

BUILDING A VOCATIONAL
EDUCATION PROGRAM
FOR
THE ARGENTINE HIGH SCHOOL

A THESIS
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THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

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CHAPTER I

THE NATURE OF THE STUDY

Schools must of necessity eliminate any thought or action that will keep them static, nor can they remain insensitive to the individual, or to the society or community they represent. Schools must be changed constantly under wise direction to meet the demands of a changing society. The schools of Kansas City, Kansas, have a Superintendent and Board of Education faithful and tireless in their efforts in behalf of the schools. There is a harmonious relation existing between the various high schools and the administration and yet each school is fulfilling a definite function toward its own specific community. Special courses are offered in various schools depending on the type of community served. This freedom could not exist were it not for the wise and capable leadership of each school. At the Argentine High School the writer has found the principal alert, aggressive and constantly planning new courses and new services of the school for the community.

The growth of the Argentine High School has been steady. From the time that the Argentine High School moved into its first home in 1908 with an enrollment of 100 students until 1935 when there were approximately 1,200 students the school has ever been progressive. The steady growth and progressiveness are due in a large part to the spirit of cooperation existing between the school and the community.

Since the student body has increased approximately 1,100 per cent during the twenty-seven year period, 1908-1935, there has been an enlarge-

ment of the curriculum. The first courses offered were Algebra, Geometry (Plane and Solid), four years of Latin, two years of German, three of English, Botany, Physics and Chemistry on alternate years, American History, Ancient History, and General Science. During the year 1935-36, a total of fifty-seven courses were offered. The course of study has been enlarged to meet the increasing demands of the students themselves, the changing requirements of industry, and the community.

The purpose of this study is to determine the status of the Argentine High School. This school is located in the industrial section of Kansas City, Kansas. This investigation has as its main purpose an analysis of the curriculum, the boys that attended the Argentine High School in the years 1932-1936 and the industries for which the school supplies some workers.

REVIEW OF RELATED STUDIES

There have not been any previous studies made of this particular type. There have been surveys made of entire school systems and business groups. This study has been limited to the boys that were in the Argentine High School during the years 1932-1936 inclusive, the curriculum, and the type of work at which the former students are employed. However these related studies have served to show what could be accomplished with a complete survey of the entire school system, the community and industries.

R. J. Leonard¹, directed a survey of Richmond, Indiana for Vocational Education. The purpose of his survey was to ascertain from a study of a particular community the facts that would be needed to outline an efficient

¹ R. J. Leonard, Richmond Survey of Vocational Education, (Vocational Series No. 15, Indiana Survey No. 5. Indianapolis, Indiana, State Board for Vocational Education, 1916, 599 pp.)

and economic program of vocational training for the community, and how the needs of industry and commerce could be met with qualified workers. The study consisted of accumulating occupational information of industrial and commercial employment and its advantages to Richmond. The schools and children of Richmond, and the present provisions for vocational and commercial instruction were studied. Recommendations for a closer relationship between the school and the business world were made.

At Evansville, Indiana, Leonard², made a report similar to that of Richmond. This study showed the occupations followed by the people of Evansville, the number of people required to perform the duties of the various employers and other requirements. The desire that Evansville prepare her own students for the work of the immediate vicinity was stressed.

In a survey of the Des Moines, Iowa Public Schools, Lewis³, says, "there is no valid reason for thinking the specific vocational courses cannot be given in the regular high schools." In Lewis's report an explanation was given of the prevocational education plan as an experiment. This group was separated from the regular group did not prove profitable because the student group was composed of incorrigibles and even feeble minded and morons were admitted. The attendance of the pupils was so irregular that adequate work by the pupils was impossible.

William Paxton Burris⁴, in a study of Gary, Indiana, an industrial

² R. J. Leonard, Evansville Survey of Vocational Education, Educational Bulletin No. 19.

³ Ervin E. Lewis, "Survey of the High Schools of Des Moines", University of Iowa, Extension Bulletin No. 37, Iowa City, University of Iowa, 1918, 69 pp.

⁴ William Paxton Burris, "The Public School System of Gary, Indiana, United States Bureau of Education, No. 591, Washington, D. C., United States Government Printing Office, 1914, 49 pp.

city, recommends the organization of the entire school system on four quarters of twelve weeks each. Pupils would be compelled to attend school at least three of the quarters. It was believed that this would allow for a more beneficial placement service for the older students as all of the students would not be free at the same time. Those students that desired could stay in school for the full quarter session.

These studies have shown the necessity of cooperation and the influence of industries on schools. Lewis's report of the unsuccessful plan for the separation of the vocational subjects from regular school work was significant in that the type of students selected was below average. The mental capacity of students for vocational training should be average at least. However students of lower mentality could in all probability meet the requirements of some vocational studies much easier than they could the purely academic courses.

PLANS USED ELSEWHERE

The practices of vocational education or vocational guidance are many and varied. The practices will vary according to the schools, the people that support the schools and the industries and enterprises common to that section of the country. Reavis⁵, found that French was able to make a master list of 180 specific activities carried on in secondary schools. These were later reduced to seventeen of the more common practices.

1. Instructing pupils regarding occupations.
2. Carrying on occupational research.
3. Rendering placement service.
4. Making follow-up investigations.

⁵ William C. Reavis, Programs of Guidance, Bulletin of United States Department of Interior, No. 7, 1932, pp. 16-26.

5. Effecting adjustments between employers and employees.
6. Visiting homes of the pupils.
7. Compiling case histories of the pupils.
8. Administering tests to the pupils.
(Tests in mental abilities, achievement and non-intellectual qualities.)
9. Preparing guidance bulletins.
10. Giving information to pupils in groups.
11. Counseling individual pupils.
12. Holding case conferences with groups.
13. Sponsoring pupil activities.
14. Confering with teachers and sponsors regarding individual pupils.
15. Serving on committees of teachers to develop materials for try-out courses.
16. Conducting guidance clinics. (Diagnosis of certain type problem cases.)
18. Making reports of activities to administrative officers.

The above practices are common to all of the schools. The following are practices in certain specific cases.

The Boston Plan

I. Educational and vocational guidance

1. To assist pupils to a knowledge of educational and vocational possibilities.
2. To assist pupils to a knowledge of the common occupations and an understanding of the problems of the occupational world.
3. To obtain for each pupil, as far as possible, every opportunity which it is the duty of the public schools to provide.
4. To aid pupils to realize their educational or vocational aims.

II. Placement:

1. To assist graduates and undergraduates, who must leave school to work, in finding suitable positions. Physical and mental fitness, school preparation and vocational interests are the determining factors in placement.
2. To aid those who need readjustment in their work.
3. To aid those who, in order to continue their school work, must have after-school work, Saturday or summer work.

III. Follow-up

1. To help young workers to a better understanding of their relationships to other workers in their own and other occupations and society.
2. To insure better cooperation between the public schools on one hand and the higher educational institutions on the various commercial and industrial pursuits on the other hand, in order that there may be no gap between the groups.
3. To make scientific studies of the information gathered for the

- benefit of the child, the school, the employer, and society.
4. To assist in adapting the schools to the needs of the pupils and the community, through providing the information needed for the modification of curriculum materials.

The never failing question arises as to the approximate cost of such service to the community. Since this service is extended to all of the pupils above the sixth grade there were⁶ "approximately 177,465 pupils enrolled and the cost was \$150,372 making the per pupil cost a little less than eighty-five cents per year."

In Providence, Rhode Island, guidance is an integral part of the administration and curriculum of the school system. It has come to be so recognized owing to the prominence of specialization on the part of the school. The following represents the organization in a secondary school⁷,

Central Supervisory Staff For Improvement of Instruction

- A. Health and Physical Education
- B. Academic Subjects
- C. Drawing, Manual Arts and Home Making
- D. Music--Clubs, Band, Orchestra
- E. Vocational Civics

Guidance Incidental to Instruction, Subject Teacher

1. Arouses interests and develops right attitude towards subject and school
2. Stresses Occupational Information
3. Arranges tryout projects
4. Encourages and develops special abilities
5. Remedial Instruction
6. Leads a Club or Activity
7. Cooperates with Counselors and Home Room Teachers

The Superintendent of Schools

School Principal

- A. Delegates the Guidance Functions shown below
- B. Supervises all Guidance Activities

⁶ William C. Reavis, op. cit., p. 56.

⁷ William C. Reavis, op. cit., pp. 60-61.

- C. Builds school spirit and Morale
- D. Continually revises Program and Curriculum
- E. Develops program of pupil activities
- F. Handles serious problem cases

Class Counselors

- 1. Assemble Personnel
 - Record and Study Individual Differences
- 2. Interview pupils and make adjustments
- 3. Teach classes in Educational, and Social Economic Problems
- 4. Follow-up studies
- 5. Cooperate with special staffs

Central Supervisory Staff for Improvement of Counseling Service

- A. Administration and use of tests
- B. Group Guidance and Curriculum
- C. Health exams, Placement
- D. Discipline and Home Visiting
- E. Personnel, Occupational and Curriculum Research

Guidance Incidental to Administrative Procedure

The Home Room Teacher responsible for

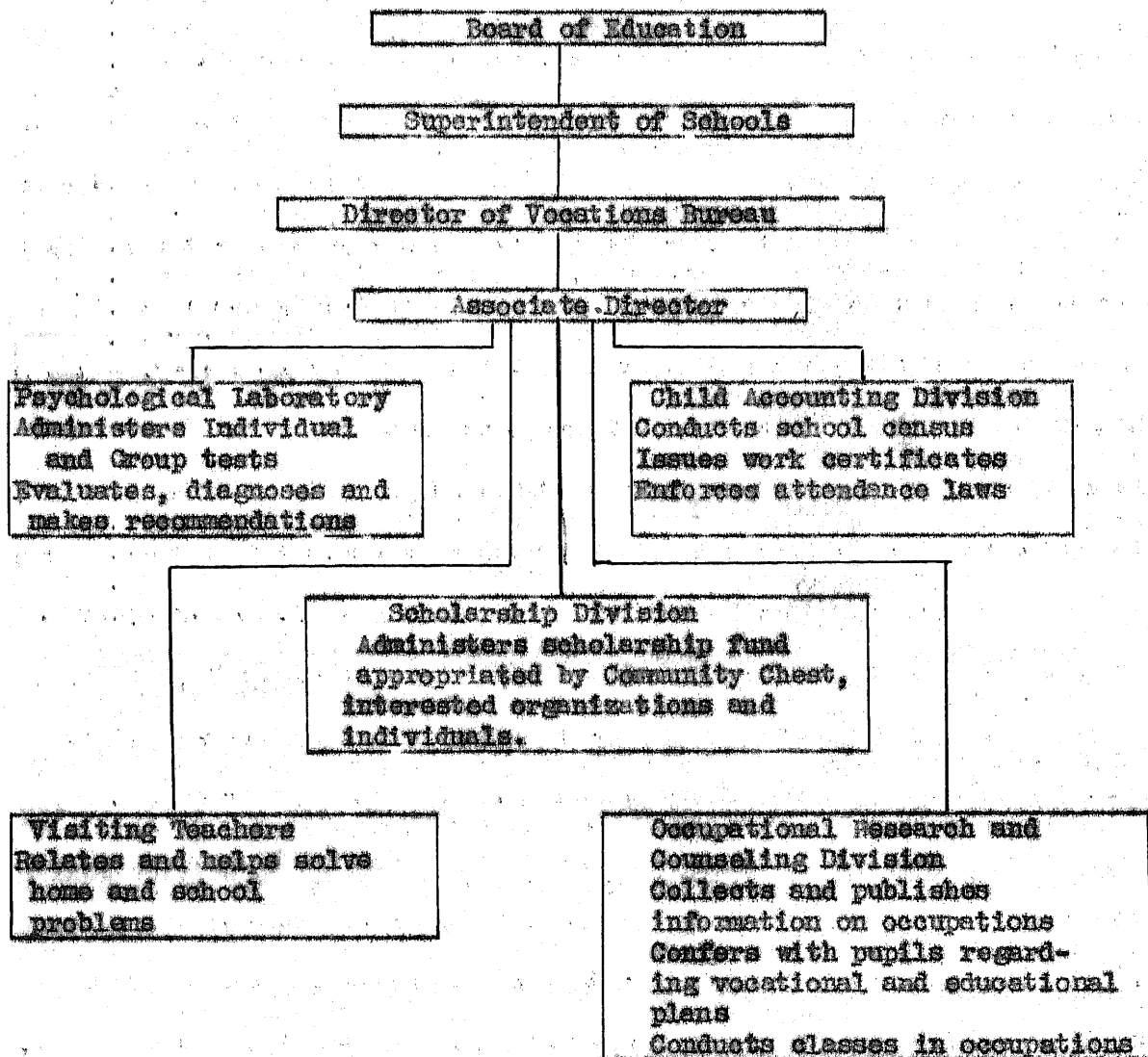
- 1. Helpful personal interest in each pupil
- 2. Orientation in school life and routine
- 3. Records, Reports and Attendance
- 4. Develops citizenship and loyalty
- 5. Cooperation with Counselors and Teachers

The net cost of guidance in Providence, Rhode Island, is estimated at⁸ \$2.50 per pupil per year. This is based on the use of six counselors for individual counseling of pupils.

The Organization and functions of the Vocation Bureau at Cincinnati, Ohio, are as follows⁹.

⁸ W. C. Reavis, op. cit., p. 70.

⁹ Ibid., p. 73.



This service was given at an approximate cost of \$1. per pupil per year.¹⁰

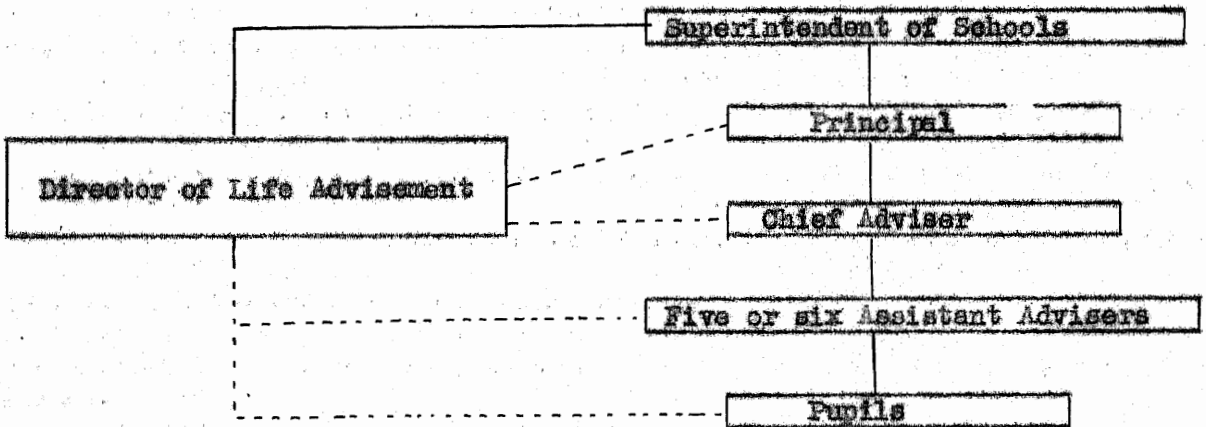
In order to eliminate a top-heavy central organization the Milwaukee public school system organized a Life Advise¹¹ment Bureau. The personnel was restricted to the Director and any principal was permitted to assign

¹⁰ Ibid., p. 73.

¹¹ William C. Beevis, op. cit., p. 84.

any of his teachers to guidance duties for such time as would not conflict with the teacher-pupil ratio of the school.

The following is a typical plan of organization¹²,



(Solid lines indicate executive responsibility; broken lines consultative relationship.)

Data on the cost of instruction in the high schools show that the per credit costs were reduced from \$14.88 to \$12.57, between 1928 and 1931 a fact attributed by the principals very largely to the introduction of the advisement service¹³.

At Jacksonville, Florida, students in high school are receiving training for future jobs in the community at the same time they attend school. They attend school four hours a day and spend four hours on the job learning practical work. The students are selected upon the follow plan¹⁴.

¹² Ibid., p. 85.

¹³ Ibid., p. 94.

¹⁴ "Cooperative Vocational Education" in Jacksonville, Florida, Duval County Board of Public Instruction, Jacksonville, Florida, p. 5.

1. Students interested in this type of educational program should have a conference with their principal, stating their desire to enter the cooperative vocational training program.
2. Students selected must have grades of average or better and evidence of a good record in school.
3. Evidence must be satisfactory to the placement officials that the student is dependable, honest willing to work and absolutely interested in this type of training because of the opportunities it offers to learn and advance in a chosen occupation.
4. The student must be physically fit and mentally, able to advance in the occupation selected.
5. Parents or guardians must indicate their interest and support by interviewing their high school principal and also the placement official and in other ways cooperating.
6. Final selection, placement, transfer and when necessary, discontinuation of training, must be the responsibility of the placement officials.¹⁵

Students have a choice of two types of training college preparatory and cooperative vocational courses. No four credits in the sophomore year must be earned in the following:

"English, Mathematics, Language, History, Biology, Home Economics, Manual Arts, Business Arithmetic, Commercial, before a student can enter the vocational school."

In the junior year the student takes English, American History or any other required subject and related technical subject, depending on the job.

In the senior year the required subjects are English, Science or Economics and Political Science or any other required subject, and related technical subjects.

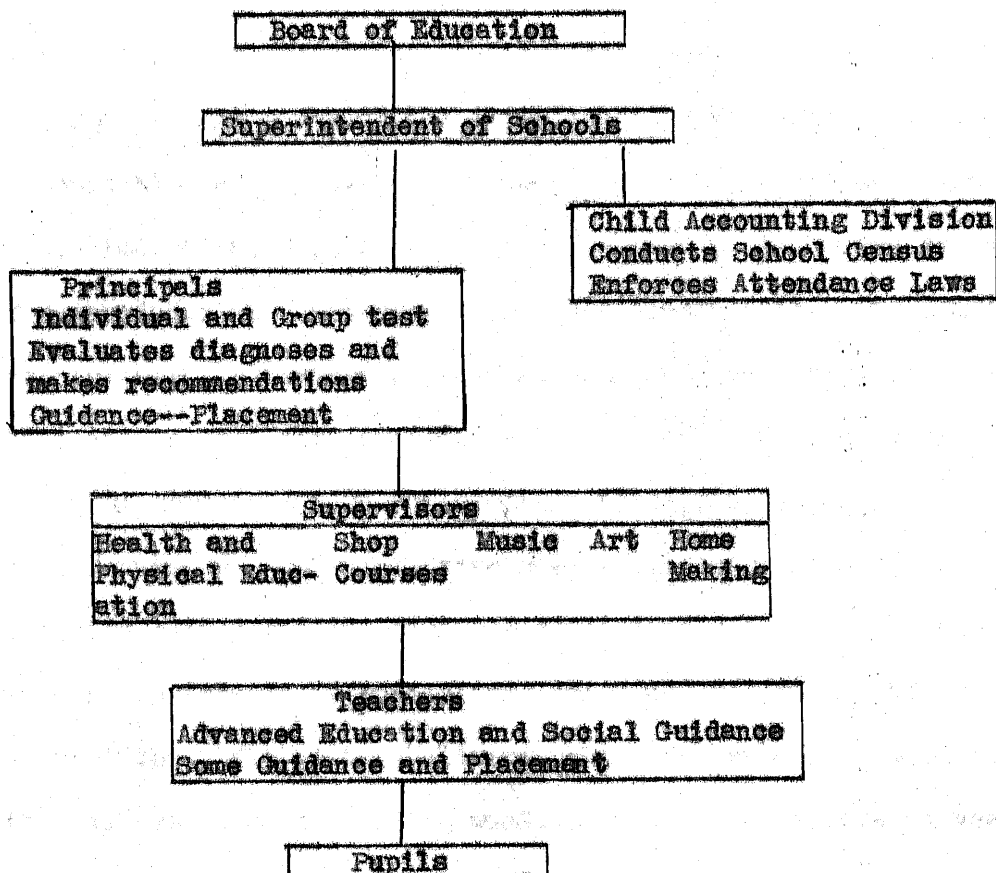
"During the past two years, or since this plan has been in operation, eighty-six per cent of the students taking this course have secured jobs upon graduation."¹⁶

The plan as used in Argentine High School in Kansas City, Kansas is

¹⁵ "Cooperative Vocational Education", op. cit., p. 9.

¹⁶ "Cooperative Vocational Education", op. cit., p. 10.

as follows:



In Kansas City, Kansas there is no top heavy centralized bureau of vocational education. Authority is delegated to the Principals by the Central Administration Offices. Supervisors of

1. Health and Physical Education
2. Shop Courses
3. Music
4. Art
5. Home Making

have a dual responsibility to the Superintendent and the Principal of each

building. This dual responsibility does not conflict as each principal is in charge of his school. Rather this makes for a stronger more unified system of supervision. The teachers work with the Supervisors on subject matter to be taught and in turn with the principal of their school. The pupils are responsible to the teachers for work done. (Minor discipline problems are settled by each teacher.) The directness of this plan of administration of supervision and instruction is quite commendable. The inadequacy of personnel work, placement service and guidance work in general is a fault. While the schools were smaller such work could be done by the principals, but the Argentine High School alone has 1,200 students. A principal in performing the administrative duties necessary in a school of 1,200 students with thirty-one teachers has considerable work to perform. It would seem that assistants in counseling, guidance, placement and follow-up should be appointed. The writer believes that a Supervisor or Guidance Director with teachers at each building would prove more effective in vocational educational and social guidance.

THE SCOPE OF THE STUDY

This study undertakes the analysis of 427 boys that were in the Argentine High School in 1932, 1933, and 1934, or were with the classes that graduated in the years 1932-1936 inclusive. The sophomores in 1932 became the seniors in 1934, and the sophomores in 1933 became the seniors of 1935, hence the extension to the senior class of 1936. The following table shows the number of graduates and the number reporting, the number of "drops" and the number reporting. The number reporting means the number of boys that the study has data for.

TABLE I
NUMBER OF STUDENTS AND THE NUMBER REPORTING

Year	GRADUATES			"DROPS"			TOTAL REPORTING	
	Number	Number Reporting	No Report	Number	Number Reporting	No Report	Number	Per Cent
1932	51	46	5	0	0	0	46	91.3
1933	70	66	4	9	7	2	73	93
1934	56	51	5	49	38	11	89	96
1935	73	66	7	51	42	9	108	89
1936	75	75	0	44	36	8	111	93
Total	325	304	21	153	123	30	427	

Read table thus: In 1932 there were 51 graduates. 46 of the graduates reported, 5 did not report, no drops were recorded with this group, as the study began with this group of seniors and the drop column is left blank. In 1933 there were 70 graduates 66 reported, 4 did not report, there were 9 drops and 7 reported leaving a total number of 73 reporting from a group of 79.

The total number of boys that graduated was 325 and the number of "drops" was 153, a total of 478 boys. Of this group 304 graduates and 123 "drops" reported, or a total of 427 out of the original group of 478. This represents a coverage of 89.3 per cent of the total number of boys.

The writer interviewed the owners, proprietors, superintendents or personnel managers of the types of business at which the boys are working. The following places were visited,

12 offices¹⁷

10 stores¹⁸

20 industries¹⁹

¹⁷ Offices, where clerical work is performed, keeping of records, accounting, filing, bookkeeping, typing and stenography.

¹⁸ Stores refers to those places where goods are exchanged for money.

¹⁹ Industries--those places where raw materials are handled (creamery) or where raw materials are changed into a finished product.

9 miscellaneous places²⁰

These jobs do not in any way show the extent of employment possible in Kansas City, Kansas, but these places are adjacent to the Argentine High School and many of their employees are ex-students of the school. All of our boys that are working, are working at places like these.

METHOD OF PROCEDURE

This investigation is based on inquiry into the following phases:

I. The Students of the high school that

- A. Graduate
- B. "Drop"²¹

II. Occupation of

- A. Graduate
 - 1. Working
 - a. Store
 - b. Office
 - c. Industry
 - d. Miscellaneous Places
 - 2. Not working
 - 3. Attending college (location)
- B. Drops
 - 1. Working
 - a. Store
 - b. Office
 - c. Industry
 - d. Miscellaneous Places
 - 2. Not working

III. Occupational information

(From Offices, Stores, Industries, and Miscellaneous Places)

- A. Offices
 - 1. Average number of employees.
 - 2. Average number of part time workers
 - 3. Types of jobs

²⁰ Miscellaneous Places, Barber Shops, Cleaning and Pressing, Caddying, Carrying Papers, Truck Driving, Ice Dealer, Distributing Hand Bills, Carpenter Shop and Waiters.

²¹ "Drop" --those students that fail to graduate with their classes.

- a. Executives²²
- b. Technical and Professional²³
- c. Skilled²⁴
- d. Semi-skilled²⁵
- e. Unskilled²⁶
- 4. "Labor turnover"²⁷
- 5. Training Required
 - a. Elementary school
 - b. High school
 - c. High school plus technical school training
 - d. College
 - e. College plus technical school training
- 6. Difficulty in obtaining good boys and girls
- 7. Opportunities for part time workers
- 8. Desiring cooperation of the school
- 9. Minimum age and wage
- 10. Maximum age and wage
- 11. Opportunities for promotion
- 12. Social traits
 - a. Desirable
 - b. Undesirable
- H. Stores*
- C. Industries*
- D. Miscellaneous Places*

The data obtained for this study were secured from 427 boys that were interviewed personally or by letter. These boys were with the groups that graduated in 1932-1936. (Not all of the boys graduated, part of them dropped out. This study has not been concerned with the reason for the boys leaving school.) In order to secure information concerning employment, and desirable vocational and social traits the writer interviewed the owners, managers or personnel directors of fifty-one business places, of the type that the boys

-
- ²² Executives: One who makes plans and directs policies of an organization and whose duty is to see that the plans and policies are carried out.
 - ²³ Technical and Professional: Those whose training has required from four to seven years training, either in engineering, law or medicine.
 - ²⁴ Skilled: Those who do their work well because of several years training--repetition--such as locomotive engineers, switchmen, firemen, electricians, carpenters and the like.
 - ²⁵ Semi-skilled: Those who learn a job in a space of a few days or weeks, elevator operator, machine operators, and clerks.
 - ²⁶ Unskilled: Those who work requires no specific training. Purely physical no planning, preparing or progressing in this type of work.
 - ²⁷ Labor turnover: The number of changes of the personnel of a business, old employees that have left or new employees selected for employment.
- * Same information was secured for Stores, Industries, and Miscellaneous Places as for Offices.

are working, in the vicinity of the Argentine High School.

PRESENTATION OF DATA

The plan of this study has been to give a presentation of the original data collected by classification into statistical tables. An analysis and discussion accompanies each table. In the tables the arithmetic mean or average is used. From the study and discussion an attempt has been made to show implications, to draw some conclusions and to make recommendations.

In a study of vocational programs three factors are present, the school, (course of study or curriculum); the students; and industry. The entire problems centers on these three essentials. These shall be considered in subsequent order.

CHAPTER II

THE COURSE OF STUDY AT THE ARGENTINE JUNIOR- SENIOR HIGH SCHOOL

The secondary school of a generation ago had a narrow and limited course of study. The high school student generally knew that the reason he was in high school was for college preparation. After admission to high school the individual was primarily responsible for his failure or success. If he failed to meet the requirements of the school, he either tried again or withdraw to enter employment. It was taken for granted that the secondary school was not maintained for those who could not profit from the academic opportunities offered.

Today the secondary school situation has been greatly changed. In most states compulsory school attendance has been placed at fifteen to seventeen years of age. As a result the school has had to make marked changes in an attempt to meet the needs of its varied personnel. No longer is the high school maintained exclusively for college preparation, but rather it has become the peoples college. VanDyke¹, in a comparative study of thirty-five secondary schools for the periods 1906-1911 and 1929-1930 shows the change in the courses offered. In the first period, 1906-1911, fifty-three different courses were offered in all subject fields, a total of 828 courses or an average of 23.7 courses to the school. In the second period, 1929-1930, 506 different courses were offered or a total of 1,683

¹ G. E. VanDyke, "Trends in the Development of the High School Offerings", II, School Review, Vol. 39, p. 738, December, 1931.

courses and an average of 48.1 to each school. VanDyke², explains this increase in the curriculum offerings;

The expansion and enrichment of the program of studies in this period of twenty-five years cannot be explained solely on the ground of increased enrollment, for the population of the school districts studied increased only 66.5 per cent in the period, while the number of different courses increased 477 per cent. The increase in course offerings represents an attempt on the part of the secondary schools to meet the various needs of their pupil personnel.

Changes in our industrial life have brought about new problems of education. Boys and girls could not receive most of their necessary education in the home because all the necessary materials of education were no longer there.

As stated previously the doors of industry were closed to the children through compulsory school attendance. In our present complex society the child has a more difficult task of making necessary adjustments. Leaders in the field of education have often taken these changes into account in making their plans for the curriculum. Changing social and industrial conditions have caused the public to demand and bring about changes in the curriculum regardless of the demands of the schools.

Olson³, "one notable phase in curriculum offerings is the introduction of new subjects, at least partly as a result of outside pressure."

Olson⁴,

Manual Training found its way into the curriculum partly because industrial conditions prompted industrial leaders to action. Owing to the complexities of the new industrial order, conditions were not favorable to the apprenticeship system; neither were the manufacturers willing to bear the expense connected with special schools of their own. They, therefore, wanted Manual Training

²

VanDyke, op. cit., p. 738.

³

Clarence E. Olson, Forces in the Making of the High School Curriculum, Unpublished Masters Thesis, Kansas State Teachers College of Emporia, p. 26.

⁴

Olson, loc. cit., p. 27.

courses in the high school as a means of securing the necessary trained workers without any expense on their part. The working men also favored Manual Training courses as a means of improving their earning capacity.

Olson quotes Towne⁵

. . . . The same force was behind the introduction of commercial subjects. Business education in secondary schools was taken over from the private business school. The teachers, also during the earlier stage of this development were taken over from the private business school. One or two generations ago the young man who wished to enter a business occupation found bookkeeping an ideal stepping stone. The young woman who was just beginning to find her place in the business life usually found stenographic work her best means of securing a business occupation. Therefore, the secondary schools to the extent that it was planning to aid young men and women in entering business occupations, was quite justified in putting the major emphasis upon training for bookkeeping and stenographic occupations.

This information concerning the cause and effect of outside pressure on the curriculum offerings is self explanatory.

A number of experimental schools* have been established and these have made their contribution to the curriculum problem. These schools created curricula based upon child activity, creative self expression and spontaneity. Cubberly⁶ has summarized these effects,

Beginning here and there, back in the decade of the eighties, and becoming a clearly defined movement after 1900, new courses of study and new teaching directions appeared which indicated that those responsible for the conduct of the school systems were actuated by new conceptions as to the nature and purpose of the educational process. Recognizing that the needs of society and the community were ever changing and growing, and that the needs of the pupils, both by classes and individually varied much, the courses which were then outlined came to include alternatives and options and to permit variation in the work done in different schools. The excess of drills came to be replaced by lessons in subjects involving expression and appreciation, such as, art, music, manual work, domestic training, play and humane education; The discipline of the school every

⁵ Olson, loc. cit., p. 27.

* Cook County Normal School, Chicago, Chicago Institute, Horace Mann School at the Speyer School, Teachers College, Columbia University.

⁶ Elwood P. Cubberly, Public Education in the United States, Revised, p. 515-516.

where became milder, and pupil cooperation in self control arose; subjects which prepared better for efficient preparation in the work of a democratic society, such as hygiene, community civics, industrial studies and thrift were added; the social relationship of the classroom and school were directed, through studies and conduct and manners, toward preparation of more socially efficient men and women; and the commercial and industrial life of the community began to be utilized to give point to the instruction in manual training, local history, Civics, geography and other related studies.

The integration (bringing together of the parts into a whole) factor is a key word in educational theory today. Integration may take place both by a fusion of subjects and by making separate subjects serve common objectives.

The essential objectives listed by Olson⁷

- I. Constant Curriculum objectives
 - (1) Language Efficiency
 - (2) Citizenship Efficiency
 - (3) Health
2. Elective Curriculum objectives
 - (4) Vocational efficiency
 - (5) Leisure time efficiency

In the following pages will be shown the Course of Study of the Argentine High School.

English is required or constant in the 7-8-9-10-11 years. Physical Training is required in the 7-8-9-10 and 11 years. History is required in Seventh and Eighth grades, one full credit each year. Social Science, one-half credit in 9-10 and 11th grades. The finding courses in the junior and the vocational courses in the senior high school are elective.

The leisure time efficiency as provided for in special interest subjects allows for free choice in Modern History, Latin, Spanish, Biology, Chemistry, Physics, Music, Art, Debate, Dramatics, Chorus and Glee Club.

⁷ Olson, op. cit., p. 93.

THE COURSE OF STUDY

Seventh Grade

English	Arithmetic	Required subjects History and Civics Gymnasium and Play	Geography
Wood work	Mechanical Drawing I	Elective Subjects	Freehand Drawing
Trades Information	Chorus		Sewing
Orchestra	String Instruments		Band Instruments

Eighth Grade

English	Health 1-2	Required Subjects	History and Civics
Arithmetic	Physical Training 1-2		
Wood work	Trades Information	Elective Subjects	Freehand Drawing (8)
Orchestra	Dramatics		String Instrument
Band	Band Instruments		Mechanical Drawing I
	Sewing (8)		

Ninth Grade

English	Community and Economic Civics 1-2	Required Subjects	
Home Making (Girls)	Physical Training 1-2		
Woodwork I	Mechanical Drawing	Elective Subjects	Freehand Drawing
Clothing I	Algebra		General Science
Latin I	Social Mathematics		Glee Club
Band	Band Instruments		String Instruments
Dramatics			

Requirements for Graduation

All students completing fifteen units of credit during the seventh, eighth, and ninth grades will be issued a certificate of promotion which will admit them to the Senior High School in full standing. Students that complete thirteen or fourteen units of work receive a certificate allowing them to enter the Senior High School with full credit for all work completed.

In the Argentine Junior High School one will find definite emphasis placed on the Vocational Courses. The courses in the Junior High School as designated primarily as "finding" courses. By carefully planning an

individuals enrollment the pupil has an excellent of finding the type of subjects that he is most interested in and is able to secure training in them. These courses are all elective.

TABLE II

"FINDING" COURSES OR VOCATIONAL COURSES THAT ARE ELECTIVE
JUNIOR HIGH

Subjects	Grades		
	7	8	9
Woodwork	*	*	*
Mechanical Drawing	*	*	*
Freehand Drawing	*	*	*
Trades Information	*	*	
Chorus	*		
Orchestra	*	*	*
Band	*	*	*
String Instruments	*	*	*
Sewing (7) or (8)	*	*	
Dramatics		*	*
Glee Club			*
Clothing I			*
Band Instruments			*
Total	9	9	10

Read table thus: Woodwork a "finding" course is elective in the seventh, eighth, and ninth grades in the Argentine Junior High School. Mechanical Drawing is elective in the seventh, eighth, and ninth grades.

The Senior High School

Tenth Grade

Required Subjects

English II

Physical Training 1-2

Vocations 1-2

Elective Subjects

Geometry I

Latin II

Glee Club

Orchestra

Biology

Band

Public Speech

Dramatics

Foods I or II

Bookkeeping

Mechanical Drawing

Modern History

Woodwork I or II

Freehand Drawing

Social Science

Eleventh Grade

English III

Constitution 1-3

Physical Training

Science

Elective Subjects

Shorthand I

Freehand Drawing

Bookkeeping I

Mechanical Drawing
 Girls Glee Club
 Clothing I or II
 Physics
 Dramatics
 Modern History

Typewriting I
 Cicero
 Orchestra
 Public Speech
 Journalism
 Band
 Metal Shop

Foods I or II
 Boys Glee Club
 Algebra II and Geometry
 Chemistry
 Woodwork I or II
 Shop Mathematics

Twelfth Grade

Required Subjects

Science (if not taken before)

Elective Subjects

American History

Shorthand II
 Mechanical Drawing
 Girls Glee Club
 Clothing I or II
 English IV
 Modern History
 Physics

Freehand Drawing
 Typewriting I or II
 Chemistry
 Orchestra
 Journalism
 Dramatics
 Band
 Metal Shop

Bookkeeping I
 Foods I or II
 Boys Glee Club
 Algebra II and Geometry
 Public Speech
 Woodwork I or II
 Shop Mathematics

The following table shows the elective vocational courses offered in the Senior High School according to the various grades.

TABLE III

VOCATIONAL COURSES IN SENIOR HIGH GRADES

Subjects	Grades		
	10	11	12
Mechanical Drawing	*	*	*
Freehand Drawing	*	*	*
Woodwork I and II	*	*	*
Bookkeeping	*	*	*
Foods I or II	*	*	*
Clothing I or II	*	*	*
Shorthand I		*	*
Shorthand II		*	*
Typewriting		*	*
Journalism	*	*	*
Metal Shop		*	*
Shop Mathematics		*	*
Total	7	12	12

Read table thus: Mechanical Drawing a vocational subject is elective in the 10th, 11th, and 12th grades. Freehand Drawing is elective in the 10th, 11th, and 12th grades.

The elective vocational courses as shown by Table III make for a

fairly comprehensive offering.

The educational values of vocational offerings have been summarized by Lull⁸.

Today we emphasize the educational values, but are beginning to see that the vocational significance attached manual training is the real source of educational values. Manual training offers opportunities for life adjustments. Manual training means as much for citizenship as any other activity. The vocational and social significance of manual training provides the conditions under which the development of initiative, organizing power, and reflective thinking as well as accuracy and speed in observation and motor activity become possible.

Olson⁹, "The most vital associations center around our industrial life. The roots of our culture are in the vocations." The additions of new courses as electives from time to time is but further evidence of the growing and developing of our culture. Where specific additions are essential. Adult education should be provided to further educate those in service. Olson¹⁰,

Vocational courses should provide a variety of vocational experiences in order to give the pupil a variety of the necessary social experiences.

Vocational offerings are particularly popular owing to the location of the school. Industries almost surround the school. It is only natural that the students should be influenced by this. Thus far we have considered the growth and development of the curriculum. The integration of vocational subjects with a social consciousness is a reality. The value of vocational subjects and the desirability of changing courses as

⁸ H. G. Lull, Secondary Education Orientation and Program, W. W. Norton and Company, New York, 1932, pp. 63-64.

⁹ Olson, op. cit., p. 76.

¹⁰ Olson, ibid., p. 76.

is necessary in a dynamic society has been shown.

However Olson¹¹

found that the high school offerings have failed to parallel life. It still contains materials of obsolete nature. It still contains materials that aid in the preparation of pupils as workers and producers but not for an understanding of industrial life. There is a need for a unifying purpose in the curriculum. This unifying purpose cannot be brought about except with an educational philosophy.

John Dewey states it thus¹²

The only true education comes through the stimulation of the child's powers by the demand of the social situation in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the stand-point of the welfare of the group to which he belongs. Through the responses which others make to his own activity he comes to know what these mean in social terms.

SUMMARY

The study has shown:

1. How the function of the high school has changed from college preparation exclusively to preparation for entrance into the various vocations as well as college preparation.
2. The influence exerted upon the high school and course of study by
 1. Compulsory school attendance
 2. Shifting of responsibility for training from
 - a. The home
 - b. Industry
3. The Course of Study for the Argentine Junior-Senior High School

11

Olson, loc. cit., p. 81-82.

12

John Dewey "My Pedagogical Creed", Journal of The National Education Association, (January 1935), pp. 13-16.

4. Vocational Offerings and their value.

The study will next attempt to analyze the boys that were students of the Argentine High School during the school years 1932-1936 inclusive. The analysis shows their occupation, lacks observed by them in the curriculum and benefits derived by them from attending the Argentine High School.

CHAPTER III

THE BOYS THAT ATTENDED THE ARGENTINE HIGH SCHOOL

Of the three essential parts of this study the writer has given the Course of Study¹, as offered at the Argentine High School during the school year 1935-1936, and now presents the second part, namely, an analysis of the occupations of the boys that were a part of the student body during the years 1932-1936 inclusive. In the preceding pages it has been shown how the number of courses was increased from seventeen in 1908 to fifty-six during the last school year. While the number of courses was increased the number of students increased from 100 for the four year course, to approximately 1,200 for the combined junior-senior high school, a six year school. The school, as has been shown in Chapter II has constantly striven to add courses that would aid the student in his future work. For a student to derive the maximum advantages of a school, that student should receive the full course of instruction. It would seem highly improbable that a student could receive the greatest benefit from a school if he were a student but one or two of the three years required.

"One measure of the success of a high school is its increased holding power."² The holding power could be determined by the number of students that remain in school until graduation. The study has shown how the school has attempted to adapt itself towards the betterment of the pupil by the addition of new courses.

¹ Chapter II, pp. 21, 22, 23.

² Richard D. Allen, Organization and Supervision of Guidance in Public Education, New York, Iner Publishing Company, 1934, p. 24.

Table IV is presented to show how the students have responded to the school's efforts by completing the required work for graduation.

TABLE IV
HOLDING POWER OF THE ARGENTINE HIGH SCHOOL

	10th Grade	11th Grade	12th Grade
1932-1934	88	63	48
1933-1935	107	86	67
1934-1936	108	87	64

Read table thus: In the 10th grade of the 1932-34 group there were 88 students, 63 of the 88 returned for the 11th grade work and 48 returned and graduated with their class.

In the 1932-1934 group there was a loss of twenty-five or 2 per cent between the 10th and 11th grades and between the 11th and 12th grades there was a loss of fifteen or seventeen per cent. For the years 1933-1935, there was a loss of twenty-two or 20.5 per cent between the 10th and 11th grades and eighteen or 16.9 per cent did not return for the 12th grade work. Likewise, the study shows that in the 1934-1936 group a loss of 21 or 20 per cent occurred between the 10th and 11th grades and 23 or 20 per cent did not return to 12th grade work. To better illustrate this loss by grades, Table V is presented on the following page.

TABLE V
 RECAPITULATION OF THE HOLDING POWER OF THE ARGENTINE
 HIGH SCHOOL

"Drops"	Per Cent Graduating
1932-1934 loss between 10th and 11th grades	28%
1933-1935 loss between 10th and 11th grades	20.5%
1934-1936 loss between 10th and 11th grades	20%
1932-1934 loss between 11th and 12th grades	17% 55% of original group
1933-1935 loss between 11th and 12th grades	16.9% 62.6% of original group
1934-1936 loss between 11th and 12th grades	20% 60% of original group

Read table thus: In the 1932-1935 group there was a loss of 28% between the 10th and 11th grades and a 17% loss between the 11th and 12th grades, and 55% of the original group graduated with their class.

From Table V it is evident that the greatest loss occurs between the 10th and 11th grades, as the percentage of those that drop out is 28%; 20.5%, and 20% for 1934, 1935, and 1936. The loss between the 11th and 12th grades is 17%; 16.9% and 20% for 1934, 1935, and 1936. It is a matter of opinion that the limitation of vocational subjects to the 10th grade boys caused them to lose interest in their school work and that in turn could be responsible, to a large degree, for their leaving school.

In order to show what the former students are doing the writer has divided the groups into two classifications graduates and "drops". Under the graduates three factors have been considered; (1) Those that are working, (2) Those that are not working, and (3) Those attending college. The "Drops" have but two classifications; (1) Those that are working and (2) Those that are not working. These shall be presented in the following tables. By Table VI one can see the number and percentage of boys engaged in each type of occupation. The classification of Offices, Stores, In-

dustry, and Miscellaneous Places is used because it best typifies the kind of employment in our community.

TABLE VI

THE GRADUATES THAT ARE WORKING

Year	Office		Store		Industry		Misc. Places	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1932	8	21	12	31	4	11	14	37
1933	6	13.9	10	23	13	31	14	32
1934	6	18.7	10	31	9	28	7	22
1935	5	16	5	16	8	23	13	43

Read table thus: Of the 1932 group of boys that are working, 8 or 21% are working in offices, 12 or 31% in stores, 4 or 11% in industry and 14 or 37% are employed at miscellaneous places.

The comparatively few boys that are in offices is not surprising when one considers the tremendous number of jobs available to women in this field. There are numerous stores with but one and two employees in the section of Kansas City, Kansas served by the Argentine High School. The jobs open to boys in industry, for the most part, are those of unskilled classification. There are more boys working at the jobs listed under "Miscellaneous Places", than any other. This is due to the nature of this work. The work is of an unskilled type, such as, carrying papers, distributing handbills, caddyng and other part time activities. This type of work is open to boys that have had limited training. Those boys with better training are qualified for better jobs and when openings occur they oft times secure jobs. While the individuals with little training must remain at their old jobs because they cannot meet the requirements.

The study has considered the graduates that are working, let us look at the graduates that are not working. In Table VII, on next page, shows the number and per cent that are not working.

TABLE VII
THE GRADUATES THAT ARE NOT WORKING

Year	Number	Percent
1932	3	6.5
1933	14	21.2
1934	6	11.7
1935	9	14.2
Total	32	

Read table thus: Of the graduates of 1932, 3 or 6.5 per cent are not working.

The relatively small number of graduates that are not working in the 1932 period is due to the fact that the data were compiled on this group for one year only. No "drops" were recorded with this group. The 1933 classification takes into consideration the juniors of 1932 and the seniors of 1933. The 1934 and 1935 groups are taken on a three year basis. Data for the 1936 group are not available as the study closed with the graduation of this group and before they had an opportunity of seeking employment.

Today there is a great need for constructive leadership in the solving of the nation's problems. "The present demand is for men and women with (1) Good general education and (2) Specific training in the chosen field.³ A college education can in a large measure answer the problem of leadership." Smith and Blough,⁴ give a summary of the National Industrial Conference Board (a super-organization of the industrial interests of the country):

1. There is a rapidly growing need of administrative as well as technical ability in virtually all lines of activity, especially in manufacturing and mechanical industries.

2. There is an increasing demand for graduates of engineering schools to enter upon work that will fit them for positions of administrative as well as technical responsibility.

³ Smith and Blough, *op. cit.*, p. 13.

⁴ *Loc. cit.*, p. 13.

3. The demand for young men with capacity for becoming administrative or technical leaders is far greater than the number of such men now being graduated from engineering schools.

4. To illustrate the need of industry for trained men, as soon as a man working for the government, becomes a recognized specialist in a given line, private business or industry secures him because it pays a bigger salary and affords him better opportunities for advancement.

In Table VIII, shown below is given the number and per cent of the Argentine High School, who by their attending college have in part attempted to answer the request for leaders.

TABLE VIII

THE GRADUATES ATTENDING COLLEGE

	Graduates Reporting	Number attending College	Percent of the Number Reporting Attending College
1932	46	5	10
1933	66	9	13.6
1934	51	13	25.5
1935	66	26	39.4

Read table thus: In 1932, 46 of the graduates reported for this study, of this number 5 or 10 per cent attended college.

Table VIII shows the number and per cent of graduates that reported, that are attending or have attended college. This table does not show the number and per cent of the total group, graduates and "drops" that are attending college. The writer does not want to leave the impression that 39.4 per cent of the class of 1935 attended college. In order to correct any erroneous belief concerning college attendance, Table IX is presented to show the number and per cent of the entire group that reported, graduates and "drops" that are attending college.

TABLE IX
 NUMBER AND PER CENT OF THE TOTAL GROUP REPORTING
 IN COLLEGE

	Graduates Reporting	"Drops" Reporting	Total Reporting	Number in College	Per Cent of Total Reporting in College
1932	46	0	46	5	10
1933	66	7	73	9	12.3
1934	51	38	89	15	16.7
1935	66	42	108	26	24
1936	75	36	111	0	0

Read table thus: In 1932 there were 46 students that graduated, no drops a total of 46 reporting, of this number 5 or 10 per cent are attending college, or have attended college. In 1933 there were 66 graduates that reported, 7 "drops" or a total of 73 reported for 1933, of this number 9 or 12.3 per cent have attended college.

The tremendous increase in college attendance over the four year period, 1932-1935 inclusive is but further evidence of the great necessity for advanced training. "Today we should utilize our abilities to gain a better education, wider experiences and more interesting ways of using our abilities."⁵ Formerly when work was more easily secured the students could go direct from school to work. With such a great deal of unemployment at the present time, a youth has a more difficult time of securing employment as an employment director is motivated by a sense of duty to take care of the heads of families first. Thus one can see that there is another factor in the great increase of attendance in college. Unemployment for the youth, or college attendance, many of our boys have chosen the latter. It is quite commendable too.

As stated on page one of this study the writer has found the Board of Education striving constantly to provide education facilities for the youth of Kansas City, Kansas. Through the cooperation of the people of

⁵ Walter Pitkin, New Careers for Youth, New York, Simon and Schuster, 1934, p. 13.

Kansas City a Junior College has been established to meet the demands of a college education "at home". In order to show more conclusively the importance of the Junior College as regards the graduates of the Argentine High School Table X is presented below.

TABLE X

THE COLLEGE ATTENDED BY THE BOYS, 1932-1935
INCLUSIVE

	1932 Number	1933 Number	1934 Number	1935 Number	Total Number
Kansas City, Kansas Junior College	1	3	9	21	34
Kansas University.....	1	1		2	4
Kansas State College.....		3		1	4
Kansas State Teachers College of Emporia.....	2		1	1	4
Findley Engineering School Park College.....		1			1
Baker University, Baldwin, Kansas.....		1			1
Southern California.....			1		1
St. Benedicts.....	1				1
Graceland College.....			1		1
Mexico, Missouri, Military Academy.....				1	1
Total	5	9	13	28	58

Read table thus: One boy in the graduating class of 1932 attended Junior College, three of the 1933 class, nine of the 1934 class and 21 of the 1935 class enrolled in the Kansas City, Kansas, Junior College.

This particular study has been concerned with two factors, how the boys have been availing themselves of advanced educational opportunities and the number and per cent attending the Kansas City, Kansas, Junior College, and other institutions. Thirty-four or 62% of the boys from the Argentine High School that have attended college have gone to the Kansas City, Kansas Junior College. Kansas University, Kansas State College and the Kansas Kansas State Teachers College of Emporia, have had four students

each or 7.7 per cent of the boys that are attending college. The other seven institutions mentioned in the Table have each educated 1.8 per cent of the boys that are attending college. It would seem from this study that the graduates of the Argentine High School are staying in Kansas City, Kansas for at least a part of their college education.

Now that we have considered the graduates in all three phases, (1) working, (2) not working, and (3) attending college, let us consider the "Drops". The "Drops" have been given but two classifications, (1) Those that are working and (2) Those that are not working. In Table XI, shown below is given the number and per cent of "drops" that are working and the type of work that each is doing.

The "Drops" or those students that do not graduate, were 45% of the Sophomore group of 1932, 37.4% of the group of 1933 and 40% of the group that started in 1934. In Table XI is shown the occupation of these boys.

TABLE XI

THE "DROPS" THAT ARE WORKING

Year	Office		Store		Industry		Miscellaneous	
	Number	Per cent	Number	Percent	Number	Percent	Number	Percent
1932	-	-	-	-	-	-	-	-
1933	-	-	2	30	2	30	3	40
1934	-	-	7	18.4	7	18.4	14	36.8
1935	-	-	5	11.8	7	14.6	7	16.6
1936	-	-	4	11	7	19	10	28
Total	-	-	18		23		34	

Read table thus: There were no "drops" in 1932, of the "drops" in 1933 none are working in offices, 2 or 30% are working in stores, 2 or 30% are working in industry and 3 or 30% are working in the miscellaneous field.

The need of training for office work is quite evident from the report as shown in Table XI. The relative high per cent of the boys working is due

to the fact that the writer used the junior class of 1932, which became the senior class of 1933, just a two year group.

The "Drops" that are not working Table XII, show the necessity of training if one wished work.

TABLE XII

THE "DROPS" THAT ARE NOT WORKING

Year	Number	Per Cent
1932	--	--
1933	--	--
1934	10	26.4
1935	15	35.7
1936	14	39

Read table thus: There were no "drops" in 1932, all of the "drop" of 1933 are working, there were 10 "drops" of the class of 1934 that are not working, this is 26.4 per cent of the group.

In Table XI, the 1932 group did not have any "drops" because the study began while this group were seniors. In 1933 there were 9 "drops". Of the 9 "drops" 7 reported, and all of them are working. This is perhaps due to several factors, the writer suggests, that during the four years these people have had some training or experience, if not in the particular work they are engaged in, then their ability to meet people, or make contacts has been increased. (The percentages, in 1934, 1935, and 1936, of the people working do not total one hundred per cent because all the "drops" are not working as the 1933 people were.) The total number and per cents are shown in the "recapitulation" Table XIV, page 39.

The 1934, 1935, and 1936 drops that are not working presents fairly significant material. No "drops" were listed with the 1932 group, they were all seniors. The 1933 group were considered on a two year basis since the study began while these people were juniors, and continued with them

until they graduated. Nine "drops" were recorded and the writer has data for seven of them.

The "drops" that are not working are 1932, 0; 1933, 0; 1934, 10; 1935, 15; 1936, 14.

The relatively high increase of the 1934 "drops" that are not working over previous years is due to the fact that this was the first time that a group was used on a three year basis. The increase of the 1935 and 1936 "drops" that are not working shows how futile it is to seek employment without at least a high school education. Numerous employers will scarcely consider an applicant that does not have a high school education. The writer believes that this is a forerunner of longer school attendance, or a longer period of training will be required before an individual can work. As the attendance of the high school increases so will the attendance in college increase. The more training, the more easily placed, and hence a more contented people.

All this emphasis, that educators are placing on citizenship is quite all right and the writer is heartily in accord with this concept. But citizenship is very difficult to explain, or to remain meaningful to an individual that is hungry. Provisions must be made so that education and placement in jobs will come to a high per cent of the pupils. Of the graduates 40% are working, 10.5% are not working, 14% of the total, graduates and "drops" are attending college, but there was no report on 75 or 36% of the other graduates as they were in the graduating class of 1936 and the study closed before they had had an opportunity of going to work. Of the 123 "drops" that reported 45% of the 75 that are working, are engaged in

part time activity. Part-time work does not make for stability or contentment. To say that the "drops" may be content with their lot is beside the point, they cannot make a living in part time work, nor can they maintain a desirable standard of living under these conditions. Thirty-four per cent of the "drops" are not working, as compared with the 22% of the graduates that are not working this shows that high school graduation is beneficial in getting a job. A significant trend noted is that of the group 2 or 19.3 per cent, of the "drops" 1935 and of the 1936 group 1 or 2 per cent of the "drops" returned to school to complete their work.

In order to show more clearly the status of the graduates and the "drops" the writer gives a "Recapitulation" of each in Tables XIII and XIV.

TABLE XIII

RECAPITULATION OF THE GRADUATES OF ARGENTINE HIGH SCHOOL.

	Total Number of Boys That Graduated		Working		Not Working		Attending College	
	Number	Reporting	Number	Percent	Number	Percent	Number	Percent
1932	51	46	38	85.5	3	6.5	5	10
1933	70	66	43	65	14	21	9	13.8
1934	56	51	32	63	6	11.7	13	25.3
1935	73	66	31	47	9	13.6	26	39.4
1936	75	75	--	--	--	--	--	--
Total	325	304	144	47	32	10.5	53	17.25*

Read table thus: In 1932 there were 51 graduates, 46 reported, 38 or 85.2% are working, 3 or 6.5% are not working and 5 or 10% have attended college.

*Note--we do not have any material concerning the boys of 1936 as to their working, not working, and college attendance, for the study closed with their graduation. This is a percentage of 25 with no report.

TABLE XIV

RECAPITULATION OF THE "DROPS" OF ARGENTINE HIGH SCHOOL.

	Total Number of "Drops"		Working		Not Working		Returned to School	
	Number	Reporting	Number	Percent	Number	Percent	Number	Percent
1932	--	--	--	--	--	--	--	--
1933	9	7	7	100	--	--	--	--
1934	49	38	28	73.6	10	26.4	--	--
1935	51	42	19	45	15	35.7	8	19.3
1936	44	36	21	58	14	39	1	3
Total	153	123	75	61	39	32	9	7

Read table thus: In 1932 there were no "drops" and hence no report for this group, in 1933 there were 9 "drops", 7 reported and all of them are working.

Realizing the necessity of steady work of a permanent nature before a boy could adequately solve the problem of earning a living, the writer asked each boy these questions:

Are you working steady?⁶ part time?⁷ Is this job permanent?⁸ temporary?⁹ Each boy was requested to place a check mark (✓), in the space, that answered the type of employment that he had. In order for a boy to be entirely self supporting it would seem that he should have steady employment of a permanent nature. To test whether the boys had that type of employment the writer asked the above question. The replies to the above mentioned questions are given in Table XV, below.

TABLE XV
TYPE OF EMPLOYMENT

	Steady	Part Time	Permanent	Temporary	Total
1932	50	8	30	8	96
1933	34	16	34	16	50
1934	39	21	39	21	60
1935	30	20	30	20	50
1936	11	10	11	10	21
Total	144	75	144	75	219

Read table thus: Of the 1932 group of boys that are working 50 are working at steady jobs, while 8 are working part time, the same 30 boys have permanent jobs, while the 8 part time workers have temporary work.

From this study it was found that 144 or 65.7 per cent of the 219

⁶ Steady work as here used refers to full time work. A job that requires approximately eight hours daily.

⁷ Part time work is any work of less than eight hours and that not daily.

⁸ Permanent work any type of work that lasts for approximately four weeks or longer.*

⁹ Temporary work as here used is work that is less than four weeks duration.*

* William Martin Proctor, Vocations, Houghton, Mifflin Co., Chicago, 1929, p. 5. (Speaks of jobs being seasonal this classification was made by the writer in response to this suggestion.)

boys that are working have steady and permanent jobs. Seventy-five or 54.5 per cent of the boys have part time and temporary jobs. The greater number that have steady and permanent jobs is highly significant because it shows that the majority of the boys that are working have steady work. There are thirty-two graduates and thirty-nine "drops" that are not working. Of the 219 that are working and the seventy-one graduates and "drops" that are not working the study shows that approximately 49 per cent of the total, working and not working, have a steady job. The writer would like to see the number of holders of steady jobs increased. If permanent jobs are not available, one cannot create them, that is true, but the writer hopes to bring about a condition that will assure more boys of steady work. Two factors training and method of securing a job should be considered. These will be considered in the following pages. Several factors influence an individual's employment. One of the greatest of these is training.

The type of training that each boy had presents many interesting facts. The writer divided the types into five groups, high school attendance, high school graduation, high school graduation plus training on the job, high school graduation plus technical school training and lastly high school graduation plus college training. The type of training is shown in Table XVI.

TABLE XVI

TYPE OF TRAINING OF THE BOYS WORKING

Year	High School Attendance	High School Graduation	High School Graduation Plus Training On The Job	High School Graduation Plus Technical School Training	High School Graduation Plus College Training
1932	10	12	10	4	2
1933	12	20	15	2	1
1934	29	19	10	2	-
1935	19	15	15	3	-
1936	21	--	--	-	-
Total	91	66	48	11	3

Read table thus: Of the 1932 boys that are working the jobs that 10 have required high school attendance, 12 required high school graduation, 10 of the boys had high school graduation plus training on the job, 4 had high school graduation plus technical school training and 2 of the boys had college training.

This study shows that 91 or 41.6 per cent of the boys had the training requirement of at least high school attendance to meet before they could hold their present job. Sixty-six or 30 per cent were required to be high school graduates. Forty-eight or 22 per cent were required to be high school graduates and in addition they received training on the job. Eleven or 5 per cent were high school graduates and also had had some technical school training. Three or 1 per cent had received some college training plus their high school training for their work.

If more permanent jobs are to be had the boys must receive adequate training to do the required work. Smith and Blough¹⁰ have stated conclusively the need for men of (1) "good general education and (2) Specific training", in the industrial field.

¹⁰ Smith and Blough, op. cit., p. 13.

How Work Was Secured

Training is highly significant if an individual wishes to secure work. One must have work to put the training into practice. The writer has been impressed by the manner in which various individuals find work. In order to obtain information on "How Work was Secured" the writer asked each boy that was working to check (✓) the method that he used in securing his position.

1. By answering an advertisement
2. Through a relative
3. Through a friend
4. By your own method

The results have been tabulated in Table XVII, below.

TABLE XVII
HOW WORK WAS SECURED

Year	Grad.	Drops	Total	By Answering An Advertisement		Through A Relative		Through A Friend		By Your Own Method	
				Number	Percent	No.	Per.	No.	Per.	No.	Percent
1932	38	0	38	4	10.5	8	21	10	26.5	16	42
1933	48	7	50	2	4	12	24	21	42	15	30
1934	32	28	60	4	6.6	14	23.5	30	50	12	20
1935	31	19	50	1	2	17	34	13	26	14	28
1936	--	21	21	1	5	5	23	6	28	7	33
Total	144	75	219	12	5	58	26	85	40	64	30

Read table thus: There were 38 graduates and no "drops" in the class of 1932 working of these 4 or 10.5%, secured their jobs by answering an advertisement, 8 or 21% secured employment through a relative and 10 or 26.5% through a friend, and 16 or 42% found work by their own method.

Of the 219 boys that are working it was found that twelve or five per cent secured employment by answering an advertisement in the newspapers. Fifty-eight or 26 per cent received employment through the help

or influence of a relative. Eighty-five or 40 per cent of the total group working were aided by a friend in getting a job. It is quite evident that a person seeking employment can be aided with the right kind of contacts. The leaders of the school can aid materially, in the placement of the boys in jobs, by keeping in touch with the business men. The writer does not believe that business men would allow the school to select their employees. The leaders of the school by frequent consultations with the business men could be informed of the types of jobs open. Lists of available students with their training, and recommendations from their Home Room, and Class Room teachers and the Principal could be submitted to these business men from time to time. From these lists it is hoped that a larger number of students could be placed in employment. In other words, since 40 per cent of the boys that are working secured jobs through a friend, let the school be the boys friend.

Sixty-four or 30 per cent of the boys secured employment by their own method. The type of work found, for the most part was of part time or temporary nature, such as, carrying papers, passing hand bills, and caddying. These part time jobs have no definite future unless one could become a proprietor, because the wages are not enough for a desirable living. It is doubtful if one could save enough to become an owner or proprietor. A placement service with adequate contacts appears to be our major hope, if we would have our boys in steady, permanent self-supporting jobs.

A school in order to be effective cannot remain insensitive to the

individual or to the community it represents. Realizing this factor, the writer asked all of the boys to name the lacks or shortcomings of the school. These have been listed in Table XVIII. The purpose of this information is to show how effectively the school satisfied the boys in its preparation of them for their life's work. In addition, this information is to show what future courses could be added as conditions warrant. After all, located in an industrial district as the Argentine High School is, the students, to a large degree, do influence the subject offerings of a school. By requesting this information the writer allowed the boys a chance at self-expression concerning the school.

In your opinion, what did the Argentine High School curriculum lack that could have been supplied which might have helped you in your work or schooling? This question was asked of all of the boys concerned in this study.

TABLE XVIII

LACKS OBSERVED BY THE BOYS

Year	Auto Mech- anics	Electric and Radio Shop	Gen'l Shop	Penman- ship	Sales Course	Compto- metry Filing Economics	Math.	Lang.	Nothing
1932	4	5	8	3	6	2	5	-	10
1933	4	8	12	5	9	12	4	5	9
1934	17	12	20	4	12	10	6	4	14
1935	18	7	10	7	23	10	6	11	7
1936	12	18	10	-	7	20	-	15	29
Total	58	50	60	19	52	54	21	35	69

Read table thus: Of the 1932 boys 4 thought that Auto Mechanics would have helped them in their work, 5 would like to see an electric and radio shop added, 8 a general shop course added, 3 penmanship, 6 a sales course, 2 comptometry or filing, 5 mathematics, no request for language, and 10 boys see that nothing was lacking as far as they are concerned.

Sixty-nine replies by the boys have been that the school could have added nothing, in other words the school was doing all in its power to aid the students. Sixty replies that a general shop was needed, this has been common knowledge of the administration and provisions have been made for providing this. Fifty-eight auto mechanics. Fifty-two requested a sales course and fifty an electric and radio shop. These requests should be considered in the adoption of new vocational courses.

In Table XVIII the students were allowed to express their opinions as regards the lacks or shortcomings observed in the school. In order to secure information concerning the beneficial parts of the curriculum the writer asked each boy, "How has attending the Argentine High School aided you in your work or advanced schooling?" The answers as given by the students are recorded in Table XIX.

TABLE XIX

HOW ATTENDING THE ARGENTINE HIGH SCHOOL HELPED

Year	College Prep.	Courses			Graduation Responsible for	Job	All around Faculty Associates
		Vocational English	Business Science	Journalism			
1932	5	8	10	--	5	5	10
1933	9	11	8	1	10	8	12
1934	15	6	10	6	12	11	10
1935	26	10	10	5	7	5	16
1936	*	15**	13	10	--	30	23
Total	53	53	56	22	34	59	71

Head table than: In 1932, 5 of the '2's boys received help from the Argentine High School as far as college preparation is concerned, 8 were helped by the vocational subjects, 3 by the journalism and English courses, 10 by the business courses, no one was particularly benefitted by the sciences, 10 of the boys owe their jobs, in part, to the fact that they are high school graduates.

* Several of the boys of the class of 1936 plan to go to college, but until they do and the writer has information to that effect this space must be left blank.
 **Metal shop, a new course added to the curriculum during the past year was one of the most popular courses in school. It is included in the vocational list of courses.

The replies of the boys as to benefits derived from attending the Argentine High School have been very interesting. Seventy-one or 16.8 per cent counted the association with their class mates as the greatest benefit coming to them as a result of their attending high school. Fifty-nine or 14 per cent like the all-around development that high school attendance gave them. Fifty-six or 13.5 per cent enjoyed the business courses most. Fifty-three or 12.6 per cent counted the college preparatory work as most beneficial. Forty-nine or 11.5 the vocational courses; forty-six or 11 per cent the helpfulness of the faculty in general. Thirty-four or 8 per cent counted high school graduation as the one thing that has been most helpful to them. Thirty-three or 7.8 per cent journalism and English courses in general; and twenty-two or 5 per cent counted the science courses as of most value to them. The ability of some boys to secure work through the right sort of contacts, doubtless through friendships established while in school, perhaps is one of the reasons for the emphasis placed on associations with their classmates. That may be a limited view but the fact remains that the right sort of contacts are beneficial to all of us. In the present chapter the writer has found some instances where a boy had an opportunity to secure a better job than the one he held and he in turn recommended a friend of his for his old job.

SUMMARY

The Argentine High School has attempted through its leaders to add new courses for the boys that attended school. The number of courses was

increased from seventeen in 1908, to fifty-six in 1936. During this twenty-eight year period the enrollment increased from 100 for a four year course to 1,200 for a six year school.

The analysis of the boys that attended the Argentine High School from 1932-1936 inclusive shows that:

1. Of the group that enrolled as sophomores in 1931-1932

1. Twenty-eight per cent dropped out of school before their junior year.
2. Seventeen per cent dropped out of school before their senior year.
3. Fifty-five per cent of the original group of sophomores graduated with their class in 1934.

2. Of the 1932-1933 sophomore group

1. Twenty and five-tenths per cent dropped out before the junior year.
2. Sixteen and nine-tenths per cent dropped out before their senior year.
3. Sixty-two and six-tenths per cent graduated with their class in 1935.

3. Of the group that enrolled as sophomores in 1933-1934

1. Twenty per cent did not finish the sophomore year.
2. Twenty per cent dropped out in their junior year.
3. Sixty per cent of the group graduated in 1936.

4. The graduates during the period 1932-1936 are doing the following

1. Forty-seven per cent are working

1. Twenty-five or 17 per cent of the group that are working are

in office work.

2. Thirty-seven or 26 per cent are working in stores.
3. Thirty-four or 24 per cent are engaged in industrial pursuits.
4. Forty-eight or 33 per cent are at Miscellaneous Places.
2. Ten and five-tenths per cent are not working
3. Seventeen per cent are attending college
4. Twenty-five per cent were in the group that graduated in 1936 and data on them were not available.
5. The "Drops" were distributed in the following manner
 1. Sixty-one per cent are working
 1. None in office work
 2. Eighteen or 24 per cent in stores
 3. Twenty-three or 30 per cent are in industry
 4. Thirty-four or 46 per cent are in Miscellaneous Places.
 2. Thirty-two per cent are not working
 3. Seven per cent returned to finish the regular high school work.
6. One hundred forty-four or 65.7 per cent of the total number of boys working (graduates and "drops") have steady jobs.
7. Seventy-five or 34.3 per cent of the boys have temporary jobs.
8. The following training requirements were met by the boys:
 1. Ninety-one or 41.6 per cent high school attendance
 2. Sixty-one or 30 per cent high school graduation
 3. Forty-eight or 22 per cent high school graduation and learned how to do their work on the job.
 4. Eleven or 5 per cent high school graduation plus technical school training.

5. Three or 1 per cent high school graduation and some college training.

9. How Work Was Secured

1. By answering an advertisement twelve or 5 per cent

2. Through a relative 58 or 26 per cent

3. Through a friend 35 or 40 per cent

4. By your own method 54 or 30 per cent

10. The following lacks or shortcomings of the curriculum were observed.

1. Sixty-nine or 16.5 per cent said that nothing was lacking.

2. Sixty or 14.3 per cent regretted that a General Shop had not been provided.

3. Fifty-eight or 13.9 per cent Auto Mechanics

4. Fifty-four or 13 per cent Comptometry and Filing

5. Fifty-two or 12.4 per cent a Sales Course

6. Fifty or 12 per cent Electric and Radio Shop

7. Thirty-five or 8.5 per cent a foreign language

8. Twenty-one or 5 per cent advanced mathematics

9. Nineteen or 4.5 per cent penmanship.

10. The benefits derived from the boys were in the following order

1. Association with class mates

2. The all-around development that was brought about by association with class mates, the curriculum, the faculty, and inter-scholastic competition.

3. Business courses

4. College preparatory

5. Vocational Courses
6. Helpfulness of faculty
7. High School graduation
8. Journalism and English
9. Science Courses

Thus far the study has considered the following

1. The high school offerings
2. The students
 1. Graduates
 - a. Working
 - b. Not working
 - c. Attending college
 2. The "Drops"
 - a. Working
 - b. Not working
 3. The Graduates and the "Drops"
 - a. Permanency of employment
 - b. How work was secured
 - c. Lacks observed in the course of study
 - d. Benefits derived from attending the Argentine High School

These facts have been presented in tabular form. There is a third and highly significant part to this study. Industry, which will be considered in the next chapter.

CHAPTER IV

OCCUPATION OF THE BOYS

A human personality is unique in that there are no two alike. Your sensibilities and stupidities are unlike any others in the world. It is that fact that makes finding your career so difficult.

The job determines the worker, not the worker the job. We used to think anyone could make his own job, but that is not true today. People demand certain results from your services. If you obtain them you are a success; if you do not you are a failure in that field.¹

Thus does Pitkin view the occupational world for the youth of our country. The young worker has definite tasks or duties to perform but first he must have work. The study attempts to analyze the type of work in Kansas City, Kansas.

In an analysis of the occupations of Kansas City, Kansas, the study has been limited to the type of work that our former students are doing. Some of the jobs are filled by other individuals, but the former students are doing work of this type. No attempt has been made to analyze the entire group of occupations, to do so would be a task greater than this study would care to attempt. According to Proffitt² there are at the present time approximately 20,000 different kinds of jobs, by which people earn their livelihood.

This study then is limited to the types or kinds of work our boys are doing. The chapter, Occupations of the Boys, has five divisions.

¹ Walter B. Pitkin, "New Careers in Service", The Kansas City Times, Kansas City, Missouri, July 7, 1936, p. 2.

² Maris M. Proffitt, "Courses in Occupational Information", United States Department of Interior, Office of Education, Bulletin No. 11, 1934, Washington, D. C., p. 2.

1. General View of Certain Types of Employment in Kansas City, Kansas.
2. Offices
3. Stores
4. Industries
5. Miscellaneous Places

Under offices, stores, industries, and miscellaneous places is found.

A. An analysis as to

- (1) Average number of employees
- (2) Part time workers
- (3) Types of jobs for which workers are required
- (4) Labor turnover
- (5) Training
- (6) Opportunities for part time workers
- (7) Difficulties in obtaining good boys and girls
- (8) Business desiring to cooperate with the school
- (9) Minimum age and wage
- (10) Maximum age and wage
- (11) Opportunities for promotion
- (12) Socially desirable traits
- (13) Undesirable traits that make one unemployable

1. General view of certain types of Employment found in Kansas City, Kansas.

The type of business found in Kansas City, Kansas, is, for the most part, of a type common to cities of 100,000 population. There are a few exceptions³:

1. Kansas City, Kansas ranks second of all cities in the United States in meat packing, employees, and value of products.
2. Kansas City, Kansas ranks third in soap production.
3. Kansas City, Kansas ranks third in flour milling.
4. The Kansas City Structural Steel Company is the largest steel company west of the Mississippi.
5. The Sinclair and Standard Oil Companies each rank high in number

³ Kansas City, Kansas, Chamber of Commerce Bulletin, 1934, Kansas City, Kansas.

of men employed, and value of products.

6. The Santa Fe, Union Pacific, and Rock Island railroads have division headquarters and each employ several hundred men.
7. Other industries such as steel foundry, planing mills, casket manufacturing, building and monumental stones, cereals, chemicals, creamery, and poultry and stock feeds.
8. Financial Institutions
 1. Seventeen State Banks
 2. Two National Banks
 3. One Trust Company
 4. Twelve Building and Loan Associations.

These are a portion of the many employers of the workers of Kansas City, Kansas. According to the United States Census Report for 1933⁴, there are sixty-nine wholesale⁵ establishments in Kansas City, Kansas. These sixty-nine establishments employ an average of 1,225 workers; with an aggregate pay roll of one million eight hundred thousand dollars annually. This is an average wage of \$23.26 for the workers in this group. The retail group has 1,580 establishments with 2,101 employees with an aggregate payroll of \$2,088,000 in this group the average wage is \$19.10 per week. The service group (which includes barbers, beauty operators, cleaning and pressing, shoe repair, trucking, plumbing and heating) has 411 establishments with 482 proprietors and 281 employees. The pay roll is \$231,000 for this group or an average wage of \$15.81 per week. The services and amusement group of Kansas City, Kansas includes, Billiard and Pool Halls, Theatres, and other amusements, and Hotels has thirty-one establishments with forty-five proprietors and ninety-five employees with a pay roll of \$91,000 or an average weekly pay of \$18.42.

⁴ United States Department of Commerce, Bureau of the Census, Vol. VI, Wholesale Distribution of the West Central States, United States Department of Commerce, Washington, D. C., pp. 118-119.

⁵ Wholesale--selling to dealers only.

The work of the wholesale group, or industry, deals with the handling of raw materials and the changing of raw materials into the finished product. The writer interviewed personally the various industrial and business leaders. Of the fifty-one places visited the writer saw the managers, proprietors, or personnel managers of

1. 12 offices
2. 10 stores
3. 20 industries (wholesale group)
4. 9 miscellaneous places

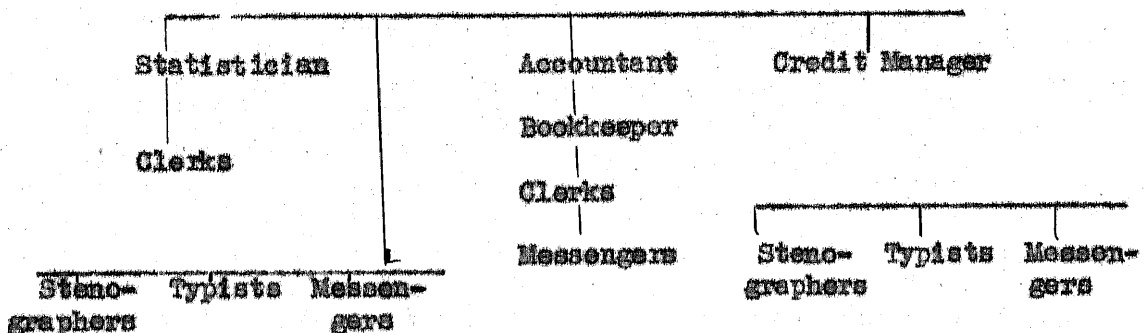
This shows a percentage of 23 per cent offices, 20 per cent stores, 40 per cent industries and 17 per cent miscellaneous places. These places are in the vicinity of the Argentine High School and for whom the school supplies many workers. They will be considered in the following pages.

OFFICES

According to Blough⁶, an office should be organized on the following basis:

ORGANIZATION OF A LARGE GENERAL OFFICE

Office Manager



⁶ Smith and Blough, op. cit., p. 188.

This illustrates the types of positions available in an office. The line of promotion is upward.

"A United States government official who deals with business failures recently said that a very large number of business failures are due to poorly kept office records."⁷

The office deals with routine work which must be handled with speed and accuracy. Because of these requirements there is scarcely any type of work around an office open to an untrained person. Of the high school "drops" that are working, not one person (of those that reported) was engaged in office work. While this perhaps is an exception, still it may be considered as an indication of the necessity of high school preparation and graduation if one desires this type of employment.

The following information was received from the managers of the 12 offices: Total number of employees 127.

Average number of employees 10.6 persons, no part time workers.

The type of positions to be filled were, Executive⁸, 2.4 per office which is 21.7 per cent of each office force; in Professional and Technical⁹, .66 workers or 6.1 per cent of office force; Skilled Craftsmen¹⁰, 7.3 or 70 per cent; Semiskilled¹¹, .24 or 2.2 per cent; Unskilled¹², no

⁷ Smith and Blough, op. cit., p. 127.

⁸ Executives--an individual charged with the responsibility of making plans and directing the policies of a business.

⁹ Professional and Technical Specialists--requires from four to seven years of college training, who are able to apply scientific methods to industry.

¹⁰ Skilled Craftsmen--one very adept at his trade, requires in some instances a few years to master the trade. Bookkeeper, barber, typist.

¹¹ Semiskilled (Blough, page 48) those who have learned in a little time and with little energy how to do their work.

¹² Unskilled (Blough, page 49) those who work as common laborers in any field--little preparation and no vision.

Labor Turnover¹⁵.

From this analysis the skilled craftsmen are by far in a majority in the type of employees needed. Under this division are to be found typists, stenographers, filing clerks, bookkeepers, and office clerks. The type of training required for these jobs as given by office managers interviewed is that the average high school graduation plus business college training. Seven out of twelve office managers said that half of their employees had high school diplomas plus business college training. Twenty-five per cent of the jobs could be handled by students with good high school preparation, the other twenty-five per cent are handled by those with some college training.

The writer found the Opportunities for Part-time Work, 3 yes, 9 no; Difficulty in Obtaining Good Boys and Girls, all 12 yes; Desire Cooperation of the School, all 12 yes; Minimum age 18, Minimum wage \$10; Maximum age 65, Maximum wage \$27.25; Promotion, slow.

Nine of the twelve office managers interviewed or seventy-five per cent stated that there were no opportunities for part time work. All twelve managers replied that they were experiencing difficulty in obtaining good boys and girls.

All office managers desired the cooperation of the school. The minimum age of eighteen years almost requires the average youth to have at least one or two years of college training before entering employment. The minimum wage of \$10 may be low because of wages paid individuals who began in the past with a minimum of training. Now that more training is being

¹⁵ Less than one per cent.

required of the worker before he can enter employment, there is a chance that wages might be increased. The maximum age is approximately, 65, and the maximum wages are \$27.25. Concerning the maximum wage this is for the workers such as typists, stenographers, bookkeepers, executives salaries were not given to the writer.

STORES

The store may be defined as that place where goods or services are exchanged for money. Under the term "store" the study has considered tire shops (where tire repairs are made as well as new tires sold), Grocery, Dry Goods, House Appliances, General Stores and Undertaking Establishments. In some large stores may be found the following departments (1) Advertising (2) Buying (3) Personnel (4) Selling and (5) Office. The stores visited by the writer were of smaller classification and for the most part the owner fulfilled all the administrative duties of each department.

The training as required for store work is rather limited, yet a good business college training was recommended by some of the store owners. High school graduation is almost always required for this type of work now. The worker learns considerable about this work on the job.

The following information was obtained from an analysis of the ten stores:

Average number of employees 8.7, average number of part-time workers, one. The type of positions to be filled were Executive, 1.3 which is 13.3 per cent of total group working in stores; in Professional and Technical, less than one per store or .8 which is 8.2 per cent; Skilled craftsmen, 4.6 or 47.3 per cent; Semi-skilled, 1.5 or 15.6 per cent; Unskilled, 1.5 or 15.6

per cent; Labor turnover 1, 3.1 per cent. From this analysis it is evident that the average number of full time employees in stores is but 82 per cent of the total number required in large offices. This is probably caused by the smaller type of stores, locally owned, for the most part, and where the owner is assisted by members of his family. Skilled craftsmen are in the majority as shown by the 47.3 working at this type of work for stores. Semi-skilled and unskilled total 31.2 per cent of the group. The small labor turnover reported 3.1 per cent is but further evidence that those people that have work are doing all that they can to hold their jobs.

The writer found the Opportunities for part-time work, 3 yes, 7 no; Difficulty in Obtaining Good Boys and Girls, 10 yes; Desire cooperation of the school, 10 yes; Minimum age 17.7, Minimum wage, \$10; Maximum age, 65, Maximum wage, \$27.50; Promotion, slow.

The number of stores analyzed has been limited to ten because these types were common to the district served by the Argentine High School. There are 1,510 stores in Kansas City, Kansas, in the retail group as shown by the Census of 1933, but the preponderance of workers in the industrial field has been sufficient for the study to be concerned with that phase of employment rather than the retail group. The facts as presented in the preceding table are more or less self explanatory, but attention is called to the minimum age for those seeking employment. The difficulty of securing employment, if one is under eighteen years of age or without a high school diploma, is more apparent as one continues to analyze these various fields of endeavor.

Thus far we have considered two parts of the vocational choices of the boys that attended the Argentine High School. The third, Industry, is probably the most important judging from the type of work that the boys are doing. We shall consider it next.

INDUSTRY

The term Industry denotes the changing of raw materials into finished products. "The annual value of the products of this industry amounts to one hundred billion dollars for the United States",¹⁴ Undoubtedly the United States is the greatest manufacturing nation in the world. Kansas City ranks high among the cities of the United States in manufacturing. As stated previously Kansas City ranks second in meat production, third in soap, and third in flour. There are approximately sixty-nine manufacturers. The number of employees range from a high of approximately 1,300 to a low of three in one instance. The industries considered in this study were-- meat packing (3), Soap manufacturing (2), Lumber Products (2), Steel (2), flour milling, cereals, creameries (2), chemicals, refineries (2), building and monumental stones and railroad car company. The ex-students of Argentine are not working in all of these places, but they are working in the general field of industry hence the use of these places.

The writer found the managers, or personnel men very courteous during the interviews. While the figures as to employees for industry are approximate due to some minor changes in personnel, still they are fairly

¹⁴ Smith and Blough, Op. cit., p. 95.

reliable due to the experience of the men giving them. The figures for some of the industries were taken from the files of the employers, and from others the figures were quoted off hand. From the twenty personnel men or managers interviewed, the writer secured certain information concerning the industries analyzed.

The average number of employees 157, average number of part-time workers, none. The type positions to be filled were Executive 5.85 per industry which is 3.7 per cent of total employees; in Professional and Technical, 11.75 or 7.4 per cent; Skilled Craftsmen, 68.4, or 41 per cent; Semi-skilled, 51 or 32.3 per cent; Unskilled, 20 or 15.5 per cent; Labor Turnover 8 or 7 per cent.

In considering industry, the study shows the majority of workers in the "big three" skilled, semi-skilled and unskilled. These three total 139.4 workers or 88.8 per cent of the entire group that are working in industry. The labor turnover for industry has been materially affected by two places of business. These industries have been noted for various innovations that have helped their workers. Profit sharing, recreational facilities and some medical care have been instituted for the workers benefit. By a planned program of sales, the leaders have been able to gauge production in such a way that workers have been given a forty hour week, and steady employment with no "shut-downs".

These industries have been able to retain most of their regular employees for the last two or three years. The labor turnover has been changed because these places were able to add new employees, rather than release old employees. Planning sales and production is no criterion of

industrial progress, but it should serve as an indication of what has been accomplished. The goods produced are non-perishable and that factor may have some bearing on the whole idea of producing goods under planned conditions. Perishable goods such as meats and dairy products must be handled in a very short time. Non-perishable goods, as soap and lumber products can be handled over a considerable elapse of time.

The training required in industry has undergone some changes in recent times. Formerly an elementary education was sufficient preparation for entering the skilled, semi-skilled or unskilled branches of any industrial concerns. There are some illiterate employees filling the semi-skilled and unskilled jobs today according to the personnel managers, but these employees have held their positions for several years. So many high school graduates have applied for work that no longer will an elementary education suffice for any position, except that of the most elementary type. The need of trained men, in engineering and chemistry is greater now than ever before, according to the personnel directors. This is not a local situation. This statement appeared in the Kansas City Times of July 4, 1936.

Jobs Greet Young Chemists¹⁵
 Shortage of Teachers is Predicted Because of Industrial
 Employment
 (By the Associated Press.)

New York, July 4.--Chemical industries are again draining universities and technical schools of scientifically trained graduates and a shortage of competent teachers is threatened, the American Chemical Society reported today through its publication, Industrial and Engineering Chemistry.

The writer found the Opportunities for part-time work, none;

¹⁵ Kansas City Times, July 4, 1936, p. 2.

Difficulty in Obtaining Good Boys and Girls, 17 yes, 3 no; Desire Co-operation of the School, 19 yes, 1 doesn't care; Minimum age 18, Minimum wage \$13; Maximum age, 60, Maximum wage, \$26; Promotion, slow.

From this analysis the study shows there are no opportunities for part-time work, as of June 1, 1936, in the industrial field. Seventeen managers stated that so many beginners came to them inexperienced and were unable in some instances to do anything of any particular value. The work that these people were assigned to do was heavy physical labor no promotion could come to them because of their inability to do a more complicated job. After twenty or thirty years of work the value of these people were extremely lessened and oftentimes they proved to be a liability to the company. At any time, younger and more efficient men could be hired to do the work easier and at a saving to the company. This probably has been done in some instances, but no record is at hand concerning this. All personnel men agreed that promotion would come to qualified men. Such qualifications as mental and physical fitness and above all an interest in the business other than the pay check, were mentioned. The line of promotion is open, then, to the individual with chemical, electrical, or mechanical engineering training. Good salaries and excellent working conditions are available for the trained men.

Personnel men deplore the fact that many workers, semi-skilled and unskilled do not prepare for the job ahead. To the people with such little vision promotion is decidedly slow. The personnel men also state that excellent working conditions and good salaries are available for the trained men.

Thus far we have considered (1) offices, (2) stores, and (3) Industry, the (4) Miscellaneous Places will be presented next.

MISCELLANEOUS PLACES

The term miscellaneous places is used to denote the following types of jobs at which the boys are working:

1. Barber Shop
2. Caddying
3. Cleaning and Pressing
4. Carrying Papers
5. Truck driving (moving and storage)
6. Ice
7. Distributing Hand Bills
8. Carpenter Shop (Repairing, etc.)
9. Waiters

The following information was received from nine owners or managers of the various places of business.

The average number of full time employees, 5; average number of part-time workers, 13; Executive positions 1.5 or 8.3 per cent; Professional and Technical, none; Skilled Craftsmen, one or 5.5 per cent; Semi-skilled, 2 or 11.1 per cent; Unskilled, 13 or 75 per cent; Labor Turnover 5.4 or 50 per cent.

The average number of full time employees in this classification is five, part-time workers thirteen. Under this classification will be found carrying papers and caddying the two largest employers of part time workers.

The local paper the Kansas City, Kansan has a very commendable plan of employment. Each carrier is required to do passing work, if in school, in all subjects. If a student makes a failing grade in any subject he is given a week in which to make up the work. At the end of the week, the class room teacher sends a note to the principal stating that the student is doing satisfactory or unsatisfactory work. The supervisor of the paper routes of each district confers with the principal and check these notices from the teachers. If the boy doing failing work does not make up the work he loses his job. This practice may have some faults but the writer has seen it in practice and believes the good that it does offsets its faults.

The other major employer of this group is the caddy master found at most golf clubs. The boys of this district go to golf clubs located from three to five miles out. Transportation is quite a problem and no actual guarantee of wages is made. Sometimes boys may make \$5 to \$7 per week in tournaments and holidays, other times less than \$2. A few boys have permanent jobs caddying for certain people every time they play golf, others secure employment by a ranking board. The last one in from a round of golf is the last one out again. This method of securing a livelihood is at best a poor substitute for a steady permanent job. For boys attending school it is an excellent means of earning spending money. Seventy-five per cent of the work is classed as unskilled because knowledge of the work can be mastered in such a short time.

The writer found in the nine places of work, Opportunities for part-time work, 13 yes; Difficulty in Obtaining Good Boys and Girls, 7 yes, 2 no;

Desire Cooperation of the School, 9 yes; Minimum age, 15, Minimum wage, \$4; Maximum age 60, Maximum Wage \$18; Promotion, Slow.

The two major sources of employment are carrying papers and caddying employing approximately 70 per cent of the entire group of boys listed under Miscellaneous Places. Seven managers, supervisors or Caddy Masters state they have difficulty in gaining and keeping good boys, this is only natural as the ambitious boys seek better positions, use these jobs for stepping stones to something better. Those with little vision and scarcely any preparation can do these kinds of work.

The writer believes that the boys that are working have much in common. Of all the various types of occupation certain factors or attributes are present that enables some people to be employed or employable. While the acquisition certain traits render other workers unemployable. In reply to the question "which of the following traits do you deem necessary for successful work?"

1. Accuracy
2. Punctuality
3. Enthusiasm
4. Courtesy
5. Reliability
6. Initiative
7. Judgment
8. Purposefulness
9. Independence
10. Cooperativeness
11. Honesty

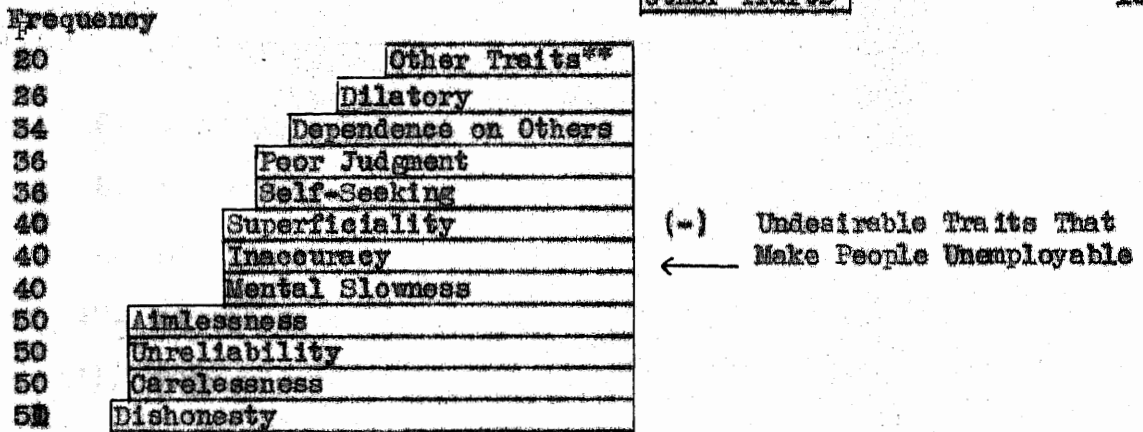
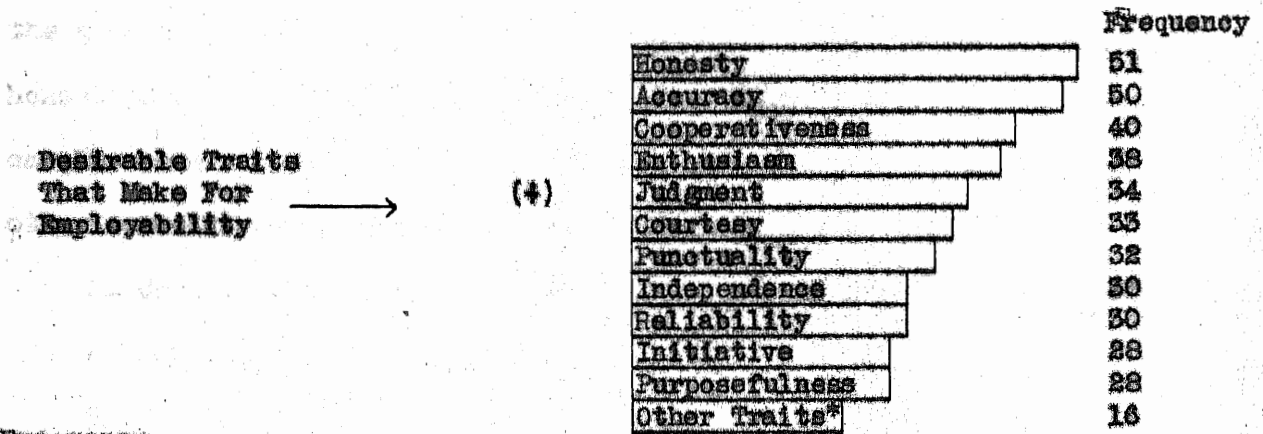
12. Other Traits

And the replies to the question "Which of the following traits do you believe have caused people to be unemployable?"

1. Dilatory
2. Unreliability
3. Carelessness
4. Mental Slowness
5. Aimlessness
6. Superficiality
7. Self Seeking
8. Dependence on others
9. Dishonesty
10. Poor judgment
11. Inaccuracy
12. Other Traits

the following facts were recorded.

Positive and Negative Traits as Listed by the Employers



Read figures thus: Of the fifty-one employers interviewed all stated that honesty was the most desirable trait for workers, fifty stated that accuracy was desirable. Of the undesirable traits listed fifty-one stated that dishonesty was the most undesirable trait.

* Included: follow instructions, interest in the work, definite planning for the future.

** Lack of neatness, smoking on the job, inconsiderate of others, and failing to meet responsibilities of the job.

The personal trait that will render one employable more than any other according to the fifty-one people interviewed is honesty. Likewise the greatest handicap is dishonesty. Employees place greater faith in an honest person. Accuracy was accorded second rank in desirable traits and carelessness was accorded the second rank and undesirable traits. The other commendable traits were ranked in the following order:

3. Cooperativeness
4. Enthusiasm
5. Judgment
6. Courtesy
7. Punctuality
8. Independence
9. Reliability
10. Initiative
11. Purposefulness
12. Others were not named in particular but a few were ability to follow instructions, interest in the work, and definite planning for the future. The ability of some workers in service to keep up with what they have to know by some outside preparation was mentioned.

The undesirable traits other than the first two already given were ranked in the following order:

3. Unreliability
4. Aimlessness
5. Mental Slowness
6. Inaccuracy
7. Superficiality

8. Self seeking

9. Poor judgement

10. Dependence on others

11. Dilatory

12. Others not mentioned in general, but mentioned by some smoking on the job, other personal factors as neatness, inconsiderate of others, and lack of responsibility, similar to number eleven, dependent on others, unwillingness to keep ahead of new developments in the field of employment or in other words lack of vision and preparation. These factors can be utilized in teaching occupational information. It has been interesting to know how some people have received and kept good jobs while others have failed. The whole answer to employment rests on training and the ability to attain a social consciousness.

SUMMARY

The analysis of the occupations shows that the boys are working in (1) Office, (2) Stores, (3) Industry, and (4) Miscellaneous Places. The following information concerning these places was found:

1. Offices

1. Average number of workers 10.6 per office

2. Part time workers none

3. Executives 2 plus per office, this is 21.7 per cent of office workers

4. Professional and technical less than 1 or 6.1 per cent

5. Skilled craftsmen 7 plus or 70 per cent of office force

6. Semiskilled less than one or 2.2 per cent

7. Unskilled labor none
 8. Labor turnover less than one per cent
 9. Opportunities for part time work "yes" 3, "no" 7
 10. Experiencing difficulty in obtaining good boys and girls "yes" 12
 11. Desire the cooperation of the school "yes" 12
 12. Minimum age 18 years, wage \$10 per week
 13. Maximum age 65, wage \$27.25
 14. Promotion slow.
2. The Store
1. Average number of employees 8
 2. Average number of part time workers 1
 3. Executive workers 1 plus or 15.3 per cent of total working in stores
 4. Professional and technical workers, less than 1 or 8.2 per cent
 5. Skilled craftsmen 4 plus or 47.3 per cent of total store workers
 6. Semiskilled workers 1 plus or 15.6 per cent
 7. Unskilled labor 1 plus or 15.6 per cent
 8. Labor turnover approximately 3 per cent
 9. Opportunities for part time work, "yes" 3, "no", 7
 10. Experience difficulty in obtaining good boys and girls "yes" all, "no" none.
 11. Desire cooperation of the school "yes" all, "no" none
 12. Minimum age 17, wage \$10 per week
 13. Maximum age 65, wage \$27.50
 14. Promotion slow

3. Industries

1. Average number of workers 157
2. Part time workers none
3. Average number of executives 5 plus per establishment or 3.7 per cent of total group employed in industry
4. Professional and technical 11 plus or 7.4 per cent
5. Skilled craftsmen 66.4 workers or 41 per cent
6. Semi-skilled 51 or 32.5 per cent of all the workers in the industries analyzed.
7. Unskilled laborers 20 or 12.5 per cent
8. Labor turnover approximately 7 per cent
9. Opportunities for part time work none
10. Experiencing difficulty in obtaining good boys and girls "yes" 17, "no" 3
11. Desire the cooperation of the school "yes" 19, not particular 1
12. Minimum age, 18 years, wage \$15 per week
13. Maximum age 60 years, wage \$26 per week
14. Promotion slow

4. Miscellaneous Places

1. Average number of full time employees 5
2. Average number of part time workers 15
3. Executive positions 1 plus or 8.5 per cent of group working in miscellaneous places.
4. Professional and technical workers none
5. Skilled craftsman 1 or 5.5 per cent of total group
6. Semi-skilled 2 or 11.1 per cent.

7. Unskilled 13 or 75 per cent of this group
 8. Labor turnover 30 per cent
 9. Opportunities for part time work "yes", the average number of part time workers is 13 per establishment interviewed
 10. Experiencing difficulty in obtaining good boys and girls "yes" 7, "no" 2.
 11. Desire the cooperation of the school "yes" all, "no" none
 12. Minimum average age 15, wage \$4 per week
 13. Maximum age 60 years, wage \$18 per week
 14. Promotion slow
5. Desirable traits for workers to possess in order to be employable were ranked in the following order by the writer from the responses received from the employers
1. Honesty
 2. Accuracy
 3. Cooperative ness
 4. Enthusiasm
 5. Judgment
 6. Courtesy
 7. Punctuality
 8. Independence
 9. Reliability
 10. Initiative
 11. Purposefulness
6. Undesirable traits that render an individual unemployable as stated

by the employers

1. Dishonesty
2. Carelessness
3. Unreliability
4. Aimlessness
5. Mentally slowness
6. Inaccuracy
7. Superficiality
8. Self-seeking
9. Poor judgment
10. Dependence on others
11. Dilatory

The desirable and undesirable traits are significant to an individual seeking employment. If an individual possesses the desirable traits along with the knowledge of the position that he seeks, he is employable to the fifty-one employers interviewed, if any vacancies exist in the working force. The acquisition of undesirable traits makes an individual unemployable even if he does possess knowledge of the job. While dishonesty was ranked first by the employers all of these undesirable traits have bearing on an individual's employment according to the employers.

Thus far we have considered the three essential factors in a worthwhile vocational education program, the school, the student, and industry. All have direct bearing on the solution of the problem of employment. Each have made worthwhile contributions to the general benefit of the worker. The school by its educational program, the student by receiving the training the school offers and industry by employing the students as workers.

Each can do more, the school by a wider program, of subject offering for the student that is entering industry, the student by receiving the training and industry by cooperating with the school and each in turn with the prospective employee.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study has as its principal aim the vocational education program of the Argentine High School. The purpose is:

1. To present an analysis of the course of study now used.
2. To show the occupations of the boys that attended the Argentine High School during 1932-1936.
3. To show the requirements, of the type of industries at which the ex-students are working, for employment and promotion.
4. To make recommendations which should bring the school, the boys and industries into closer harmonious relationship.

The data were taken from the reports of personal interviews with 304 boys and mailed reports of 123 boys that the writer did not see personally; and personal interviews with the owners, managers or personnel, directors of fifty-one places of business in Kansas City, Kansas.

The scope of this investigation includes an analysis of the Course of Study of the Argentine High School; a study of the occupation of 427 boys that attended the Argentine High School during the years 1932-1936; the requirements of fifty-one places of business that offer types of employment that the students of Argentine High School do when they leave school.

The following types of data were assembled from the various sources:

1. The Course of Study of the Argentine High School.
 - A. Constant
 - B. Electives

2. A study of the occupations of 427 boys that attended the Argentine High School.
 - A. Graduates
 1. Working
 2. Not working
 3. Attending College
 - B. "Drops"
 1. Working
 2. Not Working
 - C. Conditions of employment of graduates and "drops".
 - D. Training
 - E. Lacks of the school observed by the boys
 - F. Benefits received from attending the Argentine High School
3. An analysis of fifty-one places of business that offer types of employment that the students of Argentine High School do when they graduate or leave school. The following information was secured for:
 - A. Office, B. Store, C. Industry, and D. Miscellaneous Places.
 1. Average number of employees
 2. Average number of part time workers
 3. Types of jobs
 - a. Executives
 - b. Technical and professional
 - c. Skilled
 - d. Semi-skilled
 - e. Unskilled
 4. Labor Turnover

5. Training required
 - a. Elementary school
 - b. High School
 - c. High School plus technical school training
 - d. College
 - e. College plus technical school training
6. Difficulty in obtaining good boys and girls
7. Opportunities for part time workers
8. Desiring cooperation of the school
9. Minimum age and wage
10. Maximum age and wage
11. Opportunities for promotion
12. Social traits
 - a. Desirable
 - b. Undesirable

The conclusions which follow are drawn from the summaries of the specific findings that have been listed.

CONCLUSIONS

1. The Argentine High School has met in part the demand for vocational courses for the boys. The following vocational courses are offered Manual Training, Mechanical Drawing, Shop Mathematics and Metals. The graduates and "drops" interviewed by the writer thought that the vocational courses were too limited.

2. The average percentage of graduates of those that enrolled as soph-

omores in 1932, 1933, and 1934 is 58 per cent. In other words for the three year period out of every 100 boys enrolled as sophomores the Argentine High School graduated fifty-eight boys.

3. High School graduates have a greater opportunity of securing employment in offices, stores, industry and "miscellaneous places" than do those that "drop" out of school before graduation. Not any of the boys that dropped out of school were found working in offices. A considerable number were found in the unskilled type of work in industry, some in stores, and the majority were found working in "miscellaneous places". In "miscellaneous places" the demand is for unskilled workers, who have little chance for promotion, and where there is hardly any hope for permanent and steady work. From observation the writer has learned that when a retrenchment program is ordered in a business the unskilled are the first to be released from employment. The unskilled cannot receive advanced educational training owing to the necessity of having a high school diploma for admission. Hence the "drops" are limited in the type of work they can do and the type of training they can get after they leave school.

4. The greatest loss in attendance occurs between the 10th and 11th grades. No direct provision has been made in recent times to combat this loss in attendance.

5. Higher standards are being set in the selection of personnel by the employers. It was not reported in the study but personnel managers reported to the writer that they could get all of the unskilled laborers they needed, but that there was a shortage of professional and technical men for their work.

6. The Kansas City, Kansas, Junior College is becoming more important in solving the educational problems of the graduates of the Argentine High School.

7. The best opportunities for employment for trained young men in the Argentine district are in the industries. Over three thousand men are employed in the industries studied by the writer. Personnel directors deplore the fact that so few applicants have any specific duties that they can do.

8. The Argentine High School has no direct provision for placement of the boys that graduate or those that leave school. Yet 66 per cent of the boys that are working got their jobs through relatives or friends. During the regular school year employers can call the school regarding the qualifications of the graduates and "drops" who are applicants for work. In the summer months when opportunities for employment are naturally greater the employers have no place to secure this desired information. It is the writer's opinion that many boys could be aided in securing work with the information that the school could give concerning their qualifications. The school might assist in making contacts with the business leaders just as parents and relatives have.

9. Industrial leaders are quite willing to cooperate with the school on formulating programs of training prospective workers and in handling employment problems. Fifty out of fifty-one employers interviewed stated that they were willing to cooperate with the schools.

10. Factors affecting an individual's being employable or unemployable are many. These factors are listed as desirable and undesirable traits. No data has been available in the school previous to this study, of the

desirable and undesirable traits as listed by the employers of the Argentine High School students. Some schools explain these factors in the light of correct attitudes of personality and leadership.

RECOMMENDATIONS

The graduates and "drops" of the school see a definite need for the addition of more vocational courses to the curriculum. The leaders of industry deplore the fact that applicants for positions do not have some specific activity that they can do. In view of these recommendations the writer does not hesitate in stating that additional vocational courses should be added.

1. A "reorganization of the Composition of the Vocational Groups", as suggested by Lull¹, seems practical in light of the situation at the Argentine High School. Instead of allowing a wide dispersion of activities as heretofore limit the selection of the electives to the following groupings, for the boys who after consultation with teachers and parents do not plan to attend college.

1. Bookkeeping group

Commercial Geography	$\frac{1}{2}$ unit
Commercial Arithmetic	$\frac{1}{2}$ unit
Handwriting	$\frac{1}{2}$ unit
Typewriting	1 unit
Commercial Law	$\frac{1}{2}$ unit
Bookkeeping	2 units
	<hr/>
	5 units

2. Stenography Group

Commercial Geography	$\frac{1}{2}$ unit
Commercial Arithmetic	$\frac{1}{2}$ unit
Handwriting	$\frac{1}{2}$ unit
Typewriting	$\frac{1}{2}$ units

¹ Lull, op. cit., pp. 216-217.

Shorthand	1½ units
Office Practice	½ unit
	<hr/> 5 units

3. Building-trades Group

General Woodworking	1 unit
Shop Mathematics	½ unit
Mechanical Drawing	½ unit
Cement and Metal Work	1 unit
Wood finishing, varnishing, etc.	½ unit
Practical electricity	½ unit
Physics	1 unit
	<hr/> 5 units

4. Machine-shop-trades Group

General Woodworking	1 unit
Shop Mathematics	½ unit
Mechanical Drawing	½ unit
Machine Shop Practice	1 unit
Practical Electricity	½ unit
Auto Mechanics	½ unit
Physics	1 unit
	<hr/> 5 units

Lull², the training offered in these groups is only sufficient to start them in the actual work as fairly intelligent and skilled apprentices. Under proper direction students should be able to do acceptable work.

The above program as advocated by Lull, seems adequate as regards the courses that the former students wished that they had had are included in this group. (This study has been concerned with the vocational offerings because approximately 32 per cent of the boys graduates and "drops" are now engaged in vocational pursuits.) The writer in response to requests from the boys and the proprietors of stores recommends the addition of a Sales Course, a business course, to the Bookkeeping and Stenographic Groups as an elective.

Again the writer states that citizenship and cultural responses will not be forthcoming if an individual is hungry. The vocational offerings

² Lull, op. cit., p. 226.

should be given for the purpose of fitting the boy, for a job that he is going to do. The writer believes that citizenship and cultural responses go hand in hand with the security that steady employment gives. The purposes then of vocational education as here interpreted are

1. Planning a career
2. Preparing for a career
3. Placement in the job
4. Produce results (the employee on the job)
5. Progress in the chosen field.⁵

2. Place more elective vocational courses in the sophomore year. This will make for a wider selection of subjects for the sophomore boys and give more boys training in the different vocations.

3. The Junior college should be maintained as an extension upward of the present educational system. Sixty-two per cent of the boys that graduated from the Argentine High School that are in college are in the Kansas City, Kansas Junior College. Since the entering age for most all vocational pursuits is eighteen years and the average age of those that graduate (from the school records) is sixteen plus years the Junior College can bridge the gap and continue to give the excellent type of training, that it has in the past, to the future graduates. Due to the financial condition some parents would be unable to send their children out of town for college training. The Junior College is satisfying the local demand for a college education.

⁵ There is a need for training of workers in service. This is the province of Adult Education. The writer would like to see some work done in this field.

4. In a vocational education program most authorities recommend a central office (p. 4). In order for a vocational program to be effective it would seem that a definite organization would be necessary. This study has for its theme a vocational program for the Argentine High School, however it is the writer's opinion that the program of the Argentine High School would be more effective if a city wide organization were formed. The central office could be administered by a supervisor of such type now functioning in Kansas City, Kansas, of which the Argentine High School is a part, in Health and Physical Education, Music, Art and Shop Work. The supervisor to be in charge of (1) Child accounting, provided for in school census and school attendance; (2) Psychological laboratory, administering tests, evaluating, diagnosing, and recommending remedial measures; (3) Occupational research and information, employment conditions locally and nationally; and (4) Year around placement service. By a central organization there could be a pooling of all information and resources of the schools in the solving of vocational education problems. The organization recommended by the writer follows:

City Organization

I. Supervisor for Guidance

A. Responsible for Child Accounting

1. School Census

2. School Attendance

B. Psychological Laboratory

1. Administers group tests

a. Evaluates

b. Diagnosis

c. Makes Recommendations

C. Occupational Research and Information

1. Local conditions of employment

2. National conditions

3. Film and slide service and exchange

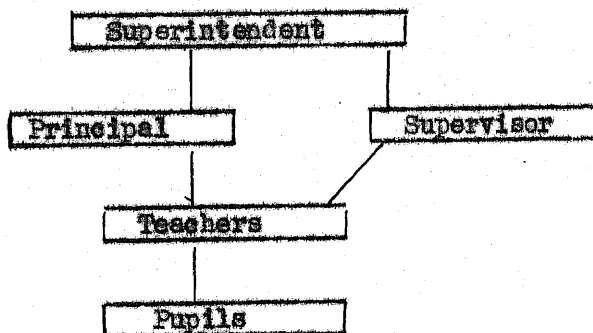
4. Speakers Bureau (In order to allow all schools to participate in the discussions led by the leaders in the various vocational fields.)

5. Scheduling of visits of classes to Industries.

D. Placement

1. Cooperate with the schools during the year

2. Central office for all employment files of the various schools during the summer



5. Several factors have been noted in the conclusion: (1) The "holding" power of the school, (2) the necessity of high school graduation if one would meet one of the essential requirements of employers, (3) Placement in service after graduation, (4) Desire of employers to cooperate with

the school as regards training of workers and employment. The writer believes that these factors could be handled best by a local organization headed by the principal of the school. The principal would be assisted by the Home Room Organization already in effect in the Argentine High School. The duties of the Home Room teachers are enumerated in the outline and need not be stated here. The big thing in this organization would be the placement of graduates and "drops" after they leave school. The writer wishes to call attention to the organization of business leaders that are to be appointed by the local business men's organization the Argentine Activities Association. By this organization the writer believes that the school and community will be in a closer more harmonious relation with the employers.

Local Organization

1. Principal of each building in charge

A. Home Room Teachers

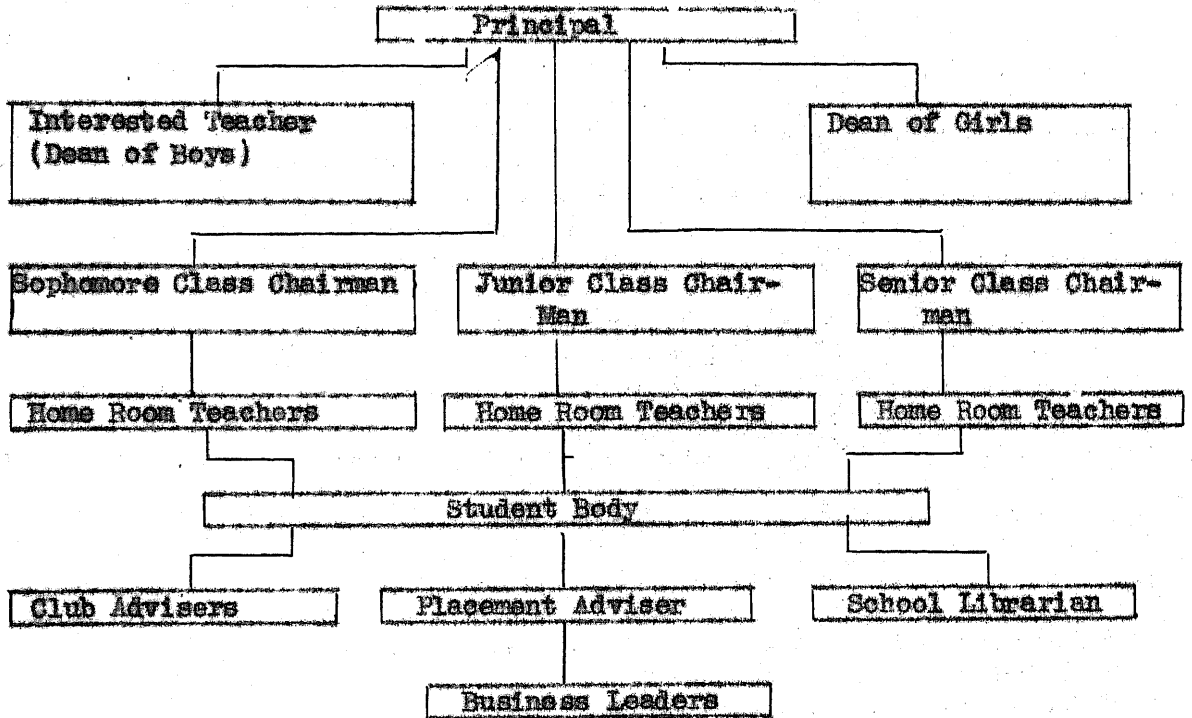
1. Show personal interest in each pupil
2. Orientation in school. How to study
3. Individual reports, records and fact finding
4. Lead in development of attitudes of citizenship, personality, and leadership
5. Home visitation
6. Stay in school campaign

B. Chairman of the Home Room Teachers of each grade

1. Appointed by the principal
2. Correlates all information of each grade and makes reports to the principal

- C. Club Advisers (this is already in the Argentine High School, it should be maintained)
- D. Dean of Girls
- E. Appointment of interested teachers from time to time to cooperate with the principal in handling problems that naturally come under those of a Dean of Boys
- F. All teachers make contacts with business leaders
- G. Placement Adviser
 - 1. Should cooperate fully with Supervisor
 - 2. Should have complete up to date files of all students desiring work
 - 3. Should work with a committee of business men of the district on all employment problems
 - 4. Work with the students as an adviser on occupations
- H. Industrial Leaders
 - 1. Appointed by the leaders of industries themselves or by the local business organization the "Argentine Activities Association".
 - 2. This group meet two or three times a year
 - a. Curriculum changes
 - b. Employment opportunities

Local Organization for Vocational Education



The writer believes that with the two organizations (1) Central Office and (2) The Local organization that three of the essentials in vocational education, (1) Planning (aided by "finding" courses in the Junior High School); (2) Preparing (vocational courses in the Senior High School, and attendance in the Junior College for those who can and do attend); and (3) Placement (in the job for the worker after his educational training) will be an actual occurrence. A definite constructive program for the students, the employers and the community. The other two provisions (4) Produce results and (5) Progress in the chosen field will be materially aided if the first three provisions are carried out as the writer has indicated. Provisions (4) and (5) are largely the province of Adult Education.

The study of vocational education has become so fascinating to the writer that he hopes at some future time to devote some study to the workers in service, or a follow-up program.

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APPENDIX

ARGENTINE HIGH SCHOOL VOCATIONAL EDUCATION INQUIRY

Will you kindly furnish, today, the information requested below? It will be of great service to us in the Vocational Education Survey of the Argentine District, which we are conducting to aid us in planning the right kind of vocational education for the Argentine High School. The courtesy will be greatly appreciated.

(Your name)

(Address)

(Last year in school)

1. For the boys now working

(Kind of work you are doing)

(How long have you been in this work)

Steady? Which of these two kinds is your work?
Part time? (Place an X through the correct answer)

Permanent? Which of these two kinds is your work?
Temporary? (Place an X through the correct answer)

(Place an X through the following type of training that you have had that enabled you to get and keep your present work.)

High School Attendance

High School Graduation

High School Graduation plus training on the job.

High School Graduation plus technical School Training

High School Graduation plus College Training

How Did You Get Your Present Position?
(Place an X in front of the way that proved successful)

_____ 1. By answering an advertisement in the paper?

_____ 2. Through a relative?

_____ 3. Through a friend?

_____ 4. By your own method?

2. For the Boys not working

Yes _____ Have you had any work since leaving school?

No _____

3. For the boys in School or College

(Name of school you are now attending)

(What year in school)

---- For Each Group To Answer ----

In your opinion what did the Argentine High School Curriculum lack that could have been supplied which might have helped you in your work or advanced schooling?

How has attending the Argentine High School aided you in your work?

ARGENTINE HIGH SCHOOL VOCATIONAL EDUCATION INQUIRY

(The facts recorded here will be held confidential and will only be used in determining what provisions should be made for vocational education in the Argentine High School. The findings will be reported so as not to reveal individual employers.)

(Name of business)

(Street and Number)

(Line of commodities manufactured or carried)

Average number of Employees _____

Average number of part time workers _____

Executive	Technical and Professional	Skilled	Semi-skilled	Unskilled	Labor Turnover
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Training Required

Elementary School	High School	High School Plus Technical Training	College	College Training and Technical Training
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Yes _____ Are there any opportunities in your establishment for work
No _____ before and after school and in vacation for Boys?

Yes _____ If the above answer is "Yes", could the work be done by the
No _____ average high school student without any additional technical
training?

Yes _____ Is it difficult for you to obtain good boys and girls for
No _____ part time work?

Yes _____ Would you desire the cooperation of the school in obtaining
No _____ superior boys and girls for part time work?

What is the minimum age? _____

What is the minimum wage? _____

What is the maximum age? _____

What is the maximum wage? _____

(Place an X through the following personal qualifications that you deem necessary for successful work in this occupation.)

ACCURACY	PUNCTUAL	ENTHUSIASTIC	COURTEOUS	RELIABLE
INITIATIVE	JUDGMENT	PURPOSEFUL	INDEPENDENT	COOPERATIVE
	HONESTY			

(Place an X through the following personal habits of some people that you believe have caused them to be unemployable).

DILATORY	UNRELIABLE	CARELESS	MENTALLY SLOW	AIMLESS
SUPERFICIAL	SELF-SEEKING	DEPENDENT ON OTHERS		DISHONEST