest; boys appeared to favor more generally the films based on adventure. On the whole, the pictures that the pupils named as favorites were

the more noteworthy of the contemporary releases. It seems reasonable to contend that, as is the case of radio programs, criticisms against the selections made by the pupils ought to be directed against those who sponsor the movies rather than against the schools, which presumably influence the tastes and habits of the children. As with the books and magazines read and the radio programs heard, amusement governs the choice of the movies. It becomes increasingly apparent that pupils, in their leisure-time pursuits, are little concerned with activities that may add to their fund of knowledge.

Hobby and Avocational Interests of School Youth

Approximately 70 per cent of the youth in the Norwood high school had a hobby of some kind. Various types of hand work were mentioned with the greatest frequency. Sewing, art work, cooking, and embroidery were frequently listed by the girls. Radio repair, machinery, aeroplane models, and ship models were popular with the boys. Collections of various kinds ranked second in popularity; individual sports and dancing ranked third in popular choice; music and reading were mentioned frequently by the girls, photography and music by the boys.

While many hobby interests may be fleeting, it is apparent that they occupy a place of considerable importance with boys and girls of high school age. The guidance and development of these interests should become an important task for the schools. Extra-curricular activities and club life could well be developed within the school to exploit these leisure-time interests of young people.

Although it is recognized that hobbies are avocational interests, not all avocational interests are hobbies. High school pupils were questioned

as to the avocational interests they had developed, the things they did because they liked to do them. They also were asked to signify the source of the awakening of these interests.

More than two-thirds of the girls listed at least one avocational interest; 70 per cent of the boys stated that they possessed such interests. With boys and girls alike, sports were indicated by more than half of the respondents. Skating, swimming, dancing, and bowling were the principal sports activities enumerated. Music, reading, sewing, and cooking were mentioned with considerable frequency by the girls; photography and outdoor activities such as hunting, fishing, and hiking were named by a considerable number of boys.

Table 52 summarizes the source of these interests, as indicated by the pupils.

TABLE 52

AGENCIES WHICH NORWOOD SCHOOL PUPILS CLAIMED WERE
RESPONSIBLE FOR AVOCATIONAL INTERESTS IN 1941

Agency responsible for interest	Number and per cent naming agency					
	Boys	Per cent	Girls	Per cent	Total	Per cent
Home	158	40.8	122	33.2	280	37.1
School	105	27.1	100	27.1	205	27.0
Reading	33	8.6	52	14.1	85	11.3
Clubs, scouts	17	4.4	19	5.2	36	4.8
Other source	58	15.0	59	16.0	117	15.5
No answer	16	4.1	16	4.4	32	4.3
	387	100.0	368	100.0	755	100.0

As might be expected, the home was found to be a real force in affecting the leisure-time pursuits of the in-school youth. The schools, according to the evidence, were the second most vital factor. There is reason to believe that schools can and should affect the decisions of many

boys and girls whose interests have not been awakened. The choice of wholesome recreational activities for high school boys and girls should not be left to chance.

Summary of Educational and Extra-curricular Activities

From the evidence on the educational and extra-curricular activities of the in-school youth of Norwood High School, it is apparent that the school occupies an important place in the lives of its boys and girls. Approximately three-fourths have explored or plan to explore the many opportunities which the school offers. The majority show that they have a healthy respect for education and do not expect high school graduation to mark the end of their educational careers. While it is likely that there is a lack of realism in the ambitions which some of the pupils hold, the ambitions remain nevertheless laudable.

While the reading habits of the young people leave much to be desired, they are not totally bad. There are many who read good books and magazines of their own choice: there are many who indicate that reading is pleasurable to them. Nevertheless, it is discouraging to note the large numbers of youth who, in their free time, leave reading alone. The evidence presents a distinct challenge to the teachers to strive for an improvement in the reading performance of all the pupils and to enthuse boys and girls to use this important tool of learning for self-improvement.

The radio and the movies, although widely patronized by high school youth, do not yet serve as instruments for educational growth. When one surveys a list of the programs to which boys and girls listen and notes the movies they attend, it becomes apparent that the sponsoring commercial interests

are not vitally concerned in the educational progress of these young people. In fact, such sponsorship oftentimes militates against objectives which educational interests strive to attain. The forces of education need to do more than hope for improvement in the fields of radio and the cinema, if these tremendous forces are to be marshalled for the intellectual advancement of youth and adults. The use of films by the Government in the re-education of young people in World War II stands as mute testimony of the strength of the cinema as an educational force.

The recreational choices of youth display a wide variety of interests, most of which are reasonably wholesome. The individual hobbies of youth are valuable. It becomes apparent in surveying the data in this study that the schools can do a great deal to capitalize on such interest in the development of a program of extra-curricular activities. Much, too, can be done to vitalize classroom instruction through correlation with avocational pursuits, thus making extra-curricular pursuits more than passing fancies.

The Vocational Interests of Norwood High School Youth

The concern of many of the pupils in Norwood High School that their education should lead them somewhere has already been noted earlier, in discussing choice of vocational subjects. In inquiring further into the vocational plans of the high school boys and girls, they were asked: (1) what they had in mind for the future in regard to a gainful occupation, (2) the amount and the source of the guidance which had influenced their choice, (3) the extent of work experience being followed, (4) interest in vocational education, and (5) their opinion of the values inherent in the guidance and placement services of the school.

With respect to life work, 264 girls and 265 boys, 70 per cent of the total number surveyed, expressed definite vocational plans. Table 53 summarizes the selections for gainful employment that the youth of the school planned to follow in the years ahead.

TABLE 53

OCCUPATIONS WHICH THE BOYS AND GIRLS OF NORWOOD
HIGH SCHOOL IN 1941 SELECTED AS LIFE CAREERS

Occupation	Number and per cent selecting			
	Boys	Girls	Total	Per cent
Agriculture	6	0	6	.8
Aeronautics	31	4	35	4.6
Architecture	17	0	17	2.2
Art and design	15	17	32	4.2
Commercial	54	147	201	26.6
Cosmetology	0	14	14	1.8
Government	11	0	11	1.6
Homemaking	0	5	5	.8
Journalism	22	11	33	4.3
Mechanical (skilled)	36	0	36	4.7
Professions (teaching, nursing, engineering, etc.)	56	61	117	15.5
Sports	6	0	6	.8
Others	11	5	16	2.1
No answer or don't know	122	104	226	30.0
Total	387	368	755	100.0

A considerable number of girls have plans for secretarial work, for positions in offices, and for sales work: in fact, 56 per cent who had plans for the future specified commercial work. Teaching was chosen by 10 per cent of the girls, while another 10 per cent listed nursing. Cosmetology, designing, and journalism were favored by a number of girls. In percentages approximately 19 of the boys looked toward the professions, 23 to engineering careers, 14 to medicine, 9 to teaching, 5 to ministry, and 4 to law. Another 20 per cent of the boys expected to engage in commercial pursuits, 13 per cent in

the skilled trades, and another 12 per cent in aviation. (These percentages are based on the total professing to have selected a life work.)

When asked whether they had changed their ideas about their careers since entering high school, 43.3 per cent stated that they had, 35.1 per cent said their plans were the same, and 21.6 per cent did not reply. Of those who had ideas concerning their life work, 79 per cent claimed to have advised with others as to their fitness for the occupation, and 83 per cent said they had given consideration to such matters as the possible income the position afforded and the opportunities it presented for advancement. Table 54 sets forth the sources of guidance the young people stated they had received in making their occupational choices.

TABLE 54

SOURCES OF GUIDANCE WHICH THE PUPILS OF NORWOOD
HIGH SCHOOL IN 1941 CLAIMED THEY UTILIZED IN THE
SELECTION OF THEIR LIFE WORK

Source of guidance	Number and per cent of pupils who used the source					
	Boys	Per cent	Girls	Per cent	Total	Per cent
Parents' council	57	14.8	56	15.2	113	15.0
Own observation	118	30.6	155	42.1	273	36.4
Suggestions from teachers	25	6.5	12	3.3	37	4.9
Independent reading	27	6.9	18	5.0	45	5.9
Other sources	33	8.6	20	5.4	53	7.0
No answer or don't know	127	32.6	107	29.0	234	30.8
	387	100.0	368	100.0	755	100.0

The data reveal the gross inadequacy of any program which the school may claim to have had, for effective vocational guidance of its young people. While it is admissible that the vocational ambitions expressed by high school boys and girls may be realized only in part, the evidence, nevertheless, shows

that fewer than 5 per cent of the youth in the high school have had their thinking affected at all by the teachers. More than four of every ten have reached decisions as a result of their own reading or observations. Parental guidance has been three times more effective than that of the school. At the time the survey was made, the Norwood Bureau of Placement and Guidance, with its full-time director, had been functioning for less than a year. It would be interesting to note the answers to this question that pupils would make several years from the first survey.

The high school youth were questioned concerning the extent and kind of work experiences in which they participated in after-school hours, on Saturdays, and during the summer vacations. Table 55 indicates the number of high school boys and girls who had work activities in addition to their school duties.

TABLE 55

NUMBER AND PERCENTAGE OF BOYS AND GIRLS OF NORWOOD
HIGH SCHOOL WHO IN 1941 CLAIMED TO PARTICIPATE
IN WORK EXPERIENCES IN OUT-OF-SCHOOL HOURS

Time of employment	Number and percentage of pupils who say they are employed					
	Boys	Per cent	Girls	Per cent	Total	Per cent
After school	207	53.4	98	26.6	305	40.0
On Saturdays	168	43.4	59	16.0	227	29.7
Summer vacations	214	55.6	94	25.5	308	40.6

It is apparent that more than one-half of the boys and one-fifth of the girls had work experience. Not all had steady jobs, but the experience received probably was vital and worthwhile. Pupils were asked about the type of work in which they had participated. Less than one-half of those who worked listed the type of employment. The boys apparently took whatever jobs were

available: delivery of newspapers, caddying, work in grocery stores and small shops, pumping gas, etc., were tasks listed with greatest frequency. A study of the occupations in which boys engaged leads to the conclusion that the work they did seldom offered any possibilities for a future career. The same statement could be made of the work done by the girls: housework, caring for children, playground work, and part-time commercial and sales work were the principal tasks that girls found for the out-of-school hours.

Interest in Vocational Education

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In the Maryland study of youth, Bell⁶ reports that 60 per cent of the out-of-school young people desired vocational education. This high percentage was judged to indicate an "encouragement of wishful thinking": although Maryland youth had come to the conclusion that training was not only desirable, but in many cases necessary, Bell contended that many of those interviewed had none the less given false or inaccurate statements as to their real desires for training of this type.

The data in the Maryland poll of the opinions of out-of-school youth indicate clearly, however, that there is a real need for vocational training. Is this want felt by the boys and girls of Norwood who are in school? To secure an answer to this question, high school pupils were asked, "If not now taking vocational trade work in school, would you be interested in taking a course, or courses, of training designed to prepare you for a specific trade with credit toward graduation allowed for the course taken?" Fifty-four per

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Howard M. Bell, Youth Tell Their Story, p. 70. Washington: American Youth Commission, American Council on Education, 1938.

cent of the 755 youth included in the study answered "Yes." Inasmuch as those pupils who were already taking trade work were not required to answer the question, it seemed fair to assume that the actual percentage of the group who were interested would have been somewhat higher. only 23 per cent of the high school pupils answered that they were not interested.

Table 56 sets forth the skills in which pupils said they desired training, the number of boys and girls interested in each course, and the percentage of interest manifested for each of the courses.

TABLE 56

NUMBER AND PERCENTAGE OF THE YOUTH IN NORWOOD HIGH
SCHOOL IN 1941 WHO DESIRED VOCATIONAL TRAINING

Desired courses of training	Number and per cent desiring training			
	Boys	Girls	Total	Per cent
Aeronautics	47	29	76	18.7
Cosmetology	1	105	106	26.0
Home making	1	114	115	28.2
Machine trade	33	17	50	12.3
Auto mechanics	27	6	33	8.1
Retail selling	11	103	114	28.0
Commercial education	18	113	131	32.2
Restaurant and tea room service	2	76	78	19.1

Courses in home making, commercial education, cosmetology, retail selling, and restaurant-tea room service were the most favored among the high school girls. With the boys training in aeronautics, machine trades, auto mechanics, commercial education, and retail selling were requested with greatest frequency. The data suggest that many of the girls selected more than one course in which they held an interest. on the other hand, it appears that the boys restricted their interests to a smaller number of choices.

While the evidence is not at all conclusive, it does more than suggest the types of training which the school administrators should consider

adding to the opportunities offered to the boys and girls at Norwood High School.

At the time the in-school youth study was conducted, a placement and guidance bureau with a full-time director had been operating in the school for somewhat less than a year. High school pupils were asked during the study to express their opinions as to the amount of help they felt the bureau would be able to render in assisting them to job placement. In reply 78 per cent of the boys and 54 per cent of the girls felt that the guidance and placement service would be quite beneficial to them; 7 per cent of the boys and 25 per cent of the girls said they did not expect to receive much help from this type of organization; 15 per cent of the boys and 21 per cent of the girls did not indicate their opinions. Admittedly, the pupil going to college would be little inclined to consult the bureau for placement service; however, the assistance that the bureau could render to him in preparation for college is great. It was rather surprising, therefore, to note the comments made by a number from this college-preparatory group that they could not see any personal value in the placement and guidance service of the school.

Summary of Vocational Plans of Norwood High School Youth

This investigation into the vocational plans of the youth of the high school reveals several significant facts. An appreciable number of the young people have already formed definite ideas of the careers they wish to pursue after their school days are over. Three of every four say they have discussed their plans with other people; even a larger number claim that they have investigated the opportunities offered in the fields they contemplate entering and know of the income possibilities.

The answers concerning the sources of guidance used indicate that the schools are an ineffective agent in helping youth in their occupational planning. It is evident that, in a majority of the instances, the individual takes credit for the decisions reached. It may be assumed that a number of factors enter into the plans of high school boys and girls: unquestionably the schools are directly or indirectly one of these factors. Nevertheless, the fact remains that only a small group of pupils recognize the schools as a vital force affecting their lives beyond the period of their school experience.

More than half of the boys and at least a fifth of the girls in high school have had work experience. The type of employment in which these young people have participated, while wholesome and no doubt of value to the individual, is seldom of such character that it has any training value aside from work experience. It is seldom related to the career motives of the participant and is usually of a type that requires little educational preparation. It is evident that most of the work experiences in which high school youth participate are undertaken strictly for financial gain and without thought, on the part of the individual, that the undertaking may, or may not, offer training and experience for the future.

The study makes clear the need for a greater diversification of courses in vocational education. Youth wants vocational training; the girls wish courses in home-making, commercial education, and food service; the boys desire additional training in aeronautics, auto mechanics, and the machine trades.

The popularity of a junior placement and guidance service within the school is attested by the large numbers who say they expect to receive

assistance from this source.

Social Attitudes of High School Youth

The school is but one of the agencies affecting the lives of boys and girls. However, it is held accountable by most people for the attitudes youth develop and the traits of character they show. In the study of youth in New York State, Spaulding found that:⁷

The leaving pupils constitute a group schooled in academic facts, recognizing their rights as free citizens in a free country, but unconcerned about civic responsibility and not awake even to the immediate and local problems and issues which will shortly confront them as citizens, taxpayers, and voters.

Such conclusions are likely to be reached for any group of high school youth. Maturity and experience often bring social consciousness of which young people are totally unaware. However, if all the community agencies affecting the lives of boys and girls are functioning, and if the school through its administrative organization is conscientiously planning to give pupils a chance to participate realistically in democratic living, youth should have formulated certain desirable attitudes toward the school and toward the community; youth should be expected to have made some beginnings toward the desirable goals of conforming and contributing citizenship.⁸ Conforming citizenship involves the work habits and the moral aspirations which people possess and their concern for the public welfare: contributing citizenship is

⁷ Francis T. Spaulding, High School and Life, p. 32. The Regents' Inquiry. New York: McGraw Hill Book Company, 1938.

⁸ Youth and the Future, p. 206. General Report of the American Youth Commission. Washington: American Council on Education, 1942.

measured in terms of the respect which the individual possesses for the rights and opinions of others, his ability to participate in the activities of self-governing groups, his ability to take some responsibility for leadership, and his familiarity with the major problems and issues and the basic principles of democracy.

The present study, realizing that immature boys and girls have not had the experience which aids so greatly in forming judgments on the issues and problems of democracy, confined itself to an attempt to measure the social attitudes of high school youth, as reflected in the opinions expressed toward some of the democratic practices within their own school.

The student council, an organization designed to bring about pupil participation in the government of the school, periodically invites the pupils to share in various philanthropic drives. The boys and girls were asked, "Do you feel that high school pupils should be asked to contribute to such activities as the Community Chest and the Crippled Children's Fund?" In reply, 52 per cent of the boys and 65 per cent of the girls answered yes: 30 per cent of the boys and 23 per cent of the girls said no; and 18 per cent of the boys and 12 per cent of the girls did not answer the question. Of the 17 pupils who had stated they did not expect to graduate, it was found that 14 answered "no" to this question on participation in philanthropic work. Inasmuch as the majority of these pupils expected to drop out of school for economic reasons, one is led to consider the probability that giving to charity may be directly related to ability to give. A number of comments indicate other reasons for the adverse attitudes held by slightly more than 25 per cent of the youth of the high school: the following are typical:

I don't give to anything unless I get some good out of it myself.

O. K. for one; not for the other.

I don't believe in the principle of the chest.

It's all according to what they do with the money; if they use it to help people that need it, it's all right. So often they don't, so I'm against it.

Depends on my financial status; right now I vote no.

Another question sought the reaction of the pupil group to the support of one of their own organizations, a project designed to raise funds for athletic teams or for band uniforms. Table 57 presents the answers to this question.

TABLE 57

REPLIES MADE IN 1941 BY HIGH SCHOOL YOUTH OF NORWOOD
TO THE QUESTION "WOULD YOU HELP ON A PROJECT TO RAISE
FUNDS FOR ATHLETIC TEAMS OR FOR BAND UNIFORMS?"

Quality of support	Number of boys who would	Per cent boys	Number of girls who would	Per cent girls	Total who would	Total per cent
Accept gladly	277	71.6	191	51.9	468	61.8
Accept but work only when I feel like it	18	4.6	46	12.5	64	8.5
Feel someone else should do it	3	.8	13	3.5	16	2.1
Refuse to serve	4	1.0	13	3.5	17	2.3
Try to evade task	3	.8	7	1.9	10	1.4
Work if someone else took responsibility	38	10.1	37	9.8	75	9.9
No answer	44	16.6	61	11.4	105	14.0
Total	387	100.0	368	100.0	755	100.0

The great majority of the pupils, as measured by the replies made, are substantial school citizens. Less than 6 per cent gave answers which might be taken to mean that they were unfavorable to pupil support of agencies of the school. More than three fifths responded positively to the school needs, while another fifth signified that they would serve. Fourteen per cent failed to answer the question: numbered among these may be many who would

have refused to help support the school organizations had they been pressed for a reply.

Somewhat similar in character was the question, "Are you willing to cooperate on school improvement programs such as courtesy week, drive to improve corridor conditions, school safety programs, keep the school clean campaigns, etc.?" In recent years, drives of this type had been promoted throughout the school, sponsored by the pupil governing group, as a part of a program to develop the social consciousness of the student body. In reply to the question, 78.4 per cent of the entire group expressed a willingness to cooperate in such programs, 16.5 per cent did not respond, and only 5.2 per cent answered in the negative. One of the latter penciled a comment; he claimed to have been at one time a member of the student council; his unwillingness to cooperate was because "some of the students on the council tried to grab too much glory for themselves."

Since 1934 pupil participation in school government has been practiced in Norwood High School. This study attempted to appraise pupil opinion concerning the value of such a type of activity. Pupils were asked, "Are you now, or have you ever been, a member of the student council?" Another question asked whether the council served a purpose in working for democratic school government and in developing leadership. In reply, 26 per cent of the pupils claimed to have served on the council. more than half (58.5 per cent) had never been members of the governing organization; and 15.5 percent did not reply. Boys and girls alike were enthusiastic for the student council and the work it was accomplishing; 84 per cent stated that the organization did promote democratic school government and develop leadership. Less than 10 per cent held an adverse opinion, and the remainder did not answer.

To what extent are high school pupils willing to spend their free time on school work? The boys and girls were asked, "Would you be willing to make a number of field trips in connection with your school work on your own time?" Responses to this question indicated that two of every three pupils were willing to spend time beyond school hours for self-improvement; 66.3 per cent expressed such a willingness, 17.7 per cent were opposed, and 16 per cent did not reply. When replies to this question were compared with the responses concerning the desirability of contributing to community philanthropies, it was found that as a rule those against spending their own free time for self-improvement were also opposed to giving money to help others. It is apparent that the element of selfishness is a controlling factor influencing the attitudes of many boys and girls.

"Do you feel any responsibility for bringing books, pocketbooks, or valuables which you might find to the school office?" This question was asked of the boys and girls to ascertain their attitudes toward moral responsibilities. Their answers indicate that the great majority are inherently honest, that they have a keen sense of responsibility in observance of the social mores, and that they are, on the whole, worthy members of the school society. In reply, 94 per cent of these young people voiced the opinion that "found" articles should be turned over to the office. Only 4 per cent answered negatively, while 2 per cent did not reply.

Summary of Social Attitudes

This study of the social competence of the boys and girls of Norwood High School emphasizes that the school is doing its part in effectively training its membership for the responsibilities of citizenship. The expressed

attitudes of the boys and girls are friendly toward the functions of the school that are designed to awaken and develop the social consciousness of youth. It is too much to expect that all members of any population group will exhibit desirable social attitudes. In some instances, selfishness and hostility prevail. For the most part, however, young people are willing to cooperate for the good of the group to which they belong; they possess an awareness of the concept of the general welfare and a disposition to be aligned with the forces within their society which promote the greater interests of the group. The majority express a willingness to participate and to cooperate in their own self-government; they are willing to make personal sacrifices in cooperating with the school authorities. Finally, the boys and girls of the high school possess to a high degree a sensitiveness of moral responsibility.

Perplexing Problems of Youth

What are the problems which confront the boys and girls of high school age? Answers to this question were sought in concluding the study of in-school youth. Table 58 summarizes the replies made by the 755 high school boys and girls.

TABLE 58

THE MOST PERPLEXING PROBLEMS WHICH CONFRONTED THE YOUTH OF NORWOOD HIGH SCHOOL IN 1941

Problems	Number of youth who state they have a problem			
	Boys	Girls	Total	% of total enrollment
Having enough money	169	133	302	40.0
Getting a job	197	110	307	41.0
Social popularity	57	81	138	18.4
School progress	112	102	214	28.3
Family relations	20	23	43	5.8
Religion	13	15	28	3.7
Health-own or family	35	40	75	10.0
Others	22	12	34	4.5

Pupils were instructed to check one or more problems that they faced. The answers indicate that many boys and girls of high school age are confronted with perplexing difficulties. Four of every ten have money worries; an equal number are troubled about finding work. These problems are closely related, and both may have been checked by the individual with economic worries. It may conservatively be estimated that economic problems confront at least 40 per cent of the pupils who attend high school. In a school where the median costs of attendance, outside of clothing and transportation, total \$42.85, it is remarkable that the number who finish their programs is as large as it is. School progress is a source of concern to more than a fourth of the boys and girls in attendance at high school. One in ten has worries associated with health conditions. More than one in six has worries concerning problems of personal relationships.

The evidence is clear that much needs to be done by the teachers and by the school administrators to decrease the problems of the young people in the school. No one can do good work when confronted with worry. If boys and girls are to approach the goals that the school establishes for them, then barriers to these goals should be removed wherever possible. Courses in the psychology of personal relationships might solve the problems of many youth. Much can be done to curtail the financial demands made upon pupils. Schools should be made more effectively free. Through guidance and aid in placement the schools can do a great deal of good in lessening the economic worries of youth. Extension of the social services of the school, through the offices of the visiting teacher department and the school psychologist, may bring about a decrease in pupil worries occasioned by health conditions or family relationships. Certainly better individual teaching methods and

conferences between pupil and teacher will lessen the problems associated with school progress. There are few problems faced by youth that cannot be materially lessened, if not eliminated altogether, if the school will but set itself to the task. This the school should do in the interest of education, if not in the interest of humanitarianism.

Summary of Investigation of High School Youth

This chapter has reported an investigation of the opinions held by in-school youth of Norwood high school in 1940-41 concerning the curriculum of the school, the educational interests of the pupils, and the plans the pupils had for continued education. The investigation employed the use of the questionnaire in measuring the opinions of 755 pupils in grades ten, eleven, and twelve.

In surveying the educational and extra-curricular activities of the young people in the high school, it became apparent that the school held an important place in the lives of its boys and girls. The data showed that the great majority of the pupils had a healthy respect for education and had definite plans for continued schooling beyond their high school careers. The investigation disclosed the need for a program to improve the reading habits of youth in order that such a tool might be used more generally for the self-improvement of the individual. The radio and the movies were found to add little to the educational stature of the high school boys and girls and were little else than pleasure affording activities. Norwood high school youth showed a wide variety of wholesome recreational activities: such activities could well be correlated with classroom instruction in making learning more purposeful. Use of films by the Government in re-educating young people

assigned to the armed forces in World War II is indicative of the power of the cinema as an educational force.

The majority of young people of the high school had apparently given some serious thought to the careers they wished to follow; they claimed to have consulted others concerning their vocational decisions. The fact that the schools had played little part in influencing the plans of many of the young people indicated a need for a stronger program of guidance. The data revealed the need for work experiences for many school youth and a greater diversification of courses in vocational education.

From the standpoint of social competence, the evidence indicated that the schools were doing an efficient piece of work. The majority of the pupils displayed a high degree of social consciousness, a knowledge of the responsibilities of citizenship, and a willingness to assume these responsibilities. Finally, the data revealed that high school youth were confronted by many problems, prominent among which were those associated with money worries, school progress, social popularity, and health. Many of the problems of high school boys and girls can be alleviated, if not entirely eliminated, through adequate planning by school authorities.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The Problem

Purpose of the study.-- The purpose of this study was to discover data and facts within the community of Norwood that might lead to the reorganization of the secondary school program. In the past the major influences that have motivated school practices and policies in Norwood have been a rigid adherence to national movements in secondary education and imitation of the program followed in the Cincinnati schools. Similar influences have marked the development of the program of secondary education in the United States, as the result of the efforts of educational theorists and of nationally prominent leaders in secondary education. It is not disputed that such influences have been wholesome and for the most part desirable; however, adherence to national patterns or to the practices of effective school systems elsewhere is not sufficient in building a community program of secondary education, since such procedures seldom take into consideration specific local problems and needs. The result is that the individual school has failed to provide a dynamic program of education centered in the felt needs of the youth of the community and has neglected to use the judgments of citizens and parents of the community in planning for the educational growth of the boys and girls.

The inevitable consequences have been that school practice in most communities has lagged many years behind theory, that too often the individual school in an attempt to keep up with national movements has brought to the community a program of education not well adapted to local needs, and that such practices have emphasized mass education. Therefore,

the secondary school has seldom assumed its rightful place of leadership in the economic and social life of the community, with the consequence that years of economic stress have brought a critical attitude on the part of the people toward the values of education.

The Norwood investigation undertook the task of securing data from the citizens of the community, from the industrialists and the business men, and from the youth, to answer the following questions of importance in planning curriculum changes:

1. What do the citizens observe to be the strong and the weak points of secondary education? What should the high school seek to accomplish in the education of youth?
2. What do business and industry expect of the high school? Should the training program in the school seek to prepare boys and girls for positions in business and industry? If so, what type of training should be provided?
3. What do youth, in and out of school, think of the program of education in Norwood? How effectively has it prepared them, or is preparing them, for life outside the school?
4. What kind of program of secondary education should be offered to the boys and girls of the community in order more adequately to serve their needs?

A secondary purpose of the study was to provide techniques that may enable administrators of other school systems to undertake and accomplish with greater facility a scientific study of similar problems of their own.

Methods used in the study.-- The study was introduced by a chapter devoted to an historical background of the program of education followed in

the Norwood public schools, which has emphasized the position that national influences and adherence to practices pursued in the schools of Cincinnati formerly dominated the program of education in Norwood and failed to take into account local needs. Past practices and policies employed in the schools of Norwood reveal that, as the community changed from a rural to a suburban population and later to an industrial city, little was done by the school to alter its program for the new population. The schools were rather inclined to accept the attitude of the older citizenry to the effect that the advent of this new population was after all uninvited and that they must take things as they found them. Scant evidence is found to indicate any concern of the school authorities for the individual needs of all boys and girls in school. Academic proficiency was the goal of the schools up to 1920; for those pupils not academically inclined the secondary schools of Norwood had little to offer. For the greater part of this historical evidence, the writer relied largely on primary sources in the form of the minute books of the Norwood board of education.

In the survey of the citizens of Norwood, as in the studies of business and industry, of school youth, and of youth out of school, normative-survey methods of research were utilized. The community survey was a sampling study employing the interview technique; the survey of business and industry combined the interview method with the questionnaire; the in-school youth study was by questionnaire; and the out-of-school youth survey utilized a questionnaire, distributed and interpreted by census enumerators employed by the board of education.

The community survey.-- This survey of the citizens of Norwood was made in the spring of 1940. The names of 17,069 individuals taken from the 1938 directory of the city were classified into thirteen occupational

groups. An eight per cent sample of each group was selected by chance. An advisory committee served with the writer in determining desirable fields of interest for investigation. A form, to serve as a guide to the interviewer and to supply him with an instrument on which he could record the opinions of the interviewee, was prepared for the use of eighty-five teachers selected and trained to conduct the interviews.

The evidence in the study indicated that the citizens had a generally favorable attitude toward public education. They believed that it was not over-emphasized and were convinced that recent years had witnessed improvement in the character of the program. They subscribed to the belief that education was not intended solely for the boys and girls going to college, but that many opportunities existed for the majority of youth who cared to profit through school experience. The fact that fifty-four per cent of the respondents believed quite a few boys and girls would be better off out of school raises a question as to whether the public was really convinced that the schools were ministering to the needs of all the pupils.

The Norwood public supported freedom in teaching and learning, and believed that freedom in discussing controversial issues was essential to education. Three out of every four citizens were satisfied with the program of spending for education in Norwood. The willingness of the community to support an adequate program of education was further attested in the expressed attitude toward extension of education upward into a thirteenth and fourteenth year. Six in ten stated that they were in favor of the extended program for non-college going youth; only one person in four was opposed to the plan.

A majority of the citizens expressed themselves favorably toward additions to the school program, whereby instruction might be offered in

areas of personal relationships designed to promote adequate social living. This attitude was appraised by the question: "Should sex education be offered, at the proper age, to pupils in the public schools?" The citizens of Norwood were overwhelmingly in favor of a program of general education that would provide training in social experiences, fundamental mathematics skills, reading skills, home training, English skills, and knowledge of the essential laws of health and safety. After this foundation of general training the citizens favored a program for the later years of the high school devoted to more specialized training adjusted to the pupil's ambitions and abilities. Only five per cent of the persons interviewed were opposed to such a plan. When those participating in the investigation were asked to express their opinion concerning a program of work experience for high school youth, it was found that four in five persons subscribed to the idea that youth needed such training.

The citizens believed that the schools should assume responsibility for guiding pupils and for helping them into positions at the close of their formal education; more than three-fourths said that guidance and placement services should be provided. More than half of the citizens believed that such services should be extended to youth beyond school age.

The data revealed the willingness of the citizenry to have the schools assume responsibility for a program of community recreation; more than half of the citizens believed that the schools should proceed to develop such a program, while less than a third were opposed to the plan. The evidence is clear that the organization of a community program for recreation, carried forward under the auspices of the school, would have general support. The conditions of city life are such that wholesome recreational opportunities are unlikely to develop without organized planning.

The survey of community reactions toward the problems of education revealed the need for certain improvements in the educational program:

1. More adequate training in fundamentals.
2. A program of general education in the early years of the high school and specialized training in the later years; greater emphasis on social education and training for citizenship; an extension of the program upward to give larger opportunities to the non-college going youth.
3. A better program of guidance; vocational guidance and placement of youth in positions had the unqualified support of the school constituents.
4. Development and supervision of a program of community recreation.

Survey of business and industry.-- The survey of business and industrial firms in Norwood in 1939-40 included 445 concerns. The survey made no attempt to include every worker employed in the city; its functional purpose was to discover the major fields of employment and to learn the standards of employment utilized in these fields. From such a body of information and from interviews with the employers of labor, many valuable data were received, which suggested improvements that could and should be made in the program of secondary education offered in Norwood High School.

More than 350 occupational tasks employing upward of ten thousand workers were included in the study. Seventy-three per cent of the workers were employed in industry. Four of every five of the operatives were skilled or semi-skilled workers. The supply of such workers was reported scarce in twenty-five per cent of the skilled jobs. Interviews with the employers of such labor strengthened the conviction which comes from a study of the data, to the effect that courses in vocational trades should be added to the curriculum at Norwood High School, in order to give youth the opportunity to receive appropriate training; such vocational education should enable youth

to develop skill on the job more quickly than he otherwise would, and should permit him to shift with a minimum of difficulty to some new machine occupation as the need arises. Coincident with such a program of industrial training, a program of related instruction in mathematics, drawing, industrial relationships, and citizenship should be offered. A strong program of general education should be considered as the foundation of such vocational preparation. The evidence in the study of industry and of the service occupations indicated the need for training in auto mechanics, in addition to machine-tool training. In such a training program, courses in related instruction should be provided.

The data collected in the study of the distributive trades suggested a need for training courses to meet the needs of workers in this field. The shortage of supply found in Norwood was comparatively small. The number of opportunities for employment in this field in Norwood was found to be few. Evidence from the in-school and out-of-school surveys indicated, however, that many local youth entered this field after leaving school. The data of the occupational survey were significant, therefore, in suggesting the type of training program needed. Such a program should offer not only theoretical training in the art of selling, but should afford practical experience through a cooperative work-school program. Considerable attention should be given in the school to related instruction in business English, related mathematics, spelling, penmanship, business relationships, and social science. Courses in speech arts should be taught that furnish training in the ability to meet people, to engage in conversation, to use the telephone, and to recognize the importance of good grooming and good manners.

The data in the survey of industry and business pointed out that more than one in twenty of the workers were engaged in clerical occupations.

A fairly high turnover was noted. Although the supply of clerical labor was described as adequate, the interviews with the employers emphasized the importance of desired changes in the program of commercial education at the local high school. Such a program should furnish pupils with wider experience in office machine practice and opportunity for actual experience in business offices as a part of the training program. The data of this study clearly indicated the need for adequate training in fundamental skills and in the importance of accuracy and neatness. Such a need can be met at least partially through a program of related instruction in business English, mathematics, spelling, penmanship, business relationships, and social studies. Courses in speech arts should be provided for the commercial pupils who expect to enter this field of employment.

Finally, the evidence of this survey pointed out the need for training programs for the workers in most industries and business firms. Very few opportunities were found to exist for up-grading the work of the employees. In some cases trade-extension programs in the factories and business establishments were found to be a satisfactory means of providing training; for other workers extended school training through evening school or a terminal junior college should be provided.

Out of the survey of business and industry certain needs emerged for the improvement of the program of secondary education in Norwood:

1. The introduction of suitable courses in vocational trades, particularly in machine tool trades and in auto mechanics, which give to youth the opportunity for appropriate training in the ability more quickly to develop skill on the job and to shift with a minimum of difficulty to new machine occupations as the need arises.
2. Courses in distributive trades that combine instruction in salesmanship with practical experience.

3. A program of commercial education that affords wider experience in office machine practice and combines with training the opportunity for actual office experience.
4. Programs of related instruction paralleling all vocational courses.
5. Adequate instruction in democratic principles, in labor relationships, and in American history and government.
6. Greater emphasis on out-of-school programs of education for up-grading the work of employees.
7. More adequate training in the fundamentals with greater emphasis upon accuracy and neatness.

Many of the findings of the present study of industry in Norwood, which was completed in 1940, may not apply in a society disrupted by war-time emergency developments. It is probable that much of the data will prove reasonably sound under the more normal conditions of the post-war years.

The out-of-school youth survey.-- The data in the survey of out-of-school youth reflected the opinions of 491 young men and women, approximately fourteen per cent of the estimated out-of-school youth of Norwood between the ages of 15 and 24 years. Sixty per cent of the respondents were high school graduates. The expressed attitudes of these young people point unmistakably to the fact that the longer a person remains in school the more wholesome his attitudes become, the more ambitious the goals he sets for himself, and the better his chances for satisfactory adjustment to the demands of life. A removal of the barriers to school attendance obviously is a real challenge to educators who profess a desire to provide better training for all youth.

The study of the social life indicated that the young people of Norwood spent their leisure time in reasonably wholesome ways. Approximately half of them had healthy hobby interests; fully two-thirds engaged in a wide

range of recreational activities. In all American communities today social, recreational, and healthful activities become increasingly important in a society that gives its people more and more leisure time, and less and less opportunity to share in the types of recreation which commercial interests have made popular. Most significant in this analysis of the leisure-time interests of young people is the need for various forms of social recreation.

In recent years one has heard much of the lack of effectiveness among young people of the influence of character building agencies, although the evidence of this study does not bear out such statements. That the church is still a dominant force in the lives of young people was attested by the fact that two-thirds of them were members of some church and claimed to participate regularly in its activities. The contention that young people were lacking in social competences may likewise be refuted in the case of Norwood youth; the evidence of this investigation indicated clearly that Norwood youth held reasonably wholesome attitudes toward the functions of a democracy and toward their responsibilities as young citizens of society.

Youth was found to be generally enthusiastic about the education received. Nine in ten of the young people who were graduates of the high school were convinced that the schooling they had received would help them to earn a living and to enjoy life to a greater degree. The non-graduate group was less confident; approximately four in ten concurred with the opinions held by the graduates. It is likely that the out-of-school experience of the young people without a high school education and without specialized training has caused them even to doubt the value of the schooling they have. Further evidence of the value that Norwood youth placed upon education was noted in the large number who claimed to have attended part-time school after leaving the regular school or who had plans for further schooling.

The reading habits of these youth left much to be desired; less than half of them used the library with any degree of regularity. The books they claimed to have read and the magazines to which they had access can but lead to the conclusion that whatever reading these young people did was for their own pleasure and not for self-improvement. Few of the non-graduates read at all; slightly more than a third of this group claimed to have used the library at all, recalled a single book they had read in the last six months, or named a magazine of any quality read with any regularity.

In the investigation there was no intent to create a case for vocational education. The weight of evidence in the study, however, indicated quite clearly that a need and a demand for this type of program existed among the young people of the city. More than half of the respondents stated that they took part-time schooling after leaving the public schools; two-thirds of these young people followed courses distinctly vocational in character. One phase of the inquiry questioned the individual concerning the courses he would elect, if he were to begin his educational experiences anew; the data revealed that there would be wide demand for usable education; it is evident that, once out of school, youth evaluated education in terms of what it would do for him. The demand for vocational education was again noted in the statements of a majority of unemployed youth, who stated that they would take vocational training now, if it were available. Finally, the desire for extended vocational training was emphasized in the responses by youth to the inquiry concerning the feasibility of a terminal junior college in Norwood. Approximately one in ten was opposed to a junior college, while 54 per cent stated that they felt it was needed. Twenty-nine per cent said they would have attended such a school had there been an opportunity to do so at the time they left school. When these young people were asked the type

of courses such a junior college should offer, 48.5 per cent named vocational courses, 22 per cent specified household and fine arts courses, and 11.2 per cent said college courses should be offered.

The need for effective guidance of the youth of Norwood was evident throughout the study. This need was apparent in the statements by youth concerning the subjects taken in school, which they afterward claimed might just as well not have been pursued. It was re-emphasized in the statements concerning their vocational activities. The small part played by the schools in the occupational choices of the youth of Norwood was attested by the fact that less than ten per cent claimed to have received any help at all from the schools. Approximately one-half insisted that they secured their positions on the basis of their own qualifications, which probably meant that these young people took whatever job was available. A distressing factor in the situation was that less than half of those employed were paid well enough that they could afford to stay in their positions indefinitely. For two-thirds of the youth participating in the study, it was found that their positions differed from the things they wanted to do when in school.

The data of this investigation have revealed four distinct needs:

1. For changes in the program of instruction in the secondary school that will provide opportunity for training in vocational areas for those youth who are not going to college and for whom the secondary school training period is terminal.
2. For the establishment of a terminal junior college that will answer the needs of youth for higher training, irrespective of financial status. A "co-op" program should be arranged, which will make it possible to furnish vital work experience to youth, as well as give him some earning power.
3. For eliminating the inadequacies of the school in effectively directing the educational and vocational efforts of youth; a distinct need exists for junior placement services within the school that will not only aid in the placement of an individual in a position, but provide for follow-up after he is on the job, with re-training wherever necessary.

4. For providing wholesome social recreational activities for the youth of the city, in order that the activities of young people may be directed into channels of benefit to the social life of the community, as well as be helpful to youth themselves.

Survey of the in-school youth.-- Another part of this investigation reported the opinions of the in-school youth of Norwood High School in 1940-41 concerning the present curriculum of the school, the educational interests of the pupils, and the plans pupils held for continued education.

From the evidence on the educational and extra-curricular activities of the in-school youth of Norwood High School, it became apparent that the school occupied an important place in the lives of its boys and girls. Approximately three-fourths of the young people had explored or planned to explore the many opportunities offered by the school; the majority showed a healthy respect for education and did not expect high school graduation to mark the end of their education. While it is likely that there is a lack of realism in the ambitions of many pupils, these ambitions remain nevertheless laudable. The investigation of the reading habits of these young people disclosed the need for concerted effort on the part of school authorities in the development of a reading program in the school that will improve the reading performance of all the pupils and encourage them to use this important tool of learning for self-improvement. The data collected on the use of the radio and the movies by high school youth indicated that these potential instruments for education at the present time often militate against the objectives which educational interests are striving to attain. Pupils of Norwood High School showed a wide variety of wholesome recreational activities, which could well be correlated with classroom instruction in making learning more purposeful.

The majority of the young people of the high school had apparently

given some serious thought to the careers they wished to follow; they claimed to have consulted with others concerning their vocational decisions. The fact that the schools had played so little part in influencing these plans of the young people definitely indicated the need for a stronger and more practical program of guidance. More than half of the boys and at least a fifth of the girls claimed to have had work experience. Such experience, unrelated to the pupil's school experiences, was seldom of such character that it held any training value. The study emphasized the need for a greater diversification of courses in vocational education. The data demonstrated that youth desired vocational training; the girls wished courses in home-making, commercial education, cosmetology, and food service; the boys desired additional opportunities for training in aeronautics, auto mechanics, and the machine trades. The popularity of a junior placement and guidance service within the school was attested by the large numbers who said they expected to receive assistance from this source.

Investigation of the social competence of the boys and girls of Norwood High School stressed the importance of the work the school was doing in effectively training its membership for the responsibilities of citizenship. The expressed attitudes of the young people were friendly toward the functions of the school that were designed to awaken and develop the social consciousness of youth. It is too much to expect that all members of any population group will exhibit desirable social attitudes; in some instances, selfishness and hostility will prevail. In general, however, the young people of Norwood High School expressed a willingness to cooperate for the good of the group to which they belonged; they were aware of the concept of the general welfare and were disposed to be aligned with the forces that promote the greater interests of the group. The majority

expressed a willingness to participate and to cooperate in their own self-government.

Finally, the data revealed that high school youth were confronted with problems related to money worries, school progress, social popularity, and health. The evidence is clear that much needs to be done by the teachers and the school administrators to decrease the problems of the young people in school. Much can be done to curtail the financial demands made upon pupils; guidance and placement services can do a great deal of good in lessening the economic worries of youth; extension of the social services within the school should decrease materially the worries occasioned by health conditions and problems of family relationships. Many of the problems of high school boys and girls can be alleviated, if not entirely eliminated, through adequate planning by school authorities.

The survey of the reactions of high school youth to their high school experiences suggests the need for attention to the following problems:

1. Curriculum offerings: There appears to be a distinct need for a wider range of vocational training. Attention needs to be given to the development of reading habits of young people. Likes and dislikes for various subjects should suggest improvements in the materials of instruction and in methods of presentation.
2. Extra-curricular: The wide popularity of hobbies and avocational interests can well be capitalized upon; much can be done to vitalize classroom instruction through correlation with the avocational pursuits of young people.
3. Guidance: The problems that confront youth suggest the need for much individual guidance of young people; economic and social problems confront a majority of high school youth; more than a fourth of the young people have educational worries; successful adjustment is essential to learning.

Recommendations and Applications

The evidence disclosed in the various surveys of this investigation points to certain recommendations that should be followed in giving to the citizens of Norwood a better program of education.

Curriculum changes.-- It is recommended that, beginning at grade 8, multiple curriculum organization be started, providing pupils in grades 8, 9, and 10 with a choice between two curriculums. One of these should emphasize courses that are exploratory to vocational education; the other should be of a more intellectual type, stressing the academic subjects and adjusted to the capacities and abilities of those who are capable of pursuing college education. For the pupils of the two classes a program of general education should be provided, which should take into account the common body of experience that all pupils should have. It should recognize the importance of reading as a subject of instruction, and should provide for retraining in mathematical skills and other fundamental skills. General education also should give attention to preparing all pupils for intelligent citizenship, providing explicit instruction in the facts and principles of economics, politics, and the problems of community life and government. The obligation of finding some way of preparing boys and girls for citizenship, for intelligent social attitudes, and for effective participation in community life cannot be left to chance. There must be a place in the program of general education for a course in personal problems. Involved in this area are the problems relating to physical and mental health, family relationship, and personality adjustment.

It is recommended that the curriculums in grades 11 and 12 be reorganized to provide for specialized training. This reorganization should

offer to the group of pupils preparing for college an exceptional opportunity to participate in a high quality of academic work. For the second group, multiple courses in various types of vocational preparation should be made available. Such courses should be provided as will develop skills for jobs available in the community or in the country as a whole, as will furnish training in vocational processes not likely to be outmoded within the life time of the pupils, and as can be taught more effectively in school than in the vocation itself. The character of the training always should be such that workers may shift with a minimum of difficulty to new operations as the need arises.

Whenever possible it is recommended that, as a part of such vocational education, work experience be provided in the nature of cooperative work, thus giving to the pupil valuable training in real life experiences, as well as an opportunity to earn money.

It is further recommended that programs of related instruction be provided for all vocational courses and that adequate instruction be given to insure for all youth an understanding of the principles of free government and of labor relationships, and development of desirable attitudes, ideals, appreciations, and habits toward work.

In the Norwood public schools beginnings have been made toward carrying forward the improvements suggested in the preceding recommendations. Since 1958 the school system has been organized on the 8-4 plan. Changes toward a program of general education had their beginnings in the upper elementary school. Curriculum study by the faculty resulted in the addition of courses in reading and library methods in the seventh and eighth grades; general science courses were placed in the curriculum in these grades; changes in the arithmetic courses were made to give greater stress to mathematical

fundamentals.

In the ninth grade favorable beginnings have been made toward a program of general education. All pupils are required to take a semester's work in reading and speech fundamentals. As a result of the reading instruction, gains as great as two grades have been noted in the reading scores attained by some pupils. A semester course in problems of personal relations is also required of ninth grade pupils, with provisions for the development of necessary and desirable attitudes, work habits, appreciations, and ideals.

General science is required of all ninth grade pupils, and biology has been made an elective in the tenth grade. A course in general mathematics has been added and is taken by those pupils not in the academic group. Further changes are planned for the ninth and tenth years by way of vitalizing instruction in social science and of providing more opportunities for pupils to gain an insight into the common body of experience that all pupils should have.

Vocational courses in machine trades, commercial education, and in the distributive field have been added to the curriculum in grades 11 and 12. All of these vocational courses are planned on a shop-school basis that furnishes training and instruction in fields related to the vocation. The training program in commercial education and in the distributive trades is cooperative, with pupils attending school fifteen hours each week and working at supervised tasks at least fifteen hours weekly. Plans are under way for the extension of opportunities in vocational education to the youth of Norwood High School; courses in auto mechanics, aeronautics, home planning, commercial art, and cosmetology are in the planning stage. As soon as the recommended program is fully in operation, the academic classes will

be largely free of the non-academic type of pupil; then the courses for youth preparing for advanced study will be greatly enriched.

Guidance in the schools.-- The need for guidance has been emphasized throughout this study. It is recommended that the schools of Norwood develop the program of guidance in these respects:

1. Stimulation of faculty initiative in the program of guidance.
2. Development of the organization for guidance and improvement of the technique of counsellors.
3. Provision of adequate cumulative records and extension of testing facilities.
4. Provision for clinical study and treatment of the more difficult problems of adjustment, and for general study of the problems of secondary education through the employment of a school psychologist.
5. Extension of opportunities within the school for presentation of occupational information.
6. Placement and guidance services made possible through the development of a bureau of placement and counselling with a full-time director.

Definite improvements have been made since 1940 in the guidance program of the Norwood schools. Plans for individual guidance have resulted from a faculty committee study of guidance needs. A full-time director in charge of a bureau of placement and guidance has developed an adequate cumulative record file for each pupil in the school. A purposeful program of tests and measurements has been organized to provide helpful information for use in the educational and vocational guidance of the pupils. Excellent placement services have resulted in the matching of youth and jobs for those pupils who have desired work. Not only have the recent graduates been helped into positions, but many young men and women who have been out of school for a number of years have registered with the placement bureau,

with subsequent placement in more favorable positions.

A school psychologist was added to the staff of the schools in the fall of 1942. In the first months the psychologist met with the teachers to discuss the importance of psychological understanding. Clinical case studies have resulted in the adjustment of the difficulties of a number of high school pupils. There are many contributions that a person so trained may make to the program of guidance in the schools and to the better adjustment of adolescent youth. Plans for study of failures within the school were begun in the spring of 1943. The possibilities for service by the school psychologist in the area of social adjustment must take into account the effect of failure upon personality; pupils need to explore their abilities in various fields and to find the types of work in which they show aptitude.

School and community recreation.-- The hobby and avocational interests of Norwood youth, both in and out of school, were found to be numerous. It is recommended that facilities be made available throughout the school for participation in creative leisure arts and crafts, recreative sports and athletics, leisure reading for enjoyment and culture, and wholesome social activities. It is further recommended that such a program of social recreation be expanded to provide opportunities for young people in the community who are out of school to participate in the program. Such a recommendation carries with it the necessity for cooperation between the school authorities and the leaders in the city government. It necessitates the appointment of a recreation commission, with authority and responsibility for the program in the hands of such a committee. It requires, moreover, the employment of a community director of recreation responsible to the commission. Since all wholesome recreation has educational implications,

the school authorities are in a favored position to render valuable service to the commission in the development of the community recreation program. In planning the in-school program, the school authorities in return no doubt can receive much assistance through cooperation with those in charge of the community program. Certainly the program in the school should recognize the importance of and the need for a program whose values carry over into adulthood.

Beginnings have been made in following out the above recommendations. A committee of the Norwood board of education and officials from the city of Norwood have made trips to several cities in Ohio to study school-community programs of recreation. The purpose of such study was not to copy a program adapted to the life of another community, but rather to study plans of organization used elsewhere and the methods by which other programs were financed.

Terminal junior college.-- The need for extended educational opportunities has been pointed out in this study. There persists among young people a desire to continue their education along practical lines. At the present time, for most youth who wish to continue their schooling beyond the twelfth grade it is necessary to attend a lower division of some college or university or to enroll in commercial technical schools. Such training is financially prohibitive for many young people.

In order to make the thirteenth and fourteenth years of education accessible to all youth who desire the work, and whose records promise that they will put the training to good use for personal and social benefit, it is recommended that a terminal junior college be added to the Norwood public school system.

The State of Ohio, at least partly because of a lack of statutory provisions, has no public junior colleges. Virtually the only way in which such institutions could be tax-supported at the present time would be through the passage of a tax levy designated for the purpose, with enactment of permissive state legislation authorizing the submittal of such a levy, being a necessary first step. There exists a question of whether the suggestion that such action would carry, i.e., of separating the junior college from the total program of public education, is desirable. Until a satisfactory financial plan is evolved, it is believed that the development of a junior college plan in Norwood would proceed slowly. This is a reasonable prediction, even though the data of this study demonstrate that the citizens of Norwood are willing to support a junior college. Judd has pointed out that the American people are learning that no cost is too high for the maintenance¹ of civilization. At the close of the present war, not only will the need for increased education become more urgent, but with the cessation of hostilities a popular demand for effective education for all youth will develop. The schools of Norwood should move forward into a new and extended program of public secondary education, so that they may be ready to serve freely the needs of the youth of the city at the close of the war.

Problems for Further Investigation

Two problems necessitate further study, each concerned with the extension of the school program.

1

Charles H. Judd, "The Future of American Education," School Review, 50 (November, 1942), 621-628.

The problem of financing a program of extended school experience is a very real one. Information from states that have met and solved this problem would be helpful. The per student costs of a junior college should be determined. The matter of tuition payment by the student should be investigated, in order that the effect of any such charge upon attendance may be determined. A study of costs should consider the factors of housing, equipment, and supplies.

In the past, many of the junior colleges have not felt free to offer work suited to the interests and abilities of their students, but have chosen to parallel the first two years of standard colleges. Much study and experimentation should be devoted to the development of a curriculum for the terminal junior college for Norwood. An extended study of national conditions to determine present activities and innovating practices should be taken into account. Eells has carried forward plans for the development of a series of special monographs in subject-matter fields - practical, concrete handbooks of great value to administrators wishing to introduce specific terminal curricula.² Local investigation is most needed to ascertain the types of service that most satisfactorily meet the needs of the community group for continuing education.

2

Walter C. Eells, Why Junior College Terminal Education?
 Washington: American Association of Junior Colleges, 1941. Pp. 390.

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APPENDIX IA

EXCERPT OF A LETTER FROM THE PRESIDENT TO THE MEMBERS OF
THE NORWOOD BOARD OF EDUCATION DATED JULY 9, 1900

As a special committee to which was referred the subject of instruction in the primary department of the Norwood schools, I beg leave to report as follows: Owing to the limited time before the summer vacation began, it was impossible to make as thorough an examination as was desirable but from the opportunity offered which was fully utilized, two conclusions were reached; viz,

First, the system of instruction practiced in the primary grades of the Allison Street and Williams Avenue schools is admirable and should be continued; second, that the system should be extended to cover all the primary grades in our school system. Without going into the details of the methods used, which are intricate, it is sufficient to state that the children are taught to use all their faculties of observation and thought and make more rapid and practical progress than they would in twice the same time under the old method. Without textbooks of any sort it is surprising to note that the children of this grade read and write readily, are familiar with figures, have a knowledge of natural objects about them, their properties and uses, that would shame many older pupils not similarly taught.

Teachers of these grades are peculiarly gifted in their line and are thoroughly enthusiastic in their work. It was a surprise to your committee to learn that they both have expended considerable sums from their own private funds to keep this work up to a high standard. In view of these facts, I would recommend that first, the superintendent be directed to extend the method of primary instruction to all primary grades in the village schools; second, that the Board honor all reasonable requisitions for supplies for teachers of these grades; third, that the janitors of the schools be directed to prepare during vacation bits of ground at each school where primary classes are taught for gardening purposes, like spading, plowing, fertilizing and fencing the same, in readiness for fall and spring work.

In conclusion it is proper that the Board should draw public attention to this work in our schools as it will well repay inspection and study.

APPENDIX IB

EXCERPT OF A LETTER FROM THE PRESIDENT TO THE MEMBERS OF
THE NORWOOD BOARD OF EDUCATION DATED APRIL 15, 1901

The beginning of the fall term did not show the enrollment of pupils that was expected, although the monthly report has indicated a gradual and healthy increase in numerical addition. Two reasons may be assigned for this: first, the expected influx of population attendant upon the factory additions did not materialize, owing to the utter lack of dwellings to accommodate them; and second, the fact that many of our pupils have withdrawn to find work in these factories. The law prohibits the employment in factory work of children under 14 years of age. The Board has been at pains through the truant officer to give this subject special attention with the result that but few violations have been discovered. It is true, however, that quite a number of children over the age limit have found employment of this character at the expense of our numerical strength....

In the fall term the subject of nature study by pupils of the eighth grade was taken up with the result of ordering the preparation of small experimental gardens. The result of this outdoor work will be watched with interest. I am inclined to the opinion which is gaining ground in other quarters that with added facilities for this character of study and work, at no distant day it will be possible and profitable to dispense with the use of textbooks for all pupils until they are eight years of age.

A more than cursory examination of our curriculum impresses me with the idea that both teachers and pupils of our schools are overburdened with work. It seems that the spirit of the age had possessed us and that there is the same undue haste to learn that pushes our commercial life to suddenly acquire wealth. I believe this to be a serious difficulty requiring attention and while it is easy to see the advantages of closely adhering to the course of study prescribed in the Cincinnati schools, it is very doubtful if they compensate for the mental wear and tear and positive physical detriment to nerves and muscles inflicted upon teachers and pupils alike. A little less furious haste, a little more leisure, a trifle of the phlegmatic methods of German university life, would work no harm in our schools.

APPENDIX IC

REPORT OF A SPECIAL COMMITTEE SUBMITTED TO THE NORWOOD
BOARD OF EDUCATION ON DECEMBER 2, 1901, ON INTRODUCING
COOKING INTO THE ELEMENTARY SCHOOLS

The only schools of this character available for study in this vicinity are those in operation in the Cincinnati High Schools and these are laboring under disadvantages that are painfully apparent to the most casual observer.

In the first place the equipment, being the result of voluntary contributions, is inadequate and not properly adapted to the work. Then the time allotted to each class, forty-five minutes, which is of necessity limited to fifteen or twenty pupils, is insufficient to produce satisfactory results. As each class is required to complete what they begin, within this limit it restricts the preparation of food to the lighter varieties which are easily and quickly prepared, to the exclusion of those of more solid and substantial character which must and should enter into the daily life of every family. The course is elective and not compulsory, another objection, and still another is found in taxing each pupil ten cents at each lesson for supplies. The lack of method or imperfect methods used make it doubly hard on the teachers who are competent and painstaking and it is small wonder that the system is not popular, even though it has been in use for ten years. Your committee would not recommend its adoption in its present form in our schools.

It is believed, however, that the methods used in the more progressive schools of the country, where cooking has attained a wide popularity, might with certain modifications be implanted in our school system with great benefit. This would involve the equipment of the kitchen in a modern up-to-date manner, making the subject compulsory, the furnishing of supplies without cost to the pupils and the employment of a teacher who would give her entire time to the subject.

It would require that longer hours be given to the work. To be thorough and practical, an entire morning or afternoon once a week would be none too long. This would not be feasible with our High School pupils, at present overburdened with study, without cutting out some portions thereof. It might, however, be done with our Intermediate grades and the Committee are inclined to the opinion that if this course of study is added to our curriculum, it would be well to limit it to that department.

In our opinion too much stress is laid upon the chemistry of foods wherever cooking is taught and no damage would result if it were omitted entirely and the course restricted to the preparation of substantial, wholesome foods, with proper attention to the lighter products but with special stress laid upon domestic economics and the avoidance of waste.

APPENDIX II

COMMUNITY INTERVIEW STUDY

Norwood Public Schools
Norwood, Ohio

This form is to be filled out by the interviewer. In no case will it be placed in the hands of the person interviewed. Names are not to appear. Information is to be considered and treated as CONFIDENTIAL.

PART I

No
Answer

- | | |
|---|-----|
| 1. Nativity: (a) White <u>1303</u> (b) Foreign White <u>34</u> (c) Negro <u>3</u>
(d) Others <u>0</u> | 27 |
| 2. Type of home: (a) Above average <u>398</u> (c) Inferior <u>104</u>
(b) Average <u>774</u> (d) Very inferior <u>17</u> | 74 |
| 3. Citizenship: (a) Both members citizens <u>1108</u> (c) Neither citizens <u>6</u>
(b) One member a citizen <u>64</u> (d) Unknown <u>10</u> | 179 |
| 4. Marital status of members:
(a) Both living together <u>829</u> (d) Mother dead <u>54</u>
(b) Both living-separated <u>25</u> (e) Both parents dead <u>32</u>
(c) Father dead <u>104</u> (f) Single <u>245</u> | 78 |
| 5. Occupational status of father (F). Mark (M) where mother is employed. Check for each. | |
| (a) <u>95</u> Professional (i) <u>93</u> Semi-skilled | |
| (b) <u>105</u> Managerial (j) <u>85</u> Unskilled | |
| (c) <u>174</u> Clerical (k) <u>27</u> Governmental | |
| (d) <u>135</u> Sales (l) <u>1</u> Relief | |
| (e) <u>114</u> Domestic and personal (m) <u>32</u> Unknown | |
| (f) <u>16</u> Miscellaneous (n) <u>90</u> Unemployed | |
| (g) <u>6</u> Agricultural or horticultural (o) <u>32</u> College | |
| (h) <u>344</u> Skilled-production or manufacturing (p) <u>5</u> Widow | 43 |
| 6. Do you have children in the Norwood Public Schools:
(a) Yes <u>311</u> (b) No <u>943</u> | 113 |
| 7. Have you had children in the Norwood Public Schools:
(a) Yes <u>530</u> (b) No <u>728</u> | 109 |
| 8. If so, what was the last date of their being in the schools? _____ | |

PART II

Check degree of satisfaction expressed by person interviewed	Don't know	Very well satis- fied	Well satis- fied	Aver- age	Somewhat disap- pointed	School is poor	No an- swer
1. General quality of teaching	358	229	527	177	11	1	64
2. Friendliness and help- fulness of teachers	323	247	545	161	15	0	76
3. Do the visits of teachers to the home aid in interpreting school and its work to you?	611	161	325	103	26	6	135
4. Are good health habits developed?	320	228	504	208	18	2	87
5. Are good reading habits and interests developed?	354	215	452	214	29	6	97
6. Are good social habits developed? (Considera- tion of rights of others, etc.)	313	218	465	214	63	12	82
7. Is program of school for social life adequate?	418	144	418	234	50	10	93
8. Training in good citi- zenship. Are youth generally willing to accept civic responsi- bilities? Do they coop- erate in community work?	330	187	413	264	92	6	75
9. Are boys and girls from our schools good mem- bers of their home society? Are they coop- erative? Comment on failure of school:	Yes 62	No 41	Sometimes 363				335
10. Do our schools offer sufficient guidance on further educational opportunities?	476	225	354	171	50	13	78
11. Do our schools prepare youth adequately for further schooling? Com- ment on failure of school:	409	281	410	160	19	4	84
12. Do schools offer suffi- cient guidance on vocations?	444	204	354	201	68	21	75
13. Do schools adequately prepare students to get a job and earn a living?	357	170	310	274	111	32	88
14. Do schools contribute adequately to the de- velopment of good character?	320	243	454	229	38	3	80

PART III

	No Answer
1. In your opinion is education over-emphasized today? (a) Yes <u>184</u> No <u>1042</u> (c) No opinion <u>32</u> (d) Don't know <u>68</u>	41
2. Do you feel that education here as offered today is improved over that of a few years ago? (a) Yes <u>1097</u> (b) No <u>86</u> (c) No opinion <u>146</u> (d) Don't know <u>2</u>	36
3. Does our high school prepare only for college? (a) Yes <u>131</u> (b) No <u>937</u> (c) Don't know <u>248</u> Comment: _____	51
4. Do you think there are quite a few boys and girls in our high school who would be better off at work? (a) Yes <u>740</u> (b) No <u>431</u> (c) Don't know <u>153</u>	43
5. Among the general public there are usually differences of opinion on such questions as labor unions, war and government policy. (a) Do you think that young people in church, social or other youth groups should discuss such questions among themselves? Yes <u>859</u> No <u>314</u> No opinion <u>139</u>	55
(b) Do you think teachers should discuss such questions in their class- rooms? Yes <u>760</u> No <u>394</u> No opinion <u>145</u>	68
(c) Where these things have been discussed to your knowledge, have most teachers given only their own opinions or do you feel they have been reasonably fair to both sides? Own ideas <u>137</u> Fair to both sides <u>518</u> Don't know <u>573</u> Do they indoctrinate <u>27</u>	112
6. How do you feel about the amount of tax money now being spent for schools here - would you say it is too much or not enough? (a) Too much <u>112</u> (b) Not enough <u>200</u> (c) About right <u>796</u> (d) No opinion <u>220</u>	39
7. Should the school's program be lengthened by a year or two for non- college students in order to give them specialized training in a field in which they might find their life work? (a) Yes <u>791</u> (b) No <u>360</u> (c) Don't know <u>113</u> (d) No opinion <u>64</u>	39
8. If your answer to question No. 7 is in the affirmative, would you feel that such training should be on a tuition basis or provided by public expense? (a) Tuition <u>218</u> (b) Public expense <u>273</u> (c) Both <u>256</u> (d) Don't know <u>30</u>	14
9. Should sex education (at the proper age) be offered in public schools? Yes <u>695</u> No <u>534</u> No opinion <u>1</u>	137

10. General education is being advocated for the first year of high school for all boys and girls. If this program is undertaken, provision would be made for making sure that students received social training, reading skills, fundamental mathematics, home training, English skills, knowledge of health and safety, etc. On this background of general education the work of the latter years of the high school would be planned for each student according to his aptitudes and ambitions. Do you feel this type of educational program is a good one? (a) Yes 1032 (b) No 69 (c) No opinion 98 (d) Don't know 113 55
11. Should the schools assume responsibility for advising and helping students into vocational work at the close of their training period? (a) Yes 1071 (b) No 128 (c) Don't know 109 59
12. Should the schools assume responsibility for guiding and advising youth in their adjustments (social, vocational, etc.) after they have left the high school? (a) Yes 674 (b) No 463 (c) No opinion 80 (d) Don't know 93 57
13. Do you favor a planned educational program for youth that includes some work experience while he is in school? (a) Yes 1085 (b) No 115 (c) No opinion 114 53
14. What criticisms or suggestions have you for improving the educational program in Norwood? _____
15. Should the schools assume the responsibility for a community recreational program by utilizing the present physical education staff for planning and supervising such a program and by making its facilities available for social recreation? Yes 707 No 441 No opinion 23 Don't know 186 10
- State type of program: Summer 215 Year Round 310 No answer 182

APPENDIX III

FORM USED TO SURVEY BUSINESS AND INDUSTRIAL FIRMS IN NORWOOD IN 1939-40	III A
SUMMARY OF REPLIES RECEIVED IN MACHINE TOOL INDUSTRY . .	III B
SUMMARY OF REPLIES RECEIVED IN WOODWORKING INDUSTRY . .	III C
SUMMARY OF REPLIES RECEIVED IN PRINTING TRADE	III D
SUMMARY OF REPLIES RECEIVED IN PAINTING INDUSTRY	III E
SUMMARY OF REPLIES RECEIVED FROM MISCELLANEOUS TRADES .	III F
SUMMARY OF REPLIES RECEIVED FROM SERVICE OCCUPATIONS . .	III G
SUMMARY OF REPLIES RECEIVED FROM DISTRIBUTIVE TRADE . .	III H
SUMMARY OF REPLIES RECEIVED FROM FOOD SERVICE TRADE . .	III J
SUMMARY OF REPLIES RECEIVED FROM CLERICAL OCCUPATIONS .	III K

NAME OF FILE
TYPE OF ES

(A)

(B)

(C)

LD

[illegible]

TYPE OF ESTABLISHMENT OR PRODUCT

(D)										(E)	(F)	(G)	(H)	
PERFORMANCE AND SUPPLY										MINIMUM EDUCATIONAL REQUIRMENTS	EXPER- IENCE REQUIRED	EARN- INGS	UNIONS	
Surplus	Adequate	Scarcity	CLERICAL							Elementary	Yes	No	Average Weekly Earnings	Closed Shop Open Shop
Surplus	Adequate	Scarcity	SKILLED											
Surplus	Adequate	Scarcity	SEMI-SKILLED											
Surplus	Adequate	Scarcity	LABORER							High School				
Surplus	Adequate	Scarcity	LABORER							College				
Surplus	Adequate	Scarcity	LABORER							Special Training				
Surplus	Adequate	Scarcity	LABORER							Apprentice				
Surplus	Adequate	Scarcity	LABORER							Yes				
Surplus	Adequate	Scarcity	LABORER							No				
Surplus	Adequate	Scarcity	LABORER							Average Weekly Earnings				
Surplus	Adequate	Scarcity	LABORER							Closed Shop Open Shop				

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FIRM
TYPE OF EST

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES						TYPE OF PERFORMANCE AND SUPPLY																			
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate
MACHINE TOOL & FOUNDRY																										
Apprentices-Contract	18	22	X		0	22																		X	X	
Apprentices-CO-op	18	24	X		0	15																		X	X	
Apprentices-Learners	18	30	X		0	84																		X	X	
Assembly & Bench	18	0	X		50	153														X	X					
Blacksmiths	18	0	X		0	4														X	X					
Boring Mill Operators	18	0	X		2	15														X	X					
Casting Chippers	18	0	X		2	11																				
Core Maker	0	0	X		0	6														X			X			
Crane Operators	18	0	X		0	6																				
Craters	18	0	X		5	24																		X		
Cupola Helper	0	0	X		0	6																				
Cupola Tenders	18	0	X		0	6														X	X					
Designers	18	0	X		3	14						X	X													
Draftsmen	18	0	X	1	15	47						X	X													
Drill Press Operators	18	0	X		12	83														X	X					
Electricians	18	0	X		5	22														X	X					
Experimental Dept.	18	0	X		0	12														X			X			
Field Coil Winders	18	0	X		15	40														X	X					
Firemen	18	0	X		1	4														X			X			
Fitters	0	0	X		0	6														X			X			

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D)															(E)					(F)		(G)	(H)					
PERFORMANCE AND SUPPLY															MINIMUM EDUCATIONAL REQUIRMENTS					EXPER- IENCE REQUIRED	EARN- INGS	UNIONS						
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop				
				Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity																		
				Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity																		
				Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity																		
MACHINE TOOL & FOUNDRY																												
							X	X								X		X			X		\$18.00		X			
							X	X								X		X			X		18.00					
							X	X								X		X			X		18.00		X			
				X	X										X	X				X		28.00		X				
				X	X										X	X		X		X		26.00		X				
				X	X										X	X		X	X	X		30.00		X				
											X	X		X						X		20.00		X				
				X		X												X	X	X		40.00	X					
							X				X	X		X						X		28.00		X				
							X	X						X						X		26.00		X				
											X	X		X				X	X			24.00	X					
				X	X									X				X	X	X		40.00		X				
X																X	X	X		X		30.00		X				
X																X	X	X		X		42.50		X				
				X	X										X	X		X		X		26.50		X				
				X	X													X		X		26.00		X				
				X		X									X	X		X		X		31.00		X				
				X	X										X			X	X	X		28.00						
				X		X									X			X		X		30.00		X				
				X		X									X			X	X	X		30.00	X					

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES						TYPE OF PERFORMANCE AND SUPPLY															
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE Surplus Adequate Scarcity	TECHNICAL Surplus Adequate Scarcity	CLERICAL Surplus Adequate Scarcity	SKILLED Surplus Adequate Scarcity	SEMI-SKILLED Surplus										
Gear Cutters	18	0	X		2	11					X	X										
Grinders	18	0	X		10	48					X	X										
Hammermen	25	0	X		0	2		X	X													
Heat Treaters	21	60	X		0	3					X	X										
Helpers	18	0	X		0	6																
Laborers	20	60	X		20	56																
Lathe-Engine	18	60	X		20	155					X	X										
Lathe-Turret	18	0	X		25	60					X	X										
Machine Operators	18	0	X		4	200					X	X										
Machinist	18	0	X		0	150					X	X										
Milling Machine	18	60	X		2	39					X	X										
Millwrights	18	60	X		2	10					X	X										
Molders	0	0	X		0	6					X	X										
Motor Case Assembler	18	0	X		25	100						X										
Painters	18	60	X		8	48						X										
Pattern Makers	18	60	X		3	28					X	X										
Pipe Fitters	18	0	X		0	6					X	X										
Planer Hand	18	60	X		0	35					X	X										
Polishers	18	60	X		0	10					X	X										
Punch Press	18	0	X			90						X										
Screw Machine	18	60	X		0	18					X	X										

TYPE OF ESTABLISHMENT OR PRODUCT

(D)															(E)					(F)		(G)	(H)	
PERFORMANCE AND SUPPLY															MINIMUM EDUCATIONAL REQUIRMENTS			EXPER- IENCE REQUIRED	EARN- INGS	UNIONS				
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
				X												X		X		X		\$25.00		X
				X											X			X		X		25.00		X
	X														X				X			28.00		
				X											X		X		X			30.00		X
											X	X			X					X		23.00	X	
											X	X			X					X		23.00		X
				X													X		X			30.00		X
				X											X	X		X		X	X	28.00		X
				X											X	X		X		X		30.00	X	
				X											X	X		X		X		30.00		X
				X											X					X		30.00		X
				X														X	X			40.00	X	
								X								X		X		X		28.00		X
								X							X							26.00		X
				X											X			X	X			39.00		X
				X											X				X			28.00		X
				X											X			X		X		28.00		X
				X											X				X			29.00		X
								X							X			X	X	X		25.00		X
				X											X			X	X			28.00		X

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																			
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE Surplus Adequate Scarcity	TECHNICAL Surplus Adequate Scarcity	CLERICAL Surplus Adequate Scarcity	SKILLED Surplus Adequate Scarcity	SEMI-SKILLED Surplus															
Sheetmetal Mach. Op.	18	0	X		0	17						X	X														
Sheetmetal Workers	18	0	X		2	74						X	X														
Shipping Dept.	18	0	X		0	5																					
Stator & Armature Winding	18	0	X		20	85						X	X									X	X				
Stock Chasers	18	60	X		0	2																					
Stockkeeper	18	0	X		0	7																X	X				
Stock Room Att.	18	60	X		0	13																					
Timekeepers	18	22	X		0	11						X	X														
Tool & Die Makers	18	0	X		0	25																X	X				
Tool Crib Att.	18	60	X		0	8																					
Tool Makers	18	60	X		1	9																X		X			
Truck Driver	18	60	X		0	1																					
Watchmen	18	60	X		0	7																				X	
Welder	18	60	X		0	1																X		X			
Woodworkers	18	0	X		0	6																X	X				
WOODWORKING																											
Assembler	20	55	X		4	60	12															X	X				
Bench Girls	0	0		X	0	40	10															X	X				
Bench Hand	18	55	X		0	6	0															X	X				

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D) OF PERFORMANCE AND SUPPLY															(E) MINIMUM EDUCATIONAL REQUIREMENTS					(F) EXPER- IENCE REQUIRED		(G) EARN- INGS	(H) UNIONS					
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
							X		X										X					X		\$28.00		X
							X		X										X					X				X
												X	X						X	X					X	26.00	X	X
							X		X										X				X		X	26.00		X
			X	X															X		X			X		18.00		
							X		X										X		X			X		28.00		X
												X	X						X							20.00		X
			X	X															X		X				X	22.00		
							X		X										X		X		X			38.00	X	X
												X	X						X							20.00		X
							X		X										X			X				31.00		X
												X	X						X					X		18.00		X
											X		X						X						X	27.00		
							X		X										X	X		X				30.00		X
							X		X										X	X		X				30.00		X
WOODWORKING																												
							X		X										X				X			26.00	X	
							X		X										X					X		18.00	X	
							X		X										X			X				27.00		X

NORWOOD OCCUPATIONAL SU
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																	
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus
Boring Machine Op.	20	35	X		0	2	0																		X
Box Binders	0	0		X	0	3	0													X		X			
Brake Operator	25	55	X		0	11	0													X		X			
Coal Passer	20	55	X		0	1	1																		
Compositor	0	0	X		0	3	0													X		X			
Crater & Packers	19	50	X		0	68	4																		X
Cylinder Pressman	0	0	X		0	7	0													X		X			
Die Makers-No. 1	25	50	X		0	9	9													X				X	
Die Makers-No. 2	25	55	X		0	4	4													X				X	
Die-Setters	25	45	X		0	5	0													X		X			
Dippers	20	50	X		0	2	0																		X
Draftsmen	22	40	X		0	3	0					X		X											
Elevator Operator	18	55	X		0	2	0																		X
Estimators	22	40	X		0	2	0					X		X											
Filers	25	50	X		0	6	0																		X
Firemen	20	55	X		0	4	10													X				X	
Glazer	18	55	X		0	5	3													X				X	
Gluers Rough	20	35	X		0	2	0																		X
Grainers	25	50	X		0	4	0													X		X			
Gummers Girls	0	0		X	0	5	2													X		X			
Helpers-Assembling	18	30	X		2	8	2																		X

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D) OF PERFORMANCE AND SUPPLY															(E) MINIMUM EDUCATIONAL REQUIRMENTS					(F) EXPER- IENCE REQUIRED		(G) EARN- INGS	(H) UNIONS	
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop

							X								X					X		\$24.00	X	
				X											X						X	18.00	X	
				X	X										X					X		30.00	X	
											X	X			X						X	17.00		X
				X	X										X	X				X		30.00	X	
							X		X						X				X		X	24.33	X	
				X	X										X					X		28.00	X	
				X		X									X				X	X		32.00	X	
				X		X									X				X	X		28.00	X	
				X	X										X				X	X		35.00	X	
							X		X						X				X		X	24.00	X	
X																	X	X		X		30.00		
							X		X						X					X		17.85		
X																X		X		X		30.00		
							X		X						X				X		X	24.00	X	
				X			X								X				X		X	30.00		X
				X			X								X				X		X	25.00		X
							X		X						X					X		26.00	X	
				X	X										X				X	X		27.00	X	
				X	X										X					X		18.00	X	
							X		X						X				X		X	24.00	X	

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																	
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus
Helpers-Machine Op.	18	27	X		4	21	7																		
Helpers-Paint Dept.	18	25	X		4	7	4																		
Helpers-Welders	18	30	X		0	6	0																	X	
Inspectors	21	50	X		3	29	0																	X	
Janitors & Sweepers	18	50	X		0	9	0																		
Job-Pressman	0	0	X		0	5	0													X		X			
Laborers	25	50	X		0	18	0																		
Layout girls	0	0		X	0	2	0													X		X			
Lumber Unl'der&St'er	18	55	X		0	12	10																		
Machine Operator	20	45	X	X	4	54	17																	X	
Maintenance Workers	25	50	X		0	16	0													X		X			
Millwright	20	55	X		0	5	10													X		X			
Misc. Mach. Op.	25	55	X		5	20	5													X		X			
Misc. Workers	25	55	X		0	7	4													X		X			
Night Watchman	0	55	X		0	2	0																	X	
Off Bearer	18	55	X		0	6	3																		
Other Workers	21	31	X		4	63	17																	X	
Packers	0	0	X	X	0	10	2													X		X			
Paint Sprayers	20	55	X		0	4	0													X		X			
Paper Cutter	0	0	X		0	1	1													X		X			
Paper Ruler	30	50	X		0	1	0													X		X			

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D)															(E)					(F)		(G)	(H)			
F PERFORMANCE AND SUPPLY															MINIMUM EDUCATIONAL REQUIRMENTS					EXPER- IENCE REQUIRED		EARN- INGS	UNIONS			
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop		
											X	X	X					X		X		\$22.00	X			
											X	X	X					X		X		22.00	X			
						X		X					X					X		X		24.00	X			
						X		X							X			X	X			26.00	X	X		
											X	X	X				X			X		20.00	X			
				X	X								X		X			X	X			32.00	X			
				X	X						X	X	X							X		21.00	X			
				X	X						X	X	X						X			18.00	X			
											X	X	X							X		19.00		X		
							X	X					X		X					X		21.00	X	X		
				X	X								X		X					X		28.00	X			
				X	X											X		X				27.00		X		
				X	X								X		X			X	X			28.00	X			
				X	X								X		X			X	X			28.00	X			
							X	X					X		X					X		25.00		X		
											X	X	X							X		16.80		X		
							X	X					X		X			X		X		25.00	X			
				X	X								X		X					X		18.00	X			
				X	X								X		X			X	X			25.00		X		
				X	X								X		X					X		24.00	X			
				X	X								X		X					X		30.00				

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF F
TYPE OF E

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED
Polishers & Rubbers	25	50	X		0	5	2																	X
Punch Press Op.	25	50	X		10	35	10																	X
Sanders & Wipers	18	55	X		10	6	10													X			X	
Sanders Belt	22	40	X		0	4	0	X												X		X		
Sanders Fin. Hand	18	50	X		0	5	0																	X
Sanders Hand	20	50	X		0	15	5																	X
Saw Operator	18	55	X		0	4	3													X		X		
Sawyer Band	25	50	X		0	1	0	X												X		X		
Sawyer Cut Off	25	50	X		0	9	0	X												X		X		
Sawyers Rip	25	50	X		0	6	0																	X
Shaper Operator	25	50	X		0	1	0													X		X		
Shear Op. No. 1	25	40	X		0	6	2													X		X		
Shear Op. No. 2	20	40	X		0	5	5													X		X		
Special Man	30	50	X		0	3	0													X		X		
Sprayer No. 1	22	40	X		0	15	11													X		X		
Sprayer No. 2	20	40	X		0	6	6													X		X		
Stainer Fillers	25	50	X		0	5	1																	X
Trimmers-Upfitters	25	40	X		0	8	5																	X
Truck Driver	21	50	X		0	7	0																	X
Truckers Hand	20	45	X		0	6	0																	X
Tacker	18	55	X		0	3	3																	X

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D) PERFORMANCE AND SUPPLY															(E) MINIMUM EDUCATIONAL REQUIRMENTS					(F) EXPER- IENCE REQUIRED		(G) EARN- INGS	(H) UNIONS	
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
							X								X					X		\$28.00	X	
							X								X					X		24.00	X	
				X			X								X						X	10.80		X
				X	X										X					X		28.00		
							X								X					X		28.00	X	
							X								X					X		25.00	X	
				X	X										X					X		24.00		X
				X	X										X					X		25.00		
				X	X										X					X		28.00		
							X								X					X		28.00	X	
				X	X										X					X		25.00		
				X	X										X					X		32.00	X	
				X	X										X					X		28.00	X	
				X	X										X					X		24.00	X	
				X	X										X					X		28.00	X	
				X	X										X					X		24.00	X	
							X								X						X	26.00	X	
							X								X					X		28.00	X	
							X								X						X	25.00		X
											X	X			X					X		21.00	X	
							X								X					X		16.80		X

VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																		
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	
Up-fitters	22	40	X		0	10	2																		X	
Veneer Works	23	50	X		0	8	0													X		X				
Warehouse Helper	18	55	X		0	26	10																		X	
Watchman	30	50	X		0	6	0																			
Welders Acety-Arc	22	40	X		0	9	9													X				X		
Welders Spot	20	40	X		0	9	0																		X	
Woodw'king Mach. Op.	25	45	X		0	10	4													X		X				
Yard Laborers	18	55	X																							
PRINTING																										
Apprentices	0	0	X		0	2																			X	
Artists	18	0	X		3	3														X		X				
Asst. Dye Makers	20	30	X		0	1																			X	
Asst. Pressmen	30	40	X		0	6														X				X		
Assorters	18	25		X	0	118														X		X				
Auto Glue Operator	25	45	X		0	2														X				X		
Automatic Tender	20	30	X		2	16																			X	
Boasters	18	25	X		4	7																				
Breakers	18	25	X		1	8																			X	
Carpenter	24	45	X		0	2														X		X				

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D) OF PERFORMANCE AND SUPPLY															(E) MINIMUM EDUCATIONAL REQUIRMENTS					(F) EXPER- IENCE REQUIRED		(G) EARN- INGS	(H) UNIONS	
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No		Closed Shop	Open Shop
Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No		Closed Shop	Open Shop
							X								X					X		\$28.00	X	
				X											X					X		27.00	X	
							X				X				X	X					X	22.00		
											X	X			X				X		X	21.00	X	
				X			X								X				X	X		28.00	X	
							X								X				X	X		28.00	X	
				X	X										X				X	X		28.00	X	
											X	X									X	16.80		X
PRINTING																								
							X				X					X				X		13.00		X
				X	X													X		X		50.00	X	
							X									X		X		X		22.00		X
				X			X								X			X		X		41.50		X
				X	X										X						X	19.00		
				X			X								X			X		X		32.00		X
							X	X							X			X	X			20.00		X
											X	X			X			X		X		16.00		X
							X								X			X	X			20.00		X
				X	X										X		X		X			34.70		X

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FIRM
TYPE OF ESTABLISHMENT

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES						TYPE OF PERFORMANCE AND SUPPLY													
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE Surplus	Adequate	Scarcity	TECHNICAL Surplus	Adequate	Scarcity	CLERICAL Surplus	Adequate	Scarcity	SKILLED Surplus	Adequate	Scarcity	SEMI-SKILLED Surplus
Compositor	18	40	X		0	4											X	X		
Cutters	18	0	X		1	1											X	X		
Cylinder Feeders	18	40	X		0	18											X	X		
Cylinder Pressmen	18	40	X		0	16											X	X		
Dept. Inspectors	18	25		X	0	11											X	X		
Dye Makers	30	45	X		0	2											X	X		
Electricians	26	45	X		0	3											X	X		
Embossing Pressmen	35	50	X		0	1											X	X		
Emb'sing Pr'sman App.	30	45	X		0	1											X	X		
Engineers	18	40	X		0	3											X	X		
Engineers apprentice	25	45	X		0	1											X	X		
Engraver	18	40	X		0	1											X	X		
Feeders	22	30	X		3	24											X	X		
Firemen	18	40	X		0	4											X	X		
Floormen	18	40	X		0	17														
Fly Boys	18	25	X		21	21														
Fly Girls	18	0		X	20	20														
Foremen	18	0	X		0	5											X	X		
Girls	18	30		X	8	30														
Girls Skilled	18	30		X	0	20														X
Grinders	18	0	X		1	1											X	X		

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D)

(E)

(F)

(G)

(H)

OF PERFORMANCE AND SUPPLY																				MINIMUM EDUCATIONAL REQUIRMENTS				EXPER- IENCE REQUIRED		EARN- INGS		UNIONS	
TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
								X		X											X		X				\$38.20		X
								X		X													X				40.00		X
								X		X														X			33.70		
								X		X													X				43.55		
								X		X											X						21.20		
								X		X											X		X				40.00		X
								X		X											X		X				36.00		X
								X		X											X		X				40.00		X
								X		X											X		X				33.00		X
								X		X												X					37.60		
								X		X											X		X				25.00		X
								X		X												X					47.60		
								X	X												X		X	X			27.00		X
								X		X												X					32.80		
													X	X							X						24.48		
													X	X	X	X	X				X		X			X	15.00		X
													X	X	X											X	13.00		X
								X		X												X		X		X		X	
																X	X				X		X		X		16.00		X
												X	X								X		X			X	20.00		X
								X		X											X		X			X	40.00	X	

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FIRM
TYPE OF ESTA

(A)

Form # 3

(B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING. OF EMPLOYEES						TYPE OF PERFORMANCE AND SUPPLY																			
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate
Helper Pressmen	25	35	X		0	8														X			X			
Hustler	18	35	X		0	2																				
Ink Grinders	18	0	X		1	1														X		X				
Inspectors	18	25		X	17	20														X		X				
Job Pressmen	18	40	X		0	2														X		X				
Laborers (all types)	18	0	X		0	72																				
Labor Semi-Skilled	25	40	X		0	4																		X		X
Linotype Operator	0	0	X		0	4														X			X			
Machine Adjusters	18	40	X		0	5																		X		X
Machine Helpers	18	40	X		0	20																		X		X
Machinists	26	45	X		1	22														X		X				
Machine Operators	18	40	X		0	20																		X		X
Make Up Man	25	40	X		0	3														X			X			
Mixers	18	40	X		0	8																		X		X
Offset Helpers	18	40	X		3	13																				
Offset Pressmen	18	40	X		0	3														X		X				
Packers	18	40	X		0	7																				
Painters	30	50	X		0	1														X		X				
Paper Cutter	28	45	X		0	10														X		X				
Paper Cutter App.	25	34	X		0	4														X		X				
Pipe Fitters	18	40	X		0	1														X		X				

NAME OF FIRM

TYPE OF ESTABLISHMENT OR PRODUCT

(D)

(E)

(F)

(G)

(H)

OF PERFORMANCE AND SUPPLY

MINIMUM
EDUCATIONAL
REQUIREMENTSEXPER-
IENCE
REQUIREDEARN-
INGS

UNIONS

Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
							X													X		X		X		\$30.00		X
															X	X			X			X		X		18.00		X
							X	X													X		X			30.00	X	
							X	X												X				X		17.10	X	
							X	X														X				36.80		
															X	X			X					X				X
											X	X							X			X		X		24.00		X
							X				X								X				X			34.00		X
											X	X							X							25.80		
											X	X							X							28.60	X	
							X	X											X			X		X		35.49		
											X	X							X							28.60		
							X				X								X			X				37.00		X
											X	X										X				25.60		
															X	X			X							34.00		
							X	X											X			X				48.00		
															X	X			X							24.00		
							X	X											X			X		X		30.00		X
							X	X											X			X		X		34.00		
							X	X											X			X		X		24.00		X
							X	X														X				33.60		

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FIRM
TYPE OF ESTABLISHMENT

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES						TYPE OF PERFORMANCE AND SUPPLY																	
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE Surplus Adequate Scarcity	TECHNICAL Surplus Adequate Scarcity	CLERICAL Surplus Adequate Scarcity	SKILLED Surplus Adequate Scarcity	SEMI-SKILLED Surplus												
Plumber	18	40	X		0	1						X	X											
Press Feeder	18	0	X		5	13						X	X											
Pressmen	26	55	X		4	49						X		X										
Rotary Feeders	18	40	X		0	5						X	X											
Rotary Pressmen	18	40	X		0	5						X	X											
Silk Screen Girls	18	0		X	8	8																	X	
Silk Screen Boys	18	0	X		8	8																	X	
Sketch Artists	18	0	X		3	3						X	X											
Stockkeepers	18	40	X		2	17																		
Supervisors	18	25		X	0	10						X	X											
Table & Machine	18	25		X	29	199																	X	
Tinsmith	18	40	X		0	1						X	X											
Transfers	18	0	X		3	3						X	X											
Truckers	18	40	X		0	5																		
Varnish Pressmen	25	45	X		0	2						X		X										
CHEMICAL & PAINT																								
Chemists	18	0	X	X	0	2				X	X													
Chemists-Analytical	18	0	X	X	0	2				X	X													
Chemists-Mfg.	18	0	X		0	4				X	X													

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D)															(E)				(F)		(G)	(H)						
F PERFORMANCE AND SUPPLY															MINIMUM EDUCATIONAL REQUIRMENTS				EXPER- IENCE REQUIRED		EARN- INGS	UNIONS						
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
							X		X													X				\$32.00		.
							X		X													X				25.00	X	
							X		X	X										X		X				40.62		X
							X		X													X				32.40		
							X		X													X				43.55		
											X	X				X			X					X		14.00	X	
											X	X							X		X			X		16.00	X	
							X		X						X	X					X			X		15.00	X	
															X	X			X							24.00		
							X		X										X							20.40		
											X	X							X							18.40		
							X		X												X					36.20		
							X		X												X			X		50.00		
															X	X			X							24.00		
							X		X										X		X			X		28.00		
CHEMICAL & PAINT																												
X																				X	X			X		40.00		
X																			X	X	X			X		40.00		X
X																			X	X	X			X		60.00		X

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF F
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES						TYPE OF PERFORMANCE AND SUPPLY															
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE Surplus Adequate Scarcity	TECHNICAL Surplus Adequate Scarcity	CLERICAL Surplus Adequate Scarcity	SKILLED Surplus Adequate Scarcity	SEMI-SKILLED Surplus										
Firemen (Stationary)	18	0	X		0	3						X	X									
Laboratory (Routine)	18	0	X		0	12								X								
Laborers	18	0	X		0	91																
Maintenance Man	18	0	X		0	38						X	X									
Packing Department	18	0	X		0							X	X									
Plant Workers	18	0	X		0	186																
Salesmen	18	0	X		0	1				X	X											
Shipping Department	18	0	X		0	5						X	X									
														MISCELLANEOUS								
Adjuster & Set Up	18	0	X		0	12	0					X	X									
Apprentices(Machine)	18	0	X		2	2	0							X								
Arc Welders	18	0	X		0	15	0					X	X									
Assemblers		0	X	X	0	7	0							X								
Assembly	18	0	X	X	9	38								X X								
Bag Sealers	16	0	X		20	15	0															
Bodymaker Feeders	18	0	X		10	10	0							X X								
Can Scrap Recovery	18	0	X		2	1	0															
Can Stackers	16	0	X		10	18	0							X X								
Cushion Assemblers	18	0		X	0	25																

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D) OF PERFORMANCE AND SUPPLY															(E) MINIMUM EDUCATIONAL REQUIREMENTS					(F) EXPER- IENCE REQUIRED		(G) EARN- INGS	(H) UNIONS	
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
				X	X		X	X								X				X		\$30.00		X
											X	X				X					X	18.00		X
				X	X											X		X			X	19.00		X
				X	X											X		X			X	25.00		X
				X	X											X		X			X	21.33		X
											X	X				X					X	27.00		X
		X	X								X	X				X		X			X	35.00		X
				X	X											X		X			X	29.00		X
MISCELLANEOUS																								
				X	X															X		30.00		X
							X	X							X						X	22.00		X
				X	X										X	X				X		45.00	X	
							X	X							X	X						16.00		
							X	X							X					X		24.00		X
											X	X									X	22.00		X
							X	X													X	25.00		X
											X	X									X	20.00		X
							X	X													X	25.00		X
											X	X			X						X	30.00	X	

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																	
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus
Die Setters	18	0	X		0	5	0													X		X			
Electricians	18	0	X		0	10														X			X		
End Stackers	18	0		X	4	3	0																		
Engineers	18	0	X		0	2	0													X		X			
Feeders & Grinders	18	0	X		0	2	0																	X	
Firemen	18	0	X		0	6	0													X		X			
Gas Welders	18	0	X		0	35														X			X		
General Labor	16	0	X		60	60	0																		
Hand Press Op.	18	0		X	0	1	0													X	X				
Heavy Truckers	18	0	X		4	3	0																		
Laborers (Ass.Line)	18	0	X		0	400	0																		
Lathe Op.	18	0	X		0	8	0													X		X			
Liner Com.Inspector	16	0	X		0	1	0																	X	X
Liner Feeders	18	0		X	5	5	0																		
Liner Stackers	18	0		X	5	5	0																		
Liner Wrapper	18	0		X	5	5	0																		
Machine Operator	18	0	X		12	129	0																	X	X
Machinists	18	0	X		2	11	0													X		X			
Maintenance	18	0	X		0	8	0																	X	X
Mechanicians	18	0	X		0	2	0													X		X			
Metal Polishers	0	0	X		0	10	0													X		X			

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D) OF PERFORMANCE AND SUPPLY																(E) MINIMUM EDUCATIONAL REQUIRMENTS				(F) EXPER- IENCE REQUIRED		(G) EARN- INGS	(H) UNIONS							
TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop	
								X		X															X		\$28.75		X	
								X			X											X			X		40.00		X	
																X X				X						X		19.00		X
								X		X										X					X		32.50	X		
												X		X							X					X		21.00		X
								X		X										X					X		26.00		X	
								X			X										X				X		15.00	X		
																X X										X		20.00		X
								X X												X						X		21.00		X
																X X										X		23.00		X
																X X						X				X		34.00	X	
								X		X										X						X		30.00		X
												X X								X						X		20.00		X
																X X				X						X		20.00		X
																X X				X						X		20.00		X
												X X								X		X				X		28.50	X	X
								X		X										X					X		31.00		X	
												X X								X					X		30.00		X	
								X		X										X					X		35.00		X	
								X		X										X	X						40.00			

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																	
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus
Metal Slitters	18	0	X		0	4	0													X		X			
Millwright	18	0	X		0	13	0													X			X		
Operators & Stockers	18	0	X		0	3	0													X		X			
Paint Sprayers	18	0	X		2	33	0													X		X			
Platers	0	0	X		0	3	0													X		X			
Polishers, Buffers & Platers	18	0	X		3	9	0													X		X			
Power Sew.Mach.Op.	18	0		X	2	3	0													X		X			
Punch Press	18	0	X		7	30	0													X		X			
Relief Girls	18	0		X	0	2	0																	X	X
Scrap Shipment	18	0	X		2	2	0																	X	
Scrap Truckers	18	0	X		2	1	0																		
Scroll Shear Op.	18	0		X	3	3	0																		
Scroll Shear Stacker	18	0	X		3	3	0																		
Sealers	16	0	X		4	4	0																		
Seamer Op.	18	0		X	12	12	0																		
Seamer Serv.1st Class	18	0	X		16	0	0													X		X			
Seamer Serv.2nd Class	18	0	X		2	9	0																		X
Shipping Dept.	0	0	X		0	25	0																		X
Shoeworker (Factory)	0	0	X		100	800	0																		X
Shoeworker (Factory)	0	0		X	150	800	0																		X

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D)

(E)

(F)

(G)

(H)

OF PERFORMANCE AND SUPPLY

MINIMUM
EDUCATIONAL
REQUIRMENTS

EXPER-
IENCE
REQUIRED

EARN-
INGS

UNIONS

TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
								X		X															X		\$30.00		X
								X			X									X					X		35.00		X
								X		X										X					X		23.00		X
								X		X										X					X		38.00	X	
								X		X										X	X						40.00		X
								X		X										X					X		35.00		X
								X		X										X					X		20.00		X
								X		X										X					X		28.25		X
												X	X							X					X		20.00		X
																X	X									X	22.00		
																X	X									X	23.00		X
																X	X				X					X	20.00		X
																X	X								X		20.00		X
									X												X				X		40.00		X
												X	X								X				X		28.00		X
												X	X														21.33		
												X	X									X			X		22.00	X	
												X	X										X		X		22.00	X	

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FIR
TYPE OF EST

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																			
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus		
Solder Bath Tender	18	0	X		0	9	0													X		X					
Solder Keeper	18	0	X		0	1	0																				
Stock	16	0	X		0	2	0																				
Stock Chasers	18	0	X		2	9	0																				
Striper	18	0	X		0	2	0													X				X			
Tester Op.	18	0		X	11	11	0																				
Tool Maker	18	0	X		0	4	0													X		X					
Track Set-up	18	0	X		0	1	0													X		X					
Trimmers	18	0	X		0	200	0													X		X					
Truckers & Movers	18	0	X		10	15	0																				
Truck Operators	18	0	X		0	2	0													X		X					
Warehouse Employees	18	0	X		0	24	0																				
Welders	18	0	X		2	6	0													X				X			
Woodworkers	18	0	X	X	0	12	0																		X		
SERVICE OCCUPATIONS																											
BANKS																											
Machine Operators	18	0	0	22	3	22	0													X	X						
Stenographers	18	0	0	3	0	3	0													X	X						
Tellers	18	0	15	0	0	15	0													X	X						
Bookkeeper	18	0	4	3	0	7	0													X	X						

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D)

(E)

(F)

(G)

(H)

OF PERFORMANCE AND SUPPLY

MINIMUM
EDUCATIONAL
REQUIREMENTS

EXPER-
IENCE
REQUIRED

EARN-
INGS

UNIONS

Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
				X																X		\$27.00		X
					X							X	X								X	23.00		X
												X	X		X						X	24.00		X
												X	X		X						X	20.00		X
				X											X					X		30.00		X
						X						X	X								X	20.00		X
				X											X					X		36.00		X
				X											X						X	26.00		X
				X												X				X		37.50	X	
												X	X									22.00		X
				X																		23.00		X
												X	X		X						X	32.50		X
				X											X					X		34.00		X
						X										X				X		39.00		X
SERVICE OCCUPATIONS																								
				X	X											X				X		20.00		X
				X	X											X		X		X		25.00		X
				X	X											X				X		35.00		X
				X	X											X				X		35.00		X

APPENDIX III G
SUMMARY OF SERVICE OCCUPATIONS

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3

(B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																	
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus
General Clerks	18	0	10	0	0	10	3													X	X				
BARBERS																									
Barbers	18	0	63	0	15	63	4													X		X			
BEAUTY SHOPS																									
Beauticians	18	0	0	60	10	60	5													X		X			
DRY CLEANING																									
Pressers	18	0	13	10	10	20	3																	X	
BUILDING TRADES																									
Excavating	18	0	10	0		10	0																	X	
Concrete	18	0	10	0		10	0													X		X			
Carpenters	18	0	50	0		50	0													X		X			
Bricklayers	18	0	25	0		25	0													X		X			
Plasterer	18	0	25	0		25	0													X		X			
Painters	18	0	45	0		45	0													X		X			
Decorators	18	0	25	0		25	0													X		X			
GARAGES																									
Auto Mechanics	18	0	96	0	10	96	0													X			X		
Car Washers	18	0	15	0	3	15	0													X	X				
Clerical	18	0	0	14	2	14	0									X		X							
Car Painters	18	0	8	0		8	0													X		X			
Painters Helpers	18	0	5	0		5	0																	X	

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D) OF PERFORMANCE AND SUPPLY																				(E) MINIMUM EDUCATIONAL REQUIRMENTS				(F) EXPER- IENCE REQUIRED		(G) EARN- INGS	(H) UNIONS		
TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
								X X													X				X		\$17.00		X
								X	X											X				X	X		16.00	X	
								X	X												X		X			X	13.50		X
												X	X							X					X		15.00	X	X
												X	X							X					X				
								X	X											X						X	30.00	X	X
								X	X											X						X	40.00	X	X
								X	X											X						X	40.00	X	X
								X	X											X						X	38.00	X	X
								X	X											X						X	35.00	X	X
								X	X											X						X	30.00	X	X
								X		X											X					X			
								X	X											X						X	30.00		X
								X	X											X						X	18.00		X
				X		X														X			X			X	19.00		X
								X	X											X						X	35.00		X
												X	X							X						X	18.00		X

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																	
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus
Stock Room	18	0	4	1	1	5	0									X	X								
Salesman	18	0	27	0	6	27	0									X	X								
PLUMBERS																									
Plumbers	18	0	20	0	0	20	0													X	X				
Helper	18	0	2	0	0	2	0																	X	
Clerical	18	0	0	1	0	1	0									X	X								
Laborer	18	0	2	0	0	2	0																		
SHOE REPAIR																									
Shoe Repairmen	18	0	17	0	0	17	3													X	X				
SERVICE STATIONS																									
Attendants	18	0	115	0	35	115	5																	X	
Clerical	18	0	0	1	1	1	0									X	X								
WELDING																									
Welders-Gas & Elec.	18	0	10	0	0	10	0													X				X	
MOTOR TRANSFER & FREIGHT																									
Drivers	18	0	83	0	3	83	0																	X	
Auto Mechanics	18	0	10	0	0	10	0													X	X				
Clerical	18	0	5	0	2	5	0									X	X								

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D) F PERFORMANCE AND SUPPLY															(E) MINIMUM EDUCATIONAL REQUIRMENTS					(F) EXPER- IENCE REQUIRED		(G) EARN- INGS	(H) UNIONS						
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop					
			X													X					X	\$16.50		X					
			X													X					X	27.50		X					
																X				X		45.00		X					
																X				X		15.00		X					
			X															X		X		18.00		X					
												X	X	X						X		18.00		X					
																		X		X		16.50		X					
																X					X	18.00		X					
			X															X		X		15.00		X					
																		X		X		32.50		X					
																X				X		42.50		X					
																		X		X		30.00		X					
			X															X		X		30.00		X					

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																	
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus
DISTRIBUTIVE TRADES																									
GROCERIES, MEATS & DELICATESSEN																									
Meat Cutters	18	0	80	0		80	10													X				X	
Meat Cutter Helpers	18	0	15	0		15	4																	X	
Grocery Clerks	18	0	100	15		115	20																	X	X
Bakery Clerks	18	0	2	2		4	0																	X	X
Produce Mgr.	18	0	8	0		8	2									X	X								
Carry Out Boys	18	0	9	0		9	2																	X	X
BAKERIES																									
Bakers	18	0	18	0		18	0													X		X			
Bakery Clerks	18	0	10	4		14	0																	X	
JEWELERS																									
Watchmakers	18	0	6	0	0	6	0													X				X	
Clerks	18	0	3	2	1	5	5																	X	
DRUG STORES																									
Pharmacists	18	0	27	0		27	0													X				X	
Drug Clerks	18	0	25	17		42	0																	X	X
HARDWARE & PAINT																									
Clerks	18	0	18	6	1	24	8																	X	
5¢ to \$1.00 STORES																									
Clerical	18	0	0	2		2	0																	X	
Clerks	18	0	2	23	5	25	76																	X	

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D)

(E)

(F)

(G)

(H)

PERFORMANCE AND SUPPLY

MINIMUM
EDUCATIONAL
REQUIREMENTS

EXPER-
IENCE
REQUIRED

EARN-
INGS

UNIONS

Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
---------	----------	----------	----------	---------	----------	----------	---------	---------	----------	----------	--------------	---------	----------	----------	---------	---------	----------	----------	------------	-------------	---------	------------------	------------	-----	----	-------------------------	-------------	-----------

DISTRIBUTIVE TRADES

							X													X						\$32.50	X	
											X									X					X	22.50	X	
											X	X								X					X	18.50		X
											X	X								X					X	20.00		X
			X	X																X					X	25.00		X
											X	X							X						X	14.00		X
							X	X											X						X	27.50		X
											X	X							X						X	15.00		X
							X				X										X				X	39.00		
											X	X							X						X	22.50		
							X				X										X				X	40.00		X
											X	X							X						X	14.00	X	X
											X	X							X						X	18.00		X
											X	X									X				X	21.50		X
											X	X							X						X	14.00		X

APPENDIX III B
SUMMARY OF DISTRIBUTIVE TRADES

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NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY																	
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE	Surplus	Adequate	Scarcity	TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus
REAL ESTATE																									
Clerical	18	0	0	8	2	8	0																		X
DRY GOODS & APPAREL																									
Clerks (Male)	18	0	10	0	5	10	3																		X
Clerks (Female)	18	0	0	34	2	34	5																		X
Linoleum Layer	18	0	1	0	0	1	0													X				X	
Clerical	18	0	0	2	0	2	0																		X
DAIRY PRODUCTS																									
Drivers	18	0	42	0	2	42	3																		X
Clerical	18	0	4	1	0	5	0																		X
Dairy Workers	18	0	13	0	0	13	0													X				X	
Auto Mechanics	18	0	1	0	0	1	0													X				X	
Boiler Men	18	0	1	0	0	1	0													X				X	
Fountain Men	18	0	2	0	1	2	0													X				X	
Fountain Girls	18	0	0	7	3	7	1																		X
BUILDERS SUPPLIES, COAL, FEED, GRAINS, ETC.																									
Clerical	18	0	6	27	3	33	1										X		X						
Salesman	18	0	25	0	5	25	1										X		X						
Drivers	18	0	28	0	2	28	1																		X
Auto Mechanics	18	0	2	0	0	2	0													X				X	
Yard Men	18	0	48	0	5	48	2																		

TYPE OF ESTABLISHMENT OR PRODUCT

(D)															(E)					(F)		(G)	(H)					
F PERFORMANCE AND SUPPLY															MINIMUM EDUCATIONAL REQUIRMENTS					EXPER- IENCE REQUIRED		EARN- INGS	UNIONS					
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
							X				X											X		X		\$16.50		X
							X				X								X						X	23.50		X
							X				X								X					X		14.00		X
				X			X				X				X				X					X		45.00	X	
							X				X								X			X		X		20.00		X
							X				X								X						X	39.00	X	
							X				X								X			X		X		35.00		X
				X			X				X				X				X					X		32.00	X	
				X			X				X				X				X			X		X		37.00		X
				X			X				X				X				X			X		X		37.00		X
				X			X				X				X				X					X		22.50		X
							X				X				X				X					X		10.00		X
							X				X				X				X							25.00		
			X				X				X				X				X			X		X		45.00		X
			X				X				X				X				X					X		40.00		X
							X				X				X				X					X		30.00	X	
				X			X				X				X				X			X		X		30.00	X	
							X				X				X				X					X		25.00	X	

NORWOOD OCCUPATIONAL SURVEY
BY THE
VOCATIONAL EDUCATION DEPARTMENT
NORWOOD HIGH SCHOOL

NAME OF FI
TYPE OF ES

(A)

Form # 3 (B)

(C)

(D)

CLASSIFICATION OF WORKER OR JOB BY DEPARTMENTS	NUMBER AND AGE GROUP- ING OF EMPLOYEES							TYPE OF PERFORMANCE AND SUPPLY															
	Minimum Age Accepted	Maximum Age Accepted	Male	Female	Approx. Turn- over per Year	Full Time	Part Time	EXECUTIVE Surplus Adequate Scarcity	TECHNICAL Surplus Adequate Scarcity	CLERICAL Surplus Adequate Scarcity	SKILLED Surplus Adequate Scarcity	SEMI-SKILLED Surplus											
Mill & Bench Men	18	0	84	0	10	84	5				X	X									X	X	
Draftsman	18	0	9	0	1	9	1			X	X												
Laborers	18	0	12	0	6	12	4																
FOOD SERVICE																							
RESTAURANTS & LUNCH ROOMS																							
Waitresses	18	0	0	35		35	15														X	X	
Cooks	18	0	20	5		25	5														X		X
Pastry	18	0	4	0		4	0														X		X
Counter men	18	0	41	0		41	10																X
Cashiers	18	0	5	5		10	0				X	X											
Dishwashers	18	0	30	10		40	5																X
CAFES																							
Bartender	18	0	54	0		54	10														X	X	
Waitresses	18	0	0	40		40	10																X
CLERICAL OCCUPATIONS																							
Accts. & Bkkeepers	25	0	25	20	7	45	3				X	X											
Clerks	18	0	83	148	38	251	23				X	X											

NAME OF FIRM
TYPE OF ESTABLISHMENT OR PRODUCT

(D) PERFORMANCE AND SUPPLY															(E) MINIMUM EDUCATIONAL REQUIREMENTS					(F) EXPER- IENCE REQUIRED		(G) EARN- INGS	(H) UNIONS	
Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No		Closed Shop	Open Shop
Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity		Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No		Closed Shop	Open Shop
	X			X	X										X			X		X		\$30.00	X	
																	X			X		35.00		X
											X	X			X						X	19.00		X
FOOD SERVICE																								
				X	X										X						X	10.00		X
				X				X							X					X		20.00		X
				X				X							X					X		20.00		X
							X		X						X						X	18.00		X
	X			X											X						X	12.00		X
							X	X							X						X	10.00		X
				X	X										X					X		27.00	X	X
							X	X							X						X	10.00	X	X
CLERICAL OCCUPATIONS																								
	X			X												X		X		X		15.00		X
	X			X											X						X	22.00		X

NAME OF FIRM

TYPE OF ESTABLISHMENT

(A)

(C)

(D)

[illegible]

TYPE OF ESTABLISHMENT OR PRODUCT

(D)																				(E)	(F)	(G)	(H)						
OF PERFORMANCE AND SUPPLY																				MINIMUM EDUCATIONAL REQUIRMENTS	EXPER- IENCE REQUIRED	EARN- INGS	UNIONS						
TECHNICAL	Surplus	Adequate	Scarcity	CLERICAL	Surplus	Adequate	Scarcity	SKILLED	Surplus	Adequate	Scarcity	SEMI-SKILLED	Surplus	Adequate	Scarcity	LABORER	Surplus	Adequate	Scarcity	Elementary	High School	College	Special Training	Apprentice	Yes	No	Average Weekly Earnings	Closed Shop	Open Shop
				X																	X			X		\$21.50			X
				X																	X			X		21.50			X
				X																	X	X		X		20.00			X
				X																	X			X		18.50			X
				X	X															X				X		13.00			X

APPENDIX III K

SUMMARY OF CLERICAL OCCUPATIONS

APPENDIX IV

QUESTIONNAIRE USED IN THE SURVEY OF
NORWOOD OUT-OF-SCHOOL YOUTH IV A

SUMMARY OF THE RESPONSES FROM THE
OUT-OF-SCHOOL YOUTH OF NORWOOD IV B

OUT-OF-SCHOOL YOUTH SURVEY

To be filled out by all young men and women not now in attendance in elementary or high school, between the ages of 15 and (but not including) 25. This survey is being conducted for the purpose of discovering the strong and weak points of our educational processes in the present-day school. It hopes to achieve an improvement in the school program so as to better equip boys and girls for life. You are asked to answer all questions to the best of your ability. Honesty and frankness are much desired.

Racial Descent..... Martial Status: S.....M..... Age last birthday.....
Place of birth..... Your occupation, if working.....
Occupation of father.....

PART I — SOCIAL LIFE

A. Home Conveniences: please check the types of conveniences you have in your home.

- | | | | | | |
|----------------------|------|---------------|------|---------------------------------|------|
| 1. Radio | .... | 5. Magazines | .... | 9. Other musical instruments | .... |
| 2. Bathroom | .... | 6. Automobile | .... | 10. Electric refrigeration | .... |
| 3. Electricity | .... | 7. Piano | .... | 11. Library (at least 50 books) | .... |
| 4. Newspaper (daily) | .... | 8. Furnace | .... |  |  |

B. 1. How much do you use the public library?

- a. Often..... b. Occasionally..... c. Little..... d. Never.....

2. Name three books you have read in the last six months.

- a.
b.
c.

3. What magazines do you read?

- a.
b.
c.

C. Do you have a hobby? Yes..... No..... What is it?.....

D. Place a "P" after each form of recreation in which you engage. Place an "L" after each activity you would engage in if you had the chance.

- | | | | | | |
|-------------------------|-------|-------------------|-------|-------------------|-------|
| 1. Golf | ..... | 9. Theatre | ..... | 17. Riding | ..... |
| 2. Tennis | ..... | 10. Camping | ..... | 18. Handiwork | ..... |
| 3. Bowling | ..... | 11. Bicycling | ..... | 19. Travel | ..... |
| 4. Swimming | ..... | 12. YMCA Activity | ..... | 20. Reading | ..... |
| 5. Dancing | ..... | 13. YWCA Activity | ..... | 21. Art | ..... |
| 6. Softball | ..... | 14. Hunting | ..... | 22. Others (name) | |
| 7. Cards | ..... | 15. Fishing | ..... |  |  |
| 8. Music (Symphony etc) | ..... | 16. Hiking | ..... |  |  |

E. How do you respond to movie programs? Check best answer.

- | | | | |
|--------------------------------|-------|---|-------|
| 1. Generally enthusiastic | ..... | 4. Dislike all | ..... |
| 2. Generally satisfied | ..... | 5. Never attend | ..... |
| 3. Enjoy some--tolerate others | ..... | 6. How many shows have you seen this month? | ..... |

F. Name three shows you have seen in the last six months which you consider noteworthy:

- (1)
(2)
(3)

G. 1. How many times have you been in church in the last month?

2. Are you a member of any church, and if so, what one?.....

3. How many activities of the church do you take part in?.....

4. Do you attend Sunday School? Check best answer.

- a. Sometimes..... b. Regularly..... c. Never.....

H. Do you belong to a club or any social group? Yes..... No.....

I. 1. Do you enjoy dancing? Yes..... No.....

2. Do you attend: a. Many..... b. Few..... c. None.....

3. Where do you go dancing most often? Check best answer.
- a. Club dances..... b. Hotel dances..... c. Private dances.....
d. Road houses..... e. Night clubs..... f. other
- J. If you were asked to serve on the community chest campaign committee or similar community project, would you? (check best answer)
1. Accept appointment gladly
2. Accept but work only when you felt like it
3. Feel someone else should do it
4. Try to evade the task
5. Refuse to serve
6. Other response—state briefly
- K. In case war was declared, would you (or would you advise your brother or husband to)
1. Volunteer immediately
2. Volunteer because they'd draft you anyway
3. Go willingly if invasion threatened
4. Go if drafted
5. Seek official exemption
6. Refuse to go
7. Other response—state briefly
- L. How do you feel toward Clean Up-Paint Up Campaigns? Check best answer.
1. Don't believe in them 4. Feel it is my own business
2. Feel they are commercial 5. Believe in them but don't participate.....
3. Participate in them fully 6. Other
- M. How do you spend the most of your leisure time?.....
.....
- N. What is your most perplexing problem or problems? Please check one or more.
1. Making sufficient money 6. Educational progress
2. Getting a job 7. Family relationship
3. Securing a better job with future 8. Religion
4. Social popularity 9. Own or family health
5. Other problems—state briefly.....

PART II — EDUCATION

- A. At what age did you leave high school?
- B. What last grade did you complete?
- C. Are you a high school graduate? Yes..... No.....
- D. What was the name of the high school you attended.....
In what city?.....
- E. 1. Are you now attending college? Yes..... No.....
2. If so, what is your major?.....
3. Are you taking any other special training? Yes..... No.....
4. If so, briefly explain the nature of this training.....
.....
- F. 1. Do you have any further educational plans? Yes..... No.....
2. If you do have plans, check which of the following:
- a. Night school e. Special school
b. Post-graduate work at high school f. Nurses' training
c. College g. State any other.....
d. Correspondence school
- G. If a college student, state why you selected the college you attend.
.....
- H. How did you stop your attendance at full time high (day) school? Please check your reasons.
1. Graduated 6. Position more valuable than schooling
2. Lack of funds 7. Dislike for certain teachers
3. Work too difficult 8. Disciplinary difficulties
4. Matrimony 9. Other reasons—state briefly their nature
5. Poor health

I. Check one or more items expressing

What I Liked About High School

What I Disliked About High School

- | | |
|-----------------------------------|---|
| 1. Club activities | 1. Some teachers have lost touch with youth |
| 2. Student government | 2. Selection of food in cafeteria |
| 3. Adequate home work | 3. School subjects not suited to my needs |
| 4. Good teachers | 4. Excessive homework |
| 5. Library | 5. Rigid discipline |
| 6. Wide choice of electives | 6. Lack of essential learning in spelling, arithmetic and English |
| 7. Sound scholarship | 7. Others |
| 8. Auditorium sessions | |
| 9. Cafeteria | |
| 10. Fine sportsmanship | |
| 11. Citizenship | |
| 12. Others | |

- J. 1. Since leaving school, have you attended part-time school? Yes..... No.....
 2. If you have, check type of school, indicating whether your reason was vocational or cultural.

- | | |
|---|------------------------------------|
| a. Public evening school (vocational) | f. University (vocational) |
| b. Public evening school (cultural) | g. University (cultural) |
| c. Private school (vocational) | h. Correspondence (vocat'l) |
| d. Private school (cultural) | i. Correspondence (cultural) |
| e. Trade school | j. Others |

- K. Do you feel that your education has helped or will help you to earn a living? Check best response.

- | | | |
|----------------------|----------------------------|---------------------|
| 1. No opinion | 4. Fair amount help | 6. Great help |
| 2. No help | 5. Considerable help | 7. Other |
| 3. Little help | | |

- L. Do you feel that your education helped or will help you to enjoy life more? Check best response.

- | | | |
|----------------------|----------------------------|---------------------|
| 1. No answer | 4. Fair amount help | 7. No opinion |
| 2. No help | 5. Considerable help | 8. Other |
| 3. Little help | 6. Great help | |

- M. If you were to start high school again, what courses of the following would you like to take?

- | | |
|---|--|
| 1. Dramatics | 15. Printing |
| 2. Music | 16. Household Arts—Home making |
| 3. Commercial art (sign & show card writing) | 17. Social problems (what to do at formal, and other social occasions) |
| 4. Beauty shop training | 18. Understanding of world and domestic problems |
| 5. Office training (Typing, shorthand, filing, machine operation, comptometer, machine bookkeeping) | 19. Carpentry |
| 6. Retail selling | 20. Meat merchandising |
| 7. General merchandising | 21. Grocery merchandising |
| 8. Advertising | 22. Psychology (problems of behavior) |
| 9. Machine shop practice | 23. Auto mechanics |
| 10. Architectural drawing | 24. Aeronautics |
| 11. Electrical work | 25. Garment designing |
| 12. Sheet metal work | 26. Landscaping |
| 13. Agriculture | 27. Social service work |
| 14. Forestry | 28. Others—please name |

- N. What high school courses, if any, that you took, do you feel now you might just as well not have taken? List in order of least importance to you.

a..... b..... c.....

- O. Do you believe an extra year or two above the present high school senior year (so-called Junior College level) might be desirable for persons not going to college, provided many of the courses listed in (M) above were made available? Yes..... No..... Please state reasons for your answer

- P. Would you have attended a Junior College in Norwood if one had been available when you finished high school if it offered advanced work above the level of the senior year?
1. At a reasonable tuition charge: Yes..... No.....
 2. With tuition free: Yes..... No.....
 3. Would you be interested NOW if such plans were afforded: Yes..... No.....
- Q. Assuming that you would be interested in such a school, what type of work would appeal to you most?
1. Vocational Shop work
 2. Commercial training:
Retail selling, office
practice, advertising
 3. College preparatory:
Work of first two years
of liberal arts college
 4. Household Arts: Nurses' training
marketing, costuming, dress
designing, etc.
 5. Fine Arts: Music, art, drama, etc.
 6. Any others—please list
- R. To what extent have you secured guidance in planning your education or in selecting your vocation from each of the following sources? Check each in proper column.
- | Influence: | Considerable | Some | None, so far as I know |
|---------------------------------|--------------|-------|------------------------|
| 1. School teachers or officials | | | |
| 2. Friends | | | |
| 3. Public Agencies | | | |
| 4. Private agencies | | | |
| 5. Family (relatives) | | | |
| 6. Others—please name | | | |

PART III—VOCATIONAL (College students need not fill out this section of survey.)
For Employed Persons Only

- A. What agencies were helpful in whole or in part in your getting your present position? Check one or more.
1. School officials
 2. Influential friends
 3. Relatives ("I had a drag")
 4. Luck
 5. My own qualifications
"I got job on my own"
 6. Competitive exam
 7. Promotion in ranks
 8. Other influences
- B. Does your present position offer opportunity for advancement? Yes..... No.....
- C. Does your present position pay enough so that you can afford to stay in it indefinitely? Yes..... No.....
- D. 1. Are you interested in your work? Yes..... No.....
2. Is it what you intended doing when you were in school? Yes..... No.....

For Unemployed Persons Only

- E. Would you take vocational training if the opportunity were available? Yes..... No.....
- F. What kind of a position would you like to have?
- | | | |
|---|--------------------------------|---------------------------|
| 1. Newspaper | 6. Office work | 13. House work |
| 2. Hospital | 7. Selling | 14. Carpenter |
| 3. Social Service
(YMCA or YWCA)
nursery, etc.) | 8. Teaching | 15. Garage mechanic |
| 4. Public service
(police
surveyor, etc.) | 9. Engineering | 16. Printing trade |
| 5. Any job | 10. Machine shop
work | 17. Others |
| | 11. Aeronautics | |
| | 12. Beauty shop | |
- G. Main reason for not working at present:
1. No available job
 2. Lack of training
 3. Lack of experience
 4. Lack of influence
 5. Occupied with home duties
 6. Just unlucky
 7. Not enough education
 8. Poor health
 9. Other reasons (please state why)
- H. Are you seeking full-time work? Yes..... No.....
1. Actively seeking
 2. Not actively but would accept
 3. Loafing: hopes for something
 4. Not trying at present (no use)

SUMMARIES OF RESPONSES
MADE BY 491 OUT-OF-SCHOOL YOUTH
IN THE NORWOOD SURVEY (OHIO) IN 1940

<u>Racial Descent</u>	Graduates	Non-graduates	Total
Race			
White	276	125	401
Negro	2	1	3
Hebrew	2	1	3
Foreign	2	2	4
No answer	15	65	80
Total	297	194	491
<u>Marital Status</u>			
Yes	12	36	48
No	243	92	335
No answer	42	66	108
Total	297	194	491
<u>Age: last birthday</u>			
16-18	7	24	31
18-20	116	40	156
20-22	116	50	166
22-24	53	34	87
24-	0	2	2
No answer	5	44	49
Total	297	194	491
<u>Place of Birth</u>			
State	245	110	355
Out of State	45	39	84
Foreign	2	1	3
No answer	5	44	49
Total	297	194	491
<u>Occupation</u>			
Skilled	35	23	58
Unskilled	33	29	62
Professional	5	4	9
Commercial	121	10	131
Sales	13	14	27
Domestic	4	14	18
Managerial	3	0	3
Governmental	3	1	4
Unemployed	45	45	90
Unanswered	35	54	89
Total	297	194	491

	Graduates	Non-graduates	Total
<u>Occupation of Father</u>			
Skilled	70	42	112
Unskilled	30	25	55
Professional	13	3	16
Commercial-Sales	64	18	82
Domestic	2	3	5
Managerial	31	8	39
Governmental	15	8	23
Unemployed	6	10	16
Deceased-Retired	31	0	31
Unanswered	35	77	112
Total	297	194	491
<u>Home Conveniences</u>			
Radio	296	148	444
Bath	292	148	441
Electricity	296	149	445
Newspaper-daily	285	140	425
Magazines	276	113	389
Automobile	223	78	301
Piano	170	49	219
Furnace	284	142	426
Other musical	129	32	161
Electric refrigeration	252	118	370
Library	184	40	224
No answer	0	34	34
<u>Public Library</u>			
Often	63	15	78
Occasionally	133	29	162
Little	73	25	98
Never	24	59	83
No answer	4	66	70
Total	297	194	491
<u>Books Read Last Six Months</u>			
Rebecca	54	8	62
Gone With the Wind	48	26	74
Grapes of Wrath	34	15	49
All This and Heaven Too	15	2	17
My Son, My Son	13	1	14
Northwest Passage	14	20	34
The Yearling	11	2	13
Others-none named by more than three	290	94	384
No answer	0	96	96
<u>Magazines Read</u>			
Reader's Digest	94	13	107
Life	85	26	111
Liberty	64	46	110
American	53	13	66

	Graduates	Non-graduates	Total
<u>Magazines Read, cont.</u>			
Colliers	51	24	75
Saturday Evening Post	46	7	53
Ladies Home Journal	31	7	38
Look	30	20	50
Good Housekeeping	27	13	40
McCalls	24	5	29
Woman's Home Companion	21	8	29
Cosmopolitan	20	5	25
True Story	0	11	11
Screen Life, etc.	15	8	23
Literary Digest	0	3	3
Time	16	6	22
Popular Mechanics	15	8	23
Red Book	11	3	14
Esquire	9	3	12
Geographic	6	0	6
Newsweek	4	2	6
Other	60	57	117
No answer	21	67	88
<u>Hobby</u>			
Yes	165	75	240
No	64	47	111
No answer	68	72	140
Total	297	194	491
Sports	34	14	48
Handicraft	18	3	21
Music	16	6	22
Photography	12	5	17
Collections	10	10	20
Reading	7	1	8
Art	7	2	9
Travel	4	1	5
Gardening	7	0	7
Dancing	7	2	9
Others	38	34	72
No answer	6	1	7
<u>Recreation</u>			
Participate			
Individual sports	677	233	910
Team games	122	64	186
Reading	196	64	260
Dancing	229	87	316
Theatre	243	106	349
Nature Activity	384	180	564
Handwork	63	30	93
Travel	84	23	107

	Graduates	Non-graduates	Total
Would like to participate			
Individual sports	245	118	363
Team games	14	20	34
Reading	10	11	21
Dancing	35	44	79
Theatre	18	12	30
Nature Activity	272	142	414
Handwork	7	12	19
Travel	107	55	162
<u>Reaction to Movies</u>			
Enthusiastic-generally	91	23	114
Generally satisfied	120	63	183
Enjoy some-tolerate others	74	51	125
Dislike all	0	3	3
Never attend	0	12	12
No answer	12	42	54
Total	297	194	491
Shows seen this month			
1-4	118	39	157
5-8	48	24	72
9-12	11	14	25
Often	8	2	10
None	0	11	11
No answer	112	104	216
Total	297	194	491
Shows seen recently			
Gone With the Wind	148	33	181
Rebecca	99	14	113
Northwest Passage	60	20	80
Hunchback-Notre Dame	30	5	35
Young Tom Edison	28	23	51
Pinocchio	28	5	33
Grapes of Wrath	27	15	42
Abe Lincoln in Illinois	25	0	25
My Son, My Son	16	0	16
Fighting 69th	14	10	24
Strange Cargo	15	0	15
Virginia City	7	0	7
Elizabeth and Essex	6	0	6
Mr. Smith-Washington	5	0	5
Others-named by less than 4	103	21	124
No answer	18	22	40
<u>Church Activities</u>			
Times to church this month			
1-4	147	60	207
5-8	63	23	86
Often	25	5	30

	Graduates	Non-graduates	Total
<u>Church Activities, cont.</u>			
Once in a while	20	7	27
Unanswered	42	99	141
Total	297	194	491
 Church Member			
Yes	219	92	311
No	31	6	37
No answer	47	96	143
Total	297	194	491
 Church			
Catholic	98	44	142
Methodist	35	6	41
Christian	31	6	37
Presbyterian	16	4	20
Lutheran	14	0	14
Baptist	16	10	26
Science	4	4	8
Others	2	7	9
No answer	3	11	14
Total	219	92	311
 Church Activities			
1-4	106	24	130
5-8	9	6	15
More	11	2	13
None	84	44	128
No answer	9	16	25
 Sunday School Attendance			
Sometimes	81	26	107
Regularly	72	17	89
Never	63	6	69
Unanswered	39	46	85
 <u>Spend Leisure Time</u>			
Reading	105	34	139
Athletics	53	5	58
Movies	29	11	40
Social activity	41	12	53
Sewing	20	22	42
Radio	2	20	22
Study	16	0	16
Loafing	4	7	11
Drinking Beer	1	3	4
Music	15	4	19
Driving	4	0	4
Photography	7	3	10
No answer	2	73	75
Total	297	194	491

<u>Most Perplexing Problems</u>	Graduates	Non-graduates	Total
Making sufficient money	87	59	146
Getting a job	42	17	59
Securing a job with future	85	42	127
Social popularity	14	2	16
Educational progress	41	13	54
Family relations	13	5	18
Religion	3	2	5
Own-family health	9	9	18
Others	0	2	2
No answer	40	50	90

EDUCATION-PART II

Education

Age left school

13-15	0	12	12
16	9	44	53
17	110	55	165
18	137	31	168
19	28	10	38
20	2	1	3
No answer	11	41	52
Total	297	194	491

Last grade completed

6	0	1	1
7	0	4	4
8	0	1	1
9	0	24	24
10	0	37	37
11	1	30	31
12	291	4	295
No answer	5	93	98
Total	297	194	491

Graduate

Yes	290	0	290
No	0	136	136
No answer	7	58	65
Norwood High	186	47	233
Regina	37	10	47
Purcell	37	4	41
Scattered	34	16	50
No answer	3	117	120

	Graduates	Non-graduates	Total
<u>Your Club Membership</u>			
Yes	197	42	239
No	97	136	233
No answer	3	16	19
<u>Dancing</u>			
Yes	243	105	348
No	48	32	80
No answer	6	57	63
<u>Attend</u>			
Many	88	32	120
Few	155	73	228
None	48	32	80
No answer	6	57	63
<u>Place</u>			
Clubs	99	30	129
Hotels	59	14	73
Private parties	114	42	156
Road-houses	67	48	115
Night club	91	14	105
Elsewhere	23	0	23
No answer	53	95	148
<u>Community Chest</u>			
1.	95	49	144
2.	20	9	29
3.	23	15	38
4.	19	7	26
5.	44	32	76
6. If needed	25	10	35
7. No answer	71	72	143
<u>Action in Case of War</u>			
1.	29	22	51
2.	9	11	20
3.	146	65	211
4.	48	22	70
5.	15	9	24
6.	19	8	27
7. No answer	31	57	88
<u>Attitude Toward Clean-up Campaigns</u>			
1.	6	5	11
2.	42	24	66
3.	117	52	169
4.	30	22	52
5.	73	28	101
6. No answer	29	63	92

	Graduates	Non-graduates	Total
<u>College Attending</u>			
Yes	46	1	47
No	232	134	366
No answer	19	59	78
Major:			
Liberal Arts	10	0	10
Mathematics	6	0	6
Engineering	5	1	6
Chemistry	5	0	5
Home Economics	3	0	3
Commercial	3	0	3
Law	2	0	2
Education	12	0	12
Total	46	1	47
Other Training			
Yes	55	13	68
No	92	55	147
No answer	150	126	276
Type			
Commercial	13	4	17
Fine Arts	6	2	8
Engineering	6	0	6
Medicine	6	0	6
Law	2	0	2
Salesmanship	9	1	10
Others	5	0	5
No answer	8	6	14
<u>Has Further Educational Plans</u>			
Yes	182	56	238
No	83	70	153
No answer	32	68	100
Type			
Night school	109	34	143
Post graduate - NHS	3	4	7
College	38	7	45
Nurse training	1	2	3
Correspondence	5	2	7
Special School	12	2	14
Business course	6	4	10
Art academy	1	0	1
Others	7	1	8

	Graduates	Non-graduates	Total
<u>Reason for Selecting College</u>			
Near home	12	0	12
Special training	12	1	13
Excellent faculty	4	0	4
Scholarship-costs	15	0	15
Religion	3	0	3
Other reasons	0	0	0
<u>Reason for Stopping School</u>			
Graduated	259	0	259
Lack of funds	0	42	42
Work too difficult	1	4	5
Matrimony	0	7	7
Health	0	4	4
Position more valuable	1	25	26
Dislike certain teachers	0	10	10
Disciplinary	0	2	2
Needed at home	0	23	23
No answer	36	77	113
<u>School Likes and Dislikes</u>			
Summarized on page 200			
<u>Attendance at Part-time School</u>			
Yes	153	25	178
No	85	75	160
No answer	59	94	153
<u>Type School</u>			
Public evening: vocational	51	12	63
Public evening: cultural	8	4	12
Private: vocational	18	5	23
Private: cultural	3	2	5
Trade school	12	8	20
University: vocational	33	2	35
University: cultural	25	0	25
Correspondence: vocational	6	4	10
Correspondence: cultural	2	0	2
Others: mostly commercial	29	5	34
<u>Help of Education-Earning Living</u>			
No opinion	7	26	33
No help	6	17	23
Little help	7	30	37
Fair amount of help	46	29	75
Considerable help	86	30	116
Great help	131	29	160
No answer	14	33	47

	Graduates	Non-graduates	Total
<u>Help of Education-Enjoy Life</u>			
No opinion	4	16	20
No help	1	4	5
Little help	6	10	16
Fair amount of help	24	24	48
Considerable help	80	21	101
Great help	164	27	191
No answer	18	92	110

Subjects Youth Would Take if
Starting School Again

Office training	136	21	157
Psychology	92	0	92
Economics	78	0	78
Fine Arts	132	20	152
Social problems	64	10	74
Advertising	63	6	69
Machine shop	37	29	66
Household arts	35	24	59
Architectural drawing	41	11	52
Commercial art	38	13	51
Aeronautics	47	0	47
Garment design	39	7	46
Social service	37	0	37
Electrical	28	8	36
Retail selling	30	5	35
Auto mechanics	35	0	35
Forestry-agriculture	26	12	38
Sheet metal	13	8	21
Printing	13	3	16
Cosmetology	1	10	11
Carpentry	11	3	14
Other-vocational	36	0	36
No answer	6	67	73

High School Courses-non-useful

Summarized in Table 39; p. 207

Believe in Junior College

Yes	211	55	266
No	42	11	53
No answer	44	128	172

Junior College Attendance

<u>At reasonable tuition</u>			
Yes	118	26	144
No	94	49	143
No answer	85	119	204

	Graduates	Non-graduates	Total
<u>Junior College Attendance, cont.</u>			
With free tuition			
Yes	113	28	141
No	65	44	109
No answer	119	122	241
Interested now			
Yes	104	51	155
No	131	54	185
No answer	62	89	151

Types of Work Which Should Be Offered

Summarized in Table 40; p. 210

Extent of Guidance and Source

Summarized in Table 41; p. 215.

VOCATIONAL-PART III

Helpful Agencies

School officials	25	4	29
Influential friends	32	29	61
Relatives	16	10	26
Luck	6	5	11
Own qualifications	105	37	142
Competitive examination	3	1	4
Promotion in ranks	3	0	3
Other sources	12	0	12
No answer	15	9	24
Total	217	95	312

Opportunity for Advancement

Yes	134	46	121
No	63	34	97
No answer	20	15	35
Total	217	95	312

Sufficient Pay to Stay Indefinitely

Yes	88	33	121
No	104	40	144
No answer	25	22	47
Total	217	95	312

Interest in Work

Yes	168	70	238
No	33	9	42
No answer	16	16	32
Total	217	97	312

	Graduates	Non-graduates	Total
<u>Interest in Work, cont.</u>			
What you intended doing			
Yes	87	16	103
No	102	59	161
No answer	28	20	48
Total	217	95	312

UnemployedInterest in Vocational Training

Summarized in Table 44; p. 232

Type Employment Desired

Summarized in Table 45; p. 233

<u>Reason for Not Working</u>			
No available job	25	22	47
Lack of experience	13	22	35
Home duties	2	22	24
Just unlucky	0	4	4
Not enough education	0	8	8
Poor health	2	2	4
Other reasons	2	4	6
No answer	5	15	20
Total	49	99	148

Effort Being Made to Secure Position

Summarized in Table 47; p. 235

APPENDIX V

QUESTIONNAIRE FORM USED TO SECURE ESTIMATES OF
INCIDENTAL COSTS FOR ATTENDING HIGH SCHOOL OF
THE MEMBERS OF THE JUNIOR CLASS AT NORWOOD, 1941 . . V A

SUMMARY OF THE COSTS REPORTED BY JUNIORS AT
NORWOOD HIGH SCHOOL IN 1941 V B

APPENDIX V A

NORWOOD HIGH SCHOOL
NORWOOD, OHIO

To the Members of the Junior Class:

The Superintendent of Schools has asked the members of your class to assist in a study of the costs of attending high school for a period of one year. Your class has been selected for the investigation because the expenditures required will average those required of Sophomores and Seniors. While clothing, after-school expenditures (including lunches, movies, etc.), without doubt increase the amount of money required by you, they are not incidental to attending school and should not be included. The following list includes the items of major expense. Inasmuch as it would be difficult to recall the exact amounts you have spent on each item during the year, you are asked to calculate the normal expenditure for a week's time and multiply it by forty to get the cost for the year. Please be as exact as possible.

<u>Items of Expense</u>	<u>Cost for Week</u>	<u>Annual Expense</u>
1. School games, plays, dances, class expenses	_____	_____
2. Publications	_____	_____
3. School supplies; pen, notebooks, pencils, etc.	_____	_____
4. Donations; Red Cross, Crippled Children, etc.	_____	_____
5. Lunches	_____	_____
6. Carfare or bus	_____	_____
7. Fees; laboratory, locker, towel, shop, etc.	_____	_____
8. Club dues	_____	_____
9. Savings	_____	_____

APPENDIX V B

SUMMARY OF COSTS

<u>GAMES, PLAYS</u>		<u>PUBLICATIONS</u>		<u>SCHOOL-LUNCHESES</u>		<u>FEES</u>	
<u>Amount</u>	<u>Number</u>	<u>Amount</u>	<u>Number</u>	<u>Amount</u>	<u>Number</u>	<u>Amount</u>	<u>Number</u>
\$40.00	1	\$8.00	1	\$80.00	1	\$11.30	1
30.00	1	5.32	1	70.00	1	7.00	2
22.25	1	3.83	1	60.00	2	6.71	1
12.05	1	3.58	2	55.00	1	5.90	1
12.00	1	3.50	2	52.00	1	5.50	2
10.00	1	3.38	1	50.00	15	5.25	1
7.60	1	3.33	4	46.00	1	5.15	1
7.00	1	3.25	1	45.00	4	5.00	1
6.85	1	3.10	1	42.00	1	4.85	1
5.90	1	3.08	5	40.00	58	4.50	3
5.70	1	3.00	11	39.00	1	4.20	1
5.50	3	2.93	1	35.00	1	4.00	2
5.10	1	2.83	10	32.00	1	3.85	1
5.00	7	2.75	7	30.00	29	3.81	1
4.95	1	2.60	1	29.00	1	3.80	2
4.00	6	2.50	1	28.00	2	3.75	2
3.90	1	2.33	1	26.00	1	3.70	2
3.85	1	2.25	3	25.00	3	3.50	2
3.25	4	2.23	1	24.00	2	3.45	1
3.20	1	2.13	1	22.00	1	3.35	1
3.00	10	2.08	1	20.00	12	3.25	1
2.85	1	2.00	6	15.00	1	3.15	2
2.80	1	1.85	1	14.00	2	3.10	2
2.60	1	1.75	12	12.00	1	3.00	14
2.55	3	1.50	1	7.00	1	2.95	1
2.50	2	1.10	1	6.00	2	2.65	2
2.40	1	1.08	7	2.00	1	2.60	1
2.25	1	1.00	22			2.50	2
2.20	2	.50	3			2.45	2
2.00	24					2.35	3
1.95	2					2.30	1
1.85	1					2.25	6
1.80	2					2.20	2
1.60	2					2.15	1
1.55	1					2.00	14
1.50	2					1.95	5
1.40	2					1.80	1
1.25	3					1.75	2
1.15	3					1.70	5
1.00	14					1.65	8
.80	1					1.60	1
.75	3					1.55	2
.50	4					1.50	12
.48	1					1.45	16
.30	1					1.30	6
.20	1					1.25	1
None	29	None	48	None	11	1.00	4
						.75	10
Total	158	Total	158	Total	158	Total	158

SCHOOL SUPPLIES

<u>Amount</u>	<u>Number</u>
\$8.00	2
6.00	2
5.60	1
5.00	5
4.00	9
3.15	1
3.00	23
2.85	1
2.50	7
2.33	1
2.00	17
1.95	1
1.85	2
1.75	4
1.60	2
1.50	19
1.40	2
1.30	1
1.25	5
1.00	15
.75	8
.50	13
.40	1
.25	3
.20	2
.10	7
.05	1
None	3
Total	158

DONATIONS

<u>Amount</u>	<u>Number</u>
\$5.00	3
3.00	1
2.00	8
1.50	8
1.35	1
1.25	2
1.00	29
.75	3
.70	1
.50	43
.40	2
.30	3
.25	15
.20	3
.10	6
.05	2
.03	1
None	26
Total	158

CLUB DUES

<u>Amount</u>	<u>Number</u>
\$12.00	1
10.00	1
6.00	1
4.80	1
4.00	1
3.50	1
3.00	2
2.50	1
2.40	1
2.00	10
1.50	2
1.30	1
1.25	1
1.20	1
1.00	10
.80	2
.75	1
.70	1
.64	1
.54	2
.50	9
.45	1
.35	1
.30	5
.25	3
.20	8
.10	5
None	84
Total	158

SAVINGS

<u>Amount</u>	<u>Number</u>
\$160.00	1
60.00	2
50.20	1
50.00	3
42.50	1
40.00	4
34.00	1
32.75	1
30.00	3
28.00	1
25.00	2
22.00	2
20.40	1
20.00	10
19.00	1
17.50	1
16.40	1
16.25	1
15.50	1
15.00	6
14.00	3
13.75	1
12.50	1
11.00	1
10.00	23
9.00	4
8.50	2
8.00	6
7.00	3
6.00	5
5.00	8
4.00	10
3.00	5
2.00	3
1.50	2
1.00	2
.75	3
.50	2
.25	1
.10	1
None	28
Total	158

BUS-CARFARE

<u>Amount</u>	<u>Number</u>
\$20.00	2
8.00	2
5.00	4
4.50	1
3.00	1
2.00	4
1.00	7
.60	1
.50	5
.30	2
None	129
Total	158

TOTAL EXPENDITURES
LISTED BY MEMBERS OF THE
JUNIOR CLASS IN 1940

<u>\$80.00 to 110.00 (6)</u>		21. 53.00	28. 41.25	2. 18.70
1. 106.63	22. 52.18	29. 41.08	3. 16.67	
2. 95.30	23. 52.57	30. 41.05	4. 15.88	
3. 86.63	24. 52.18	31. 40.75	5. 15.58	
4. 82.00	25. 52.00	32. 40.60	6. 15.35	
5. 81.23	26. 51.95	33. 40.58	7. 14.55	
6. 81.20	27. 51.85	34. 40.45	8. 14.43	
	28. 51.70	35. 40.25	9. 13.38	
	29. 51.53	36. 40.20	10. 12.75	
<u>\$70.00 to 79.99 (5)</u>	30. 51.46	37. 40.18	11. 12.60	
1. 77.60	31. 51.30	38. 40.10	12. 11.25	
2. 72.07	32. 51.20	39. 40.09	13. 11.10	
3. 71.70	33. 51.00		14. 11.00	
4. 71.00	34. 50.95	<u>\$30.00 to 39.99(24)</u>	15. 10.95	
5. 70.00	35. 50.75		16. 10.75	
	36. 50.68	1. 39.58		
	37. 50.53	2. 39.22	<u>\$1.00 to 9.99(13)</u>	
<u>\$60.00 to 69.99 (9)</u>	38. 50.38	3. 38.98		
1. 69.95	39. 50.25	4. 38.95	1. 9.65	
2. 68.78	40. 50.13	5. 38.70	2. 6.30	
3. 67.28	41. 50.13	6. 38.40	3. 6.02	
4. 64.48		7. 38.30	4. 4.70	
5. 64.03	<u>\$40.00 to 49.99 (39)</u>	8. 36.80	5. 4.55	
6. 61.83	1. 49.85	9. 36.25	6. 4.25	
7. 61.20	2. 49.45	10. 36.13	7. 2.90	
8. 60.18	3. 49.10	11. 36.10	8. 2.85	
9. 60.05	4. 48.80	12. 35.70	9. 2.23	
	5. 48.50	13. 34.25	10. 1.75	
<u>\$50.00 to 59.99 (41)</u>	6. 48.35	14. 34.10	11. 1.70	
1. 59.78	7. 48.20	15. 33.00	12. 1.50	
2. 59.58	8. 48.00	16. 32.13	13. 1.00	
3. 59.33	9. 47.75	17. 32.05		
4. 58.95	10. 46.60	18. 32.00		
5. 58.33	11. 46.58	19. 31.95		
6. 58.10	12. 46.20	20. 31.75		
7. 57.58	13. 46.00	21. 31.67		
8. 57.13	14. 44.58	22. 31.58		
9. 56.35	15. 44.35	23. 31.55		
10. 56.35	16. 43.55	24. 30.85		
11. 56.08	17. 43.38			
12. 56.03	18. 43.00	<u>\$20.00 to 29.99 (5)</u>		
13. 55.58	19. 42.95	1. 29.45		
14. 55.20	20. 42.50	2. 28.70		
15. 54.08	21. 42.40	3. 26.30		
16. 53.70	22. 42.10	4. 21.30		
17. 53.60	23. 41.84	5. 20.95		
18. 53.47	24. 41.75			
19. 53.33	25. 41.70	<u>\$11.00 to 19.99 (16)</u>		
20. 53.18	26. 41.60			
	27. 41.58	1. 19.00		

APPENDIX VI

INTEREST QUESTIONNAIRE USED IN THE SURVEY
OF NORWOOD IN-SCHOOL YOUTH VI A

SUMMARY OF THE RESPONSES FROM THE IN-SCHOOL
YOUTH OF NORWOOD VI B

APPENDIX VI A

Interest Questionnaire
for
Tenth Upper, Eleventh, and Twelfth Grades
Norwood High School

1. Grade 10, 11, 12 (Circle) Home Room _____
 2. Sex _____ Course you are taking _____
 3. a. Have you earned credit in any of the following:
 b. Do you plan to take work in any of them:
 (Check replies to (a) and (b) in the proper column.)

- | a b | a b |
|----------------------------|------------------------------------|
| () () Cooking | () () Stenography-Typing |
| () () Sewing | () () Bookkeeping |
| () () Industrial Arts | () () Office Practice |
| () () Mechanical Drawing | () () Commercial (Co-op) |
| () () Vocational Shop | () () Distributive Sales (Co-op) |
| () () Salesmanship | |

- c. Why did you take them: Check () or add to the list

- | | |
|---|-----|
| (1) I was interested in the subject | () |
| (2) Wanted to find out what it was like | () |
| (3) I plan to do this kind of work after graduation | () |
| (4) Training will help me to get a job | () |
| (5) I liked the teacher | () |
| (6) Nothing else I wanted; had to take something | () |
| (7) Friend recommended it | () |
| (8) Other reason - state what _____ | |

4. a. What group of studies have you liked best? Check ()

- | | | | |
|------------------|-----|--------------------|-----|
| English | () | Art | () |
| Mathematics | () | Music | () |
| Social Science | () | Physical Education | () |
| Physical Science | () | Commercial | () |
| Industrial Arts | () | Foreign Language | () |
| Home Economics | () | | |

- b. What group have you liked least? _____

- c. Have you enjoyed or profited by any other activity which you have taken while in high school? (Club, etc.) Yes _____ No _____

- d. Name one or two such activities 1. _____ 2. _____ 3. _____

5. Do you plan to graduate from high school? Yes _____ No _____

6. If your answer to (5) is "No" what is your chief reason for leaving before graduation? 1. _____ 2. _____

7. Do you plan to take additional school work after high school graduation?
 Yes _____ No _____

8. If your answer to (7) is "Yes", what do you plan to do?
- a. Attend four year college? Yes _____ No _____
If "Yes", what college? _____
- b. Attend special school? Yes _____ No _____
If "Yes", what type school? _____
- c. Post graduate work? Yes _____ No _____
If "Yes", what courses? _____
- d. Attend Evening School? Yes _____ No _____
If "Yes", what courses? _____
- e. Correspondence work? Yes _____ No _____
If "Yes", what type of course? _____
9. Name one or two books which you have read recently on your own:
- a. _____ b. _____
10. Name a magazine you read regularly:
- a. _____ b. _____
11. Do you read a newspaper regularly - news and editorials as well as sports, comics, society, etc.? Yes _____ No _____
12. How many times during the past month have you gone to the Public Library for leisure reading? (Check) 1. 2. 3. 4. 5. Oftener. Never go.
13. a. Do you listen to radio programs regularly? Yes _____ No _____
b. Do you own your own radio? Yes _____ No _____
c. Name your favorite radio program in each group - if you have one:
(1) Dance Orchestra _____
(2) News Broadcast _____
(3) Symphony concerts _____
(4) Dramatic programs _____
(5) Comedians _____
14. a. How often during the week do you go to the movies? _____
b. What picture of those you have seen recently have you liked best?

15. Do you have a hobby? Yes _____ No _____
If "Yes", what is it? _____
16. a. What avocational interests have you developed - things you do simply because you enjoy doing them? List in order of preference:
1. _____ 2. _____ 3. _____
- b. Where did you develop this interest? (Check)
(1) In your home _____ (4) Scouting or clubs _____
(2) At school _____ (5) Other sources _____
(3) By reading _____
17. a. What do you have in mind as your life work? _____
b. Have you changed your ideas concerning your life work since you entered high school? Yes _____ No _____

18. Have you advised with someone in this type of work or otherwise considered your fitness for it? Yes _____ No _____
19. Have you investigated the possible income and chances for promotion in your chosen work? Yes _____ No _____
20. How did you happen to choose this particular work? Check the source that influenced you the most in your choice:
- a. Parents' counsel and advice _____
 - b. Own observation and choice _____
 - c. Suggestions and help from school _____
 - d. Through readings made _____
 - e. Other sources. Please name. _____
21. a. Do you work after school? Yes _____ No _____
If your answer is "yes", what type of work do you do? _____
- b. Do you have Saturday work? Yes _____ No _____
If your answer is "yes", what type of work do you do? _____
- c. Have you worked during summer vacation periods? Yes _____ No _____
If your answer is "yes", what type of work? _____
22. If not now taking vocational trade work in school, would you be interested in taking a course, or courses, of training designed to prepare you for a specific trade with credit toward graduation allowed for the course taken?
Yes _____ No _____
- If "Yes" indicate the type of trade course in which you would be interested, such as:
- | | |
|----------------------------|------------------------------|
| | List in order of preference: |
| 1. Aeronautics | 1. _____ |
| 2. Cosmetology | 2. _____ |
| 3. Home-making | 3. _____ |
| 4. Machine Trade | 4. _____ |
| 5. Auto Mechanics | 5. _____ |
| 6. Retail Selling | 6. _____ |
| 7. Commercial | 7. _____ |
| 8. Tea Room Service | 8. _____ |
| 9. Others (Printing, etc.) | 9. _____ |
23. Do you feel that the Placement and Guidance Bureau organized in the high school recently by the Board of Education will help you in securing work when you leave school? Yes _____ No _____
24. Do you feel that high school students should be asked to contribute to such activities as the Community Chest, Crippled Children's Fund, etc.?
Yes _____ No _____

25. If you were asked to help on a project to raise funds for athletic teams or band uniforms, would you (check response)
- a. Accept gladly? ()
 - b. Accept but work only if you felt like it? ()
 - c. Fell someone else should do it? ()
 - d. Refuse to serve? ()
 - e. Try to evade the task? ()
 - f. Work if someone else took the responsibility? ()
26. Are you willing to cooperate on all-school improvement programs such as Courtesy Week, Improve Corridor Conditions, Safety Programs? Yes ____ No ____
27. a. Are you now or have you ever been a member of the Student Council?
Yes ____ No ____
- b. Do you feel that the Student Council serves a worthy purpose in working for democratic school government and in developing leaders? Yes ____ No ____
28. Would you be willing to make a number of field trips in connection with your school work on your own time? Yes ____ No ____
29. Do you feel any responsibility for bringing books, pocketbooks or valuables to the office which you may have found? Yes ____ No ____
30. What is your most perplexing problem or problems? Check one or more:
- a. Having enough money ()
 - b. Getting a job ()
 - c. Social popularity ()
 - d. School progress ()
 - e. Family relationships ()
 - f. Religion ()
 - g. Your own or family's health ()
 - h. Other _____ ()

APPENDIX VI B

SUMMARY OF RESPONSES TO THE INTEREST
QUESTIONNAIRE OF IN-SCHOOL YOUTH

1. Grade:	10th:Boys	Girls	11th:Boys	Girls	12th:Boys	Girls	Total:Boys	Girls
2. Sex:	115	94	140	153	132	121	387	368

Course:

Commercial	21	49	15	78	17	51	53	178
General	64	23	66	27	50	30	180	80
College	25	21	39	45	51	32	115	98
Vocational	5	1	20	3	14	8	39	12
Total	115	94	140	153	132	121	387	368

3. a.

b.

Subject	Taking: Boys	Girls	Plan to take: Boys	Girls
Cooking		85		11
Sewing		92		15
Industrial Arts	127		29	3
Mechanical Draw.	125	3	39	
Vocational Shop	38		38	
Salesmanship	57	33	35	19
Steno.-Typing	20	152	30	114
Bookkeeping	109	190	48	57
Office Practice	10	48	21	91
Commercial Co-op	13	23	12	28
Distributive	8	10	9	13

c. (1) 366 (2) 34 (3) 279 (4) 231 (5) 14 (6) 10 (7) 28 (8) 20

4. a. Studies liked best:	Boys	Girls	b. Studies liked least:	Boys	Girls
English	152	114		111	36
Mathematics	166	115		48	86
Social Science	132	75		41	22
Physical Science	146	71		24	80
Industrial Arts	125	8		10	
Home Economics	7	99			9
Art	49	57		3	10
Music	45	76		6	20
Physical Education	148	86		8	5
Commercial	35	131		1	9
Languages	39	89		55	24

c. Boys 281 Girls 245 Total 526

d. Boys choices: Athletics-129; Music-58; Clubs-55; Y.M.C.A.-51

Girls choices: Music-48; Y.W.C.A.-51; Clubs-47; Athletics-39; Student Council-9

5. Yes: Boys - 376; Girls - 362 No: Boys - 11; Girls - 6

6. Don't like Boys - 2 Girls - 2
 Need job 4 1
 Dislike teacher 1 1
 Can't afford 4 2
7. Yes: Boys-239; Girls-252; Total-491 No: Boys-148; Girls-116; Total-264
8. Four year college Boys: 94 Girls: 149
 Special school 41 181
 Post graduate work 16 13
 Evening School 55 36
 Correspondence 1 4
9. Books listed: By Boys: 271 By Girls: 294 No answer: Boys: 116 Girls: 74
10. Magazines listed: By Boys 125 By Girls 242
 Life 73 65
 Reader's Digest 36 27
 Mechanics 28
 Time 4 7
 Good Housekeeping 32
 Ladies Home Journal 39
 True Story 10
11. Yes: Boys-311 Girls-240 No: Boys-76 Girls-128 Total-755
12. Times to Library 1 2 3 4 5 More often Never
 Boys 55 57 40 19 9 26 181
 Girls 67 52 53 18 12 18 148
13. a. Yes: Boys-301 Girls-326 No: Boys-61 Girls-30
 b. Yes: Boys-204 Girls-174 Total-378
 c. Dance orchestra Boys: 255 Girls: 329 Favorite: Glen Miller 346
 News broadcast 274 229 Lowell Thomas 161
 Symphony 25 96 Ford Hour 27
 Plays 96 238 Lux 107
 Comedy shows 248 365 Bob Hope 267
14. a. Shows per week 1. 2. 3. 4. 5. None Sometimes or no answer
 Boys 181 87 25 2 4 1 87
 Girls 176 65 22 0 2 0 103
 b. Favorite pictures
 Boys: Gone With the Wind (30) Flight Command (26) Philadelphia Story (21)
 Girls: Gone With the Wind (39) Philadelphia Story (30) Virginian (16)
15. Yes: Boys-249 Girls-276 No: Boys-72 Girls-77
- Boys' Hobbies: Models (50), Collections (55), Sports (47), Photography (29),
 Music (16)
 Girls' Hobbies: Handwork (72), Collections (60), Sports (35), Music (27),
 Reading (22)

16. a. Listed Activities:

Boys-289: Sports (118), Photography (18), Outdoor life (19), Machines (16),
Music (14), Scouting (12), Reading (9)

Girls-238: Sports (88), Dancing (29), Music (28), Sewing (28),
Reading (27)

b. Developed interest at	Boys	Girls
Home	158	122
School	105	100
Reading	33	52
Clubs	17	19
Other sources	58	59
No answer	16	16

17. See Table 53, p. 259 Total-529

b. Yes: Boys-177 Girls-150 No: Boys-93 Girls-172
No answer: Boys-117 Girls-44

18. Yes: Boys-198 Girls-220 No: Boys-47 Girls-64

19. Yes: Boys-221 Girls-219 No: Boys-26 Girls-63

20. See Table 54, p. 260

21. a. Yes: Boys-207 Girls-98 No: Boys-117 Girls-224

No answer: Boys-63 Girls-46

b. Yes: Boys-168 Girls-59 No: Boys-109 Girls-205

No answer: Boys-110 Girls-104

c. Yes: Boys-214 Girls-94 No: Boys- 66 Girls-179

No answer: Boys-107 Girls-95

22. Yes: Boys-215 Girls-192 No: Boys-98 Girls-75

No answer: Boys-74 Girls-101

Fields of vocational interest	Boys	Girls	Total
Aeronautics	47	29	76
Cosmetology	1	105	106
Home-making	1	114	115
Machine Trades	33	17	50
Auto-mechanics	27	6	33
Retail Selling	11	103	114
Commercial Education	18	113	131
Restaurant and Tea Room Service	2	76	78

23. Yes: Boys-301 Girls-198 No: Boys-27 Girls-92

No answer: Boys-29 Girls-78

24. Yes: Boys-201 Girls-239 No: Boys-116 Girls-85

No answer: Boys-70 Girls-44

25. Quality of support	Boys	Girls	Total
Accept gladly	277	191	468
Accept-work when I feel like it	18	46	64
Feel someone else should do it	3	13	16
Refuse to serve	4	13	17
Try to evade the task	3	7	10
Work if someone else took responsibility	38	37	75
No answer	44	51	105

26. Yes: Boys-301 Girls-292 No: Boys-32 Girls-6
 No answer: Boys-54 Girls-70

27. a. Yes: Boys-105 Girls-90 No: Boys-232 Girls-209
 No answer: Boys-50 Girls-69
 b. Yes: Boys-329 Girls-304 No: Boys-54 Girls-17
 No answer: Boys-4 Girls-47

28. Yes: Boys-255 Girls-246 No: Boys-89 Girls-45
 No answer: Boys-43 Girls-77

29. Yes: Boys-367 Girls-341 No: Boys-12 Girls-21
 No answer: Boys-8 Girls-6

30. Problems high school students have	Boys	Girls	Total
Having enough money	169	133	302
Getting a job	197	110	307
Social popularity	57	81	138
School progress	112	102	214
Family relationships	20	23	43
Religion	13	15	28
Health-own or family	35	40	75
Others	22	12	34