

The Bulletin of the National Association of Secondary-School Principals

Volume 24

NOVEMBER, 1940

Number 25

Occupational Adjustment and the School

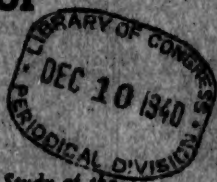
EDWARD LANDY

*Director, The Occupational Adjustment Study of the
National Association of Secondary-School Principals
with the collaboration of Staff members*

JOHN R. BEERY

BYRON C. MAYER

C. DALE LONG



The Contents of this Bulletin are listed in "Education Index"

Service Order
for AMERICAN ASSOCIATION OF
SCHOOL PRINCIPALS

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

of the
NATIONAL EDUCATION ASSOCIATION
OFFICERS

1940-1941

President: OSCAR GRANGER

Principal, Havertford Township High School, Upper Darby, Pennsylvania

First Vice President: JOHN E. WELLWOOD

Principal, Central High School, Flint, Michigan

Second Vice President: VIRGIL M. HARDIN

Principal, Pitkin and Reed Junior High Schools, Springfield, Missouri

Executive Secretary: PAUL E. ELICKER

1231 Sixteenth Street, N. W., Washington, D. C.

Associate Secretary: H. V. CHURCH

5835 Kimbark Avenue, Chicago

EXECUTIVE COMMITTEE

K. J. CLARK

Principal, Murphy High School, Mobile, Alabama

TRUMAN G. REED

Principal, Lewis and Clark High School, Spokane, Washington

HUGH H. STEWART

Principal, Davis High School, Mt. Vernon, New York

E. R. JOSE

State Supervisor of High Schools, Jackson, Mississippi

NATIONAL COUNCIL OF THE NATIONAL HONOR SOCIETY

CHARLES FORREST ALLEN, *President*

284 Thayer Avenue, Little Rock, Arkansas

H. J. AMLAND

Principal, High School, South St. Paul, Minnesota

L. W. BROOKS

Principal, Wichita High School East, Wichita, Kansas

E. B. COMSTOCK

Principal, North Dallas High School, Dallas, Texas

SAMUEL S. DICKEY

Principal, Harding Junior High School, Lakewood, Ohio

PAUL E. ELICKER

Former Principal, Newton High School, Newtonville, Massachusetts

JESSIE M. HAMILTON

Principal, Morse Junior High School, Denver, Colorado

S. E. NELSON

Principal, Central High School, Chattanooga, Tennessee

STACEY E. PETERS

Principal, Stevens High School, Lancaster, Pennsylvania

PAUL A. REHMUS

Principal, Senior High School, Groves Point, Michigan

W. L. SPENCER

State Director of Secondary Education, Montgomery, Alabama

H. V. CHURCH, *Secretary*

5835 Kimbark Avenue, Chicago

Issued Eight Times a Year

\$2.00 a Year

One Dollar Postpaid

Monthly, October to May inclusive

Published at Berrien Springs, Michigan, by the National Association
of Secondary-School Principals of the National Education Association

1201 Sixteenth Street, N. W., Washington, D. C.

Entered as second-class matter, November 8, 1938, at the post office at Berrien
Springs, Michigan, under the Act of August 12, 1912. Acceptance for mailing at
special rate of postage provided for in Section 1103, Act of February 26, 1933,
authorized November 8, 1938.

NOV 27 1940

CLB 475902 *2*

The Bulletin

OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

A Department of Secondary Education of the
NATIONAL EDUCATION ASSOCIATION

Issued Monthly, October to May Inclusive

Volume 24

NOVEMBER

Number 93

Occupational Adjustment and the School

EDWARD LANDY

*Director, The Occupational Adjustment Study of the
National Association of Secondary-School Principals
with the collaboration of Staff members*

JOHN R. BEERY

BYRON C. HAYES

C. DARL LONG

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

Copyright 1940 by

**THE NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS**

Paul E. Elicker, Executive Secretary Walter E. Hess, Managing Editor
1201 Sixteenth Street, N. W., Washington, D. C.

THE IMPLEMENTATION COMMISSION

Eli C. Foster
Oscar Granger
John W. Harbeson
F. C. Jenkins
George C. Jensen

DeWitt S. Morgan
William F. Rasche
Francis T. Spaulding
Hugh H. Stewart
Howard Dare White

Will French, Chairman
Paul E. Ellicker, ex-officio

Table of Contents

FOREWORD	Will French	4
INTRODUCTION		5
CHAPTER		PAGE
I THE ORIGIN AND OBJECTIVES OF THE OCCUPATIONAL ADJUSTMENT STUDY		7
Origin		7
Objectives		9
II PLAN OF THE STUDY		11
Criteria used to evaluate occupational adjustment		11
Forming judgments in terms of criteria		15
Relationships between school practices and adjustment		19
Scope of the study		19
Getting youth, employers, and schools to be studied		20
III THE COMMUNITIES AND SCHOOLS OF THE YOUTH		23
The communities studied		23
The schools studied		26
Summary		31
IV THE YOUTH STUDIED AND THEIR HOME AND SCHOOL BACKGROUNDS		32
The sample		32
Home backgrounds		36
School relationships		40
Summary		47

CHAPTER	PAGE
V THE OCCUPATIONAL BACKGROUND OF THE YOUTH	49
Present job	49
Job changes	54
Attention to local situation	54
First job secured after leaving school	55
Attitudes toward work	56
Planning	60
Employer relationships	65
Summary	68
VI CONCLUSIONS AND RECOMMENDATIONS CONCERNING PRACTICES	69
Methods of analyses	71
Practices which seem useful	73
VII A POST-SCHOOL OCCUPATIONAL FOLLOW-UP AND ADJUSTMENT	
SERVICE PLAN	83
Procedure	83
APPENDICES	
I SOME FACTORS ASSOCIATED WITH PERCENTAGE OF EMPLOYMENT	90
Personal characteristics	90
Home and family backgrounds	91
School backgrounds and experiences	98
Work experiences	101
Ways of Behaving	104
Summary and implications for secondary schools	105
Recommendations	107
II SOME TECHNICAL CONSIDERATIONS	109
Introduction	109
Implication of the double and repeat interview technique	109
Tests used to determine reliability of the items in Youth	
Interview Schedule	111
Reliability of the Ways of Behaving	117
Reliability of the Area Judgments	123
Determining the significance of the differences between groups	
in ratings on Ways of Behaving	124
III SAMPLE INSTRUMENTS	126
Youth Interview Blank, Form A	126
Form A: <i>Supplement</i>	137
Employer Interview Blank, Form B	138
Preliminary Interview Blank, Form C: <i>School-Youth</i>	140
Preliminary Interview Blank, Form DI: <i>Principal-School</i>	143
Form DII: <i>The Community</i> , (Part I)	144
Form DII: <i>Youth Serving Agencies</i> , (Part II)	145
Form E: <i>Youth</i>	145
Form EII: <i>Employer</i>	146
Area Judgment Sheet	147
IV TABLES	149
INDEX	151

FOREWORD

Professionally minded secondary-school principals have been becoming increasingly concerned with what happens to "school-leavers"—those whose full time education ends with or before graduation from the secondary school. A number of local surveys conducted by principals as well as the work of state and national organizations attest to the truth of this statement. Underlying this activity is a desire on the part of educators to discover what relationships between success and failure in the post-school period can be traced back to the kinds of educational experience enjoyed by youth while in school. Only in the light of such information can better guidance and educational programs for school-leavers be developed.

Recognizing that one important phase of need on the part of such youth was for adjustment to the post-school occupational situations open to them, the *Implementation Commission* through its OCCUPATIONAL ADJUSTMENT STUDY has undertaken to discover means by which a secondary-school principal can get valid information about the degree of occupational adjustment of his school-leavers and some clues as to desirable changes in the guidance and educational programs of his school.

It has been possible to push the inquiry as far in one year as it has gone only, first, because the *Implementation Commission's* effort was supported by the GENERAL EDUCATION BOARD, and, second, because it was able to interest a most competent staff in the study. The following report is a resume of the first year's work. Though funds are limited, certain aspects of the study will be pushed further during 1940-41 with the special purpose of introducing and promoting the use of the survey-plan which was developed in connection with the first year's work.

For the *Implementation Commission* I should like to express appreciation here both to the GENERAL EDUCATION BOARD for its financial assistance and to the members of the staff for most devoted and intelligent service on a task which called for the highest kinds of administrative ability, research competence, and professional insight.

WILL FRENCH, *Chairman*
for the *Implementation Commission*;
National Association of Secondary-
School Principals

October 1940

INTRODUCTION

One of the most difficult tasks which confronts the American secondary school is that of providing a kind of education which would be effective in aiding school-leavers achieve occupational adjustment. In recognition of this fact the *Implementation Commission* of the National Association of Secondary-School Principals is undertaking the task of helping high schools implement their programs toward the end that better occupational adjustment may be realized by post-school youth. The OCCUPATIONAL ADJUSTMENT STUDY is but one of the efforts of the *Commission* in this direction. This report attempts to present the findings and conclusions of the *Study* which was conducted from July, 1939 to July, 1940.

Chapters I and II deal with the origin and plan of the *Study*. Chapters III, IV, and V present the background data concerning the schools, youth, employers, and communities studied. Chapter VI presents conclusions concerning effective practices and Chapter VII a plan for individual schools to follow for investigating and acting upon their own situations. A summary of a special study regarding some factors associated with employment will be found in Appendix I. Some technical considerations concerning the conduct of the *Study* are presented in Appendix II. In the report which follows, Chapters I-VII have been written by the Director, Appendix I by C. Darl Long, and Appendix II by John R. Beery and Byron C. Hayes. The last three named, along with the Director, constituted the Staff of the *Study*.

The development of the plans, instruments, techniques, and methods of testing the significance of our work was accomplished through the cooperative work of the entire Staff. There were individual assignments and, in addition, Staff members contributed to the *Study* as a whole, through the method of frequent and spirited conferences.

The Staff has been especially fortunate in having the services of a Counseling Committee which consisted of:

Richard D. Allen, Assistant Superintendent of Schools, Providence, Rhode Island

Harry A. Jager, Chief of Occupational Information Service, Office of Education, Washington, D. C.

Edwin A. Lee, Professor of Education, Teachers College, Columbia University, New York City

Irving Lorge, Associate Professor of Education and Executive Officer of the Division of Psychology, Institute of Educational Research, Teachers College, Columbia University, New York City

William F. Rasche, Assistant Vocational Director and Principal, Milwaukee Vocational School, Milwaukee, Wis.

C. L. Shartle, Chief, Occupational Analysis Section, Bureau of Employment Security, Washington, D. C.

Ralph W. Tyler, Chairman, the Department of Education, The University of Chicago, Chicago, Illinois

Many valuable and interesting ideas were received from this group. However, the Counseling Committee is in no way responsible for any of the shortcomings that this report may possess. The members simply acted in the capacity of advisers regarding technical details and the general plan of the *Study* when they were called upon for service.

The Staff is grateful for the co-operation of the *Implementation Commission*. The entire membership of the *Commission* showed that it possessed a thorough grasp of the problem and an awareness of the need for dealing with it. The staff is particularly grateful to the Executive Committee supervising the *Study* which consisted of:

Will French, Professor of Education, Teachers College, Columbia University, New York City, *Chairman*.

DeWitt S. Morgan, Superintendent of Schools, Indianapolis, Indiana.

Francis T. Spaulding, Professor of Education, Harvard Graduate School of Education, Cambridge, Mass.

Howard Dare White, Assistant Commissioner of Education, Trenton, New Jersey.

These men have made possible, in large measure, whatever has been accomplished through their sympathy and understanding of the many difficult problems involved and through their contribution of stimulating ideas to the solution of those problems.

It is a difficult task to single out any individuals for separate comment as all members of both the Counseling and Executive Committees have been very helpful. Particular mention however, should be made of the specific and concrete aid received from Professor Spaulding and Professor French. To Dr. French, who, as Chairman of the Executive Committee, has been the immediate supervisor of the Staff, goes the Director's personal thanks for his never failing sympathy and encouragement throughout the entire duration of the *Study*.

It is obvious that the *Study* would not have been possible without the ready co-operation of the schools involved. The Staff found all the school people with whom it came in contact on the *Study*, including superintendents, principals, counselors, teachers, and office clerks, to be especially helpful and willing to aid. Owing to the confidential nature of the report the Staff cannot express its thanks to them as individuals, but wishes to assure them, nevertheless, of its grateful appreciation for their help and co-operation.

Such a study would not have been possible without financial aid. To the *General Education Board* and its Director of General Education, Dr. Robert Havinghurst, the Staff expresses its appreciation for the grant which enabled the carrying out of the *Study*.

EDWARD LANDY

CHAPTER I

The Origin and Objectives of the Occupational Adjustment Study

ORIGIN

The origin of the *Study* may be found in several factors. The first of these was in the growth of the secondary-school population during the past few decades. This is by now an old story and hardly needs repeating and emphasizing here. Professor B. L. Dodds has stated the case well.¹ "Each succeeding decade from 1890 to 1930 has witnessed the doubling of the number of youth previously enrolled in high schools. Today, approximately two-thirds of America's youth of secondary-school age is enrolled in school." Other factors have been the changing economic and social conditions through which the country has been passing. New occupations have appeared, some have increased in numerical importance, others have declined. The changing pattern of occupational life and its implications for youth have already been emphasized.²

The most pressing of the various causes which resulted in this *Study* is to be found in the *nature* of the growth of the secondary-school population. The new growth consisted of youth, who, by and large, were not interested in going on further with formal education beyond the secondary school. Moreover, they were not usually interested in nor capable of deriving any advantage from a pursuit of the traditional academic program offered almost exclusively before their influx into the school.

The problems which were raised by the character and size of the growth of the secondary-school population have been recognized and studied. The *Committee on Orientation* of the National Association of Secondary-School Principals focused attention upon these problems through its publication of the two volumes on the issues and functions of secondary education.³ The inadequacy of the traditional secondary-school program, the nature of the new growth of the school population, and the changing conditions of life into which school-leavers were going were recognized and discussed in these volumes. The point of view adopted by the Committee on Orientation was that *students should not leave school until the school has done what it can to prepare them to take their place in life outside school.*

The *Implementation Commission* was organized, as its name indicates, to provide the implements whereby the secondary school might fulfill its function as stated by the *Committee on Orientation*. For it was specifically recognized that a huge gap existed between realizing that the problem

¹Dodds, B. L., *That All May Learn*, BULLETIN of the National Association of Secondary-School Principals, No. 85, November, 1939, pp. 7-16.

²For an excellent general summary, See Bell, H. M., *Matching Youth and Jobs*. Washington, D. C.: American Council on Education, 1940.

³*Issues of Secondary Education*, BULLETIN of the National Association of Secondary-School Principals of the National Education Association, No. 59, January, 1936.

Functions of Secondary Education, BULLETIN of the National Association of Secondary-School Principals of the National Education Association, No. 64, January, 1937.

existed and wanting to do something about it, and actually doing something of value. That secondary-school principals were aware of the problem and did want to aid youth in taking their place in life outside the school, and in particular were concerned with this new growth, was revealed by the results of a study conducted by Robert B. Patrick.⁴ A questionnaire was submitted to principals the country over which asked two questions:

1. What one or two problems in the conduct of your educational program have caused you most concern within the last year or two years? (If possible, please state each problem in the form of a definite question.)
2. Was the above statement formulated as a result of a faculty discussion?

The questionnaire was not made up as a check list in order to get the relatively free response of the group. Analysis of the problems as stated by the principals showed very clearly that the task of meeting the needs of non-academic (or the educationally neglected) pupils is one which principals everywhere recognized as their outstanding problem.⁵

The combination of these—the changing character and size of the secondary-school population, the changing occupational patterns in our national life, and the desire to do something about the problems raised by the secondary-school principals⁶—has led the *Implementation Commission* to embark upon a comprehensive study of the general problem. The decision and program of it can be stated best in its own words.

The following is an extract from a mimeographed bulletin of April, 1939, stating their position and the need for studying the total problem.

The preliminary work of the Implementation Commission of the National Association of Secondary-School Principals shows that a *major and pressing concern of members of the Association is that body of pupils, who, faced with the typical high-school program, are neither successful nor happy and hence often become school failures, discipline problems, withdrawals and hindrances to learning by other youth.* Assuming with the Orientation Committee that the program of American secondary schools should include offerings appropriate to all youth, the Implementation Commission has embarked upon a comprehensive study of the general problems of the non-adjustment of the school to the needs of all youth.

Previous work in this area has shown that there are two centers of stress responsible for this non-adjustment; one within and one without the school. Improvement in the situation within the school is largely a matter of educational offerings appropriate to the needs of all youth. The Commission's proposed handbook on educating the *Newer Fifty Per Cent*⁷ marks an initial attack by the commission upon this school problem. It expects to continue at work in this area. Release from the tension outside of the school is largely a matter of adjusting the weight of socio-economic pressure upon youth; a matter upon which the school can have but little immediate effect. Since this is true and since a more appropriate curriculum situation cannot be achieved upon short order, the Implementation Commission holds that a large number of youth will continue to leave school to go into occupational situations to

⁴Patrick, Robert B., "The Most Pressing Problems of Principals." *BULLETIN of the Department of Secondary-School Principals of the National Education Association*, No. 83, May, 1939, pp. 4-26.

⁵See *THE BULLETIN of the National Association of Secondary-School Principals*, May, 1939, No. 83, pp. 4-28.

⁶See also *THE BULLETIN of the National Association of Secondary-School Principals*, October, 1940, No. 92, entitled, *Promising Practices in Secondary Education*, by Walter E. Hess and Paul E. Elicker, for a report of practices from Secondary-School Principals to the *Discussion Group Project*.

⁷Has since been published as *THE BULLETIN of the National Association of Secondary-School Principals*, November, 1939, No. 85, entitled *That All May Learn*, by B. L. Dodds. See footnote, p. 7.

which, according to the reports of the American Youth Commission and the New York Regents Inquiry, they are often as poorly adjusted as they were to the school situation. It therefore seems in point to propose an inquiry into the effectiveness of what some secondary schools are doing to increase the probability that their youth when leaving school are better able to secure and hold employment than they otherwise would have been.

More specifically, the proposal is to study the adjustment of school-leaving youth in particular communities to the occupational opportunities open to these youth, and to study the nature of the school experiences of these youth to see whether this adjustment tends to be associated with particular types of school experience. Leads as to whether and how secondary schools may help to facilitate adjustment to the occupational life of the community will be sought. The development of evaluating instruments of service to school faculties in the study of the adjustment between their school-leaving youth and the occupational life of their respective communities will be sought.

The commission recognizes that there are other important adjustments to be made by these youth and that they are also often poorly made. It selects the area of occupational adjustment for initial work largely because there is a probability that indices of adjustment or maladjustment are here more concrete and objective than in some other areas. In the meanwhile the commission is studying the possibilities of launching other inquiries into the adjustment of these youth to post-school social and recreational life and to civic and home responsibilities. It also has in mind other studies concerned with improving the in-school adjustment of youth through improved curricular and guidance programs.

OBJECTIVES

It was determined at the beginning that the *Study* should not be merely another survey showing the occupational conditions of youth. That type of investigation had already been done and done well. Important as such data are, the *Study* would need to go beyond the stage of gathering data if it were to uncover leads as to the value of various school practices. Certain youth studies have attempted to go beyond the survey stage and to derive inferences for school practices. But there was a distinct need for a study which would undertake the task of uncovering leads directly and specifically. It was recognized that principals would need to have some specific suggestions concerning practices which could be introduced into their schools and some definite techniques for investigating their own situations. As a result the following two objectives were set up:

1. The development of a relatively simple but valid survey-plan which will be of aid to schools in deciding to what extent their pupils, who have not gone on further with full-time formal schooling, make satisfactory occupational adjustments.
2. The discovery of leads as to techniques and practices which could be introduced to make more effective the occupational adjustment of pupils whose formal education will cease at graduation, if not before.

It was recognized at the outset that the achievement of the second objective would be restricted by the limitations on the scope of the *Study* imposed by the time and funds available. The chief value in attempting to achieve the second objective would lie in demonstrating that techniques, instruments, and procedures for analyses in handling such a problem could be evolved, actually tried, and shown to have distinct worth.

It must also be pointed out that the two objectives are definitely related to each other in that the achievement of the first depended upon carrying out the second to a successful conclusion. The evolving of techniques, instruments, and procedures for analyses for the second objective was a complicated and difficult task involving considerable work. The actual techniques, instruments, and analytical procedures finally developed can be used in a modified fashion for the first objective, as will be shown in Chapter VII, without the necessity of understanding their technical development. In this sense the two objectives can be considered as separate.

Although the achievement of the second objective has been tentative and experimental and the values of the leads are sharply limited by the nature of the sample, it is believed that some evidence as to worthwhile practices can be offered. These have been summarized in Chapter VI. The summary of the survey-plan is presented in Chapter VII.

There is much speculation as to whether the school does or can have any effect upon the occupational adjustment of any youth. It is argued that broad social and economic forces, which are totally beyond the control of the school, are the determining factors in occupational adjustment. Research studies in industry⁸ would indicate, also, that there are complex social factors, operating even within a simple job routine, which affect the daily output of the workers and their job satisfaction. Rather simple changes in environment may alter considerably a worker's outlook and his capacity for production. Granting all of these arguments, it is contended that the school can and ought to do something to secure better occupational adjustment. It may never be possible to chart accurately the extent of its influence, but within its limited sphere of influence it should do its best. A simple diagram may illustrate the point.

A C B

If A-B represent a youth's occupational adjustment, C-B may represent that segment which is beyond his control, A-C that segment over which he could exercise control if properly trained. It may be that C should be closer to A or closer to B. That is not known; it is doubtful if the exact proportions of control ever will be known. But it is believed that such a segment as A-C does exist. If this is so, it should be the duty of the school so to educate the youth that he will make the best use of that segment. It may be that not only will better use of that segment be made, but that the point C can be pushed closer to B. To put it differently, the proportion of control over his occupational adjustment that a youth may have can be increased through better ways of behavior on the part of the youth, and the school can and ought to exercise its influence for the betterment of that behavior."

It should be emphasized that the *Study* has been planned and conducted with no preconceived notion of the values of the various guidance practices and techniques to be investigated.

⁸Mayo, Elton. *The Human Problems of an Industrial Civilization*. New York: Macmillan Co., 1933.

CHAPTER II

Plan of the Study

It will be remembered that the *Study* had the two objectives of securing leads as to desirable school practices and of developing a follow-up plan for individual schools to use. The follow-up plan recommended in Chapter VII is based upon the experience gained in attempting to secure leads for worthwhile school practices and consists essentially of a simplified adaptation of the procedures which were used for deriving the leads presented in this volume. Once the essential procedures for securing leads as to desirable school practices are understood the basis for the follow-up plan becomes clear. This chapter, therefore, describes only the procedures followed in uncovering leads as to worthwhile practices.

In general the problem consisted of (1) deciding upon what criteria to use in evaluating the occupational adjustment of the youth who might be chosen for a study, (2) developing ways and means of arriving at judgments concerning the adjustment of youth in terms of the criteria, (3) relating these judgments (and other information gathered about the youth) to the school practices to which they had been exposed while taking into account any other possible factors of influence, (4) determining the scope of the study, and (5) getting the youth, schools, and employers to be studied.

CRITERIA USED TO EVALUATE OCCUPATIONAL ADJUSTMENT

Need for Criteria

One of the major steps in pursuing this study was that of developing a means of judging the occupational adjustment of youth. If any leads were to be established as to the values of given school practices, their values for definite aspects of adjustment would have to be demonstrated. No values could be claimed for school practices unless the school practices were shown to be valuable for effecting adjustment in terms of specific criteria and, if possible, for how much of that adjustment. Recognizing the need for criteria is relatively easy, but evolving criteria that are acceptable is an enormously difficult job.

Basis for the Selection of the Criteria.

In getting at this problem of developing criteria, several procedures could be used. (1) Literature could be examined and developed criteria adopted. (2) Leaders in the field could be circularized for their opinions. (3) Procedures could be developed out of the thinking and experience of the investigators. (4) A combination of these methods could be adopted. The last procedure was the one used. This was done because no unanimity of opinion as to what constituted desirable criteria could be discovered. But even after arriving at certain conclusions as to what factors to consider (or determining upon their validity) in evaluating occupational adjustment, there still existed two problems.

1. *What form should these criteria take?* Should they be in the nature of rating scales? Should they consist simply of group treatment of data?

Should they be subjective combinations of the total individual? Should they consist of minute evaluations to be summed and presented in the form of an index figure?

2. *How reliably could evaluations be made by using the criteria?* Would different investigators get different results? Would the same investigators get the same results at different time intervals? (This problem is treated in Appendix II.)

Proceeding to collect as many factors as possible from different sources that could be used to evaluate adjustment, a wide variety of such criteria was secured. These differed from broad generalities, such as attitude toward democracy, to specific questions on wages and amount of employment. After much consideration the conclusion was reached that these could not be combined into a single score or index of adjustment which would have any wide acceptance or any meaning to school men. It was decided to make no pretense of measuring adjustment in terms of such a single score but rather to present the findings in terms of information gathered and of specific judgments made. On the basis of such information presented (along with its reliability) judgments could be made by the investigators and by the readers of this *Study* on the occupational adjustment of the youth studied. The judgments could be in terms of specific items, areas of adjustment, or of the total adjustment. In order to focus thinking upon certain inferences to be derived with respect to school practices it was decided to make judgments about adjustment in connection with some relatively specific factors and in certain areas of adjustment. The factors or criteria of adjustment, as it has been decided to present them, may be said to fall roughly into three areas.

1. The overt behavior of the youth in attempting to adjust himself.
2. The quality of his thinking about his occupational problems which he must face.
3. The actual occupational status of the youth.

Such things as how well he gets along with his fellow workers, how intelligently he plans for the future, how intelligently he evaluates his present status, what he does to get himself a job, how much employment he has had, and how soon he secured work after leaving school are samples of what is meant. There may be some dispute as to the relative weighting of these items, but the investigators are not concerned with that problem for their purposes. They do not intend to report the youth's adjustment in terms of a total score, nor do they believe that this can be done. What they are concerned with is the evaluation of the adjustment of the youth in certain areas of adjustment and in certain specifics of adjustment. Given school practices may be more effective for certain areas of adjustment and less effective in others. Judgments of the adjustment of the youth in the three general areas of *planning, appraisal of present job situation, and adjustment to present job*, and in forty-two specific ways of behaving or thinking about his occupational adjustment have been secured. In addition, twenty-six items having to do with the youth's occupational status have been included.

Ways of Behaving

As stated above judgments are used on forty-two ways of behaving for each youth as some of the criteria for evaluating occupational adjustment. Ways of behavior have been selected for the major criteria for the following reasons:

1. The results of such an examination of behavior can be related directly to what the school has done or ought to do. This is important, obviously, as any results which cannot be related to and stimulate school practices are useless, no matter how well justified for other purposes of this study. In connection with this, it is well to note that the school cannot so mold youth that they will fit perfectly into definite grooves for the remaining periods of their lives. It can give youth habits that are useful, give understanding of what things make for satisfactory adjustment, emphasize ways of behavior, and train for immediate job entrance.
2. The ways in which youth behave while adjusting are less a function of the current economic conditions than are other measures.
3. There is greater agreement as to what constitutes desirable or seemingly sensible behavior than there is regarding other possible measures of adjustment. Even those who would advocate the actual condition in which the youth finds himself now, rather than how he reacts to situations, as a better measure or criterion of adjustment, do not agree with any degree of unanimity on what conditions to observe. Some advocate total wages earned to date plus total employment. Others advocate current wages. Still others argue that job satisfaction is most important, and others that the employer's satisfaction with the worker is of greatest importance.
4. Occupational adjustment is a never-ending process. "While some people, after a few years, settle into a regular occupation, others shift frequently from one type of work to another. Even the person who remains in a regular occupation must continually make new adjustments from day to day." With some it continues until work ceases. Since occupational adjustment is a dynamic process and since it takes place in an ever-changing world of occupations, it would seem desirable to establish as some criteria of adjustment those measures which would best meet such a condition.

The first consideration in selecting the particular ways of behaving was to give thought to the question, "What are the occupational situations which the out-of-school youth will have to face and to which he will have to react in order to adjust himself?" After careful examination of the literature in the field, discussion with consultants and others, the conclusion was reached that there are three large basic needs or situations to be met by the out-of-school youth. They are:

1. The need for deciding upon what occupation one wishes to engage in and for entering upon it.
2. The need for keeping employed.
3. The need for intelligent appraisal of present and future job status and for planning accordingly.

In order to further clarify and make the investigators' thinking more specific these large divisions were broken down as follows:

1. The need for deciding upon what occupation one wishes to engage in and for entering upon it.

¹Shartle, C. L., Chief, Occupational Analysis Section, Bureau of Employment Security, Washington, D. C.

- a. Need for the youth knowing what he wants to do.
- b. Need for getting himself prepared to do what he wants.
- c. Need for knowing how to go about getting a job.
2. The need for keeping employed.
 - a. Need for doing his work well.
 - b. Need for adapting himself to the people and things with which he has to work.
 - c. Need for further training.
 - d. Need for having or gaining the confidence of his employer.
3. The need for intelligently appraising his present and future job status and for planning accordingly.
 - a. Need for intelligently appraising the requirements of the job as compared with his abilities and interests.
 - b. Need for intelligently appraising his working conditions.
 - c. Need for intelligently appraising his economic security.

The next step was to evolve for each section a list of ways of behaving phrased as questions demanding a "yes" or "no" answer.²

Affirmative answers to these ways of behaving would indicate good adjustment, and negative answers poor adjustment. Based upon answers to a questionnaire circulated among the leaders in vocational guidance, placement, and personnel workers, and upon the thinking of the staff, a tentative list of ways of behaving were evolved. This list was submitted to the members of the Executive and the Counseling Committees for comment. As a result of their suggestions, and further thinking on the part of the staff, a list was evolved for use in preliminary experimental work. The preliminary list was subsequently reduced, as a result of the preliminary experimental work, to a final list of forty-two items. Judgments on these ways of behaving as will be explained later were formed directly after the youth and employer interviews.

Area-judgments

In order to get at some kind of summary evaluation of the adjustment of individual youths it was decided to use the area-judgment technique. This was to consist of establishing an area of adjustment (such as planning) about which information was being collected. This made it possible to draw general conclusions concerning the adjustment of a given youth for that area. Scores for adjustment in the different areas could have been determined by combining the ratings for some of the Ways of Behaving. This notion was discarded, however, in favor of securing a general impression judgment for the given area.

The area-judgment sheet contained the title of the area and five statements in descending order of value. Each statement was descriptive and represented a notch in a scale.³ The interviewer had to encircle the most appropriate rating. These three area-judgment sheets represent a transition in thinking from that of adding up the Ways of Behaving ratings in the three basic situations to be met to that of deriving general

²Later the rating scale was changed to "yes—?—no" and "D.A." (doesn't apply) added. The rating of "?" was added for those cases where it was impossible to determine clearly a "yes" or "no" answer, and the "D.A." for those cases where the particular way of behaving did not apply to the youth in question. It was originally assumed that each Way of Behaving would apply to all youth but preliminary experimental work demonstrated the need for a "D.A." coding.

³Samples of the three area-rating sheets will be found in Appendix III.



MEETING LOCAL NEEDS

Learning the way of industry in a smaller community
Montrose (Pa.) High School

impression judgments for those basic situations guided by a descriptive scale. It is believed that the latter procedure results in more meaningful evaluation. Judgments in these areas of *planning* and *appraisal of job* situation were formed by the interviewer after the youth interview and a judgment of the area of *adjustment to present job* situation was formed by the interviewer after the employer interview.

Status Items

In addition to these judgments on the behavior and thinking of the youth, certain status items could not be disregarded. Such facts as percentage of employment, wages, kind of work, and number of months unemployed between school-leaving and job-getting cannot be ignored in an evaluation of adjustment. These were secured directly from the youth and the employer and reported directly.

FORMING JUDGMENTS IN TERMS OF THE CRITERIA

Very briefly, the basic procedure used was to gather comprehensive information about a selected sample of youth and then to form judgments, in terms of the developed criteria and based upon this information, as to the occupational adjustment of the youth.

Kind of Information Gathered

Information was gathered concerning the following:

1. The youth's work history from the time he left school to the time of the interview, including such information as employment status, wages, and kinds of jobs held.
2. The opinions and attitudes held by the youth which were related to his past and present occupational adjustment.
3. The opinions, attitudes, and plans of the youth with respect to his future occupational adjustment.
4. The home background of the youth.
5. The school background of the youth including subjects taken, scholastic ranking, behavior rating, guidance practices to which he had been exposed, and the school's opinion of the youth for occupational adjustment.
6. The opinions of the youth and his employer concerning the school background of the youth and its values for occupational adjustment.
7. The adjustment of the youth to his present or last regular job held.
8. The general policies and guidance practices of the school to which the youth had gone.
9. The kinds of communities in which the schools were located. (It so happened, as will be demonstrated later, that most of the youth remained in the communities in which they had gone to school.)

Source of Information

Several sources were used to obtain this information. The first and foremost was the youth himself. The school information was obtained directly. This was done by asking the principal to name the teacher who, in his opinion, knew most about a given youth and was the best qualified individual to answer questions about him. In addition, if it seemed necessary, other teachers were questioned in order to complete the information. Certain factual data were secured directly from the school files with the aid of clerks. The employer was also an important source of information. The employer was interviewed personally if the concern were small. The immediate supervisor and personnel officer were interviewed if it were large. For information concerning general school policies and practices, the principals and department heads were questioned. For community information, town and school officials and the directors of private and public youth-serving agencies were contacted.

Tools and Techniques Used in Gathering and Recording Information and Forming Judgments Concerning the Youth⁴

The principal method used to derive the above information was the interview technique. Interview schedules were used to get information from the youth, the employer, and the school, and about the community. Each schedule consisted of specific and detailed questions which were to be followed as closely as possible by the interviewer. These questions were tried out experimentally before being used with the selected sample. They had been purposely designed to be used with as little difficulty as possible. Each interviewer was provided with a manual. This not only contained general instructions for interviewing but also specific instructions for each question asked. Clarifying statements concerning the exact meaning of each question which seemed to need further information were included.

⁴Samples of the chief instruments used will be found in Appendix III.

A. *From the youth*—Form A was used by the interviewer in his interview with the youth. The interviewer was instructed to follow the questions both in wording and in order as closely as possible. He was to deviate from the schedule only when the youth provided information voluntarily for questions found later on the schedule, and when it seemed as if the youth was prevented from answering a given question because of lack of understanding rather than inability. The interviewer was instructed, in addition, to get whenever possible, exact statements of conditions or sets of circumstances which the youth could provide to substantiate any given opinion or attitude. The importance of these statements was impressed upon the interviewer for their subsequent use in forming judgments. General instructions for the interviews, specific instructions for each item, and descriptions of sample sets of circumstances were provided in the manual.

Form A was designed to get as thoroughly as possible, information concerning the work histories of the youth, his present occupational status, his home background during and since leaving school, his occupational planning, his opinions and attitudes about occupational adjustment, and his opinions and attitudes toward the school. The questions were arranged to facilitate the interview as much as possible. Questions were provided for the free response of the interviewee. Later these free responses were tabulated and codes developed to aid in reporting and deriving inferences.

The form had separate sections for employed and unemployed youth and sections common to both. The questions were of several kinds in order to secure different types of information.

1. There were factual questions for inherent significance to be reported as such for general interest values.
2. There were opinion-attitude questions for inherent significance to be reported as such for general interest values.
3. There were factual questions to be reported as such or/and for use in forming judgments.
4. There were opinion-attitude questions to be reported as such or/and for use in forming judgments.

Form A—Supplement was given to the youth to be filled in just prior to the interview. The information collected was used along with other items on Form A for deriving a socio-economic score of the home background of the youth, based upon the Wrightstone revision of the Sims Scale.* A specially designed calendar was provided to enable the interviewer to chart as accurately as possible such information as months employed and wages.

The interviewer was provided with Form E which contained twenty-six statements or Ways of Behaving and a rating scale of "Yes?-No" and "D. A." (doesn't apply). The interviewer was to encircle the appropriate rating in his judgment for each Way of Behaving based upon the information gathered specifically in Form A. Each of these Ways of Behaving had been explained and cross-referenced in the interviewer's manual. Illustrations for ratings were provided, also, in the manual. The interviewers

*Wrightstone, J. W., "A Social Background Data Sheet." *Journal of Educational Sociology*, 7:525-527, April, 1934.

were instructed to make each judgment for each Way of Behaving as independently of the others as possible and with a minimum halo effect. This was done for the employer interviews as well.

The interviewer was provided, in addition, with the area-judgment sheets, *planning* and *appraisal of job* situation. These were in terms of a five-point scale and the interviewer was to encircle the appropriate rating on the basis of information gathered.

Thus, from the youth was secured a variety of information. Judgments upon this information were then made by the interviewers.

B. *From the employer*—Form B was used by the interviewer in his interview with the employer concerning a particular youth whom we had interviewed. The interviewers were cautioned, however, not to press the employers too far if they should indicate a reluctance to answer certain of the questions. This was done in order to avoid creating any friction and thereby injuring the respective schools, since it was with their backing and co-operation that the interviews were secured with the employers.

Form B was used to get more exactly, if possible, the actual occupational status of the youth, the employer's opinion of the youth, and the value of the youth's school training. The questions were designed to secure the same type of information as in Form A.

The interviewer of the employer was provided with Form EII which contained sixteen statements on Ways of Behaving and a rating scale of "Yes?-No" and "D.A." (doesn't apply). Each of these Ways of Behaving had been explained and cross-referenced in the manual. The interviewer was provided, also, with an area-judgment sheet on *adjustment to job*. He was to rate the youth on a five-point scale based upon the information provided by the employer.

C. *From the schools*—Form C was used to get information about school achievement, behavior, and attendance; studies pursued; extra-curricular activities engaged in; objective test data; the school's opinion about the youth; and significant things to which the youth had been exposed which might have had some effect upon his occupational adjustment.

Much of the material such as school marks was copied from the permanent record cards by clerks. To get the remaining information the principal was asked to recommend the one teacher in the school who knew most about the pupils being investigated and who could be interviewed. Other teachers who might provide additional information were questioned. Thus an effort was made to overcome the lag between knowing and recording of information in the schools.

Form DI was used by the Director in an interview with each principal. The chief purpose of this interview was to get as complete and as accurate a description of the general policy and school practices which were directly concerned with or related to occupational adjustment as was possible. In the larger schools there were follow-up interviews with department heads and others at the suggestion of the principals to ensure the completeness of the information. This gave a fairly good picture of the school's activities

and what the school, at the outset, thought it was doing of value to bring about better occupational adjustment. These could later be checked with the evidence collected as one method of analysis.

D. *From non-school youth agencies*—Form DII was used to secure information concerning the activities of non-school youth-serving agencies in the community and the extent to which these agencies had served the youth being studied.

RELATIONSHIPS BETWEEN SCHOOL PRACTICES AND ADJUSTMENT

The next step after securing this information and deriving judgments was to analyze it to discover relationships between school practices and the occupational adjustment of the youth studied. A complete discussion of the methods used in doing this together with illustrations will be found in Chapter VI. As has been pointed out before, the final conclusions will also be discussed, in Chapter VI.

SCOPE OF THE STUDY

The sample consisted of 914 youth. (A further discussion of the adequacy of the sample will be found in Chapter IV.) They were youth who had been out of school from one and one half to five and one half years and had not gone on with further full-time formal schooling. They consisted of boys and girls, withdrawals and graduates. They were the school-leavers of six schools, three in New Jersey and three in Connecticut. The limitations as to the number of youth and schools studied were purely those imposed by financial conditions. They were confined to the States of New Jersey and Connecticut because of the geographic closeness to each other and to the headquarters office in New York City, a limitation again imposed by purely financial considerations.

Married women were not included in the study because it was believed that marriage in and of itself introduced for women additional complicating factors to which it was impossible to give due consideration owing to the limited time and resources available. It so happened that the number of girls who would have been in the sample if they had not married constituted only a small percentage of the total group of school-leavers.

The youth studied were restricted to a period of one and one half to five and one half years out of school. It was assumed that:

1. Adjustment could not be estimated properly on the basis of less than a year's availability in the labor market.
2. The influence of the school would tend to be less direct the longer the availability in the labor market.
3. The complexity of on-job adjustment would probably overshadow the interaction of school and job adjustment after an interval of five years.

The youth studied were restricted to those who had not moved too far away. The definition of "too far away" was construed rather flexibly depending upon how costly it was to reach the youth. Individuals moving from a town in Connecticut to Philadelphia would be interviewed because of field workers located nearby, whereas youth moving from a town in Connecticut to some place near Boston were omitted. Generally "too far away" meant moving out of the commuting radius of the town. An analysis of the sample showed that this factor of mobility was *not* important.

GETTING YOUTH, EMPLOYERS, AND
SCHOOLS TO BE STUDIED

The general plan for getting the youth, employers, and schools was first to select the desired schools and then to ask the schools for the lists of youth. The names of their employers were then secured from the youth, so that the initial approach was through the schools. Therefore, criteria for the selection of the schools were set up as follows:

1. The communities should be within reasonably easy access to New York City. The reasons for this are obvious and purely those of limitation of time and funds.
2. A second criterion was that the communities should be those maintaining one general high school each. Here, again, the factors of time and funds operated. In addition, it was felt since the study was concerned chiefly with developing and trying out instruments, that the situations worked with should not be too complex and still remain somewhat typical. By confining the study to one-school communities it was possible to be more certain of getting the full school-community relationship than otherwise.
3. A third criterion was that the community should be as much as possible an independent community rather than, for example, a residential satellite of a large city. Here, again, by selecting these "independent" communities it would be easier to develop the instruments in terms of the complete school-community relationships than otherwise. Also any comparison of the values of different school practices by schools would be on a more sound basis.
4. A fourth criterion was that the schools studied vary in size as much as possible from 200 to 2,000 pupils so that as varied a sampling as possible based on size could be secured with six schools.
5. A fifth criterion was that the schools selected should vary as much as possible as to the kinds of practices and techniques employed to secure adjustment.

The State Commissioners of Education in several nearby states were then requested to name six community-school situations in each of their states which would conform to the above criteria. Contacts were then made through the Superintendents of these schools for permission to work in the various schools.

The Director personally visited each school to be studied and spent considerable time with each principal, carefully explaining the purposes of the study and the part to be played by his school.

Before beginning work in any school, arrangements were made to reduce friction to a minimum and to avoid any unnecessary work. After the preliminary conference, and securing permission to use the school, the following steps were taken:

1. The principal was requested to provide a master list of the pupils who had been graduated or had withdrawn from school during the time from September, 1934, to June, 1938, and who had been graduated in June, 1934. The names, addresses, phone numbers, and advisers^a were to be supplied. The *Study* paid for the clerical service involved.^b

^aThe school officer recommended by the principal for information concerning each youth.

^bExcept in one case. This town was added last and included on a non-clerical cost basis for two reasons: (1) clerical expenses were running high and funds were low, and (2) it provided a good opportunity to see whether certain aspects of the study could be carried out by a high-school principal using his own resources and with little aid from the *Study office*.

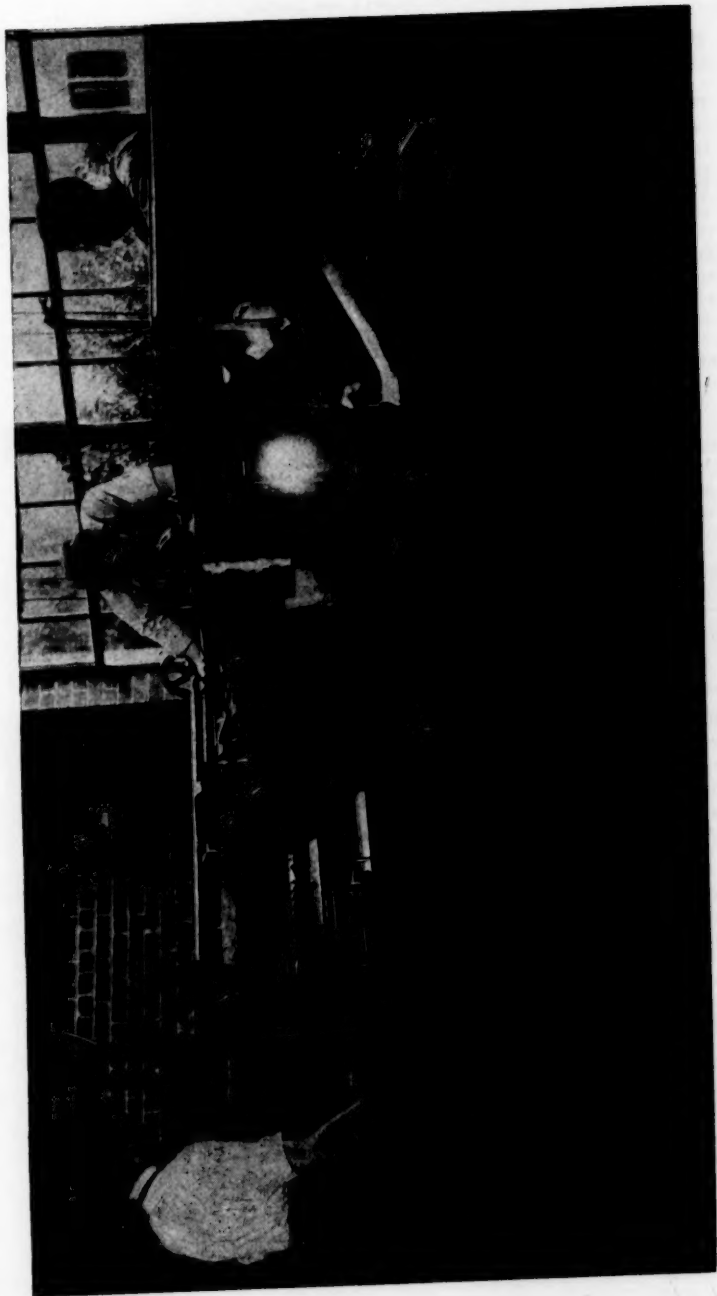
2. The Director then interviewed each principal using Form DI. This was to get as complete and accurate a description of the school activities concerned with or related to occupational adjustment as was possible.
3. The principal was then provided with as many copies of Form C (school interview blank) as were needed, usually for a sample of 200 youth of the original list. The forms were to be filled in by the clerical help to the extent possible, after consultation with the principal.
4. The Director or Assistant-in-Charge spoke to the group of advisers in each school before having the youth interviewed, explaining the purpose of the study and the kind of information called for on each item.
5. In the meantime, letters were sent out to the youth asking them to come to the high school for the interviews. Return cards were enclosed. Telephone calls were used for the non-answers. A house-to-house canvass was then carried on for those youth who could not be reached in any other way. Interview appointment cards were filled in for each youth and given to the interviewers as an aid in organizing the interviews.
6. As soon as youth interviews were complete, the copies of Form C were filled in by clerks as far as possible. The interviewers saw each adviser for each youth and through a personal interview filled in any remaining items on the forms.* In addition, they saw any other school officers that the adviser recommended seeing for any youth.
7. As soon as the youth interviews were completed, the employers were approached for interviews. A letter was sent asking for a time and place convenient to the employer. Telephone calls and personal calls were made to those not responding to the letters. Interview appointment cards were filled in for each employer and given to the interviewers as an aid in organizing the interviewing to be done.
8. "Thank you" cards were then sent out, to those employers who agreed to an interview. The time and place was entered on each card.

As stated above, the schools were asked to provide a *master* list of their withdrawals and graduates during the period of June, 1934-June, 1938. From this list was prepared what was called the "eligible sample," by the following procedures:

1. The schools were requested to eliminate from this master list all known youth who had gone on with three or more months of further full-time formal schooling and all known married girls. From this reduced master list approximately 200 youth were selected at random from each school. This was done simply by arranging the youth alphabetically and taking every second, third, or fourth one, as the case might be, to give an original sample of approximately 200 youth.
2. It was found, however, that some of the girls in the "original sample" were married and that some of the youth had gone on with further schooling. To maintain a reasonable number in the sample, replacements were added, taken at random from the master list. These replacements plus the original sample were called the "working sample."
3. The final sample derived when married girls and youth with further schooling were eliminated was called the "eligible sample."

An analysis of the sample will be found in Chapter IV, together with a discussion of its completeness and representativeness.

*This was done with the first half of the sample. Later, it was decided that such was unnecessary with Form C and that the advisers could fill in the remaining sections themselves.



WORKING ON THE JOB
Producing and learning
Fort Smith (Ark.) High School

CHAPTER III

The Communities and Schools of the Youth

THE COMMUNITIES STUDIED

One of the chief difficulties in establishing relationships between the occupational adjustment of the youth and the school practices to which he has been exposed, assuming the soundness of the judgments made concerning the adjustment, has been that of accounting for other possible factors of influence. One important factor exists in the nature of the community where the youth went to school, looked for job opportunities, and is now living.

The purpose of this chapter will not be to evaluate the differences and similarities among the communities and schools but rather to present the information concerning them so that in the process of analyses later, references to them can be made. The data concerning both the communities and schools are being presented in tabular form to expedite any comparisons.

Sources for the community background data include the U. S. Census report for 1930, the state census reports, the local town and city offices, and the school officials. In some instances, for want of more precise data, the staff members combined their knowledge of the communities, derived from this survey of the youth and employers, together with that provided, to estimate certain conditions.

The Local Community Labor Market and Population¹

Table I presents comparative information concerning the six communities studied. The basic industries listed are those of the given community and any nearby areas which directly influence it. It is obvious that Community I. has access to the entire labor market of the metropolitan New York area. The three thousand commuters consist chiefly, however, of business men, professional workers, and office clerks.

That Community I offers greater diversity of industrial enterprises over that of Community V is obvious. It is conceivable that the nature of the job opportunities open in a given community might affect criteria ratings. When it is recognized, however, that a large proportion of the employment opportunities in the basic industries of Community I are chiefly of the factory-operative or semi-skilled type, it becomes apparent that the diversity in the nature of the job opportunities does not necessarily increase with diversity of industrial enterprises. And as will be later demonstrated, the differences in the nature of the jobs held by the youth, when compared by the communities studied, are usually not large, and where significant differences do exist among youth from different schools, higher criteria ratings may or may not be secured by those schools which have higher percentages of "poorer" jobs held. It is possible that community influences might be greater in other types of communities.

Does a diversity of industrial enterprises offer greater amount of employment opportunity? Actually, a higher percentage of the youth in Com-

¹The concept of a labor market community base for comparison was derived from Howard M. Bell in conversation with the Director. Mr. Bell has since developed that concept in his book, *Matching Youth and Jobs*, prepared for the American Council on Education, 1940.

TABLE 1. LOCATION, POPULATION, AND LOCAL LABOR MARKETS OF COMMUNITIES STUDIED

	Community I	Community II	Community III	Community IV	Community V	Community VI
Population ^a Town School District	34,442 34,442	5,865 12,854	34,555 34,555	6,010 6,010	13,773 13,773	6,070 6,070
Local Labor Market ^b Location	The labor community for Town I includes not only Town I and several surrounding towns of similar size but is influenced considerably by the metropolitan New York area.	The labor community for Town II consists chiefly of Town II and surrounding towns. It is influenced to some extent, however, by Trenton, Camden, and Philadelphia.	The labor community for Town III includes not only Town III and surrounding towns but is influenced by the metropolitan New York area.	The labor community for Town IV consists chiefly of Town IV and surrounding towns. A number of slightly larger communities also provides job opportunities.	The labor community for Town V consists chiefly of Town V and surrounding towns. Some employment is found in nearby city of approximately 164,000 population.	The labor community for Town VI consists of Town VI and two near-by manufacturing cities of 20,000 and 100,000 population each.
Basic Industries	Printing presses, automotive products, tools, metal working, adhesives, concrete mixers, gas meters, textiles, chemicals, electric products, with approximately 3,000 daily commuters to N. Y. C.	Textile, shoe, hosiery mills, market gardening, general farming, small trade enterprises, retail stores.	Auto trucks and parts laboratory products, bricks, knitting needles, medical supplies, machinery, metals, paper and wood boxes, textiles, rubber, leather, glass products, miscel. gadgets.	Agriculture, cotton manufacturing, bleaching, and printing.	Textiles, machinery, electrical supplies, and agriculture.	Agriculture, manufacturing of machinery, malleable castings, locks, wood screws, domestic lumber, oven thermometers.
Condition	Static	Expanding. Three new plants built within last five years. Subject, however, to usual periodic fluctuations connected with above industries.	Static	"Static at present, many mills eliminated"—Office of State Employment Service.	"Static"—Office of Employment Service. "Static"—Chamber of Commerce.	"Static"—Superintendent of Schools. "Static"—Selectmen's Office.
Labor Unions	Very active.	Inactive. Some company unions. Outside unions tried to get in but were voted out. Unsuccessful attempts at unionization of textile workers.	Very active.	"Inactive"—Office of the State Employment Service.	"Building trades fairly active, out-of-town locals operate"—Field Supervisor, Emp. Service. "Generally inactive"—Office of Emp. Service.	"Very active—C. I. O. Union"—Selectmen's Office. "Active last two years, two C. I. O. Unions now and rather active"—Supt. of Schools

^a Based on 1930 Census figures—U. S.; State; and Local Census.

^b Based on data from school officials, staff members, and Connecticut State Register and Manuals for 1939.

munity V were engaged in full-time regular employment at the time of the interview than those of Community I and those of Community IV had the highest percentage of all.^a Moreover, Community VI had the highest percentage of parents of youth engaged in full-time regular employment.^b It would seem that the amount of employment opportunity depends more upon the number of jobs provided by the local industries and the number of available workers of the communities in which the industries are located than it does upon the diversity of the industries. However, it is obvious that if a youth is not in a job in which to adjust himself, certain criteria cannot be applied.

It should be pointed out here, however, that the percentage of unemployed youth by schools ranged from 8.7 to 18.7 with an average of 13.6.^c The differences from the average are not large and therefore the factor of unemployment *per se* could not be used as an argument to nullify the judgments formed concerning adjustment to the present job. Further, the youth of the school with the highest percentage of youth enjoying full-time regular employment (84.8%) at the time of the interview did not rate as well on the criteria of adjustment to the job as the youth of another school, whose youth enjoyed 78.1% of full-time regular employment.

Nativity and Ages

Tables 2a and 2b provide information concerning the distribution of the community population by nativity and by age. It will be seen that

TABLE 2a. COMMUNITY POPULATION
BY NATIVITY^a

(In per cent)

Nativity	Community					
	I	II	III	IV	V	VI
Native white	71.8	90.8	70.2	72.2	77.7	75.4
Foreign-born white	17.5	4.5	23.7	27.4	21.7	24.6
Negro	10.6	4.6	6.0	0.3	0.6	0.0
Unknown	0.1	0.1	0.1	0.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

^a Fifteenth Census of the U. S. 1930. Population. Vol. III—Reports by States. Washington, D. C., 1933.

TABLE 2b. COMMUNITY POPULATION
BY AGE GROUPS^a

(In per cent)

Age	Community					
	I	II	III	IV	V	VI
Up to 15 years	26.1	26.4	27.9	29.0	27.6	32.4
15-24 years	16.9	15.8	18.7	18.7	17.0	18.4
25 years and over	56.9	57.8	53.4	52.3	55.3	49.3
Total	99.9	100.0	100.0	100.0	99.9	100.1

^a Fifteenth Census of the U. S. 1930. Population. Vol. III—Reports by States. Washington, D. C., 1933.

^aSee Table 21, page 49.

^bSee Table 14, page 38.

^cSee Table 21, page 49.

there are no significant differences in the age distributions. It will be noticed that Community II has the highest percentage of native white youth and lowest percentage of foreign-born white youth. Although the youth of School II showed up well in a few respects in terms of the criteria as will be shown later, nevertheless the youth of Schools I and V are significantly better in more criteria than those of School II. The factor of nativity, therefore, would not seem to account for the creation of differences in the occupational adjustment (as measured by the criteria) of the youth of the different communities.

Youth-Serving Agencies Other than the School

In Appendix III will be found a sample of the questionnaire which was used to investigate the kind of youth-serving agencies other than the school in existence in these communities, and the extent to which they served the youth studied. A list of all possible youth agencies in the town, grouped, if possible, by their function was secured. Of particular interest were placement, counseling, and training services. Except for some incidental services provided by the Y.M.C.A., Y.W.C.A., and similar organizations, the State Employment Service Offices were the only agencies which could be found that were organized in any way to help youth.⁴ Some of the organizations, in answer to the original question, claimed they did, but could offer no convincing evidence to substantiate their claims. Even the State Employment offices, which at least seemed organized to provide service and which had evidence of service to some youth, had not served these youth to any extent. Each agency was provided with a list of the youth being studied and the agency was asked to indicate its services to any of the youth whom it had served. The number of youth served was negligible among all the communities.

Very little was done by school and other community agencies co-operating for the benefit of youth. There was one exception to this general statement. In one of the towns, the principal and the superintendent had managed to establish a Rotary Youth Service Committee of which they were the co-chairmen. This committee served a useful function in helping the school officials to place youth in employment and in helping to sponsor vocational conferences at the high school. This particular procedure, as a school practice, is discussed further in Chapter VI. It may be said that youth-serving agencies other than the school seemed to have little or no influence in affecting the occupational adjustment of the youth studied.

THE SCHOOLS STUDIED

Size, Organization, and Building Facilities

Table 3 presents a comparison of the schools by size, pupil-teacher ratio, annual per-pupil costs, school organization, and building facilities. The enrollment and pupil-teacher figures have been carried to only one decimal point. It is interesting to note that there is a consistent pattern of relationship between the adjustment of the youth studied and school size.

⁴Each town was served either directly by an Employment Service Office or by one in a near-by town.

TABLE 3. SCHOOL SIZE, COSTS, ORGANIZATION, AND BUILDING FACILITIES

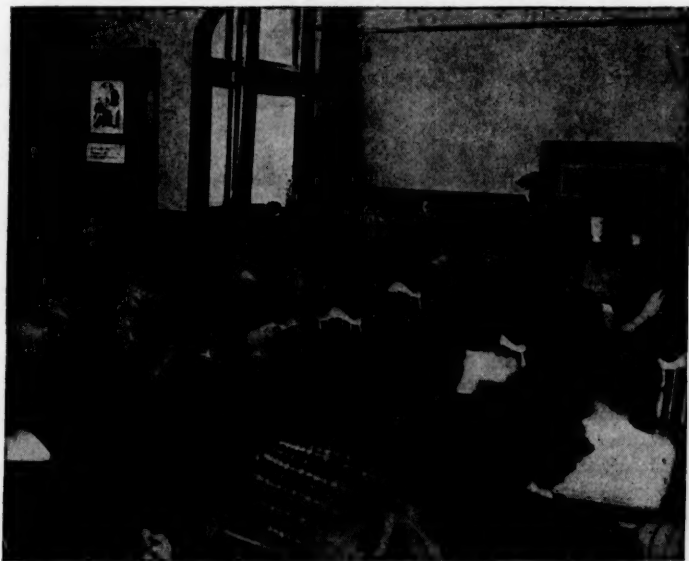
Item	I	II	III	IV	V	VI
Size						
Average pupil population	1792.6	611.6	1647.2	326.0	1088.0	276.8
Pupil-teacher ratio (exclusive of Prin.)						
Annual per pupil costs ^a	21.9	22.0	25.3	20.4	31.6	27.7
Organization						
Grades	\$189.11 9-12 Unorganized P. G.	\$125.89 9-12 Unorganized P. G.	\$139.07 10-12 Unorganized P. G.	\$95.62 9-12 Unorganized P. G.	\$74.81 9-12 Unorganized P. G.	\$83.08 9-12 Unorganized P. G.
Length of School Day	6 hours Separate Principal	6 hours Separate Principal	5¾ hours Separate Principal	5¼ hours Superintendent- Principal	5¼ hours Superintendent- Principal	1 hour Superintendent- Principal
Administration						
Building facilities	Overcrowded but has excellent equipment and facilities.	New building, excellent facilities and equipment.	Overcrowded; fair facilities and equipment; agricultural department well equipped.	New building, equipment lacking in shop; otherwise excellent facilities.	Average age building; facilities and equipment are good.	Old building, poor equipment and facilities.

^a Secured by dividing total annual expenditure (exclusive of amortization costs) by average enrollment.

The youth of the two smallest schools received fewer significantly high percentages of "yes" ratings and more significantly low percentages of "no" ratings on the Ways of Behaving form. The school receiving the greatest number of significantly high percentages of "yes" ratings was the largest school. The youth of those schools which provided the greatest range in equipment and facilities for diversified study received higher percentages of "yes" ratings. There seems to be no relationship between pupil-teacher ratio and adjustment.

Guidance Program, Curricular Offerings, and Job Training

Table 4 presents the guidance programs of the various schools as described by the school officials; the curricular offerings, and the specific jobs for which the schools provide training. It will be seen from an examination of the table that the guidance programs vary from the comprehensive offerings of School I to the almost complete absence of a program in School VI. The larger schools offer a greater range of separate curriculums. The smaller schools attempt to provide wider offerings through the mechanism of the social-scientific or civic-social curriculum, using the constants-electives approach. In most of the schools, and especially in School I, the curriculums are set up more as guides than as rigid pathways of study. The types of specific job preparation as claimed by the schools are generally the same: stenography, typing, and bookkeeping. In addition, several of the schools claim preparation for agricultural occupations.



AN OCCUPATIONAL CONFERENCE

Community leaders co-operate with the school
Waupaca (Wis.) High School

School Personnel

Table 5 presents data on the experience of the school personnel in years of teaching and annual salaries. The schools, except for IV, present very little significant differences in amount of teaching experiences. It is interesting to note that School IV received more significantly low percentages of "yes" ratings than any of the other schools. There are other reasons for this, as pointed out in Chapter VI. A relationship between lesser teaching experience of personnel and poorer occupational adjustment of youth cannot be established necessarily. Further, this relationship does not exist for the other schools.

TABLE 5. EXPERIENCE AND SALARIES
OF SCHOOL PERSONNEL^a

School	Experience in Years of Teaching		Annual Salaries	
	Range	Median	Range	Median
I	1-40	15.0	\$1600-3400	\$2700
II	1-38	10.0	\$1200-3060	\$1767
III	1-41	18.4	\$1200-4000	\$2619
IV	1-10	5.0	\$1000-1800	\$1351
V	3-28	12.5	\$1400-3575	\$1861
VI	1-20	10.0	\$1000-1800	\$1672

^a Data based on figures provided by high school principals.

There are considerable differences in the median salaries and in the range of salaries among the different schools. Schools IV and VI have the lowest median salaries and received more significantly low percentages of "yes" ratings than the other schools. Their top salaries are considerably lower than the other schools. This may be a factor in some respects. But it should be pointed out that School V, although having a considerably lower median salary than Schools I or III, received significantly higher percentages of "yes" ratings in several Ways of Behaving than Schools I or III. Generally, there seems to be a relationship between salary paid teachers and ratings on occupational adjustment achieved by youth. However, even assuming that salary paid teachers offers a rough index of the quality of teaching, a causal relationship cannot necessarily be supposed between amount of salary and quality of adjustment.

Number Continuing with Further Schooling

Another factor, which might have some effect upon the quality of adjustment displayed by the youth studied, would be to what extent youth from the given school continued with further schooling. It will be recalled that in Objective I the study is limited to those "who have not gone on further with full-time formal schooling." If a considerably larger percentage of youth from a given school continued with further schooling, the quality of adjustment displayed by the remaining group might thus be affected adversely. Included in the definition of "further full-time schooling" are business schools, technical schools, and trade schools, as well as the regular colleges. If going to school constituted the major daytime activity of the

youth and if he had been in the school for a period of three months, he was omitted from the study. This was done in order to keep at a minimum the influence of any other school which might be affecting the occupational adjustment of the youth. As mentioned before, one of the most difficult tasks was that of relating the occupational adjustment of the youth to the practices to which he had been exposed in the secondary school.

An examination of Table 6 will show that only small differences exist among the schools with respect to the percentages of youth who have gone on with further schooling.

TABLE 6. YOUTH GONE ON WITH FURTHER SCHOOLING, JUNE 1934 - 1938

School	Number of School Leavers			Number in Working Sample	Number Gone on With Schooling			Per Cent of All School Leavers Continuing Education
	Known by School to have Continued Schooling	In Master List	Total		As Found by Staff in Working Sample	Proportional Estimate for Entire Master List	Total	
I	473	1813	2286	236	35	269	742	32.5
II	137	521	658	262	23	46	183	27.8
III	784	2257	3041	273	32	265	1049	34.5
IV	26	146	172	146	28	28	54	31.4
V	177	1119	1296	228	38	187	364	28.1
VI	91	237	328	237	14	14	105	32.0

SUMMARY

In this chapter some important aspects of the communities and schools have been presented so that later references to these phases may be made. The nature of the population and the local community labor market together with occupational opportunities have been presented. The lack of any other agencies operating to influence directly the occupational adjustment of the youth studied has been indicated. A comparison of the schools by size, organization, building facilities, guidance programs, curricular offerings, job training provided, per pupil cost, training and salaries of personnel, and percentages of youth continuing with further schooling has been presented. Some of the comparisons, as for example those of building facilities, have not been elaborately done. But the summarized comparisons have been derived carefully and have sufficient detail for present purposes.

It will be noticed that there are not many essential differences among the communities which might have had some effect upon the occupational adjustment of the youth. The schools do differ in several important aspects as will be elaborated upon in Chapter VI.

CHAPTER IV

The Youth Studied and Their Home and School Backgrounds

THE SAMPLE

Chapter III attempted to present the background picture of the youth, as far as their schools and communities were concerned, and to show to what extent these factors differed from or were similar to one another. Chapters IV and V attempt to present a picture of the occupational backgrounds of the youth. Inferences for school practices are drawn occasionally, but much of the material is presented for general interest and to substantiate conclusions and recommendations concerning school practices which are submitted in Chapters VI and VII.

Representativeness of the Sample

A comparison of the master list and eligible sample by graduates and withdrawals, and by schools is presented in Table 7. A similar comparison for boys and girls is made in Table 8. It will be seen that the differences

TABLE 7. MASTER LIST AND ELIGIBLE
SAMPLE BY GRADUATES AND WITHDRAWALS
AND BY SCHOOLS

School	Master List						Eligible Sample					
	Graduates			Withdr's			Graduates			Withdr's		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I	1096	60.5	717	39.5	1813	100	106	59.2	73	40.8	179	100
II	400	76.8	212	23.2	521	100	164	77.0	49	23.0	213	100
III	1101	48.8	1156	51.2	2257	100	109	54.8	90	45.2	199	100
IV	55	37.7	91	62.3	146	100	38	35.2	70	64.8	108	100
V	618	55.2	501	44.8	1119	100	99	58.6	70	41.4	169	100
VI	120	50.6	117	49.4	237	100	111	53.6	96	46.4	207	100
All Schools	3390	55.6	2703	44.4	6093	100	627	58.3	448	41.7	1075	100

TABLE 8. MASTER LIST AND ELIGIBLE
SAMPLE BY BOYS AND GIRLS
AND BY SCHOOLS

School	Master List						Eligible Sample					
	Boys			Girls			Boys			Girls		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I	905	49.9	908	50.1	1813	100	95	53.1	84	46.9	179	100
II	254	48.8	267	51.2	521	100	135	63.4	78	36.6	213	100
III	1086	48.1	1171	51.9	2257	100	109	54.8	90	45.2	199	100
IV	65	44.5	81	55.5	146	100	47	43.5	61	56.5	108	100
V	527	47.1	592	52.9	1119	100	81	47.9	88	52.1	169	100
VI	125	52.7	112	47.3	237	100	114	55.1	93	44.9	207	100
All Schools	2962	48.6	3131	51.4	6093	100	581	54.0	494	46.0	1075	100

in percentages between the boys and girls, graduates and withdrawals, when the master list is compared with the eligible sample, are not large even though some difference would be expected due to elimination because of marriage of girls and further schooling.

The question then arises as to what proportions of youth in the eligible sample were interviewed. Table 9 presents a comparison of the eligible sample and the total interviews secured.¹

TABLE 9. ELIGIBLE SAMPLE AND SECURED INTERVIEWS BY GRADUATES AND WITHDRAWALS, BOYS AND GIRLS

Youth	Eligible Sample		Interviewed Sample		Percentage Which Secured Interviews Are of Eligible Sample
	No.	%	No.	%	
Graduates					
Boys	329	30.6	286	31.3	86.9
Girls	298	27.7	275	30.1	92.3
Total	627	58.3	561	61.4	89.5
Withdrawals					
Boys	252	23.4	194	21.2	77.0
Girls	196	18.2	159	17.4	81.1
Total	448	41.7	353	38.6	78.8
Total					
Boys	581	54.0	480	52.5	82.6
Girls	494	46.0	434	47.5	87.9
Total	1075	100.0	914	100.0	85.0

An examination of this table shows that proportions of boys and girls, withdrawals and graduates, remained approximately the same for the entire sample. Eighty-four per cent of the total eligible sample were interviewed. The proportions for each of the schools remained approximately the same as well. Table 9 indicates that the results cannot be disputed because of inadequacies in the sampling of boys, girls, graduates, and non-graduates.²

Only 2.6% of the eligible sample refused to be interviewed. Another 3.6% could not be located. It is interesting to note that only 4.7% had moved too far away to be interviewed. An additional 1.7% who had moved were interviewed, and another 0.9% had moved out of the community, but could not be interviewed because of lack of time. Thus the known total mobility was only about 7%. In addition, there was probably some mobility in the 3.6% who could not be located. But taking into account all possible mobility, the amount still would not exceed about 10%. Or to

¹The totals for some of the succeeding tables involving distributions of youth will vary from the totals of Table 9 because the information contained in those tables was derived from several forms. For example, employer interview blanks were completed for only 724 youth. This was, obviously, because some of the youth were unemployed, and therefore, employer interviews could not be held for the entire 914 youth interviewed. Whenever such comparisons are made, the distributions are based upon exactly the same youth. This was made possible by numbering each of the forms for the same youth with the same serial number.

²A Chi-square test was applied to the distribution of the interviewed sample and the distribution that would have been obtained had the 914 cases been distributed between boys and girls and graduates and withdrawals in exactly the same proportions as in the eligible sample. The discrepancy between the two distributions was not significant. (Chi-square was 3.98 with 3 degrees of freedom.)

put it differently, at least 90% of the youth had remained in the communities in which they had gone to school. It must be remembered, too, that the time range was from one and one half to five and one half years out of school. The problem of mobility would *not* seem to be a serious one. It is probably true that the problem of mobility would be a greater one for other geographic and industrial areas. But for the communities studied, which are fairly typical of those in the heavily populated northeastern states, there was an almost insignificant amount of mobility. There was considerable moving about, but it was moving from one rent area to another within the same community, depending upon the rise and fall of the family fortunes. Or the moving consisted of going to a similar rent area which was close to a new job but still within the same labor market community.

Consent to 14.8% of the interviews was secured by letter, 17.7% by telephone, and 67.5% by personal visit to wherever the youth could be found—usually his home.² This indicates the difficulty of getting interviews. Interviews rarely were refused after a personal visit had been made.

Employer Sample

Table 10 presents an analysis of the sample of employer interviews. It will be seen that 88% of the youth were eligible to have their employers interviewed. Ninety per cent of these eligible interviews were secured. It will be noticed that the employer interview results reported are based upon 724 of the youth. This represents 79.2% of all of the youth and includes 429 different employers. It can be said that the employer interviews are

TABLE 10. ANALYSIS OF EMPLOYER INTERVIEWS

Analysis	School						All Schools
	I	II	III	IV	V	VI	
1. No. of Completed A interviews (Youth)	149	183	151	96	151	184	914
2. No. of Youth or A forms eliminated from B interviews because:							
a. Unable to locate employer	5	4	2	0	1	0	12
b. Employer refused	5	7	6	0	1	3	22
c. Youth totally unemployed	1	5	3	9	7	6	31
d. Youth self-employed	4	3	3	2	3	3	18
e. Other	0	0	5	8	8	6	27
Total of 2	15	19	19	19	20	18	110
3. No. of eligible B's. (1 minus 2)	134	164	132	77	131	166	804
4. Per cent of completed A's which are eligible B's.	90.0	89.6	87.4	80.2	86.8	90.2	88.0
5. No. of employers for eligible B's.	108	99	99	39	90	57	492
6. No. of employers interviewed	96	88	87	36	73	49	429
7. No. of youth per employer interviewed	1.3	1.8	1.3	2.0	1.5	3.4	1.7
8. Per cent of eligible employers interviewed	89.0	89.0	87.9	92.3	81.1	86.0	87.2
9. No. of B's completed	122	155	113	73	110	151	724
10. Per cent of eligible B's completed	91.0	94.5	85.6	94.8	84.0	91.0	90.0

²The number of interviews secured by letter could undoubtedly have been increased by additional follow up letters. Due to limited time direct personal visits were begun immediately when no answer was received from the first letter.

sufficiently representative for deriving conclusions. That the opinion of any one employer does not weigh heavily can be seen from the number of employers interviewed in the different communities and from the range of the average number of youth per employer in the six schools, 1.3 to 3.1.

It is interesting to note that approximately only one out of 24 employers refused to be interviewed. This would seem to indicate that schools would not find it difficult to establish relationships with employers as advised in the individual school survey-plan recommended in Chapter VII.

Age

Table 11 presents the youth by age and school. It will be seen that except for School IV the distributions among the schools are very similar. The difference in School IV is caused by the fact that this school was organized and started after June, 1934, the beginning date for school-leaving of the sample. As will be seen later, School IV also has the lowest average

TABLE 11. YOUTH BY AGE AND BY SCHOOL
(in per cent)

Age	School						All Schools
	I	II	III	IV	V	VI	
Over 23-3 ^a	11.4	17.7	16.9	—	14.6	10.9	13.2
22-9—23-3	8.1	6.0	5.4	1.0	6.0	8.2	6.2
22-3—22-9	6.0	6.6	10.8	—	6.6	7.1	6.6
21-9—22-3	9.4	8.7	11.5	—	7.9	9.3	8.4
21-3—21-9	8.1	9.8	7.4	1.0	10.6	9.3	8.2
20-9—21-3	9.4	7.1	8.8	5.2	9.3	9.3	8.4
20-3—20-9	11.4	7.7	8.8	11.5	7.9	10.4	9.5
19-9—20-3	10.1	12.0	9.5	12.5	12.6	10.9	11.2
19-3—19-9	10.7	7.7	10.1	17.7	9.9	8.7	10.2
18-9—19-3	6.0	4.9	4.1	9.4	4.0	7.1	5.7
18-3—18-9	2.7	6.0	4.1	20.8	4.0	3.3	5.8
Less than 18-3	6.7	3.8	2.7	20.8	6.6	5.5	6.7

^a Read as 23 years, 3 months.

time out of school. Because these factors might seriously affect any conclusions, School IV was not included when the ratings on the criteria secured by the youth of the various schools were being considered. For the entire sample, the boys, with a median age of 21 years, 1 month, were slightly older than the girls whose median age was 20 years, 7 months.

Race

The percentage of Negroes in all of the schools except one was negligible, with one or no Negroes in five out of the six schools. The sample for School I contained 13.8 per cent Negroes. It is conceivable that the results for School I may have been affected owing to the greater difficulty which Negroes have of getting and holding jobs because of their race. Any results for School I would have been adversely affected by this factor of race differences. As will be shown later the youth of School I did demonstrably better in several important respects. Several practices in School I are cited as seemingly worth while. Any accounting for the Negro factor involved would tend, therefore, to strengthen the conclusions for School I rather than weaken them.

Nativity

Although there were distinct differences in the nativity of the parents among the schools as will be shown later, there were insignificant differences in this respect among the youth. Very small percentages of youth (ranging from 0.5 to 4.2) in any of the schools were foreign born. The school files provided only information distinguishing between native or foreign birth. More detailed information probably could have been secured from the youth themselves, but for several reasons the question had been included originally only in the school forms.

Mental Ability

Difficulties were encountered in getting comparable mental ability test data for several reasons. It was found, first, that none of the schools had secured this data for all of its pupils. Out of a total of 909 forms filled in by the schools, 231 did not have any mental test data. In addition,

TABLE 12. MEDIAN I. Q.'S BY SCHOOL
AND BY SEX

<i>School Group</i>	<i>Median I. Q.</i>	<i>Sex Group</i>	<i>Median I. Q.</i>
I	102		
II	100	Boys	101
III	104	Girls	102
IV	103		
V	101		
VI	102	All Youth	102

it was impossible to tell very often from the school records the particular test or form used. This was true after checking with the schools in an effort to complete the data. Practically all the recorded I. Q.'s were derived from group tests, chiefly the Otis Self-Administering and the Terman Group. Table 12, therefore, must be interpreted with considerable caution. It does indicate that there are not marked differences among the schools, nor between boys and girls in terms of I. Q.'s as derived from test scores.

HOME BACKGROUNDS

Nativity and Citizenship of Parents

Table 13a presents the distribution of the youth by the United States citizenship of their parents. Schools IV and VI had the lowest percentage of both parents as citizens. Table 13b shows that these schools had the lowest percentage of both parents as native born, also. The youth of these schools secured the poorest ratings on the criteria. Whether there is any causal relationship is difficult to say. The youth of School V, which ranked fourth in per cent of "both parents citizens," did better in several significant ways than the youth of any of the other schools. School II has the highest percentage of both parents as citizens and native born, but its youth did not do as well on the whole as School I, nor as well as School V in the area of *adjustment to the job*. For want of any more direct evidence and because of the contradictions as pointed out, it would seem safe to conclude

TABLE 13a. YOUTH BY CITIZENSHIP OF
PARENTS AND BY SCHOOL
(In per cents)

Citizenship	School						Total
	I	II	III	IV	V	VI	
Both parents citizens	84.6	94.6	82.2	61.5	73.5	53.8	75.7
One parent a citizen	9.4	3.2	11.9	15.7	13.9	19.0	11.9
Neither citizens	5.4	2.2	6.0	22.9	12.6	27.2	12.2
Unknown	0.6	0.0	0.0	0.0	0.0	0.0	0.1
Total	100.0	100.0	100.1	100.1	100.0	100.0	99.9

TABLE 13b. YOUTH BY NATIVITY OF
PARENTS AND BY SCHOOL
(In per cents)

Place of Birth	I	II	III	IV	V	VI	Total
Both parents native born	54.4	81.4	35.8	35.4	44.3	26.1	47.3
One native, one foreign	30.9	11.5	51.7	46.9	43.8	60.9	40.2
Both parents foreign born	14.1	7.1	12.6	17.8	11.9	13.0	12.3
Unknown	0.6	0.0	0.0	0.0	0.0	0.0	0.1
Total	100.0	100.0	100.1	100.1	100.0	100.0	99.9

that any differences in the ratings secured among the youth of the various schools cannot be due to differences in nativity and citizenship of parents.

Marital Status of Parents

The youth of the different schools were compared upon the basis of whether their parents were living or not while the youth were at school and at the time of the interview. There was very little difference in these two respects among the schools. About 87% of the youth had both parents living while they were at school and approximately 82% had both living at the time of the interview. The youth were compared also for the marital relationships of the parents while the youth were at school and at the time of the interview. No appreciable differences were found in these two respects. About 83% of the youth said that their parents were living together when the youth were in school and about 76% said that their parents were living together at the time of the interview. Only 3.6% of the youth said that their parents were separated or divorced while the youth were in school and only 5.1% said their parents were separated or divorced at the time of the interview.

Marital Status of Youth

It was found that 96.5% of the boys were not married. More than half of the remaining group, who were married, had no children. No appreciable differences among the schools were found in these respects. Whether or not additional responsibilities of marriage and maintenance of a household have an effect upon the occupational adjustment of youth cannot be said. It is reasonable to suppose that they might have. A relationship was found to exist between marriage and percentage of employment (an aspect of occu-

pational adjustment) as is demonstrated in Appendix I. However, this factor obviously did not enter into the problem as shown in the above figures. About 95% of the youth were living at home while going to school and an additional 3.6% were living with relatives. There were few or no differences among the schools in either of these respects. Again, differences in place of abode were not factors in the results.

It must be remembered that group comparisons are being made here. Although for the purposes of later analysis such matters as parental relationships and place of abode do not need to be considered, nevertheless, it is not maintained that they may not be very important factors contributing to the occupational adjustment of the individual. They do not seem to be related to the differences in occupational adjustment (as measured by the criteria) among the groups of youth studied, and therefore cannot be considered as affecting the comparative results.

Size of Families

Only 5.1% of the youth came from one-child families. In families of more than one, 23% were the youngest, while 25% were the oldest. About 47% were located in the "middle" of the children of the family. The youth came from small- (2 children), medium-sized (3-5), and large-sized (over 5) families. About 51% came from medium-sized, and 28% from large-sized families. The proportion from the different-sized families or position in a given-sized family did not vary significantly from school to school. The possible effect of family size or of position in a given size of family could be disregarded in group comparisons. The youth of the different schools were compared by the number of employed and unemployed siblings that each youth had. No significant differences could be found among the schools in this respect.

Employment Status of Father

Table 14 presents information on the employment status of the father at the time of the youth interview. The differences in most of the categories are not very marked. However, about 73% of the youth of School VI reported that their fathers had full-time regular employment as compared with 58.3% of the youth of School III. It was found, nevertheless, that the

TABLE 14. YOUTH BY EMPLOYMENT OF FATHER AND BY SCHOOL

<i>Employment Status of Father</i>	<i>School</i>						<i>All Schools</i>
	I	II	III	IV	V	VI	
Full-time regular	68.5	62.8	58.3	67.7	60.3	72.8	65.1
Irregular, part-time	6.0	6.6	4.6	1.0	11.2	4.9	6.1
Unemployed	6.7	8.2	9.9	8.3	6.6	7.6	7.9
Relief or work projects	1.3	3.3	2.7	2.0	0.0	0.5	1.7
Not on the employment market	2.7	3.8	4.0	3.1	6.6	3.8	4.0
Deceased	13.4	11.5	17.9	11.5	13.9	9.2	12.8
Unknown, no response, does not help support family	1.4	3.8	2.7	6.3	1.3	1.1	2.5
Total	100.0	100.0	100.1	99.9	99.9	99.9	100.1

youth of School III almost always received higher percentages of "yes" ratings than those of School VI. The youth of School V, whose fathers were second lowest in full-time regular employment were outstanding in the area of *adjustment to the job*. There does not seem to be any positive relationship that can be established between the employment status of the fathers and the ratings on the criteria.

Table 15 presents a distribution of the occupations of the fathers of

TABLE 15. YOUTH BY OCCUPATION OF FATHER AND BY SCHOOL
(In per cents)

Classification of Father's Occupations ^a	School						All Schools
	I	II	III	IV	V	VI	
Professional and semi-prof.	4.7	1.1	5.3	0.0	4.0	2.2	3.0
Managerial and official	11.4	9.3	20.6	12.5	15.2	4.9	11.9
Clerical and kindred	3.4	2.7	3.3	4.2	3.3	2.7	3.2
Sales and kindred	5.4	3.3	4.6	1.0	0.7	2.7	3.1
Domestic and personal service	4.7	3.3	0.7	0.0	2.0	2.2	2.3
Miscellaneous service	4.7	2.7	4.6	4.2	3.3	1.1	3.3
Agricultural, horticultural, and kindred	2.0	16.4	2.6	10.4	18.5	3.3	8.9
Skill occupation in production and manufacturing	45.6	45.4	26.5	26.0	23.8	38.6	35.3
Semi and unskilled occupation in production and manufacturing	14.1	7.1	25.8	33.3	22.5	32.7	21.8
Unknown, or dead	4.0	8.7	5.9	8.4	6.6	9.7	7.3
Total	100.0	100.0	99.9	100.0	99.9	100.1	100.1

^a The classification of occupations was based upon a classification scheme containing 1,000 different categories which, in turn, were grouped into large divisions as in the table. This was provided by Dr. C. L. Shartle, Chief, Occupational Analysis Section, Bureau of Employment Security. The various duties performed while on the job were ascertained and then the classification was made.

the youth at the time of the interview. A study of the kinds of occupations of the parents has importance when combined with the kinds of occupations into which youth go, as a probable indicator of the kinds of jobs into which youth now in school may expect to go in general.

Socio-Economic Status of Homes

TABLE 16. SOCIO-ECONOMIC SCORES OF HOMES OF YOUTH BY SCHOOL
(In per cents)

School	Number of Youth	Mean Score	Standard Deviation
I	148	45.1	18.7
II	183	47.3	16.2
III	150	42.4	15.3
IV	95	41.6	16.3
V	151	47.4	16.9
VI	182	42.0	15.2
All	909	44.5	16.5

Table 16 on previous page presents the mean socio-economic status⁴ of the homes of these youth by schools. The following is a suggested qualitative description by Wrightstone:

Percentile levels	Score on Social Background Data Sheet	Qualitative Description
10th	27	Medium
30th	70	High
40th	76	Very high
70th	91	Highest
100th	100	Indeterminately high

It will be seen that the average home from school to school does not differ to any extent. About 88% of all the youth received scores ranging from 20-69 on the Social Background Data Sheet. This percentage remains approximately the same for each of the schools. Most of the youth, school by school, come from homes of medium socio-economic status. Any differences among the youth compared by school cannot be attributed to differences in the home background.

It is well to remember, however, although only 4.4% did come from homes receiving ratings below 20 that this group does exist. About 20% received scores below 30. This fact is particularly significant in emphasizing the point that a substantial group of youth need especial attention while at school. It, also, emphasizes the difficulty of the school in dealing with such youth. For, although it does not necessarily follow for the individual youth, pupils from homes at this level tend to constitute more than their share of problem cases of one kind or another while at school and of pupils who leave school before graduation.

SCHOOL RELATIONSHIPS

Behavior Rating While at School

The school was asked to rate each of the youth on a five point descriptive scale of behavior while at school.⁵ There was very little difference among the youth from school to school. Slightly less than 50% were rated as "C" and 33% as "B." There were only 1.5% who received "E."

Recommendations for Employment

The school was asked if it would have been willing to recommend the individual youths for any kind of full-time employment when they left school. About 67% of the youth would have been recommended. This varied from school to school but slightly, except for School IV. This school would have been willing to recommend for employment only 47.9% of its youth. Using employer opinions as the criteria for successful adjustment to

⁴Scores are derived from the Wrightstone Adaptation of the Sims Score Card. See Wrightstone, J. W., "A Social Background Data Sheet." *Journal of Educational Sociology*, 7:525-527, April, 1934. Also, Sims, V. M., *The Measurement of Socio-Economic Status*, Bloomington, Illinois: Public School Publishing Co., 1928.

⁵The Scale is as follows:

A—Exercised strong influence for good over other students.

B—Follower but constructive in attitude and behavior.

C—Generally neutral or colorless—did not misbehave, but did not contribute positively.

D—Follower but destructive in attitude and behavior.

E—Exercised or attempted to exercise strong influence for the detriment of school morale over other students.

a given job, it was found that the schools had judged their youth more harshly than later results would warrant. The schools' willingness to recommend tended to coincide with the schools' opinions concerning the scholastic class rankings for the youth while they were in school. Scholastic class rankings were secured for 748 youth of the 914 studied. Of these 748, about 48% were rated in the lowest two-fifths of their classes. Apparently, the scholastic achievement of the youth while in school strongly influences the opinion of the school concerning their possible ability to adjust themselves successfully to jobs. This is further demonstrated by the reasons given for not being willing to recommend the particular youth so rated. The reason given more frequently than any of the others was "lack of good general education."

However, there is no relationship, on the whole, between scholastic rank in class and ability to adjust to the jobs the youth were in. This is due to several factors but probably chiefly to the non-relationship existing between the requirements of the jobs actually held by the majority of the youth and those of the academic subjects of the school. This would suggest a more realistic evaluation of the possible success of youth in employment and also a more direct effort at ensuring such success.

School Training and Job Held

A further analysis of the relationship between school training and job held is shown by Table 17. It will be seen that of the youth who took the Commercial curriculum only 46.2% had clerical, sales, and kindred occupations. About 30% of those youth who took the Industrial and General Arts curriculums were now engaged in clerical, sales, and kindred occupations. Similar discrepancies occur throughout. A breakdown by schools revealed that in School I, 72.7% of those who took the Commercial curriculum had related jobs and in School V about 57%. It is interesting to note that the youth of these schools, which had the highest direct ratios of kind of education taken and job held, did better in terms of the criteria than the

TABLE 17. YOUTH BY CURRICULUM
PURSUED AND BY JOB HELD
(In per cents)

<i>Present or Last Regular Job</i>	<i>Curriculum of last two years in school</i>					
	College Prep.	Commercial	Ind. and Gen. Art	General	Agric.	Unclass- ified
Professional, semi-professional, and managerial	5.2	2.6	0.0	2.8	0.0	12.0
Clerical and kindred	29.9	36.0	15.3	13.4	4.5	16.0
Sales and kindred	6.2	10.0	15.3	10.6	4.5	4.0
Domestic, personal, and protective service	9.3	5.6	11.1	10.9	0.0	4.0
Agricultural, fishery, and kindred	4.1	2.4	0.0	4.4	45.5	0.0
Skilled	8.2	7.9	11.1	15.3	0.0	8.0
Semi-skilled and unskilled	34.0	33.1	44.4	41.3	45.5	56.0
Unemployed and unclassified	3.1	2.4	2.8	1.2	0.0	0.0
Percentage base	97	378	72	320	22	25

other schools. This would seem to suggest that benefit occurs to the youth when the relationship between training and job held is direct and specific.

It is, however, obviously impossible for the school to provide direct and specific training for every possible job. It may become possible as a result of the work of the United States Employment Service in attempting to establish families of occupations with similar patterns of skills and interests.⁶ With the classification of similar groups of occupations the school might be able to establish courses which would provide basic training in the most frequently entered patterns.

Grade Completed

Table 18 presents a distribution of youth by the semester of schooling completed. The letter "A" represents the first semester of the particular grade and "B" the second. It will be noticed that all have high percentages of graduates except for School IV. It must be remembered, also, that these are youth who have not gone on with further schooling. If youth with

TABLE 18. YOUTH BY SEMESTER COMPLETED, BY SCHOOL, AND BY SEX
(In per cents)

Semester Completed	School						Sex		All Youth
	I	II	III	IV	V	VI	Boy	Girl	
8B	0.7	0.0	0.0	6.3	1.3	6.0	1.7	2.8	2.2
9A	8.8	0.5	0.0	13.5	5.3	7.1	5.7	4.9	5.3
9B	8.8	9.3	0.7	12.5	11.3	11.5	8.6	9.3	8.9
10A	6.1	0.5	13.5	3.1	3.3	3.8	4.6	5.3	5.0
10B	8.1	4.9	13.5	17.7	7.3	9.8	10.0	9.0	9.6
11A	1.4	0.5	6.1	3.1	2.6	1.6	3.1	1.6	2.4
11B	4.1	2.2	3.4	5.2	1.3	2.2	2.9	2.8	2.9
12A	0.0	0.0	4.1	1.0	2.0	0.5	1.7	0.7	1.2
Graduated	61.5	79.2	58.8	33.3	60.9	57.4	59.7	61.8	60.7
Post Graduate	0.7	2.7	0.0	3.1	4.6	0.0	1.9	1.6	1.8
No information	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.2	0.1
Percentage base	148	183	148	96	151	183	477	432	909

further schooling were included, undoubtedly the number of graduates would increase in proportion to the total number of school-leavers. These schools all have fairly strong holding power (except for School IV, for which there were special circumstances as explained before.)

It cannot be concluded from Table 18 which school had the strongest holding power because of the fact that these figures are concerned only with those youth who have not continued with further schooling. However, there were small differences among the schools in terms of the percentages of youth who had gone on with further schooling.⁷ School II had the smallest percentage of youth continuing with further schooling, with approximately 28%; School III had the highest proportion with approximately 35%. Thus, the difference in percentages of graduates between School III and II in the sample, as shown in Table 18, is accounted for, in part, by the fact that a

⁶Stead, W. H., Shartle, C. L., and Associates. *Occupational Counseling Techniques*. New York: American Book Co., 1940, pp. 175-206.

⁷See Table 6, page 31.

large proportion of the graduates in the School III sample has been eliminated at the outset because they had gone on with further schooling. The question next arises as to the relative effect upon the evaluation of the occupational adjustment of youth from one school where the percentage of further schooling is high as compared with those from another where the percentage is lower. Assuming that the better calibre of youth go on to college and seek further training of other kinds, it might be argued that School II, with its smaller percentage of further schooling, would have an advantage over other schools. Actually, however, Schools I and VI are selected for their demonstrable practices thought to be worthwhile, as shown in Chapter VI.

It was found that the mean number of semesters spent in each school did not differ from school to school (except again in School IV, which had a substantially smaller mean than the others.) The mean number of semesters spent at school for all the youth was 5.75. This represents almost three school years and should have been sufficient for the school to have established its influence, if any. About 88% of the youth had entered the schools being studied as beginning secondary-school pupils and had been to no other secondary schools. Their only source of secondary-school influence was contained in the schools studied.

Youth Opinions of Education Received

Table 19 presents the results of asking the youth the question, "Do you think the high school could have given you more specific training that would have helped you in getting and keeping your present job?" (For the unemployed, it was stated as "getting and keeping a job.") The items listed in the column headed "opinion" were the most frequent answers. Over 68% of the youth knew of no additional training that could have been given. When the responses were broken down by condition of employment, however, it became apparent that the unemployed youth had been doing at least more thinking about their secondary-school training. Only 50.8% could think of no way in which the school could have helped them through more specific training for getting and keeping a job, as compared with 70% of the employed youth. They thought in terms of more and better educational guidance within the school, of the development of vocational skills, and of more training along lines already received. This last opinion had to do usually with additional vocational skills and might well be combined with the "development of vocational skills." If this is done, it is found that about 29% of the unemployed youth felt that they lacked sufficient vocational skills to secure and hold a job. Whether they actually did is uncertain. Their opinion would seem to be substantiated by the employed group. Combining the items as above it is found that about 20% of the employed group believed that the school could have given them more training in the development of vocational skills for getting and keeping their present jobs.

These figures, 29% and 20%, do not indicate by any means the extent to which specific vocational skills are used. The response "none or doesn't

know" by 68.2% of all the youth had to do with the question of whether the secondary school could have given *more* specific training. It would seem desirable to provide every school-leaving youth with some kinds of saleable occupational skills to the extent possible. This does not necessarily mean highly trained specialized skills or skills ordinarily thought of in connection with traditional vocational training, but it does mean at least initial competence sufficient to get and hold a job if one is available. The kind of skill training to be provided is a matter for the individual school concerned with a particular labor community market to decide.

TABLE 19. YOUTH BY OPINION ON HIGH SCHOOL TRAINING AND BY CONDITION OF EMPLOYMENT

(In per cents)

Opinion	Condition of Employment				All Youth
	Full-Time Regular	Irregular Part-Time	Unemployed	Other	
None or doesn't know	70.0	83.3	50.8	63.2	68.3
Training in poise	1.8	1.5	0.0	0.0	1.5
Course made less "Bookish"	1.6	0.0	3.2	0.0	1.6
More training along line already received	6.9	1.5	9.7	15.8	7.1
Educational guidance	3.0	0.0	10.5	0.0	3.7
Development of vocational skills	13.0	12.1	19.4	5.3	13.7
How to get jobs	0.6	0.0	2.4	10.5	1.0
Other	3.0	1.5	4.0	5.3	3.1
Percentage base	705	66	124	19	914

When the youth were asked to suggest a kind of education or subject-matter not offered by the school to which they had gone, but which they thought would have value, again the demand for more specific training in vocational skills was found. About 39% of all the youth gave answers which were concerned with training in skills. These consisted of training in salesmanship, in skilled trades and in the operation of office machinery. The response from the boys alone was higher, with about 50% naming kinds of education concerned with providing skills of a vocational nature. Probably some of this demand for specific vocational skills was due to wishful thinking on the part of the youth themselves, in assuming that possession of vocational skills in and of itself will guarantee successful employment.

When the youth were asked what single subject they had found most valuable to them and their reasons for such, over 61% replied in terms of the use of the subject to them in occupational life. About one-fourth of the youth thought the subject of chief value to them was English. Skill in the use of English was found important in occupational life by these youth and may be considered to have certain vocational skill values not ordinarily thought of as vocational. Over one-third of the youth named specific skill-providing subjects in the commercial, agricultural, and industrial arts fields as being the subjects of chief importance to them. Again and again, a considerable portion of the youth emphasized the importance of specific skills.

Interpreting the concept of occupational skills in a broad sense, it would seem desirable for the schools to pay considerable attention to the task of providing its school-leaving youth with at least initial job competence.

A distribution of the youth by the curriculum taken during their last two years in school, by school, and by sex, is shown in Table 20. The com-

TABLE 20. YOUTH BY CURRICULUM OF LAST TWO YEARS, BY SCHOOL AND SEX

(In per cents)

Curriculum of Last 2 Years	Schools						Sex		All Youth
	I	II	III	IV	V	VI	Boy	Girl	
College Preparatory	12.1	13.7	12.8	4.2	3.3	13.7	11.9	9.1	10.6
Commercial	29.8	39.9	42.0	62.5	43.7	41.0	25.3	60.0	41.8
Agricultural	0.0	8.2	0.0	2.1	4.6	8.7	6.5	2.1	4.4
Industrial and General Arts	39.2	0.0	0.0	0.0	9.9	0.0	9.8	5.8	7.9
General, Social-scientific, Civic-social ^a	18.9	38.3	45.3	31.3	38.4	36.6	46.4	23.1	35.3
Percentage Base	148	183	148	96	151	183	477	432	909

^a Schools II and IV offered courses in general shop and home economics in these curriculums.

mercial and agricultural were the only specific job preparing curriculums. These contained only 46.2% of the youth. This is not to be construed as an argument for more commercial or agricultural training in view of the above. (The indications are that less of the traditional commercial training should be given as evidenced by Table 17.) Rather it confirms, to some extent, the lack of specific occupational training for some kind of initial job competence.

Reasons for School-leaving

Over 61% of the youth had left the secondary school as a result of graduation. About 41% of the remaining group claimed they left school before graduation for economic reasons. Slightly more than 3% of the non-graduates left because requested to do so by the school authorities or because they anticipated being expelled from school. Of the non-graduates, approximately 13% left because they thought they were "unable to do the work," or that they "didn't like school work." If to this is added the group who left school because they "couldn't get along with their teachers" then approximately 18% of the withdrawals are leaving school because of maladjustment to the school, or the maladjustment of the school to them. Over 25% of the withdrawals said that they left because they "wanted to work, or to look for work, rather than go to school." This may have been primarily an economic reason for leaving or one of maladjustment to the school. The proportion of youth who gave this answer was highest in School IV and next highest in School VI. It may have been that such an answer was the product of shrewd reasoning on their part—that remaining in the school was of less value to them than that of working or trying to get work. That is, there may not have been any observable maladjustment but simply a realization on the part of the youth that he was deriving no benefit by re-

maining in school. If this 25% of withdrawals is combined with the 18% of youth who had left with observable maladjustment, then approximately 43% of the school withdrawals left either because of obvious maladjustment or lack of benefit being derived. Thus, of the total group of 353 withdrawals, 151 youths left because the school was not meeting their needs, abilities, and interests to such an extent that it resulted in open rupture with the school. Unquestionably, there were many of the graduates who had simply stayed on for want of something else to do, for matters of prestige, fancied or real, or by reason of parental pressure.

The problem of withdrawals or of potential withdrawals is a very serious one for the secondary school and one to which, too often, very little attention is given. In all of the schools much more was known of the graduates, both while they had been in school and since leaving. This is not an argument for retaining youth in the secondary school beyond the line of diminishing returns, but simply to point out that the diminishing returns may be postponed through careful attention and planning.

Contacts With School After Leaving

Approximately 89% of the youth had never gone back to school once they had left. About 6% had returned to visit with their subject-matter teachers. Of the group who had returned, about 26% were concerned with placement, about 20% with securing vocational guidance, and about 18% with securing educational guidance about further training. Of the small group who had returned for visits, although there was no concerted effort at securing their return for purposes of guidance, over 64% had gone back for reasons directly connected with occupational adjustment. Of those who had returned, over 94% did so on their own initiative.

Of those who had not returned, over 45% "felt that they didn't need any help," 18% had "never thought of it," and about 16% "felt that no one there (at the school) could give them the necessary help." Assuming that the 45% who felt they did not need any help would constitute an irreducible minimum (which is unlikely), there still would remain over one-half of the school-leavers who could probably be induced to return to the school for advice and counsel, if the school gave the necessary attention to the task. As a matter of fact, the great majority of the youth interviewed were pleased at receiving some attention through the school and many expressed the belief that such attention ought to have been given before. The interviewers reported that the youth were keenly interested in the questions asked and very often sought advice and counsel from them. Over 77% of the youth stated that the school had never tried to get in touch with them since they left. Over 96% of the youth of School VI reported no effort by the school to contact them since leaving school.

Employer Opinions on Education of Youth

The employers of the employed youth were asked whether they thought the youth working for them had the right kind of education, general or specific, for the jobs held. Over 27% replied that any kind of education was unnecessary for the particular jobs held by the youth. Over

48% said "yes" but would or could not explain their answer. About 8% replied that the secondary-school training was helpful but not required. Where the job required specific skills, as in certain office jobs, and where the youth had had commercial training at school, the employer tended to recognize the specific values of the education received. Such recognition, however, occurred for only about 4% of the employed youth, whereas about 15% of the boys and about 36% of the girls were definitely employed in clerical and kindred occupations.* It was found that the great majority of the employers were thoroughly satisfied with the youth, as employees, when they were asked specific questions related to definite situations about particular youths.

The employers were asked how the school could have made the youth a more valuable employee. The employers replied that nothing could have been done by the secondary school for about 30% of the youth. In their opinion either native ability was more important than schooling, or any kind and amount of education was unimportant for the particular jobs held. In 16.3% of the cases the employers felt that the school had done all that it could be reasonably expected to do. For 22.3% of the youth, the employer replied that the school could have done better by giving the youth more and better vocational-skill training related to the particular jobs held. About 6% of the employed youth should have been given better training in the fundamentals of reading, writing, spelling, and arithmetic. Better training in work habits and attitudes was mentioned in only 4% of the cases. One employer said, "Give him less of the 'know it all,' and 'the world owes me a living' attitude."

There was a certain inconsistency here in the kind of answers given by the employers. This question concerning the possible improvement of youth as an employee comes toward the end of the employer interview blank. Preceding the question other questions asked were concerned with efficiency, attitudes, habits, work production, and relationships with other workers, displayed by the youth. Almost invariably replies indicating satisfaction were received. One common remark by the employer was this. "He (or she) would not be working here if he were not satisfactory." Yet, when asked the question if the school could have made the youth a more valuable employee and how, the employers replied "yes" for about 45% of the youth. Nevertheless, it would be well for the school to consider very carefully the suggestions by the employers that improvement in vocational skills (used in the broad sense), and in the fundamentals of reading, writing, spelling, and arithmetic, and in work habits and attitudes would be desirable.

SUMMARY

In this chapter an attempt has been made to demonstrate that the interviewed samples of youth and of employers were representative of the eligible samples. The youth were shown not to differ in any marked respects in so far as age, nativity, or mental ability are concerned when com-

*See Tables 22a and 22b, pages 50, 51.

pared by schools. They differed slightly in race but this difference cannot be related to any ratings received on the criteria of adjustment. In addition, the youth were shown not to differ in any marked respects when compared by schools for such factors as marital status, size of families, and socio-economic status of homes. Such differences as existed in the nativity, citizenship, and employment status of their parents were shown to have little or no relationship to ratings received on the criteria of adjustment when the youth were compared by schools. Certain facts of importance were pointed out such as the small per cent of mobility and the existence of a group of youth from homes of low socio-economic status. Implications for school practice were derived from these facts. Various school relationships were pointed out and inferences were drawn regarding school practice. Additional need for specific-skill training and further attention to the problem of school-leavers was pointed out. The need for establishing a post-school follow-up service was indicated. The confusion existing among employers as to the worth of schooling received by the youth was pointed out, but it was shown that specific suggestions made by employers seem to have value in terms of improving specific school practices.

The lack of any marked difference in possible factors of influence other than the school, or the inability to relate what differences do exist to any differences in ratings received on the criteria of adjustment when the youth are compared by schools are important to keep in mind when considering the conclusions and recommendations offered in Chapter VI.

CHAPTER V

The Occupational Background of the Youth

PRESENT JOB

Employment Status

A higher percentage of the youth employed with less difference between boys and girls was found than has been reported in other recent studies.¹ This is probably accounted for by the kinds of towns in which the study was made and by the time of the interviews, December, 1939, and January, 1940. These months were among the highest in business activity, almost equaling the peak months of 1937.² Table 21 presents the data on employment for youth studied.

A careful examination of the entire picture would lead one to the conclusion that the individual school can influence the total percentage of its school-leavers employed but very little. Here and there, a few additional jobs might be secured for individual youths. Efforts in this direction are to be encouraged and not dropped simply because the school can be effective in only a few instances. Those few instances are concerned with *individuals* and every individual counts. This, again, should not be interpreted as meaning that placement activities should not be carried on by the school. Although the total per cent of employment may not be affected, the quality of placement and subsequent adjustment may.

TABLE 21. EMPLOYMENT STATUS OF YOUTH
AT TIME OF INTERVIEW BY SCHOOL
AND BY SEX

Employment Status	School						Sex		All
	I	II	III	IV	V	VI	Boy	Girl	Youth
Full-time regular	76.5	70.5	81.5	67.7	78.1	84.8	80.0	74.4	77.1
Irregular, part-time	9.4	10.3	1.3	11.4	8.6	3.8	5.0	9.5	7.3
W.P.A., C.C.C., N.Y.A.	2.7	1.6	2.0	2.1	1.4	1.6	1.8	1.8	1.8
Not on the employ- ment market	0.0	0.0	0.0	0.0	0.0	1.1	0.0	0.5	0.2
Unemployed	11.4	17.5	15.2	18.7	11.9	8.7	13.3	13.8	13.6
Percentage Base	149	183	151	96	151	184	480	434	914

^a "Full-time regular" refers to a paid job involving 30 or more hours of work per week and in which the youth had been working for nine months or could reasonably expect to work for nine months. "Irregular" refers to work which did not go on consistently from week to week but depended on seasonal or other variations. "Part-time" refers to gainful employment of more than 5 hours and less than 30 hours per week. A youth was considered unemployed if he had less than 5 hours work per week, or had no work at all and was in the employment market.

¹Eckert, R. and Marshall, T. O., *When Youth Leave School*, New York: McGraw-Hill, 1938, p. 228.

Bell, H. M., *Youth Tell Their Story*. Washington, D. C.: American Council on Education, 1938, pp. 105-106.

Stead, W. H., Shartle, C. L., and Associates. *Occupational Counseling Techniques*. New York: American Book Company, 1940. Published for the Technical Board of the Occupational Research Program of the U. S. Employment Service.

²New York Times Weekly Business Index. *New York Times*, June 2, 1940.

Kinds of Occupations Engaged In

The problem of placement and job preparation to be undertaken by the schools is directly related to the kind of work in which youth eventually will go. The best single measure of this is to be found in the kind of work in which youth are now engaged. It is not likely that by any conceivable improvement of placement or training programs that the actual jobs existing in contemporary economic life will be much affected. It is, therefore, interesting to examine the kind of work in which youth were found. Table 22a presents a distribution of boys by classes of occupations.

TABLE 22a. PRESENT AND LAST REGULAR OCCUPATION OF BOYS*

<i>Present and Last Regular Occupation</i>	<i>School</i>						<i>All Boys</i>
	I	II	III	IV	V	VI	
Professional, semiprofessional	1.3	1.8	2.4	0.0	1.5	1.0	1.5
Managerial and official	1.3	1.8	3.7	2.5	4.5	5.0	3.1
Clerical and kindred	27.9	12.5	12.2	7.5	9.0	19.0	15.4
Sales and kindred	15.2	5.4	7.3	5.0	7.5	8.0	8.1
Domestic and personal service	3.8	2.7	8.5	0.0	3.0	1.0	3.3
Protective and Misc. service	3.8	0.9	0.0	5.0	3.0	0.0	1.7
Agricultural, fishery, forestry and kindred	1.3	15.2	1.2	10.0	12.0	4.0	7.3
Skilled in production and manufacturing	15.2	10.7	17.1	12.5	17.9	25.0	16.7
Semi-skilled and unskilled in production and manufacturing	29.1	48.2	47.6	52.5	41.8	37.0	42.1
Unemployed	1.3	0.9	0.0	5.0	0.0	0.0	0.8
Percentage Base	79	112	82	40	67	100	480

* Based upon classification by Dr. C. L. Shartle, Chief, Occupational Analysis Section, Bureau of Employment Security, Washington, D. C.

Combined in the table are both the jobs held at the time of interview and the last regular job held by those unemployed at the time of the interview. The "last regular job" was defined as one in which the youth had at least four weeks of employment during the nine months preceding the interview. In the table, "unemployed" means having no present or last regular job upon which to classify the youth. The same information for girls is presented in Table 22b.

Because of the small numbers involved, rigid conclusions cannot be drawn, but a careful examination of Tables 22a and 22b seems to show that any differences in occupational adjustment between the youth of different schools, as indicated by the criteria, cannot be ascribed to marked differences in the kinds of jobs held. That is, there is no consistent pattern of jobs held by the youth of School I and V (schools which received better ratings in certain areas than the other schools) as compared with the remaining schools. A distribution of youth by schools and specific occupations held, which cannot be presented here because of lack of space (an initial classification scheme of one thousand specific occupational categories was prepared), demonstrates the point even more clearly.

Although the occupational classes for boys and girls are the same, within each class the occupations of boys and girls are frequently different. For example, under clerical and kindred occupations, shipping and

receiving clerks are common for boys whereas stenographers and typists are common for girls.

The single most common occupation of boys was that of sales clerks and the next most common that of semi-skilled operatives in manufacturing. Bus, taxi, and truck drivers, attendants at filling stations and parking lots, shipping and receiving clerks, and general office clerks were single occupations frequently engaged in. Together with retail managers and miscellaneous unskilled occupations, these constituted 30.6% of all the individual occupations in which the youth were engaged. That is, eight single occupations accounted for 30.6% of all the boys, and these occupations, it will be observed, are of a nature which do not require much highly skilled vocational training.

For the girls, semi-skilled operatives in textiles and jewelry manufacturing accounted for 19.8% of all jobs held. Bookkeepers accounted for only 4.2% and secretaries for 3.9%. General office clerks, however, accounted for 10.1%, steno-typists for 6.0%, and sales clerks for 11.8%. It was found that 7.1% of the girls were working as general maids, and about 2.5% as telephone operators. These eight single occupations accounted for 65.4% of all the girls! Occupations into which girls go evidently require a higher degree of specific vocational training than do those of the boys.

Earnings

It was found that 63.1% of the youth were earning from \$12 to \$21 a week. Only 7.1% were earning under \$9 a week and 6.4% were earning \$30 or over a week. The average weekly wage of the youth in a given school did not vary significantly from the average of the entire group, which was \$17.83. The boys received an average weekly wage of \$20.45 as opposed to the average weekly wage of \$14.87 for the girls. There is a definite tendency for time on the job to be associated positively

TABLE 22b. PRESENT AND LAST REGULAR OCCUPATION OF GIRLS*

Present and Last Regular Occupation	School						All Girls
	I	II	III	IV	V	VI	
Professional, semiprofessional	1.4	0.0	0.0	0.0	1.2	0.0	0.5
Managerial and official	1.4	0.0	0.0	0.0	1.2	1.2	0.7
Clerical and kindred	42.9	29.6	33.3	21.5	38.1	38.1	34.6
Sales and kindred	15.7	18.3	10.1	19.6	10.7	1.2	12.0
Domestic service	14.3	4.2	0.0	14.3	10.7	9.5	8.8
Personal service	1.4	9.9	2.9	3.6	0.0	0.0	2.8
Agricultural and kindred	0.0	1.4	0.0	1.8	0.0	0.0	0.5
Skilled in production and manufacturing	0.0	0.0	2.9	8.9	1.2	10.7	3.9
Semi-skilled and unskilled in production and manufacturing	22.9	35.2	47.8	25.0	32.1	34.5	33.2
Unemployed	0.0	1.4	2.9	5.4	3.6	4.8	3.0
Unclassified	0.0	0.0	0.0	0.0	1.2	0.0	0.2
Percentage base	70	71	69	56	84	84	434

* Based upon a classification provided by Dr. C. L. Shartle, Chief, Occupational Analysis Section, Bureau of Employment Security, Washington, D. C.

with weekly earnings. There is, also, a tendency for time out of school to be associated positively with earnings. Those youth who are older and out of school longer receive higher wages. This is but to be expected.

The average age for the boys was 21 years, 1 month, as compared with 20 years, 7 months for the girls. This may account, in part, for the difference in wages. Probably the most important reason is to be found in the fact that girls can be hired for less than boys to do the same job. They also were engaged in different kinds of work. Then, too, the boys were found to be more concerned with the future. They thought more of possible future wages and stability of employment than did the girls. Although boys and girls, both were inclined to attach exaggerated prestige values to "white collar" jobs, the boys were less inclined to sacrifice pay in order to get such jobs. Many of the girls who were working as domestics or as semi-skilled factory operatives were anxious to secure positions in offices doing some kind of clerical work. They frequently expressed the opinion that they would be willing to take less pay if only they could work in an office.

Securing Present Job

Few differences existed among the youth of the different schools in their methods of securing work. It was found that 43.8 % secured their present jobs through a friend or relative. Sometimes the job was secured through direct influence exercised by the friend or relative, sometimes because the friend or relative knew of a definite opening, usually in his own place of work. Only 3.3% were secured through the school authorities according to the youth. It was found, however, when the employers were asked what source of contact they used in hiring that 4.7% of these youth had been hired because they were recommended by school officials. This is not a very large difference but it suggests the possibility that the school may be responsible for greater placement than either it or the youth suspects. It suggests, also, that school officials ought to follow up such requests for recommendations and ought to inform the youth, once they have been hired, of having been given such recommendations.

Personal application was given by 37.3% of the youth as the method used to get their present jobs. Occasionally, this method was used in a well mapped out scheme of systematic application. Usually, however, the youth had heard of job openings at various places and had applied, or had simply gone to places which seemed likely. In the interviews with employers it was revealed that they placed great importance on the initial impression which they formed of the youth. Such importance may be but a reflection of their opinion of their own ability to pick workers, but, nevertheless, it exists. Methods of applying personally for a job would seem to be one kind of skill which schools should teach.

Kinds of Industries Employed In

The youth were working in many different kinds of industries. Trade and service accounted for 24.7%. There were 18.5% working in the manufacture and fabrication of textile products. There were 11.9%

in the metal working industry. Although these three industries accounted for 55.1% of the youth, the remaining were scattered in about equal proportions in various manufacturing industries, agriculture, transportation and communication, construction, and public service. It is interesting to note that only 5.8% were engaged in public service. Approximately 40% were working for concerns employing fifty or fewer workers, while about 60% were working in places employing two hundred or fewer workers. The remaining were working in places employing up to 1,600 workers. It would seem that most of the youth found work in moderate- and small-sized places of business. This is made all the more clear when it is realized that 25.3% were working in places employing ten or fewer workers. A study of small- and moderate-size types of concerns in many kinds of business would seem appropriate in the school.

Opportunities for the youth to earn more than a subsistence wage in the places where they were employed do not seem very bright when it is realized that the median wage of all employees, exclusive of the owner or chief executive officer, in the places where the boys were employed was \$22.25, and \$17.51 where the girls were employed. About 71% of the workers, who were earning more than the youth in the places of employment, had a median weekly wage of less than \$30. This included the wages of foremen and officers other than the chief executive. (These figures are based upon incomplete returns, since no data was secured from some of the places of employment of the youth.)

Amount of Employment

About 70% of the youth had worked at least ten months, and 85% at least six months during 1939. Here again, the amount of employment enjoyed by the youth studied was higher than that reported in other studies of youth. Only 3.3% had worked one month or less during 1939. The amount of employment in 1939 did not differ significantly among the schools. Distributions were made of the amount of employment enjoyed by the youth for each succeeding year out of school. It was found that 69% of the youth had had at least six months of work during their first year out. For those youth who had been out of school five years, 92.7% of them had at least six months of employment during their fifth year out. During their first year out, there were 18% of the youth who had worked three months or less, but for those who had been out for five years there were only 1.2% who had worked three months or less during their fifth year out of school. The mean number of months of employment during the first year out was 7.7, and during the fifth year out it was 10.5. To some extent this indicates that the amount of employment increases with time out of school. It must be remembered that the first year out of school for those who are now out five and one-half years was back in 1934-35 during the time when there was much less general employment. The general trend is so strong, however, that it is safe to conclude that amount of employment definitely increases with time out of school. This does not assume that time out of school is the direct cause of increased employment and that all a youth had to do is to wait long enough and

he will secure employment. *It does indicate, however, that the school cannot be content with one year follow-up studies upon which to base conclusions as to the amount and kind of employment of their youth and that follow-up periods for at least five years are necessary if any sound inferences are to be drawn with respect to modifications of the school program.*

JOB CHANGES

Only about 1% of the youth had never had a job since leaving the school. Approximately 85% had had four or fewer different jobs.³ Actually, 56.5% had had only two different jobs since leaving school. This would seem to indicate that there was no great amount of job shifting. Usually, the youth has remained in the same occupation, or related ones, while on the same job. Whether job shifting is harmful or helpful was not directly ascertained. It is the impression of the *Study* staff, based upon a study of the individual cases, that the value of shifting from one job to another depended almost entirely upon the circumstances of the individual youth and the kind of changing that he was doing. Sometimes the changing was beneficial to the youth, sometimes harmful. Occasionally, it was a change made in accordance with a well thought out plan, sometimes it was random change occasioned either by circumstances beyond the youth's control or by the exercise of some whim. Vocational training frequently either accompanied or preceded a change or contemplated change of jobs as will be shown later. By and large, the general impression is that the youth did not engage in indiscriminate shifting from job to job and that when the change was a matter under their own control, it was usually for their betterment.

ATTENTION TO LOCAL SITUATION

Regardless of the pros and cons concerning the ultimate values of the job changes, the fact remains that not much job shifting was done. With the small percentage of mobility discovered, this fact becomes important for the schools. Most of the youth remain in the community of the school, live and work there. They remain fairly steadily on the same jobs and occupations within their communities, at least during the first five and one-half years out of school. The total number of different industries and occupations represented by the youth, and the ones into which youth now at school are most likely to go, is therefore not beyond the resources of the local school to study, either alone or in cooperation with some other community agency. *This makes the problem of providing occupational information largely one concerned with the local situation. The emphasis for the school in its vocational guidance program should be upon the local labor-community market.*⁴

³By "job" here is meant employment with a particular employer. Change of employers was called change of jobs. The term "occupation" whenever used, refers to the kind of employment. Thus, an individual may work at the same occupation but different jobs, or at different occupations within the same job.

⁴The findings of the Joint Project of the American Council on Education and the United States Employment Service point to the same conclusion. See Bell, H. M., *Matching Youth and Jobs*. Washington, D. C.: American Council on Education, 1940. See especially Chapter VII.

FIRST JOB SECURED AFTER LEAVING SCHOOL

The very first job secured by the youth after leaving school is an important one for him. It introduces him to his first full-time knowledge of the working world. It provides an opportunity for the youth to fit himself into work that he can do and in which he is interested. For the more capable youth, it may lead to advancement. It may give the youth a feeling of success, of "belonging," of independence and responsibility, or it may create within him the feelings of despondence and frustration. It would seem that if the school is to do anything at all about occupational adjustment, it should make a serious effort to bridge the gap between school-leaving and eventual occupational adjustment by doing all that it can to see to it that the first jobs which youth enter are reasonably in harmony with their abilities and interests.

How Secured

That schools have not made sufficient effort in this direction has been pointed-out before.⁵ The *Study* staff does not believe that the schools studied varied much from the average. Yet only 3.9% of the youth of these schools secured their first jobs through school authorities. The highest was School II with 8.2%. Influence was predominate, with 33.9% of the youth securing their first job through the help of a friend or relative and 17.3% being actually employed by a relative or friend. Securing a job in this way is not necessarily to be condemned. It may be the employers of these 51.2% would hire only friends or relatives. Or they believed that by hiring the friends and relatives of their workers they would promote harmony and secure better employees. Then again, it may be that they have found this to be the most efficient way of hiring workers. Several of the employers interviewed indicated that this method was the least troublesome.

Assuming that 51.2% formed an irreducible minimum for securing jobs in this way (which it probably does not), there were 33.4% of the youth who secured work through personal application, 1.2% through a commercial employment agency, and 1.1% through answering advertisements. This makes a total of approximately 36%. At least within this limit, the schools could have done more. That there is a need for doing more is shown by the response of the youth to the question of why they left their first regular job.

Why First Job Was Left

About 22% had left their jobs because of undesirable pay, working conditions, or dislike for the work, and about 25% had to leave their jobs because of slack business conditions or the ending of a temporary job. As compared with this total of about 47%, it was found that only about 10% had considered such matters as pay, permanence of employment, advancement, and interest when taking their first job. Over 57% took their first job because it was the only one available as far as they could

⁵The discussion which follows is not concerned with the problem of placing a higher percentage of youth in jobs than were placed, but simply pertains to the problem of better placement of available youth on available jobs.

tell. They wanted to work. About 6% took their first job simply because it was the first one for which they had applied. Whether more careful efforts at looking for work, or a comprehensive placement effort by the school (or other qualified agency) would have resulted in a kind of placement that could have eliminated this hit-or-miss method of matching youth and jobs is, of course, uncertain in a time of scarcity of employment. But at any rate, little or no attention has been paid to having youth acquire skills for the appraisal of their initial job situations or for proper placement. And it is reasonable to suppose that if this had been done the results would have differed to a significant degree for the betterment of the youth.

ATTITUDES TOWARD WORK

Main Problem in Becoming Adjusted

The youth were asked what their main problem was in becoming adjusted occupationally. About 33% replied in terms of getting or advancing to a more desirable job. Only 2.5% thought in terms of security of employment. About 8% were concerned with getting more training and slightly over 8% with too small wages. Over 20% claimed that they had no problem in connection with becoming adjusted. It is interesting to note here that the youth of School I who had received a larger number of significantly higher percentages of "yes" ratings than the other schools in the Ways of Behaving form concerned with *planning and job appraisal*, answered that they had no problem in becoming adjusted in only 8.7% of the cases. As will be discussed later, the kinds of practices carried on in School I are designed to make pupils aware of their problems in becoming occupationally adjusted.

Self-Appraisal of Progress

The youth were asked to appraise their own progress in becoming adjusted occupationally on the basis of a five point descriptive scale which they checked just prior to the interview. Table 23 presents the results. It is rather disquieting to observe that about 35% of the youth were definitely dissatisfied with their progress in occupational life. It may be that they could not reasonably have expected to have made any more progress, either because of their own lack of ability or ambition, or because of the general economic situation. Or it may well be that they are justified in their dissatisfaction. Whatever the case it would seem desirable that the school be aware of this possible later dissatisfaction and attempt to counteract it by making the youth more realistic in their outlook concerning occupational life and in their ambitions. It is true that the nature of the scale may have forced a seeming dissatisfaction in the youth with their status and progress and that for some of the youth who checked No. 4, the reaction was one of realistic appraisal. However, at least the seeds of possible dissatisfaction exist. Dissatisfaction, in and of itself, is not necessarily undesirable. It often makes for progress and a desire to better one's self. There is a real danger, however, that such dissatisfaction on the part of youth may be used to advantage by an unscrupulous adventurer.*

*This may seem like the statement of an alarmist, but at the time of writing, stranger things are coming to pass.

TABLE 23. SELF-APPRAISAL OF OCCUPATIONAL ADJUSTMENT OF YOUTH

(In per cents)

<i>Description</i>	<i>Boys</i>	<i>Girls</i>	<i>All Youth</i>
1. I think I have made an excellent start so far on my work.	15.1	19.5	17.2
2. I might have done better in places, but on the whole I think I have done pretty well.	29.1	23.7	26.5
3. It could have been better, but I suppose I really done have much to complain about.	20.5	21.6	21.0
4. I've made a little progress, but not much. I'd dislike to think it was going to be like this all the time.	28.5	26.9	27.7
5. I haven't gotten started at all. I'm no farther along than when I left school.	6.3	8.1	7.2
6. No response	0.6	0.0	0.3
Percentage base	480	434	914

It is well to note in passing that the responsibility rests not only with the school but with the family, church, and community as well, and that the best solution is probably one which deals with providing opportunities for youth.

What Youth Learned from Jobs

The youth were asked what they had learned from their jobs. These answers are shown in Table 24. There seem to be no outstanding differences as between boys and girls, unemployed and employed, except in a few instances. About 25% of the unemployed girls said that they learned "nothing" from their last regular jobs as compared with only 9.5% of the employed girls. The unemployed boys are very similar to the employed boys in this respect. If those aspects dealing with general habits and attitudes of work are considered, about 39% of the employed youth said they had learned these things from their jobs as compared with only about 26% of the unemployed youth. This may provide a clue as to one

TABLE 24. WHAT YOUTH LEARNED FROM PRESENT OR LAST REGULAR JOB

(In per cents)

<i>What Youth Learned from Job</i>	<i>Employed</i>			<i>Unemployed</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Nothing	5.5	9.5	7.4	7.8	20.0	13.7
Specific tasks related to job	30.0	29.3	29.7	37.5	26.7	32.2
Greater all-round skill	7.2	8.3	7.7	6.3	6.7	6.5
To be a better worker	7.0	8.3	7.6	1.6	3.3	2.4
To meet and work with people	22.1	19.9	21.1	14.1	18.3	16.1
To accept independence and responsibility	10.1	8.9	9.5	4.7	3.3	4.0
Value of money	2.4	2.4	2.4	3.1	0.0	1.6
About things worked with	7.0	7.0	7.0	10.9	1.8	6.5
Other	8.6	6.5	7.6	14.1	20.0	16.9
Percentage base	416	372	788	64	60	124

essential difference between the employed and the unemployed. This difference seems to rest with the employed youth being better able to recognize and learn what might be called the "social adjustments" to be made on the job as compared with the unemployed youth.

Unemployed Youths' Opinions on Why Not Working

The unemployed youth were questioned as to what they thought was the main reason they did not have a job. About 31% said "No openings at present." Their answers did not go much beyond this bare statement of fact in most cases. Beyond this faint recognition of the underlying economic reasons for their unemployment, there was little evidence to indicate that the unemployed youth were aware of some of the underlying reasons for their lack of jobs. The unemployed youth were more optimistic and inclined to make the best of their situation than were the youth taken as a whole. About 50% said they were still hopeful, although aware of their difficulties when asked their attitude concerning their unemployment.

Each unemployed youth was also asked what his reason was for leaving his last regular job. Almost one-half replied that they had left because of slack business conditions or the ending of a temporary job. This seemed to be confirmed by what their employers reported later. Only 4% would admit to being released or "fired." About 18% claimed they left for reasons of personal dissatisfaction with such things as pay, working conditions, or the job in general. There was a scattering of other reasons. On the whole, it seemed that the youth were unemployed not because they wished to be but because of reasons beyond their immediate control.

Readiness for Jobs

The employed youth were asked whether, in their opinion, they were ready for their present jobs when they took them. Table 25 presents a distribution of their answers. It can be seen from an examination of the table that more boys had previous work experience than the girls and that fewer boys had used skills acquired in the secondary school. The tendency for girls to be hired for office work demanding skills which can be taught at the secondary-school level probably accounts for the latter difference. It is interesting to note that 21.1% of the youth from School V thought they were ready for their present jobs because of skills acquired in the secondary school, as compared with an average of 13.1% for all schools in the *Study*. This is a substantiation of some of the conclusions drawn with respect to School V and presented in Chapter VI. The unemployed differed but slightly, on the whole, in their answers to the same question of readiness. Only about 7% of them claimed that they were ready for their last regular job because of skills acquired in the secondary school, as compared with 13.1% of the employed.

Likes and Dislikes

There seemed to be no appreciable differences in what they liked about their present or last regular job as exhibited by the employed and unemployed youth. About 12% of all the youth liked "nothing" about their

TABLE 25. OPINIONS OF READINESS FOR PRESENT JOB HELD BY YOUTH

(In per cents)

Opinion	School						Sea		All
	I	II	III	IV	V	VI	Boys	Girls	Youth
No	19.7	22.5	32.8	33.3	27.8	30.7	29.8	24.7	27.4
Yes—Previous work experience	35.6	29.8	21.9	24.4	25.6	23.5	31.5	21.8	26.9
Yes—Skills acquired in High School	15.2	11.9	11.7	7.6	21.1	9.6	5.0	22.0	13.1
Yes—No special skills required	25.0	25.2	21.1	25.6	16.5	30.7	25.2	23.1	24.2
Yes—General education acquired	0.8	2.0	5.5	1.3	0.8	1.8	2.4	1.6	2.0
Yes—other	3.8	8.7	7.0	7.8	8.3	3.6	6.0	6.7	6.5
Percentage base	132	151	128	78	133	166	416	372	788

jobs. It would seem that such a group needed some help or attention. About one-half liked either their entire job or certain duties and aspects of it. The next largest group liked their working conditions. Very few mentioned future opportunities or the independence and responsibility provided by the job. Most were concerned with the immediate and tangible things they had to do and with their working conditions.

When they were asked what they disliked about their present or last regular jobs, 30% of both the employed and unemployed youth answered "nothing." A large proportion, then, of the youth either were or had been perfectly content with their jobs. Some obviously should be. But it is questionable, in view of their present wages and future opportunities whether as many should be. The most prominent dislikes were similar to the most prominent likes in being matters of immediate tasks and working conditions.

Methods for Securing Jobs Used by Unemployed Youth

The chief reliance of unemployed youth upon a method of getting a job seemed to be that of random personal application. About 55% of the unemployed youth had tried that method. The next most used method was that of getting aid from friends and relatives. About 31% had used that method. About 44% of the employed youth, as pointed out before, secured their jobs through friends and relatives. Apparently, the unemployed youth do not have the right friends or relatives! Only about 11% had tried answering advertisements in the paper, only slightly more than 2% had used commercial employment agencies, and about 25% had tried the public employment service. There were state employment offices located in or near by the towns included in the *Study*. The schools may not have been able to do much more for the youth, but it would seem desirable, especially where no cost is involved to the individual, for the schools to have every unemployed youth registered with the State Employment Service.

PLANNING

Source of Advice

The chief sources of advice concerning occupational problems used by the youth were their relatives and friends. The next most important source was that of workers on the jobs in which they were interested. Only 9% had ever sought advice from school officials since leaving school. It would seem that there is both a need and an opportunity for the school to increase its service to youth.

Occupational Choices

In an effort to secure the most realistic view of the future occupational careers that the youth possessed, the question, "What do you *expect* is going to be your regular occupation?" was asked them. If any further explanation were needed to clarify the question, the interviewers were instructed to make their explanations in terms of what occupation the youth reasonably expected to get into eventually. Every effort was made to guard against securing the answer in terms of what the youth might *hope* to be his eventual occupation. The youth were instructed, also, to name their occupational choices as specifically as possible. If an answer such as "aviation" were given, the interviewers were instructed to press for the particular job in aviation. Thus, the results secured are in terms of the most realistic thinking of the youth. Table 26 presents these occupational choices of the boys and girls.

A comparison of the occupational choices of the youth with their present or last regular occupations (Tables 22a and 22b, pages 50, 51) shows several significant differences. There were only 1.5% of the boys and 0.5% of the girls in professional occupations. However, 9.2% of the boys and 5.5% of the girls expected to be in such occupations. Since these occupations usually demand full-time schooling beyond the secondary school, it seems unlikely that the majority of boys and girls wishing to

TABLE 26. OCCUPATIONAL CHOICES
OF YOUTH
(In per cents)

<i>Choices</i>	<i>Boys</i>	<i>Girls</i>	<i>All Youth</i>
Professional	9.2	5.5	7.4
Semi-professional	4.4	1.6	3.1
Managerial and official	10.2	1.2	5.9
Clerical and kindred	8.1	42.9	24.7
Sales and kindred	4.6	6.7	5.6
Domestic, personal, and misc. service	2.9	6.2	4.5
Agricultural and kindred	5.8	0.0	3.1
Skilled occupation in production and manufacturing	30.4	3.2	17.1
Semi-skilled and unskilled occupation in production and manufacturing	7.7	18.2	12.7
Other miscellaneous	16.7	14.5	15.8
Percentage Base	480	434	914

^a Based upon classification provided by Dr. C. L. Shartle, Chief, Occupational Analysis Section, Bureau of Employment Security, Washington, D. C.

enter these occupations will do so. Although 34.6% of the girls were in clerical and kindred occupations, 42.9% of the girls expected to have these as their eventual occupations. This tendency for girls to want to enter upon office occupations was very strong. The desire of girls to enter "white collar" jobs was much stronger than that of boys. Although about 12% of the girls were in domestic and personal service occupations, only 6.2% wished to enter or remain in such occupations eventually. There were about 42% of the boys and 33% of the girls engaged in semi-skilled and unskilled occupations in production and manufacturing. However, only 8% of the boys and 18% of the girls expected to enter or remain in these occupations eventually.

The differences between the actual and expected occupations of the youth are fairly obvious. The point might be raised, however, as to whether this is a fair comparison. Perhaps the occupational choices of the youth are justifiable in terms of the opportunities available to them in their communities. A comparison with the occupations of their fathers would be helpful at this point. Table 15, page 39, presents the occupations of the fathers. It will be noticed that only 3% of the fathers are engaged in professional and semi-professional occupations as compared with the eventual expectation by 10.5% of the youth. Only 3.2% are engaged in clerical and kindred as compared with 8.1% of expectation by the boys. About 9% of the fathers are engaged in agricultural and kindred occupations, whereas only about 6% of the boys expect to enter these occupations. About 35% of the fathers are engaged in skilled and 22% in semi-skilled and unskilled occupations in production and manufacturing. Only 12.7% and 15.8% respectively of the youth expect to have these as their eventual occupations.

Both the actual jobs held by the youth and the occupations into which they might reasonably expect to go differ in several significant respects from their expected eventual occupations. This difference was evident even though an attempt was made to get the youth to express their occupational choices as realistically as possible. It must be pointed out here, however, that *group* choices are being compared with *group* actualities. It may be that the choices for certain individuals in the professional and "white collar" categories are not beyond the bounds of reasonable possibility. Many of the youth had made very realistic choices in line with their own potentialities and the available job opportunities.

Reasons for Occupational Choices

When their chief reason for choosing the particular occupation which they did, was ascertained, about 15% of the youth replies were found to have been made in terms of the chances for continued employment, and advancement, and of the pay offered by the job. About another 13% claimed they had either training or former work experience for the occupation selected. About 6% thought, in a vague way, that they had special abilities for the occupation, and about 31% that they would like it. Combining these latter two reasons given with others such as "relative or friend does it" and "guessed it was the only thing he could do," it was found that

about 42% of the youth were expecting to enter chosen occupations without any realistic consideration as to why they believed so.

Time of Choice

Table 27 presents a distribution of the youth by the time when they decided upon their chosen occupation. It will be noticed that 52.2% of the youth either had decided upon their selected occupations since leaving the secondary school, or were still undecided. It may be desirable to have a postponement of the decision for many youth until after they have had

TABLE 27. WHEN SELECTED OCCUPATIONS WERE DECIDED UPON BY YOUTH

(In per cents)

<i>Time of Choice</i>	<i>Boys</i>	<i>Girls</i>	<i>All Youth</i>
In Elementary School	5.8	9.0	7.3
In Junior High School (or equiv.)	4.0	7.6	5.7
In Senior High School	15.6	20.7	18.1
Since leaving school and prior to present job	20.0	13.1	16.7
While on present job	30.8	27.6	29.3
Still undecided	7.5	4.8	6.2
Other or doesn't apply ^a	16.2	17.0	16.6
Percentage base	480	434	914

^a There were instances of girls who were about to be married and to whom the "doesn't apply" ratings were given.

some work experience. But the fact that such a large percentage exists argues very strongly for the provision of some kind of follow-up counseling service to aid them once they have left the school. It is interesting to note that more girls are apt to make their decisions before leaving school than boys, 37.3% as compared with 25.4%.

Opinions as to Restrictions

When the youth were asked whether there were any restrictions, legal or otherwise, upon entrance into their expected occupations, about 49% of those who had chosen professional and semi-professional occupations either answered "no" or did not know of any. About 50% of those who had chosen skilled occupations either answered "no" or did not know of any. Only about 9% mentioned union membership for this group of occupations. The youth of certain schools were demonstrably superior in their knowledge of certain special restrictions than those of other schools. At least 26% of School I realized that union membership might be needed for entrance into a skilled occupation in production or manufacturing.

Of those who had chosen clerical and kindred occupations, about 51% believed that on a basis of age requirements alone they would be able to stay in the occupation throughout life. About 88% believed that they could remain in such occupations at least through middle age. Of those who had chosen semi-skilled and unskilled occupations, about 50% believed that they would be able to remain in them throughout life. About 36% believed that they would be able to hold such jobs through middle

age only. About 7% had never considered the question of age limitations for their selected occupations. For those occupations, especially the clerical, where increasing age is not so apt to cause discharge or difficulty in securing a new job, the question of age limitation may not be so important. But for the semi-skilled and unskilled occupations in production and manufacturing such a question takes on importance. The 50% who believed that they could remain in such occupations throughout life, regardless of increasing age, need to be made aware of such a fallacy.

Occupational Training Planned Beyond the Secondary School

About two-thirds of the sample had never taken any kind of training beyond the secondary school. The other third had taken training only for short periods of time. It will be remembered that the sample was deliberately selected to include only those youth who had "not gone on further with full-time formal schooling," so that any attempt to present the kind of training taken would be of no point here.

The youth were asked if they planned on further training and if so, where and what kind. About 7% were planning to go to the local evening school, about 10% to a technical or trade school, and about 7% to a private business school. About 65% were not planning on taking any kind of further training. There were surprisingly few who chose correspondence, or Diesel engineering, air-conditioning schools and the like—only 2.7%. At least, these youth were not taking or planning to take the too obviously foolish kinds of training.

About one half of the one third who were planning to take some kind of training signified their intention to study for professional, managerial, and clerical occupations. As has been pointed out before, more youth wished to have these as their eventual occupations than would seem desirable in view of the available opportunities. To some extent, the kind of training taken and planned on by youth will be influenced both by the kind easily available and by their knowledge of such opportunities and the goals to which they lead. There were all too few interested in training for sales and kindred occupations, for the skilled occupations, and for agricultural and kindred occupations. It would seem desirable that a wider range of training opportunities be made available for these youth and that a counseling service be provided for them after leaving school.

Effect of School Experiences Upon Planning

In an effort to get at the relationship between the occupational planning of the youth and any school practices to which they might have been exposed, they were asked if they had talked with anyone while at school who had helped them to decide upon a choice of occupation. An average of 73.4% for all the schools reported that they had talked with no one at school. It would seem, at least in the opinion of the youth, that, in general, either they had not talked with anyone at school about their occupational future or such talks were not remembered and had little influence. The

highest per cent of youth from a given school who reported talking to a teacher, counselor, or principal came from School I. There were 23.5% from School I as compared with 11.9% from the youth as a whole.

The youth were also asked if they had taken any subjects at the secondary school which had helped them to decide. About 57% replied "none." About 25% named one of their regular subjects as having been a factor in helping them to decide. There were about 13% who either did not know or to whom the question did not apply. It is apparent that the subjects studied do not play anywhere near as important a role as they should in helping the youth to decide.

They were asked if any extra-curricular activity taken had helped them to decide upon the occupation which they expected to be their eventual one. About 80% replied "none" and 13% either did not know or the question did not apply to them. All the schools but one had fairly comprehensive extra-curricular offerings as they are usually conceived.

The youth were asked if they had had any other school experience which was not mentioned but which they thought had helped them to decide upon an occupation. Again, approximately three-fourths answered "no." The most frequently mentioned single other experience was that of work in the school office or bank, or situations which were as near real job experiences as possible.

It would seem from the above figures that, in so far as the youth can recall, any single kind of school experience was not all-important in helping them to decide upon their selected occupation. If, however, the total picture is considered, it is found that the factor of school influence increased in importance. There were about 12% who had been helped to decide through talking with a teacher, counselor, or principal; about 30% had been helped by some kind of course, regular or otherwise; about 7% had been helped by some kind of extra-curricular activity; and about 13% had been helped by some other kind of school experience. Allowing for considerable overlapping, it becomes apparent that when the total of the school's influence is considered it becomes of importance.

The fact that the school is as important an influence as any is shown by the results of additional questions asked of the youth. They were asked if they recalled any work experiences which had helped them to decide. About 50% mentioned some kind of work experience. About one half of this group named a particular job since leaving school. They were then asked if they could recall any other kind of experience, other than those mentioned, which had helped them. About 23% named a variety of experiences including hobbies, incidental work experiences, occupation of a relative, and others.

There is, of course, considerable overlapping and intermingling of all of these experiences which the youth draws upon to formulate his occupational plans. The total of the school's influence is not negligible and not to be brushed aside as being of no importance. It would seem desirable,

however, in view of the strong influence of post-school work experiences to provide the youth with some kind of post-school counseling service to enable him to evaluate properly such experiences. That such aid is desirable was indicated by the discussion in connection with the actual choices of the youth.

EMPLOYER RELATIONSHIPS

Reasons for Hiring Youth

Evidence collected from the employers concerning the methods whereby the youth secured their jobs was similar to that derived from the youth. The employer was asked, "How did you happen to hire this youth for this job?" An attempt was made to classify these answers into the two major categories of (1) source of contact, and (2) quality possessed by the youth. Sometimes the employer answered in terms of one category and sometimes in both. Table 28a presents the answers given by the employers in terms of their source of contact.

It will be seen that both the school and the state employment service, two agencies which might be considered as being best qualified (or potentially so) to place these youth, play a small part. The most important single factor in securing a given job is to know someone who can get it for you. This type of hiring is done with but little consideration of the youth's qualities or the requirements of the job. This kind of evidence has been reported time and again. This is introduced here simply to emphasize a few points. First, the school should make every effort to increase its influence in placing the youth. In connection with this point, the school should be careful to see that it does the task well and gains the confidence of both employer and youth. Second, the employer is in no position to

TABLE 28a. EMPLOYER'S SOURCE OF
CONTACT FOR HIRING YOUTH

(In per cent)

Source	Boys	Girls	All Youth
State Employment Service	0.5	4.4	2.3
Personal application with no previous connections	26.7	32.4	29.4
Recommended by school	2.4	7.3	4.7
Employer is immediate personal friend or relative	19.6	5.8	13.1
Recommended by employee who is a friend or relative	20.2	17.5	19.0
Recommended by mutual personal friend or relative	7.6	9.0	8.3
Recommendation of former employer	1.3	1.8	1.5
Recommended by union	0.5	0.0	0.3
No response; doesn't know ^a	19.9	17.0	18.5
Other	1.3	4.7	2.9
Percentage Base	382	342	724

^a The answer "doesn't know" was given by some personnel officers and foremen who had arrived on the job after the youth had been hired. "No response" refers to those employers who refused to answer the question.

complain of the faults of the school training received by youth when he is unwilling to accept the school's recommendations concerning placement.

Table 28b presents the qualities as enumerated by the employer for hiring the youth. Apparently, personal impression seems to dominate the employer in his hiring considerations, aside from hiring for "contact" reasons. Much of the employer's opinion is based, too, on his initial talk with the youth. Many of the employers stated that they relied almost completely upon their first impression, that they could "size up" a prospective employee simply by means of the initial interview. Whether they can or not is difficult to say. Undoubtedly, the experienced employer who has had occasion to hire many workers may develop a keen sense of discrimination and ability to pick employees especially where the job requirements are not difficult or complicated. That the use of more objective procedures has proven valuable to employers has been demonstrated, also.

However, the widespread and intelligent use of objective procedures in hiring employees is still on the distant horizon. It would seem desirable, where about one third of the youth secure their jobs through personal application and when the chief criterion employed is that of the employer's impression concerning the youth's appearance and personality, for the school to impress upon the youth the need for making a good initial appearance and to teach him to do so.

It is interesting to note that in only nineteen cases out of the total of 724 employed youth were letters of application used to secure jobs. This evidence would not seem to indicate that letters of application are of any value for securing the kinds of jobs which the youth fill. In only six cases out of the total of 724 employed youth were letters of application considered of importance when the youth were being hired. Of the 94.6% of cases where letters of application were not used, over 93% of them had employers who replied that such letters would not have been of any value. There were a few employers who did lay great stress upon the letter of applica-

TABLE 28b. QUALITY FOR HIRING OF
YOUTH AS STATED BY EMPLOYER

(In per cents)

Quality	Boys	Girls	All Youth
None given	57.1	45.0	51.4
Persistent application for work	0.3	2.9	1.5
Secondary-school graduate, or had needed specific training therein	5.7	3.5	4.7
Neat personal appearance; good personality, ability to meet people	12.8	22.0	17.1
Seemed to have ability to follow instructions and to learn the job	10.5	11.7	11.0
Proved competent worker based on previous work experience or civil service and competitive exam	6.3	13.2	9.5
Seemed ambitious, eager to get ahead	2.1	0.3	1.2
Other	5.2	1.5	3.5
Percentage Base	382	342	724

tion, but by and large most of them disregarded it. This does not mean that pupils should not be taught how to write letters in school. It simply means that there has been a great deal of misplaced effort in connection with letters of application for the kind of youth studied. There has been far too little effort in the development of personality and the ability to impress an employer successfully in a personal interview.

Opinion on Attendance

The employers were asked their opinion concerning the value of regular attendance. The employers of 59% of the youth answered that good attendance was important if the youth wished to retain his job. For about 6% of the youth it was important whenever considerations of advancement came up, for 9% for affecting wage status, and for about 13% for combinations of tenure, advancement, and wage status. Employers of about 10% said that regularity of attendance was unimportant. The nature of the job obviously influenced the employer's answer. One of the youth worked as a salesman of automobiles. The employer said that he did not care what hours the youth worked as long as he "produced the goods" or sold automobiles. But for the usual job and for the typical youth, good attendance was distinctly important. This is a point which schools can impress upon their youth and a habit which can be developed.

Youths' Prospects for Continued Employment

It will be recalled that somewhat higher figures for employment were presented in this *Study* than other similar studies of youth. The purpose was to determine, if possible, to what extent this was a temporary condition. The employers were asked to rate the prospects for the youth continuing in their employment for the next year. Table 29 gives the data gathered.

As will be seen from the table about 80% of the youth enjoyed good prospects for continuing in employment for the year following the interview (roughly 1940). In the opinion of the employers only 6.1% had poor or no prospects. Although this is but a crude measure, it probably is as good as any, for the individual employer is as likely to know as anyone what such prospects are.

Value of Interest

The employers were asked whether they considered the demonstration of interest by the youth in the larger aspects of the business to be valuable.

TABLE 29. YOUTHS' PROSPECTS FOR CONTINUED EMPLOYMENT AS STATED BY EMPLOYER

(In per cents)

Rating	Boys	Girls	All Youth
None	3.4	2.9	3.2
Poor	3.1	2.6	2.9
Fair	7.1	7.6	7.3
Good	78.5	80.7	79.5
No response; doesn't apply	7.9	6.1	7.1
Percentage Base	382	342	724

Employers of about 65% of the youth thought that it was a desirable quality in employees; employers of about 8% of the youth thought it was valuable occasionally, and the remainder varied in opinions from "not essential" to "would rather employees do just what they are told" and "an undesirable quality and not wanted at all." It was interesting to note that, by and large, employers in the smaller business concerns gave greater value to a demonstration of interest by the employee. This was especially true of concerns employing less than fifty workers. It would seem that the school ought to make its pupils aware of and provide them with opportunities for participation in matters of "larger interests." It ought, also, to make them aware of the fact there is a small minority of employers who insist upon their employees doing work and thinking about it exactly as they are told and that demonstrations of larger interests are not wanted by them.

SUMMARY

In this chapter an attempt has been made to present some facts of general interests concerning the occupational backgrounds of the youth studied and to derive such inferences as may be of value for improving school practice. It has been emphasized that although the school cannot be held responsible for the total amount of employment enjoyed by its youth it ought to put forth greater effort to aid youth in securing jobs for which they are suited. It ought, also, to be more realistic in its job training program. One area which the school can and ought to do something about is that of making youth more realistic in their attitudes toward jobs and employment. The facts would indicate that the school does play a significant part in influencing the youth in planning for occupational life. However, the school can and should provide more occupational information for youth about the local labor market so that youth could be more sensible in their planning. The data indicate that there is a distinct need for a post-school counseling service. The information collected from the employers demonstrates the need for the school to teach youth how to go about getting a job.

Greater emphasis should be placed upon personality training and especially for the need of making a good first impression when applying for a job. The different attitudes held by employers concerning "larger interest" versus doing the job exactly as told should be emphasized with youth. This implies that a youth needs to be versatile in adapting himself to different employer requirements. Certain general observations on behavior can be made. Good attendance, for example, is considered important by most employers. The inferences bearing upon school practices as derived from the presentation of the directly collected data presented in this chapter should be kept in mind when considering the conclusions and recommendations based upon an analysis of criteria ratings as presented in Chapter VI.

CHAPTER VI

Conclusions and Recommendations Concerning Practices

Review Statement on the Plan of the Study

It will be recalled that one of the objectives of this *Study* was:

The discovery of leads as to techniques and practices which could be introduced to make more effective the occupational adjustment of pupils whose formal education will cease at graduation, if not before.

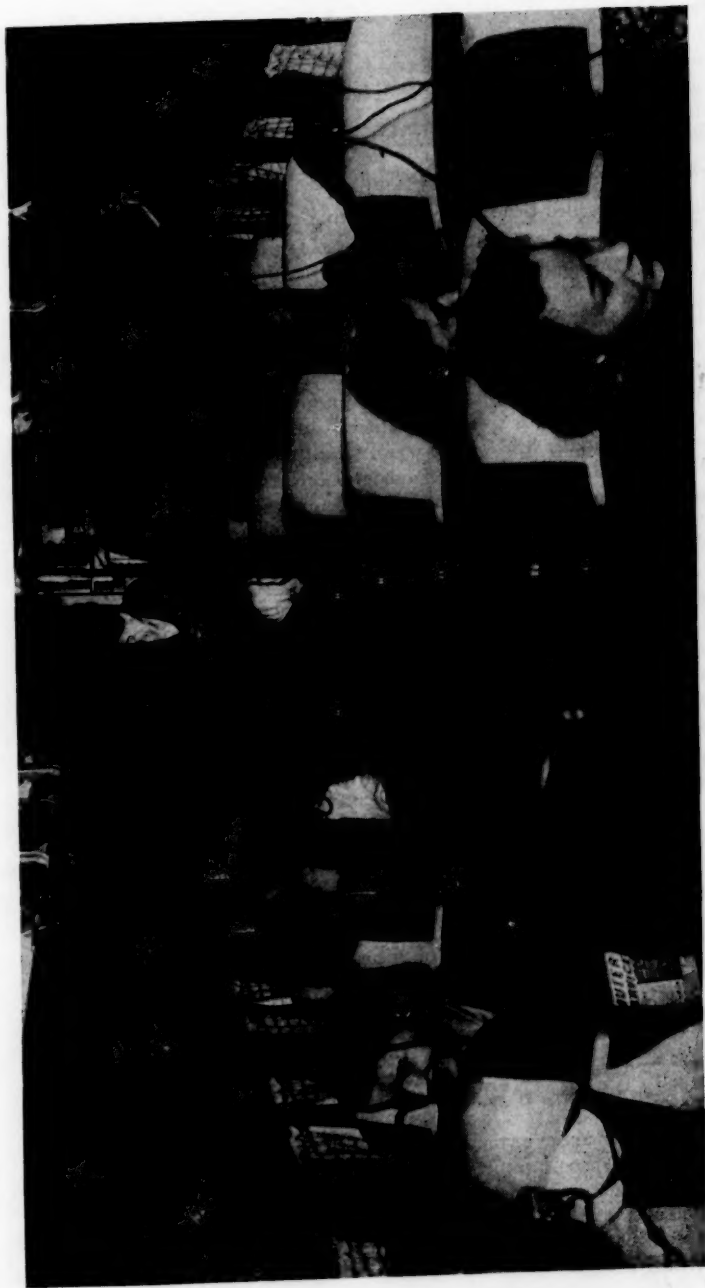
To achieve this objective, as much information as possible was gathered concerning the youth's work history from the time he left school up until the interview. This included factual information such as employment status, wages and jobs held; information about how he behaved in attempting to adjust himself to specific situations; and information concerning opinions and attitudes held by the youth which are related to his occupational adjustment. Information was obtained concerning the youth's opinions, attitudes, and plans with respect to his future occupational adjustment as well. In addition, much information was secured concerning his home, school, and community backgrounds. Especial concern was given to examining the youth's school background in order to find out what significant things he had been exposed to in the school that might have some bearing upon his adjustment. As complete significant information (both fact and opinions) as was possible was secured from the employer concerning the youth. This was done through the use of a series of interview schedules, one each for the employer, the youth, the school, and any community agencies concerned with serving youth for better occupational adjustment.

This information gathered about the youth was used to make inferences concerning his occupational adjustment in terms of criteria which had been previously established. These consisted of ways in which the youth behaved in attempting to adjust himself occupationally, the quality of his thinking about his occupational problems which he had to face, and his occupational status.

After evaluating the occupational adjustment of the youth in terms of the criteria, an attempt was made to uncover leads as to the values of the various school practices to which the youth had been exposed. In doing this other non-school variables which might have some possible relation to the adjustment of the youth, such as native abilities, home background, and other youth-serving agencies of the community, were taken into consideration.

Limitations

A discussion of the methods for discovering whether any relationships existed between school practices to which the youth had been exposed and their occupational adjustment was postponed to this chapter. Although such a discussion of methods might well have been included in Chapter II, it was postponed deliberately until the reader could be made aware of the comprehensiveness of the treatment of the subject. For it is obvious that



OCCUPATIONAL ADJUSTMENT
Learning the uses of aviation and radio
Albuquerque (N. M.) High School

unless the adjustment of the youth and his home, community and school backgrounds were examined carefully and comprehensively, any attempt to establish leads as to the values of certain school practices would be subject to the criticism that this or that important point had been overlooked. The adjustment of the youth and the possible factors of influence which may have affected such adjustment have been examined more comprehensively than Chapters III, IV, and V seem to indicate. Some of the information collected was not reported herein since it did not seem to lead to any conclusions bearing upon the central problem or have any other particular significance.

It must be recognized that the achievement of the objective could only be of a tentative nature due to the limitations of time and money available. The chief value in attempting to achieve this objective lies in the demonstration that techniques, instruments, and procedures for analysis in handling such a problem could be evolved, actually tried out, and demonstrated to have distinct worth. In the process of so doing, tentative leads have been established which are reported later in this chapter. The procedures whereby such leads were established follow.

METHODS OF ANALYSES

Analyses by Schools

One method for attempting to establish leads as to the values of different practices is that of comparing the adjustment of the youth by schools. This presupposes several things. First, that the schools differ in kinds of practices among themselves. It will be recalled that schools differing in practices were deliberately selected. Chapter III presents the data to demonstrate this. Second, that the youth do not differ significantly in other important respects. Much of the data in Chapter IV shows this to be the case. In age, sex, home background, intelligence scores, grade completion,¹ and other factors, it was found that the youth do not differ significantly from school to school. In those matters where differences did exist, as in the nativity of parents, it was pointed out that such differences seemed to have no demonstrable relationship to differences in adjustment. Third, that the employment opportunities open to the youth did not differ substantially in kind and amount. This has been pointed out in Chapters IV and V. Assuming, then, that for the sample of youth the remaining vital differences in the influences directed at them for influencing occupational adjustment lay largely in the school practices to which they had been exposed, a comparison of youth by schools would be justified to establish leads as to the values of such practices.

A comparison of the youth of the different schools by their ratings on Ways of Behaving was made. By this comparison the percentage of youth from each school who receive "Yes" on a given Way of Behaving was determined. Then, for each Way of Behaving, using selected tests of significance,² the schools which received significantly higher or lower percent-

¹Since this was not true for School IV, the results from School IV were not used in comparing for adjustment.

²See Appendix II.

ages of "Yes" ratings than the average were determined. In that way, it was possible to say that the youth of School V definitely excelled in particular Ways of Behaving and that the youth of School I excelled in others. This will be pointed out later. Tabulations were made, also, of the original items of information upon which the interviewers had made their judgments concerning the individual youth. An examination of these tabulations substantiated the results derived in terms of the criteria as has been pointed out in Chapter V and will be elaborated upon later in this chapter.

On the basis of any evidence provided by comparing the schools, the principals of the schools which received the highest percentages* of "Yes" ratings were asked if they could name any practices carried on in their schools, which might have some bearing on the results. This was essentially a "clue-hunting" procedure. It was based, in part, upon collected evidence and in part upon a certain amount of subjective judgment. The practices named by the principal were carefully observed and studied in action. Those which seemed to be sensible suggestions, in the light of the follow-up described and of the original data, are named later.

Analyses by the Criteria and Selected Factors

Another method of analysis was used both independently and as a check on any conclusions drawn through procedures described above. Distributions of youth by criteria ratings and other selected factors such as grade completed, age, time out of school, and curriculums were made. The purpose in getting distributions of the youth by these factors and by the criteria was to see if any one of the selected factors had a high degree of relationship with the criteria which would tend to offset any conclusions based upon the school comparisons. It was found that, in general, the conclusions were further buttressed by such analyses.

Analyses After Equating for Selected Factors of Influence

A further method of attempting to establish leads was used. Since all of the data had been punched in Hollerith cards, this procedure was relatively easy to use. It was not possible to derive its full benefit since the total number of cases was not large enough. It consisted of equating a group of youth for selected factors. For example, by sorting the Hollerith cards, all boys can be separated. By further sorting of this pile, only those who have graduated can be selected. This reduces the original pile to just boy graduates. These may be further reduced by sorting boy graduates who are between 19 and 21 years of age. It is easy to see that additional sorts can be made so that the final pile of cards represents youth who have been equated in a variety of selected factors. The actual factors of influence equated for were sex, grade completion, age, I. Q.'s, and socio-economic background of home. This gave a group of youth who were very similar in these respects.

This group was then analyzed by its exposure to various school practices and its ratings on the criteria. It was thus possible to compare the ratings received by youth who have had individual counseling with those

*These percentages had, also, to be significantly higher than the average for all six schools.

who had not, of youth who had received training in one curriculum with those of another, etc., after these youth had been equated for several possible factors of influence.

Individual Case Studies

Since an effort was being made to demonstrate that generalizations could be evolved concerning school practices individual case studies have not been emphasized as much as might have been done. However, a few brief illustrations of clues derived from individuals are presented later.

Staff Experiences

It must be remembered, also, that the combined experiences and judgments of the *Study* staff and interviewers were used to help in evaluating certain conclusions. Any leads not only had to be derived from clues presented by the various methods of analyses, but they had to be in harmony with what had been observed before it was suggested that they had any possible values. In the process of interviewing counselors, home-room teachers, and department heads, a background of information concerned with each school helping to evaluate the clues derived was accumulated.

PRACTICES WHICH SEEM USEFUL

It should be emphasized at the beginning of this discussion that the occupational adjustment of the youth have been evaluated in terms of specific criteria. Practices which it is believed have been discovered to be useful for post-school occupational adjustment are not to be conceived of as useful for all of such adjustment, but rather as useful for specific or grouped adjustments. None of the schools was doing outstanding work in preparation for the entire field of occupational adjustment, as it was conceived of this year. However, some of the schools seemed to be doing good work in some areas and specifics of adjustment as established by the evidence.

For example, an examination of the distribution of the youths' ratings on the Ways of Behaving by schools showed School V to have significantly higher percentages of "Yes" ratings in several Ways of Behaving which were concerned with adjustment to the present job. School V also received the highest percentage of "1" and "2" ratings on the area *judgment of adjustment* to the present job situation. An examination of another table showing the distribution of the youths' ratings by Ways of Behaving, schools, and curriculums showed that the commercial curriculum youth of School V received higher percentages of "Yes" ratings than those youth of other curriculums of the school. This was not true of the commercial curriculum in the other schools. On a follow-up visit to School V, the fact that the youth of this school seemed to have done significantly better in several Ways of Behaving related to adjustment on the job was presented to the principal. The general question as to what he thought they were doing at School V which might have some bearing upon the results was raised with him. The first thing which he named was the work being carried on in the commercial department. He emphasized in particular the work of their school bank and stressed the fact that it was operated and managed to a considerable extent by pupils of the commercial department.

A follow-up visit to the school bank and a talk with the commercial department head verified this statement. The school bank, which is incorporated under the laws of the state in which the school is located, handles all of the funds of the different school organizations. Except for the help from the department head at the beginning of the year and occasional supervision to see that balances check, the bank is managed and run entirely by the pupils. The department head stressed the fact that certain attitudes and kinds of behavior were emphasized even more than the machine and clerical skills connected with the work of the bank.

Students from the commercial department were assigned, also, to teachers and to the school office for stenographic work, typing, and general clerical work. The teachers to whom they were assigned had to report on definite forms to the head of the commercial department their reactions to the work, behavior, and attitudes of the pupils. Any seemingly undesirable attitudes, work, or behavior were discussed by the pupil and the head of the commercial department. An effort was made for improvement through continued individualized attention of this kind. It can be readily recognized that the attention here is directed at making pupils better employees for specific job situations.

The specific Ways of Behaving related to *present job adjustment* in which School V youth excelled were as follows:

1. Does he stand up well under criticism?
2. Does he co-operate in extra-work activities as helping keep the shop clean, participating in group activities sponsored by the organization, etc.?
3. Has he demonstrated interest in his work?
4. Can he be trusted to work alone without supervision?
5. Does he display a personal interest in the success of larger aspects beyond his immediate participation?

Substantiating evidence may be found in other tables. A distribution of youth by their opinion on their readiness for present job and by schools showed that School V received a high percentage of answers which said "Yes—because of skills acquired in high school." The youth were asked what school experiences they had which helped them in their occupational adjustment. "The school bank" appeared frequently as an answer for School V youth. When the employers were asked when they would release their youth should business decrease, more employers of School V said "among the very last" and fewer "among the first." A distribution by the youth's release and the general policy of the employer showed that for those youth who would be released last, "merit" was the determining factor in 45% of the cases.

On the whole those youth who had had some kind of specific job preparation excelled in percentage of "Yes" ratings received more times than those who did not. This may account in part for the relationship between specific job preparation and ratings on Ways of Behaving and further substantiate conclusions drawn.

The above plus other evidence would lead to this general conclusion. It appears that the following lead has been uncovered as to a practice which will affect one area of post-school occupational adjustment of youth. *If the*

school is desirous of improving the possibility that its youth will adjust themselves better to occupational life, it should see to it that each youth is given an opportunity to assume self-direction and self-responsibility in situations which are as like real job situations as they can possibly be made. These situations may be representative of specific jobs or of families of similar jobs. The latter has the value of increasing the job versatility of the youth and thus enlarging his possibilities for employment in the labor market. Further, the school should carefully and systematically check each pupil as an individual in each of the job situations set up to see to it that he is making the desired reactions and to instruct him individually in necessary improvements.

Another general conclusion follows from evidence derived from Schools V and II. *The school should make known to the local employers as definitely and as directly as it can that it is doing precisely the above and that it will supply employers with youth who are able to adjust themselves to specific job situations.* The employers were asked what source of contact they used for hiring youth. Although the actual percentages were not high, both Schools V and II were the leaders in the answer—"recommended by school officials." The same results were secured when the youth were asked how they secured their jobs. It does not seem to matter as much who in the school does the placement work as that it is done by someone. In School II, the principal makes it his business to become personally acquainted with as many employers as he can. He uses the Rotary Club as a starting point. In School V the commercial department head attempts to place his pupils. Since School V is larger than II the assigning of the placement function by the department head may be the logical procedure.

* * * * *

When other aspects of adjustment such as those concerned with planning for the future and appraising one's present job situation are considered it was found that School I received significantly higher percentages of "Yes" ratings on more Ways of Behaving related to these areas than the other schools. The following are the specific Ways of Behaving in which they excelled:

1. Has he investigated concerning the initial and long-range income offered by the occupation he wishes to enter?
2. Has he investigated concerning the possibilities of advancement within or from the occupation he wishes to enter?
3. Has he considered carefully the place of his occupation in a pattern?
4. Does he consider carefully whether the job will provide him with or lead to work consistent with his interests in the future?
5. Does he consider carefully whether the job will provide him with or lead to work consistent with his abilities in the future?
6. Has he considered carefully the effect of his work upon his health?
7. Has he considered carefully the wages he might need in the future?
8. Has he considered carefully the possibility for advancement in wage level in or from his present job?

Substantiating evidence was found in the tables concerned with the distribution of factual answers as given by the youth. When the youth were

asked to give their reasons for choosing the occupation which they expected to get into eventually, the School I youth gave answers concerned with prospects of continued employment, advancement, and pay more frequently than the youth of other schools. The latter youth were inclined to be more vague. The School I youth had used what seemed to be more sensible experiences for arriving at decisions than other youth. They had observed and talked with workers in their chosen occupations. They had more carefully considered training opportunities and reasons for training. They were also asked when they had decided on their choices. The answer, "in the Senior High School" was more frequently given by them than by those in the other schools except one. It was found that they had named teachers, counselors, and the principal more frequently than youth of other schools as sources of aid received while at school in deciding upon an occupation.

A distribution of youth by Ways of Behaving and by exposure to given guidance practices (after equating for other factors as home, scholastic aptitude, age, and grade completion) showed that exposure to some kind of counseling by school officials and especially teacher-counselors resulted in better ratings on Ways of Behaving concerned with planning and appraisal. More School I youth were keenly aware of the need for getting or advancing to a more desirable job. This is consistent with the kinds of jobs held. The evidence would indicate, also, that exposure to counseling concerned with both educational and vocational matters seemed to be better than exposure only to one or the other. Careful attention given to educational guidance has a good effect on ultimate occupational adjustment.

The combination of the two kinds of evidence, and the superiority of School I youth and of those youth exposed to counseling may have been coincidental. But at any rate, School I has the most comprehensively organized program for providing counseling of any of the schools. It devotes more attention to these areas of planning and occupational self-appraisal through its program than any of the other schools. To illustrate this in detail, School I youth were found to be superior in considering the nature of the occupational pattern into which their choices fitted. Upon an analysis of the youth by Ways of Behaving and curriculums it was found also, that the industrial arts youth were outstanding in this respect. The principal of School I had informed the Director at the beginning of the study, and again in the follow-up visit, of the deliberate attention his school paid in its industrial arts program in developing this point of view among its pupils. Every industrial arts pupil was required to have some experience in all of the shops. The school was fortunate in being able to provide a comprehensive program for this aim. The industrial arts curriculum offers what might be called a comprehensive tryout program with deliberate attention paid to the problem of having the pupil be aware of and understand the relationships among the occupations represented in the various shops.

The concept of having the pupils continuously aware of the need for planning their educational programs and of constantly evaluating their pro-

grams in the light of their selected objectives permeates throughout the entire school. Not only are special counselors⁴ provided but the home-room and subject teachers are expected to participate in the total program. For example, pupils in English are required to write one long theme every year. Very often the subject matter of the theme is concerned with occupational matters. School I youth named "regular subjects" as of help in deciding upon a choice of an occupation more frequently than the other schools. The home-room program is frequently concerned with matters of educational and future occupational adjustment. Planning and appraisal are definite aspects of this home-room program.

School I has also a comprehensive objective testing program. It makes a serious effort to use the resulting data for the individual guidance of its pupils. The principal is engaged upon a constant in-service teacher training program for the use and interpretation of such materials by his teachers. It is his belief that the very process of such a program has made his teachers more aware of the need for individual pupil guidance. The pupils are deliberately made aware by the home-room teachers of the constant evaluation to which they are being subjected. Pupil participation in self-appraisal is one major aspect of the home-room program.

One of the tables showed that employers mentioned "personal appearance and good personality and ability to meet people" more frequently as reasons for hiring School I youth than were mentioned for other youth. There is a definite program in the home rooms which attempts to make the pupils aware of employer requirements of this kind. An effort is made to treat each pupil as an individual and to have his educational program fit his needs rather than be determined by rigid curricular lines. The best English pupils are in the best English division regardless of what curriculum they may be assigned to nominally.

It is difficult to isolate detailed practices as being of value for helping youth plan for and appraise their occupational adjustment. Taking into account such factors as differences among home-room teachers and leadership, it does seem as if, here again, certain general conclusions might be drawn. The evidence would seem to establish leads as to the value of doing various things in the school to effect better adjustment in the areas of *planning and appraisal*. One of these practices is concerned with the educational leadership provided by the school principal. *He should make it his business to have his teachers become acutely aware of the need for instructing youth in the task of planning for educational and occupational adjustment, and for instructing them in ways of self-appraisal.* In School I the principal has used several approaches. He has used the usual procedure of teacher meetings. In addition, he has tried through in-service training to make his teachers competent users and interpreters of objective tests. He has had his teachers make out model case studies of some one pupil of the school to be used for faculty discussions and in other ways.

Whether or not the counseling organization has contributed directly

⁴Each counselor has two thirds of his time free for individual counseling. The remainder is devoted to teaching.

to the occupational adjustment is difficult to say. The evidence would seem to indicate that it has. But probably more important than its direct contribution has been its indirect help. In School I, the counseling organization is not set up as something apart from the school, composed of experts who eventually will interview all pupils. The counseling organization is but one aspect of the total guidance program. It has been used to make the faculty as a whole more aware of the need for educational and vocational guidance. The subject matter teacher must justify, through the use of the cumulative record and other materials, his referral of a pupil to a counselor. Counseling by the counselor comes about chiefly as a result of teacher referrals rather than as an administrative procedure.

Another practice besides that of making teachers aware of the problem is to see to it that the pupils become aware of the problem. In School I the effort is made through the subject classes, home rooms, and the counselors. "How to apply for a position" is a definite unit taught in the commercial department in connection with its training of secretarial workers. The English classes have occupational themes. The Industrial Arts department tries to develop versatility of skills and awareness of occupational patterns. The home-room teachers attempt to provide information and develop attitudes in group discussions of common problems, while the counselors try to help the individual pupil make a specific adjustment as the need arises.

In helping pupils to plan for their educational and vocational adjustments, School I operates on the assumption that as much information as can be reliably collected concerning each youth is desirable. School I has the most comprehensive objective testing program of any of the schools. It, also, has made a beginning upon a comprehensive anecdotal record gathering system. The latter is not in full force. It coincides, at least, with better results in terms of pupil adjustment.

Further evidence helping to establish some of the above leads may be found by examining a distribution of youth (equated for selected factors) by Ways of Behaving and by exposure or non-exposure to group guidance. Where significant differences existed, the youth who had had group guidance were superior 20 times, whereas the non-exposed youth secured higher percentages of "Yes" only 8 times. These superior ratings of the exposed group were chiefly in the *planning and appraisal areas*. The evidence for exposure to classes in occupational information was not so clear, although in general, youth who had been exposed to classes in occupational information did better in planning and appraising their present job situations.

A distribution of youth by curriculum of last two years in school, present job and school, showed that 59.1% of the pupils who had taken the commercial curriculum in School I were now in clerical and kindred occupations and 13.6% in sales and kindred occupations. This gave 72.7% of commercial curriculum pupils of School I in present jobs which were directly related to training received. This was the highest percentage of direct relationship for all the schools. The total guidance program of the

school was undoubtedly responsible for this in part. However, the commercial department head of School I informed the *Study* staff that it is his policy to permit only those pupils who had demonstrated ability in commercial work to continue in the department. This involves a practice which implies a negative kind of educational guidance but which seems to be useful. Those youth who demonstrate an inability to pursue a particular curriculum either for reasons of aptitude or personality should not be permitted to continue in that curriculum.

Parenthetically, it should be made clear here that educational and vocational guidance practices as described above do not necessarily have to aim at forcing the youth into a definite and final occupational choice prior to leaving school. There is some evidence that in many respects it is wiser to postpone for more mature judgment the final choice of occupation eventually expected to get into. Youth who had remained undecided in school were now considering more carefully matters relating to an appraisal of their job situation. This implies the need for a continuous follow-up counseling service of the kind recommended in Chapter VII.

It should be pointed out here also that there was no demonstrable effect upon adjustment to the actual job situation produced by counseling but to repeat again, apparently such adjustments must be trained for in specific job situations set up by the school. The particular curriculum "exposed to" seemed to have, in turn, little or no effect upon the pupil's planning and self-appraisal (except for the industrial arts and job pattern aspect). This reinforces the assumption that the home-room, individual counseling, and testing programs were related to the *planning and appraisal areas*.

As a further check upon some of the above leads, it is interesting to note that School VI made absolutely no effort to effect better occupational adjustment in any direct way. It did provide training for stenography and typing, but nothing else. And in this instance the training was concerned *only* with stenography and typing. It provided no individual counseling, no group guidance work, had no assembly programs and no home-room organizations of any kind. Its principal claimed that old-fashioned discipline and character example by the teachers were sufficient for occupational adjustment. Its chief emphasis was upon academic subject-matter although it had no higher percentage of youth going on further to school than others. In one respect it was distinctly better than the other schools in percentages of "Yes" received. That was in the recognition of the need for special training. In nearly all other respects it ranked below the other schools, except School IV. The deficiencies of the latter school can be easily accounted for by its newness and consequent low average age of its youth studied. In view of that and other matters, School IV really cannot be considered with the other schools, although it may be interesting to point out here, that School IV, as far as it was possible to determine, does very little in the way of providing guidance. But the interesting and significant thing is that School VI, which might be considered as a "zero" school really came out "zero." This is further substantiation of conclusions drawn.

Although, when asked about the value of extra-curricular participation as an aid in deciding upon an occupation, most of the youth replied in the negative, those youth who had participated in extra-curricular activities received higher percentages of "Yes" on eleven Ways of Behaving concerned with *planning and appraisal*. Non-participants were higher in only one Way of Behaving. Although the differences between participants and non-participants were not very great, the former excelled in Ways of Behaving related to emotional stability, getting along with fellow-workers, observation of health and safety precautions, co-operation in extra-work activities, and display of interests in larger aspects of business.

In summary, *specific training of attitudes and habits in specific job-situations, with opportunity for self-direction and self-control seems to make for better adjustment on the actual job. Definite attempts at instructing youth in planning and self-appraisal (which are closely related) through such means as individual counseling, group guidance, a comprehensive testing program, and an enlistment of the entire faculty in helping to guide the pupils are practices which seem helpful. "Guiding" pupils out of educational programs for which they show no promise is a negative kind of practice which seems helpful, but it also implies that the school should provide a sufficiently diversified offering of experiences in the remainder of its program.*

* * * * *

Another means for deriving leads may be found in examining individual cases. One boy from School II told of how in classes taught by the visiting teacher they had pretended they were employer and employee in a hiring interview. They would practice the interview in as realistic a manner as possible. He thought this experience helped him. It is interesting to note that the youth in School II were significantly better than those of other schools in the Way of Behaving concerned with the investigation of opportunities for getting a job in one's chosen occupation. It is also interesting to note that one of their frequent answers for method of getting a job was through personal application.

For two years the senior commercial students of School II went out on jobs in offices in the community for a two-week period. Most of them thought this was helpful in giving them opportunities leading to permanent jobs and in giving them an opportunity to learn what working on a real job was like. It is interesting to note that when the youth were asked how they received their jobs, the answer "through school officials" was given more frequently by School II than by the other schools.

The head of the county agricultural extension service called up School II for office help. It happened that there was a senior boy who was traiped both in agricultural and commercial work, but who would not be graduated for several months. He was given a last minute polishing. Arrangements were made for him to go on the job immediately, to finish his high school course by part-time school attendance, and to be graduated with his class. This suggests another worthwhile practice—that of trying to meet the demands of particular jobs with individual pupils as the occasion arises.

Each of the senior commercial pupils in School II has a period of training in the school office. They apply to the principal for a job. They take dictation from him as a real secretary. They do mimeographing. They act as receptionists, and learn to run the private exchange switchboard. At least one girl interviewed was running a P. B. X. switchboard on her job. She was quite proud of the fact that she knew how to run it when she left school. Apparently the supervisor sent out by the telephone company to train her when the board was installed was surprised and pleased. She complimented both the girl and the school.

This suggests a further practice—that the school make the most of all actual job situations which it can uncover in connection with the actual running of the school and have pupils participate in them as in real job situations. This is closely akin to the general principle derived from examining the data of School V.

One girl interviewed from School I who had been graduated from the commercial curriculum, was successfully placed by the school as a secretary, and was rated very highly by the interviewer for over-all adjustment. She had wanted to become a "writer," but had been dissuaded by the counselor, who encouraged her to take commercial work. The girl is now satisfied with commercial work. She is planning to take additional training to advance herself further in this field. This is a specific example of a value derived from the counseling organization.

There are many interesting sidelights and details that could be presented from the data collected. Only a few will be mentioned here. Although 42.1% of the boys and 33.2% of the girls were in semi-skilled and unskilled occupations (chiefly in mills and factories) when they were interviewed about what they thought of being able to keep their present jobs, only 11.4% of the youth gave answers which indicated that they were thinking beyond their immediate job situations. Their answers were chiefly in terms of employer-satisfaction with their work. The 11.4% who thought in broader terms of the soundness of the company, the company's employment policies, and the soundness of business conditions in general were probably concerned with more essential matters related to permanency of employment than the others. The question of employer-satisfaction for the semi-skilled and unskilled workers, although it may be very important for the individual workers, is not as important for the workers as a whole. The duties are comparatively simple and easily learned on these jobs and the employer interviews demonstrated that employers are satisfied with the youth. It is interesting to note that the youth of School III, which has emphasized *Problems of Democracy* work in its social studies curriculum more than the other schools, gave answers indicating an awareness of the broader problem more frequently than the youth of other schools.

Only 8.7% of those choosing skilled occupations were aware of union membership as a possible requirement for entering and participating in those occupations. The highest percentage, 26.1%, was from School I. This may be further substantiation of the attention paid to counseling there. Union activity was no greater in that community than elsewhere.

It must be emphasized that all conclusions drawn or leads established in the foregoing discussion are but tentative and sharply limited in their application. The small number of schools and youth studied does not permit the making of any broad generalizations with any certitude that they will apply to other than special situations. It was not possible to get the most out of some of the more promising methods of analysis. When certain breakdowns were secured, significant conclusions were either obscured or could not be made, due to insufficient cases. With only six schools to study a limitation was placed on the kind and variety of practices to study. This is not out of harmony with the essential purpose of the year's work which was to demonstrate through actual achievement that techniques, instruments, and procedures for analysis could be developed. It is the belief of the *Study* staff that such materials were developed and that if they were applied on a sufficiently large scale, it would be possible to establish the values of various school practices for better post-school occupational adjustment.

CHAPTER VII

A Post-School Occupational Follow-Up and Adjustment Service Plan¹

Need and Values of Such a Plan

The establishing of leads as to casual relationships is a very difficult task and is open to error. The recommending of practices, no matter how well established experimentally, has definite limitations as well. Relationships well established for one group of schools may not apply to a particular school for a variety of reasons. This leads to the second purpose of this *Study* which was the development of a survey-plan that could be used by the secondary-school principal to study his own out-of-school youth, and as a result of examining his findings, enable him to determine specific things that ought to be done by his school which are not being done now. If the secondary-school principal believes then that the recommended practices do not apply to his school for one reason or another, he will have the choice of using the survey-plan to get his own findings and to act upon them as best suits his situation.

A second value to be derived from providing the individual school principal with procedures to follow lies in the desirability of providing a continuous follow-up counseling service for all youth who have left the school. The procedures for attaining both values follow.

PROCEDURE

The following is suggested for the secondary-school principal who wishes to have as complete information as he can concerning the adjustments made by his school-leavers as a basis for modifying and evaluating the practices of his own school and for being of service to *individual* youth who have left school.

1. The principal should make it his business to be aware of the school-leaving intentions of his pupils.² For the graduates, the task is easy. For the withdrawals, there are two methods, among others, which may be used to determine this:
 - a. The principal should ask all pupils in his school at the beginning of each year just when they intend to leave.³

¹The *Study* staff is indebted to both Dr. Richard Allen of The Providence City Schools and Prof. Francis T. Spaulding of Harvard University for some of the basic ideas underlying these proposals.

²It has been pointed out in Chapters V and VI that the school ought to increase its efforts to place its school-leavers. Upon discovery of any potential school-leavers, and if it seems unwise or impossible to delay the date of withdrawing, the principal should do all that he can to see to it that the leaving youth is placed in a suitable job. This may involve a flexible arrangement whereby some last-minute training could be provided for the youth as well as actual job placement. Last-minute training of this kind might be of a "polishing up" nature and be based upon skills already acquired in the school as illustrated on pp. 80 and 81, or it might be of an initial nature. The latter type could be concerned obviously only with semi-skilled or unskilled jobs.

³This idea has been criticised on the ground that it may suggest the notion of school-leaving to the youth. There is this possibility but it is doubtful that it is a very serious one.

- b. He should ask his home-room teachers or counselors to estimate the possibility, early in the fall, for each of their pupils leaving school during that school year and to be on the alert for any school-leaving. Those pupils who are meeting with most difficulty are the ones most likely to leave before graduation.
2. At the time of school-leaving, essential factual data should be placed on follow-up record cards which have been developed. This follow-up record card is essentially a device for sorting out different groups of cards by means of a minimum of clerical work for any tabulations or group comparisons which are desired. A definite card is recommended but the cards can be modified to suit the individual school if the principal so desires.

It is suggested that the factual data recorded at the time of school-leaving consist of the following:

- | | |
|------------------------|---|
| (1) Name | (8) Scholastic rating |
| (2) Sex | (9) Behavior rating |
| (3) Color | (10) Mental ability test |
| (4) Date left school | (11) Extra-curricular participation |
| (5) Age left school | (12) Last educational choice in school |
| (6) Grade completed | (13) Last occupational choice in school |
| (7) Curriculum pursued | (14) Occupation of parent |
3. We are recommending that a follow-up inventory should be sent out at one, three, and five year intervals asking for such information as can be secured through a written questionnaire and about which it is important for the principal to know. Returns as high as ninety per cent can be secured through follow-up letter, use of the telephone, and other devices.* The inventory which is suggested for use consists of questions which it is believed are sufficiently factual in nature and specific enough to be secured in the first instance and to be secured reliably in the second instance. The categories, or code for each question, are these which have been developed as a result of the experience in this *Study*. The experimental evidence indicates that answers to the questions can be secured reliably through the interview technique (both for individuals and for groups). It is the judgment of the *Study* staff that the questions can be adapted to questionnaire treatment. The returns derived from this questionnaire can be recorded for each youth on the same follow-up cards originally established at the time of school-leaving.

The cards can be easily sorted and tables derived from which the secondary-school principal may be able to derive certain inferences. For example, he may wish to ascertain what kinds of occupations are pursued by the graduates of his commercial curriculum. A simple sort will separate graduates from nongraduates. A second sort will separate commercial graduates from other graduates. This group of commercial graduates then can be divided into occupational groups. All that remains to be done is to count the cards in each group and the data is available for a table.

*These will be found in detail in a manual which is to be provided.

Assume that such a table or series of tables using other variables is derived. What then? Here is a secondary-school principal who finds that less than one-half of his commercial graduates from 1-5 years out of school are in occupations related to their training. He may be interested to know whether the other half had ever made use of their commercial subjects. He sorts their cards to ascertain what subjects they have named as the most valuable to them for occupational life. If he discovers that they have named commercial subjects infrequently, that further strengthens a growing inference—the inference that his school is training altogether too many commercial graduates. The question next arises—Are there any differences between the commercial graduates who have commercial work and those who do not? Sorts can be made and tabulations secured for each of these groups upon such variables as sex, scholastic rating, behavior rating, mental ability test, socio-economic status of the home, and occupation of parent.

Are commercial graduates in commercial jobs mostly girls or boys? Were they the better or mediocre pupils? Were they more co-operative or less co-operative? Do they have higher or lower I. Q.'s? From what kinds of homes do they come? Are the occupations of their parents related to their present occupations? A discovery, consistently maintained, that higher I. Q.'s, better behavior, and better scholastic achievement are associated with commercial graduates holding commercial jobs would be significant. Information of this kind added to employer information (which is recommended be secured) may add up to providing a sound basis for action for the principal in his occupational guidance and training program. Actual tabulations may not work out as clearly as the above illustration, but it serves to illustrate the method.

4. The next step is to secure through the interview technique additional information which may offer clues to the principal as to the values of given practices now in operation in his school and suggest new ones.

The secondary-school principal should carefully select from each of the follow-up groups a sample which is representative of the group. Such a sample could be based upon the sex, graduation or non-graduation, and the curriculum pursued by the pupils.⁶ It might contain only 50 pupils, but if it were truly representative it would be sufficient to get a further picture of what was happening to the school-leavers. These 50 might constitute only a small percentage of the total group of school-leavers for a large school or the entire group for a small school. If such a representative sample were taken, it would be necessary to secure a high percentage of the interviews upon which to base any inferences. Replacements to this group, carefully selected in the same way, could be made if necessary.

⁶Further details of this kind will be found in the manual being provided (see p. 87), also specific instructions for securing such a sample.

The principal should enclose with each questionnaire (follow-up inventory) for the selected sample to be interviewed a request for the youth to return to the school for an interview or to be interviewed at home. Additional devices will have to be used, such as personal house-to-house canvassing, telephone calls, etc., in order to get a high percentage of interviews.

The interview schedule which is recommended for use consists of questions, the answers to which, the experimental evidence indicates, can be secured reliably through the interview technique. The information thus secured cannot be added to the follow-up cards because of two reasons. First, there will not be sufficient room in the follow-up card and second, because some of the information secured through an interview cannot be neatly coded for tabulation purposes. The suggested interview blank will, therefore, have to have some of its information tabulated manually and some combined into descriptive generalizations. The interview schedule is being provided with a ticking device which will facilitate selected sorting and make the manual tabulations easier.

One of the chief benefits to be derived from the information collected through the interview schedule lies in the possible development of case studies. The interview schedule plus the questionnaire should provide a rich source of data for studies of individuals from the complete or "whole" point of view as contrasted with group treatment of cross-sections of individuals.

It is this interviewing aspect which will involve considerable work. Possibly, groups of youth can be asked to come in at the same time for "group" interviewing. This consists of a number of persons collected in one room and provided with interview schedules to fill in. One person prepared to answer questions can be in charge. There is no evidence concerning the reliability of this method of "group" interviewing. It should be used only when individual interviewing is impossible. This may reduce the amount of time required, but as far as it can determine, there is no panacea nor easy way to solve this problem.

When requests are granted, either the principal or interested and capable teachers can interview the youth using the interview schedule. The interviews need not be concentrated in one short period, but may be spread out through the entire school year. The interview should take no more than one-half hour for each youth. This would take approximately 25 hours of interviewing time throughout the year. It is suggested that other teachers help the interviewing teachers tabulate and summarize the results. This will acquaint additional teachers intimately with the data gathered.

5. Contained in the original questionnaire to the youth will be a request for the name and address of the employer. It is recommended that a selected list of representative employers be made up and

that the employer interview schedule provided be used with each of these employers. On the basis of experience gained in the *Study* it seems best that the employers be interviewed. A questionnaire would not be very fruitful of meaningful results. It is also highly desirable that the school establish a direct and personal contact with the employers for possible future placement purposes in order to establish and maintain friendly relationships, and to get a real insight into the employer mind.

6. A counseling service for all out-of-school youth should grow out of these follow-up interviews. The above plan deals with survey procedures for discovering what to do about the general program of a particular school. It is just as essential that attention be paid to doing something for all youth, *treated as individuals*, who have left the school.

It has been the experience of the *Study* staff that the youth interviewed very frequently wished to ask questions for advice and information as a result of the interview. The staff has had instances of youth, with whom they had interviews, stimulated to seeking advice from their principals as a direct result of the interview. This would provide an opportunity for the secondary school to give immediate service to those whom it had interviewed. For the very small schools this would mean providing service for all school-leavers. For the larger school, evidence of this kind should be used to create the position of a follow-up co-ordinator or some similar position, or to justify the enlistment of all teachers in such a service. There are various ways in which the latter might be done. For example, teachers could be released from regular school duties to conduct such a service either concentrated in time or spread out through the year. There are doubtless many tasks now being carried on by teachers which could be omitted or reduced in time expenditure to make this possible.

It should be emphasized here that, while the sampling procedure may serve as a beginning for modifying school practices and for helping some youth, the school should set up as its ultimate goal that of being of service to all its youth.

7. A manual has been developed which contains specific instructions for the use of the questionnaire and interview schedules. It provides instructions for sending out the questionnaire and getting as complete returns as possible, for tabulating the data so collected, for interpreting the data collected from specific questions, and for doing specific things about particular kinds of returns for modifying either the total school program or aspects of it. Instructions for securing as high a return as possible on the youth interviews are provided, for handling data so collected, and for using such data as well as the tabulated group returns for modifying the school program. It contains specific instructions, also, for interviewing youth and for being of service to the youth concerned.

The Occupational Follow-Up and Adjustment Service Plan (as it is being called) will be tried out experimentally during 1940-41. Any principal or guidance officer may secure copies of the follow-up card, follow-up inventory, individual interview schedule, and manual of directions by writing to the executive secretary of the National Association of Secondary-School Principals. It is contemplated to publish the results as an issue of *THE BULLETIN* of the Association in the late spring of 1941.

* * * * *

An attempt has been made to provide a program that will meet the need. But such a program as this involves a considerable amount of work and time. For the school which finds it impossible to undertake the whole program at once there are parts of it which may be started at first. For example, the interviewing aspect need not be undertaken until the questionnaire phase is under control and functioning smoothly.

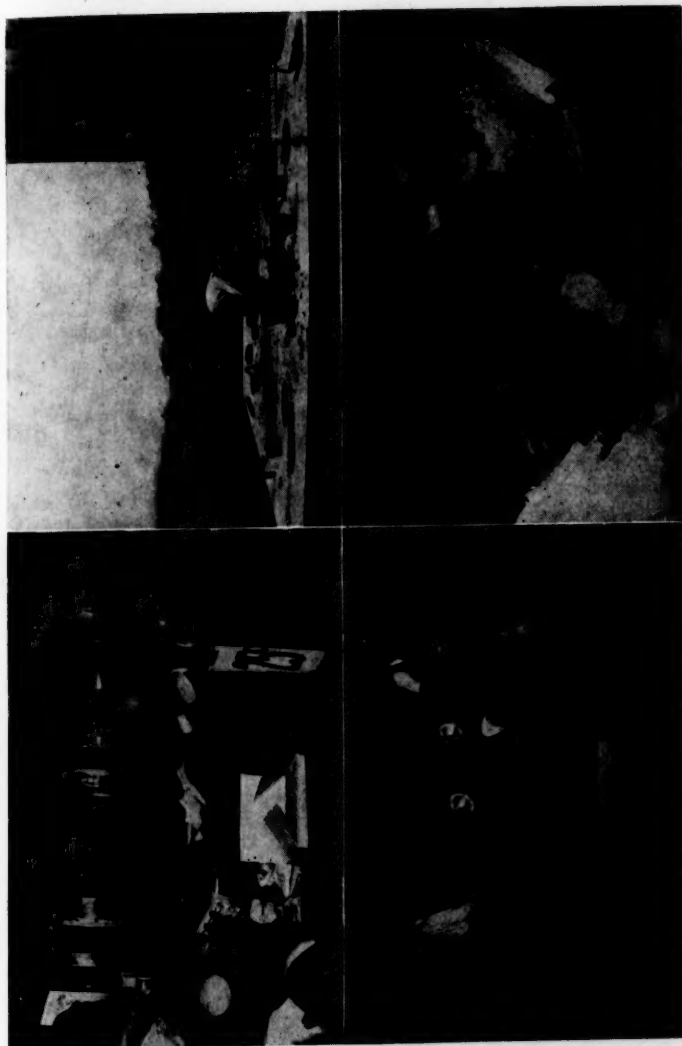
Another difficulty to overcome is that concerned with public opinion as it relates to this area of aiding the youth through the transition period. Professor Seyfert^a reports on a survey of public opinion in three representative New England towns. He cautions against deriving too broad a generalization from this data, but the situation is fairly typical. The following is a quotation from his article.

Although in the three towns opinion overwhelmingly supports giving 'definite training for jobs to pupils who are not going on to college,' a majority of the citizens are not convinced that the high schools should help graduates to find jobs, and there is practically no support for the idea that the schools offer the same service to boys and girls who leave without graduating. Adults in these communities apparently are willing to have the schools go to considerable lengths to get young people ready for after-school years, but they are little concerned in how the schools take practical steps to help these young people make a successful transition into the life for which their schooling has been preparing them. For pupils who for one reason or another make the transition the 'hard way'—by dropping out—sympathy is almost lacking.

The public needs to be made aware of the necessity for attention to the problem of transition. Data collected through the follow-up questionnaire may be very useful in convincing the public of the need for doing something constructive about the situation.

In the last analysis, the task rests squarely upon the school people; the leadership they can provide in awakening public opinion to the necessity for constructive action, and the sacrifices that they are willing to make in time and in effort until additional aid is provided. Unless the individual school is willing to make those sacrifices, the job will not be done. For above all else, it must recognize that there is no easy way out—there are no 'short cut' methods or solutions. The *Study* staff believes that the secondary school today is willing and anxious to meet this problem. It has confidence that ultimately this problem will be dealt with satisfactorily.

^aSeyfert, Warren C., *What the Public Thinks of Its Schools*, School Review. 48:423. June, 1940.



MEETING LIFE SITUATIONS
 Springfield (Mo.) High School
 Abington (Pa.) High School
 Bradford (Vt.) Academy
 Benton Harbor (Mich.) High School

APPENDIX I

Some Factors Associated With Percentage of Employment

The data have been analyzed in an effort to discover if differences in certain personal characteristics, background conditions, and ways of behaving related to occupational situations are associated with differences in *percentage of employment*. Where differences have been found an attempt had been made to relate them to school situations and to draw inferences concerning school practices. These findings are reported in this section.

PERSONAL CHARACTERISTICS

Sex

The boys in the sample enjoyed a higher percentage of employment than girls. The data reported in Table 30 reveal that the mean percentages of employment for 467 boys and 421 girls were 79.5 and 71.1 respectively. The difference between the means is statistically significant.¹ Approximately one girl out of five had been employed less than 51% of the time since leaving school while eight out of nine boys equalled or exceeded this figure. One boy and nine girls had been totally unemployed. These sex differences in percentage of employment argue for separate treatment of the data for boys and girls in the remaining analyses.

TABLE 30. MEAN PERCENTAGE OF EMPLOYMENT BY SEX

<i>Sex</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Boys	467	79.5	21.1
Girls	421	71.1	28.1
Difference $M_B - M_G = 8.33$	Difference σ Difference = 4.95	σ Difference = 1.68 $P < .001$	

Employment amounting to less than five hours per week was disregarded. Employment that amounted to more than five but less than thirty hours per week was prorated in terms of thirty hours per week, or "full-time employment." For example: A youth employed ten hours per week for six weeks would have been credited with sixty hours of employment or two weeks of "full-time employment." Employment that amounted to more than thirty hours per week was regarded simply as "full-time employment." Percentage of employment for each youth was determined by dividing the number of weeks out of school by the number of weeks during which he had enjoyed "full-time employment."

Intelligence

These data reveal no statistically significant correlation between boys' intelligence as recorded in the secondary school and percentage of employment. (Table 31). There is, however, an indication of a positive relationship

¹In this appendix when it is stated that a difference is statistically significant reference is made to the 1% level of significance ($P_{.01}$). This means that chance fluctuation of random samples would be expected to produce a difference as great, or greater, than the one reported in less than 1% of similar samples if the true difference were zero. Exact levels of significance are stated for certain less reliable differences.

between school-recorded intelligence quotients and tenure of employment for girls. These sex differences in correlations may be due to differences in the kind of work done by boys and girls of the type studied here. An analysis of Tables 22a and 22b on pages 50 and 51 will reveal that while 35.7% of the girls were engaged in professional, managerial, and clerical occupations only 20% of the boys were so employed. Thorndike² has reported a positive correlation between intelligence and success in clerical work. Later in this appendix it will be shown (Table 50, page 105) that there is a statistically significant difference in percentage of employment among girls who enter the various occupational classifications and that professional, managerial, and clerical occupations provide the more stable employment.

Height and Weight

Thorndike³ states that "employers pay substantial premiums for mere size in clerical workers." The data reveal no significant differences between either height or weight and per cent of employment. In this, these data are in agreement with the findings of Dearborn and Rothney⁴ who report, "The individual interested in employment problems will find nothing of significance in the anthropometric measurements (height and weight) of employed and unemployed groups."

HOME AND FAMILY BACKGROUNDS

The data revealed no significant relationships when socio-economic status of the home,⁵ number of siblings employed, and number of siblings unemployed are correlated with percentage of employment.

TABLE 31. CORRELATIONS OF PERCENTAGE OF EMPLOYMENT AND CERTAIN CONTINUOUS VARIABLES

Variable	Boys		Girls	
	N	r ^a	N	r ^a
Intelligence	347	-.07	316	+.16
Weight	353	+.12	296	+.05
Height	353	+.08	296	-.00
Socio-Economic status of the home	353	+.06	296	+.01
Number of siblings employed	353	+.02	296	-.05
Number of siblings unemployed	353	+.01	296	-.00
Level at which "r" is significant ^b	350	.14	300	.16

^a Pearson product-moment correlation.

^b Linearly interpolated from Table 13, page 212 in Lindquist, E. F., *Statistical Analysis in Educational Research*. New York: Houghton Mifflin Company, 1940. This table was developed by substituting

$$\text{appropriate values for "t" and "N" in the formula } t = \frac{r}{\sqrt{1-r^2}} = \sqrt{N-2}$$

Interpolations were made in the P .01 column.

²Thorndike, E. L., and others. *Prediction of Vocational Success*. New York: The Commonwealth Fund, 1934.

³*Ibid.*, page 118.

⁴Dearborn, W. F., and Rothney, J. W. M. *Scholastic, Economic, and Social Backgrounds of Unemployed Youth*. Cambridge: Harvard University Press, 1938, p. 127.

⁵Scores are derived from the Wrightstone Adaptation of the Sims Score Card. See Wrightstone, J. W., "A Social Background Data Sheet," *Journal of Educational Sociology*, 7:525-527, April 1934. Also, Sims, V. M., *The Measurement of Socio-Economic Status*. Bloomington, Illinois: Public School Publishing Company, 1928.

Employment Status of Parents

Sons of fathers who were employed during the last two years of the youth's schooling have been employed a higher percentage of time since leaving school than the sons of fathers who were unemployed or who were "not in the employment market." This difference is statistically significant. (See Table 32.) The results, however, are different for girls. Girls whose fathers were unemployed during their last two years at school exceed in percentage of employment those whose fathers were employed and those whose fathers were "not in the employment market." For both boys and girls, the children of parents who were "not in the employment market" during the youths' last two school years had the least percentage of employment.

When the head of the family is unemployed the prosperity of the home usually is impaired. If this principle holds true in the sample these differences, supported by data to be presented later, lead one to speculate that necessity for giving financial aid to the home is a more powerful influence in stimulating girls to remain employed than it is for boys. This speculation seems reasonable in view of the fact that boys have been the traditional breadwinners of the family and girls, generally speaking, have sought employment only when necessity demanded. These differences are probably less pronounced than they would have been had the comparisons been made twenty-five years ago, before the migration of women from the home to employment markets.

TABLE 32. FATHERS' EMPLOYMENT STATUS DURING YOUTHS' LAST TWO YEARS AT SCHOOL AND PERCENTAGE OF EMPLOYMENT OF YOUTH

<i>Father's Status</i>	<i>Boys</i>			<i>Girls</i>		
	N	M	SD	N	M	SD
Unemployed	39	76.9	22.6	35	76.1	24.6
Employed	341	82.1	18.5	302	74.3	26.2
Not on employment market	89	69.9	26.5	88	59.0	31.5
Total	469	79.4	21.1	425	71.3	28.1

ANALYSIS OF VARIANCE^a

<i>Source of Variance</i>	<i>Boys</i>			<i>Girls</i>		
	DF	Sum of Squares	Variance	DF	Sum of Squares	Variance
Among groups	2	10,785.84	5,392.92	2	16,763.38	8,381.69
Within groups	466	199,492.41	428.10	422	316,080.30	749.01
Total	468	199,492.41		424	332,843.76	
F=12.60 ^b		P _{.01} =4.71	F=11.19		P _{.01} =4.7 ^c	
P<.01		P _{.05} =3.04	P<.01		P _{.05} =3.04 ^c	

^a For discussion of Analysis of Variance see Lindquist, op. cit. pp. 87-179.

^b F equals Ratio of larger variance to smaller variance.

^c Read from F Tables in Lindquist, *ibid.*, pp. 62-65.

The factor of the father's employment status loses its significance after these youth have been out of school for a period of time. This is shown in Table 33. Interesting theories may be evolved as to why this change occurs. It may be that the factor of the father's employment status is associated with the youth's going to work immediately after leaving school.

The theory that necessity is a more powerful stimulus for girls than for boys in their relations to employment has further support in the data presented in Table 34. Here it is found that sons of mothers who did not work outside the home during the youths' last two years in school exceeded in percentage of employment those whose mothers did work outside the home. For the girls the reverse is true. While these differences are not statistically reliable, the direction of the differences is indicative of an association. ($P_{.06}$ for boys and $P_{.32}$ for girls.)

Broken and Unbroken Homes

Youth whose homes were broken during their last two years at school by the separation of their parents, either through death, divorce courts, or because of other reasons, do not differ significantly in percentage of employment from youth whose homes were intact. Again, however, the data presented in Tables 35 and 36 reveal differences that lend support to the theory that necessity is a force that impels girls more than it does boys to secure jobs. Assuming that youth coming from broken homes have greater need to be self-supporting than do youth whose homes are intact, it is found that boys from unbroken homes have enjoyed a higher percentage of employment than those whose homes were broken, yet girls from broken homes exceeded in employment those whose homes were intact.

TABLE 33. FATHERS' PRESENT EMPLOYMENT STATUS AND PERCENTAGE OF EMPLOYMENT OF YOUTH

<i>Father's Status</i>	<i>Boys</i>			<i>Girls</i>		
	N	M	SD	N	M	SD
Unemployed	59	76.9	23.2	42	74.3	25.3
Employed	314	79.8	20.7	308	70.3	28.8
Not in employment market	96	79.4	21.4	75	73.7	25.8
Total	469	79.4	21.1	425	71.3	28.1

ANALYSIS OF VARIANCE

<i>Source of Variance</i>	<i>Boys</i>			<i>Girls</i>		
	DF	Sum of Squares	Variance	DF	Sum of Squares	Variance
Among groups	2	405.89	202.95	2	1,137.20	568.60
Within groups	466	209,872.36	450.37	422	331,706.56	786.03
Total	468	210,278.25		424	332,843.76	
F=2.22	$P_{.01}=99.49$		F=1.38	$P_{.01}=99.49$		
$P> .05$	$P_{.05}=19.49$		$P> .05$	$P_{.05}=19.49$		

Nativity of Parents

Boys whose parents were both born in the United States were employed a higher percentage of time since leaving school than were sons of parents, one or both of whom were born outside this country. Girls whose parents

TABLE 34. MOTHERS' EMPLOYMENT STATUS DURING YOUTHS' LAST TWO YEARS AT SCHOOL AND PERCENTAGE OF EMPLOYMENT OF YOUTH

<i>Mother's Status^a</i>	<i>Boys</i>			<i>Girls</i>		
	N	M	SD	N	M	SD
Worked outside the home	102	76.5	23.49	109	74.2	25.97
Did not work outside the home	329	81.3	19.21	296	70.9	28.49
Difference (worked—not worked)	= 4.83			= 3.24		
σ Difference	= 2.57			= 3.00		
Difference	= 1.08			= 1.08		
σ Difference	= 1.08			= 1.08		

$P > .05$

^a The mothers of 38 boys and 20 girls were either dead or receiving "direct relief" during the last two years the youth were in school.

TABLE 35. PARENTAL STATUS DURING YOUTHS' LAST TWO YEARS OF SCHOOL AND PERCENTAGE OF EMPLOYMENT OF YOUTH

<i>Parental Status</i>	<i>Boys</i>			<i>Girls</i>		
	N	M	SD	N	M	SD
Both living	404	79.6	18.56	380	70.9	27.27
One or both dead	65	77.6	22.86	45	74.2	23.68
Difference (living—dead)	= +2.05			= -3.23		
σ Difference	= 3.01			= 3.84		
Difference	= .68			= .84		
σ Difference	= .68			= .84		
	$P > .05$			$P > .05$		

TABLE 36. PERCENTAGE OF EMPLOYMENT OF YOUTH AND PARENTAL RELATIONSHIP DURING YOUTHS' LAST TWO YEARS AT SCHOOL

<i>Parental Relationship</i>	<i>Boys</i>			<i>Girls</i>		
	N	M	SD	N	M	SD
Living Together	384	80.0	20.1	399	70.6	28.68
Separated, divorced, and widowed	85	76.5	25.28	59	75.5	23.36
Difference (together—separated)	= +3.48			= -4.90		
σ Difference	= 2.94			= 3.39		
Difference	= 1.18			= 1.45		
σ Difference	= 1.18			= 1.45		
	$P > .05$			$P > .05$		

were both foreign born, however, maintained a higher percentage of employment than did the daughters of native born parents or of parents of mixed nativity. The differences in average percentage of employment shown in Table 37 are statistically significant for boys. The differences among the girl nativity groups, while not statistically significant, show that girls whose parents were both foreign born have been employed 73.5% of the time since leaving school while the average for all girls is only 71.2%. This difference may be due to the European tradition that lays greater stress on a girl's contribution to family support than is commonly expected in American homes. It is interesting to note that in this sample girls of foreign extraction were not penalized when competing for tenure of employment. No evidence is available to show whether they were or were not discriminated

TABLE 37. PERCENTAGE OF EMPLOYMENT OF YOUTH AND NATIVITY OF PARENTS

Nativity of Parents	Boys			Girls		
	N	M	SD	N	M	SD
Both native born	229	82.6	18.02	186	70.0	29.28
Both foreign born	177	77.5	23.27	190	73.5	26.44
One foreign born	63	72.8	23.57	48	67.0	28.06
Total	469	79.3	21.12	424	71.2	27.99

ANALYSIS OF VARIANCE

Source of Variance	Boys			Girls		
	DF	Sum of Squares	Variance	DF	Sum of Squares	Variance
Among groups	2	5,684.25	2,842.13	2	2,176.57	1,088.29
Within groups	466	204,594.00	441.89	421	330,079.03	784.04
Total	468	210,278.25		423	332,255.60	
F=6.43	P _{.01} =4.71		F=1.39	P _{.01} =4.71		
P<.01	P _{.05} =3.04		P>.05	P _{.05} =3.04		

against in the level of employment secured. For both sexes, children of parents, one of whom was born in the United States and the other in a foreign country, maintained the lowest average percentage of employment.

Order of Birth and Size of Family

Table 38 reveals that order of birth in families of differing sizes is not associated with percentage of employment to a statistically significant degree. It will be noted, however, that the boys who were in the "only child" class maintained the lowest average percentage of employment while the girls in this class excelled girls from all other classes in average tenure of employment. While the differences in percentage of employment among the classes for both boys and girls are not greater than could reasonably be expected to occur from chance fluctuations of random samples drawn from populations in which there is no real difference, this evidence together with that which is shown in Table 39 leads one to suspect that girls from small families have a greater advantage in the employment markets than do boys

from families of like size. Thurstone and Jenkins^a have reported data to show that the level of intelligence of children tends to decrease as the size of the families from which they come increases. If this condition holds

TABLE 38. PERCENTAGE OF EMPLOYMENT OF YOUTH AND ORDER OF BIRTH IN FAMILIES OF DIFFERING SIZES

Order of Birth in Families of Differing Sizes	Boys			Girls		
	N	M	SD	N	M	SD
Older of two	41	78.9	20.4	30	74.2	24.94
Oldest of 3-5	57	82.3	19.9	57	70.2	30.9
Oldest of more than 5	11	85.5	14.8	8	71.8	27.4
Middle of 3-5	110	80.2	19.7	117	66.8	28.6
Middle of more than 5	107	77.4	23.6	84	71.3	27.0
Younger of 2	39	76.0	24.3	38	74.8	26.6
Youngest of 3-5	55	82.8	16.1	55	75.4	28.0
Youngest of more than 5	25	77.9	20.3	14	73.4	16.6
Only child	24	73.8	25.3	22	76.0	28.8
Total	469	79.4	21.1	425	71.3	28.1

ANALYSIS OF VARIANCE

Source of Variance	Boys			Girls		
	DF	Sum of Squares	Variance	DF	Sum of Squares	Variance
Among groups	8	3,280.68	410.09	8	4,690.05	586.26
Within groups	460	206,997.57	449.10	416	328,153.71	788.83
Total	468	210,278.25		424	332,843.76	
F	=1.10	P _{.01} =2.55		F	=1.35	P _{.01} =2.55
P	>.05	P _{.05} =1.96		P	>.05	P _{.05} =1.96

TABLE 39. PERCENTAGE OF EMPLOYMENT OF YOUTH AND ORDER OF BIRTH IN FAMILIES OF DIFFERING SIZES

Size of Family	Boys			Girls		
	N	M	SD	N	M	SD
More than 5	143	78.1	22.6	106	71.6	25.9
3-5	222	81.4	19.0	229	69.7	29.3
2 or less	104	76.7	23.2	90	74.9	26.7
Total	469	79.4	21.1	425	71.3	28.1

ANALYSIS OF VARIANCE

Source of Variance	Boys			Girls		
	DF	Sum of Squares	Variance	DF	Sum of Squares	Variance
Among groups	2	1,905.28	952.64	2	1,743.61	874.81
Within groups	466	208,372.97	447.15	422	331,100.15	784.60
Total	468	210,278.25		424	332,843.76	
F	=2.13	P _{.01} =4.66	F	=1.11	P _{.01} =4.66	
P	> .05	P _{.05} =3.02	P	> .05	P _{.05} =3.02	

^aThurstone, L. L., and Jenkins, R. L. *Order of Birth, Parent Age, and Intelligence*, Chicago: University of Chicago Press, 1931, pp. 25-32.

true in the sample it appears reasonable to assume that the youth who are members of families of two or less children are slightly more intelligent than those who come from larger family groups. This being the case one would expect, from the evidence reported in Table 31, the intelligence factor to have a greater positive association with the employment of girls than obtained for boys.

Source of Support During Last Two Years at School

Boys who contributed to their own support during their last two years in school excelled in percentage of employment those who were entirely dependent upon their parents or other persons for support. The differences are statistically significant. A glance at Table 40 will reveal that a like condition obtains among the girls although differences are not significant. However, the fact that in both the boy and girl populations the direction of the difference is the same leads one to suspect that youth who contribute to their support during the time in which they attend school develop qualities that are associated with success in holding jobs after their school days are past.

Marital Status of Boys

For reasons stated earlier in this report, married girls were not included in the sample. Records of the marital status of 464 boys were secured. When the married youth were compared with those who were single as shown in Table 41, the difference in percentage of employment in favor of the married group was found to be statistically significant. This difference may be explained by the natural inclination of young men to delay marriage until such a time as they are reasonably certain that their employment will

TABLE 40. PERCENTAGE OF EMPLOYMENT
AND SOURCE OF YOUTHS' SUPPORT
DURING LAST TWO YEARS
AT SCHOOL

Source of Support	Boys			Girls		
	N	M	SD	N	M	SD
Parents	379	77.7	21.98	389	70.4	28.44
Self and others	73	89.5	10.95	19	83.9	18.99
Others (not parents)	17	72.0	22.99	16	79.9	20.30
Total	469	79.4	21.12	424	71.3	28.06

ANALYSIS OF VARIANCE

Source of Variance	Boys			Girls			
	DF	Sum of Squares	Variance	DF	Sum of Squares	Variance	
Among groups	2	9,401.03	4,700.52	2	4,557.15	2,278.58	
Within groups	466	200,877.22	431.07	421	328,037.14	779.19	
Total	468	210,278.25		423	332,594.29		
F	=10.90	P _{.01}	=4.66	F	=2.92	P _{.01}	=4.66
P	< .01	P _{.05}	=3.02	P	> .05	P _{.05}	=3.02

be continuous. If this explanation is valid it would appear that marriage for boys in this sample is a function of, and dependent upon regularity of employment. Other explanations seem plausible. Employers may give preference to married youth when periods of slack employment occur. For this reason to be effective these youth would have had to become husbands immediately after leaving school, as the employment figures are based on percentage of employment during the entire time out of school. A further hypothesis would be that the courage and initiative necessary to assume the responsibilities of married life are closely akin to the qualities necessary for successful competition in the employment markets.

SCHOOL BACKGROUNDS AND EXPERIENCES

An examination of Table 42 will disclose that no significant correlations were found between percentage of employment and the following variables: age at school leaving, last semester completed, average English marks, number of extra-curricular activities engaged in during last two years at school, behavior ratings, times tardy, and times absent for either

TABLE 41. PERCENTAGE OF EMPLOYMENT OF MARRIED AND UNMARRIED BOYS

Marital Status	N	M	SD
Married	31	88.1	12.95
Unmarried	433	79.1	21.13
Difference	=8.97		
Difference	σ Difference =2.57		
σ Difference	=3.48 $P < .01$		

TABLE 42. CORRELATIONS OF PERCENTAGE OF EMPLOYMENT AND CERTAIN CONTINUOUS VARIABLES GROWING OUT OF SCHOOL BACKGROUNDS AND EXPERIENCES

Variable	Boys		Girls	
	N	r ^a	N	r ^a
Age at school leaving	353	+ .03	296	— .03
Last semester completed	353	+ .03	296	+ .02
Rank in class (scholastic standing)	353	— .01	296	— .17
Average English marks (last 2 years in school)	353	— .05	296	— .07
Schools' estimate of probable future occupational success	353	— .16	296	— .17
Number of extra-curricular activities (last 2 years at school)	353	+ .03	296	— .07
Behavior rating (last 2 years at school)	353	— .07	296	— .07
Times tardy (last 2 years at school)	353	— .02	296	— .00
Times absent (last 2 years at school)	353	— .01	296	— .04
Level at which "r" is significant ^b	350	.14	300	.16

^a Product-moment correlation.

^b Linearly interpolated from Table 13 on page 212, Lindquist, E. F., *Statistical Analysis in Educational Research*. New York: Houghton Mifflin Company, 1940.

Interpolations made in P column.

boys or girls. Rank in class, while not correlated with percentage of employment for boys, gives significant negative correlation for girls. Schools' estimates of probable future occupational success are negatively correlated with percentage of employment for both sexes. It would seem that these negative correlations between schools' predictions and actual tenure of employment result from a tendency on the part of schools to base judgments largely on evidences of scholastic standing. This suspicion is further strengthened by the fact that when the schools were asked to give reasons for being unwilling to recommend youth for employment the answer most frequently mentioned was "lack of good general education." In general, the value of impressing upon youth the importance of scholastic achievement is not questioned, but evidence lends support to the contention that the requirements for continuous employment in the jobs actually held by the majority of these youth are only remotely related to the requirements for success in academic school subjects.

Courses in Occupational Information

The information presented in Table 43 shows that the girls who had what the schools designated as courses in "occupational information" did not differ significantly in percentage of employment from those girls who had been denied such courses. For the boys, however, the group that had had occupational information courses exceeded in percentage of employment those who had not had such courses. The difference, while not conclusive, is sufficiently great to indicate a clue to a school practice that may be associated with tenure of employment, and to suggest a possibility for further study.

Courses in Group Guidance

It will be seen from an examination of Table 44 that having had courses in group guidance is associated with percentage of employment to a degree quite similar to that which was reported for courses in occupational information. Here again no significant difference is found for the girls, yet the boys who had had such courses exceeded in percentage of employment those who had not. The difference is significant at the $P_{.05}$

TABLE 43. PERCENTAGE OF EMPLOYMENT OF YOUTH WHO HAD COURSES IN OCCUPATIONAL INFORMATION

Courses in Occupational Information ^a	Boys			Girls		
	N	M	SD	N	M	SD
Yes	112	84.0	18.15	70	71.9	27.99
No	251	79.3	20.58	248	72.6	26.27
Difference (Yes-No)	= 4.67			Difference (Yes-No)	= -.72	
σ Difference	= 2.38			σ Difference	= 3.76	
Difference	= 1.96			Difference	= .19	
σ Difference				σ Difference		
.05 < P > .01				P > .05		

^a This information was not available for 106 boys and 107 girls.

level. The combination of evidence presented in Tables 43 and 44 leads one to suspect that the type of experiences provided in these courses (occupational information and group guidance) may be quite similar. While they may be of value to boys in so far as tenure of employment is concerned there is a question as to their helpfulness to girls of this type. Further evidence is needed to substantiate or disprove this suspicion.

Kind of Individual Counseling Received

Employment on the basis of kind of individual counseling the youth had received during high school was analyzed. The data are summarized in Table 45. While the variance among groups is not sufficiently great to be significant at the 5% level, the data are interesting. It will be noted that 213 out of 404 boys and 207 out of 342 girls had had no individual counseling during their secondary-school attendance. Of those remaining,

TABLE 44. PERCENTAGE OF EMPLOYMENT OF YOUTH WHO HAD COURSES IN GROUP GUIDANCE

Courses in Group Guidance	Boys			Girls		
	N	M	SD	N	M	SD
Yes	123	82.6	20.23	85	68.2	31.29
No	281	78.4	21.15	294	71.2	27.59
Difference (Yes-No)	=+4.20			Difference (Yes-No)	=-2.95	
σ Difference	= 2.23			σ Difference	= 3.78	
Difference				Difference		
σ Difference	= 1.89			σ Difference	= .78	
.06<P>.01				P>.05		

TABLE 45. PERCENTAGE OF EMPLOYMENT AND CHIEF KIND OF INDIVIDUAL COUNSELING YOUTH HAD AT SCHOOL

Kind of Counseling	Boys			Girls		
	N	M	SD	N	M	SD
For vocational choices	24	83.4	16.1	8	54.9	31.7
For educational choices	117	79.7	19.2	82	77.2	23.7
Other kinds	50	81.5	19.6	45	68.8	28.7
None	213	78.2	22.9	207	70.4	30.0
Total ^a	404	79.3	21.3	342	71.1	28.1

ANALYSIS OF VARIANCE

Source of Variance	Boys			Girls		
	DF	Sum of Squares	Variance	DF	Sum of Squares	Variance
Among groups	3	1,994.29	664.76	3	5,461.32	1,820.44
Within groups	400	180,474.21	451.19	338	264,904.83	783.74
Total	403	182,468.50		341	270,366.15	
F=1.47	P .01	=3.83		F=2.32	P .01	=3.83
P>.05	P .05	=2.62		P>.05	P .05	=2.62

^a Unable to secure this information for 64 boys and 83 girls.

117 boys and 82 girls had been counseled individually on matters concerning educational choices, while only 24 boys and 8 girls had received counseling for vocational choices. Since none of these youth continued formal schooling after leaving the secondary school it would appear that a reversal of those figures would have been more appropriate to the needs of the individuals concerned.

A literal interpretation of the differences in mean percentage of employment for the various groups probably would be misleading. Talks with the youth lead the staff to believe that the variation in kind and amount of counseling within each of the types represented here is as great as the variation among the types. Counseling for "vocational choices" extends from incidental remarks as to where work might be available to actual placement of youth in jobs for which they were fitted by interests and aptitudes. The comparatively small number of girls who were counseled for vocational choices leads one to suspect that those who were counseled were problem cases in school and on the verge of leaving. Judging from the practices of the schools from which the *Study* sample was drawn it seems reasonable to believe that the youth in the "for educational choices" group constitute the "cream of the crop" in so far as intelligence is concerned. Therefore, in view of the evidence presented earlier in this appendix, it is to be expected that girls of this type would profit more than boys, in competing for employment, as a result of their intellectual superiority.

WORK EXPERIENCES

Correlations

An examination of the correlations reported in Table 46 reveals that there is no indication of relationship between percentage of employment and beginning weekly wage or number of different jobs held since leaving school. The low correlations between percentage of employment and number of different jobs held supports Thorndike's summation of his findings concerning this factor. He says: "Workers in vocational psychology should be very cautious about using infrequency of change of employer as a measure of vocational success. Its correlations with annual earnings,

TABLE 46. CORRELATIONS OF PERCENTAGE OF EMPLOYMENT AND CERTAIN CONTINUOUS VARIABLES GROWING OUT OF WORK BACKGROUND AND EXPERIENCES

Variable	Boys		Girls	
	N	r ^a	N	r ^a
Beginning weekly wage	353	-.04	296	+.09
Number different jobs held since leaving school	353	-.07	296	+.08
Days of work missed because of personal illness	353	+.02	296	+.19
Level at which "r" is significant ^b	350	.14	300	.16

^a Product-moment correlation.

^b Linearly interpolated from Table 13 on page 212, Lindquist, E. F., *Statistical Analysis in Educational Research*. New York: Houghton Mifflin Company, 1940. Interpolations were made in P. 01 column.

level of jobs, and liking for jobs are far too low." To this admonition this *Study* makes it possible to add that its correlation with one other aspect of occupational adjustment, percentage of time employed, is likewise too low to carry significance as a measure of success.

The correlation between percentage of employment and number of days of work missed because of personal illness is insignificant for boys. There is, however, evidence of a positive correlation between number of days of work missed because of personal illness and percentage of employment for girls. This relationship should not be interpreted to mean that girls who enjoy a higher percentage of employment are less healthy than those girls who are employed less regularly. It may indicate that girls with irregular employment are less likely to take "time off" because of illness, or that girls who have been employed less regularly have been ill as frequently as those who have had more regular employment but, due to periods of unemployment, illness did not result in days of work lost.

Work Experience During Last Two Years at School

Earlier in this appendix (Table 40, page 97) evidence has been reported to show that boys and girls who contributed to their own support during the time they were in school excelled in percentage of employment those who did not. Since most of those youth who contributed to their support did so by working for pay after school hours it appears reasonable to anticipate the results of the comparisons shown in Table 47. Here it is found, that those youth (both boys and girls) who worked for pay during their last two years at school have enjoyed a higher percentage of employment since leaving school than those who did not work. The differences are statistically significant. These findings lend support to the inferences drawn from incomplete data by Dearborn and Rothney,^a who state: "We may say that our data point to the effectiveness of work while at school in determining employment status after school completion, but the direction may be (although it does not appear likely) changed in another population."

Evidence has been presented elsewhere in this report to show that work experience is associated with other areas of occupational adjustment.

TABLE 47. WORK FOR PAY DURING SCHOOL AND PERCENTAGE OF EMPLOYMENT

Work Experiences	Boys			Girls		
	N	M	SD	N	M	SD
Yes	324	81.9	19.03	156	78.6	22.83
No	131	72.3	24.44	255	67.1	29.75
Difference (Yes-No)	= 9.63			Difference (Yes-No)	= 11.45	
σ Difference	= 2.39			σ Difference	= 2.62	
Difference				Difference		
σ Difference	= 4.03			σ Difference	= 4.38	
P < .01				P < .01		

^a This information was not available for 13 boys and 14 girls.

^aDearborn and Rothney, *op. cit.* p. 108.

The data reported in this appendix, together with the findings of others who have studied this problem, provide support for the contention that youth who have had work experience during school develop qualities that will enable them to secure and maintain employment after their schooling is over.

Chief Reason for Taking First Full-Time Job After Leaving School

Boys who selected their first full-time job because they provided a type of work in which they were interested enjoyed a significantly higher percentage of employment than those who took jobs because of other reasons. The differences for girls are not statistically significant as is shown in Table 48. The method employed to group youth in the category "other" may have been influential in obscuring possible differences that exist among the girl groups. When the youth were asked to state the chief reason for taking their first full-time job the answer "only job available" predominated. The "interest" answer was second in numerical importance. Other answers such as "job was offered to me," "to make money for personal needs," "gave something to do," "to make money to help the family" were given, but not one by a sufficient number to warrant a separate category. The differences among the boy groups, however, are great enough to warrant the conclusion that boys, of the type represented in this sample, who take their first jobs because the work is adapted to their interests have a better chance of maintaining continuous employment than have those who take the first job available regardless of the interest factor.

Method by Which First Regular Job was Secured

One would naturally guess that youth who secured their first regular job from their parents would maintain a higher percentage of employment during the first five years out of school than would those who were forced

TABLE 48. PERCENTAGE OF EMPLOYMENT AND CHIEF REASON FOR TAKING FIRST FULL-TIME JOB

Chief Reason	Boys			Girls		
	N	M	SD	N	M	SD
Only job available	307	75.8	22.1	280	71.9	26.7
Selected because of interests	65	88.1	11.8	39	72.4	24.5
Other reason	89	85.7	17.1	86	76.4	24.7
Total	461	79.5	20.7	405	72.9	26.2

ANALYSIS OF VARIANCE

Source of Variance	Boys			Girls		
	DF	Sum of Squares	Variance	DF	Sum of Squares	Variance
Among groups	2	12,147.25	6,208.63	2	1,385.03	692.52
Within groups	458	184,618.33	403.10	402	275,840.65	686.17
Total	460	197,618.58		404	277,225.68	
F=15.402		P _{.01} = 4.66		F= 1.01		P _{.01} = 4.66
P<.01		P _{.05} = 3.03		P>.05		P _{.05} = 3.03

to seek work outside the immediate family. The figures reported in Table 49 substantiate the guess. When those who were employed by their parents were included in the sample the differences among the methods groups are significant for both boys and girls. When these youth are removed from the sample, the difference among the remaining groups lose significance.

Occupational Classification

Unskilled occupations provided work for more of the boys than did any other one classification. The greatest number of girls, however, was found in clerical work. Only fourteen boys and three girls were employed in jobs that could be classified as professional or managerial—yet those so employed maintained the highest average of employment. (See Table 50.) The differences in percentage of employment among the various occupational classifications are not significant for boys. The differences for girls are significant. Clerical work not only employed the greatest number of girls, but those girls so employed ranked second in average percentage of employment. It is interesting to note that service occupations employed the second greatest number of these girls and they ranked third in percentage of employment. It would appear from these data that secondary schools should give increased attention to training girls of this type for domestic as well as personal service occupations.

WAYS OF BEHAVING

The biserial correlation^a technique has been employed in this appendix to determine the degree to which the "Yes" and "No" ratings on each of the first twenty-six Ways of Behaving^b are associated with percentage of em-

TABLE 49. PERCENTAGE OF EMPLOYMENT
AND METHOD OF SECURING FIRST
FULL-TIME JOB

<i>Methods of Securing First Full-Time Job</i>	<i>Boys</i>			<i>Girls</i>		
	N	M	SD	N	M	SD
Employed by family	53	91.9	8.5	23	84.2	22.9
Employed through influence of friends or relatives	205	78.5	21.2	174	74.4	24.0
Through commercial agencies	21	72.6	20.3	46	79.0	23.8
Through personal efforts	175	77.2	22.0	157	67.2	28.9
Other means	15	81.2	27.0	16	77.4	20.7
Total	469	79.4	21.1	416	72.8	26.3

ANALYSIS OF VARIANCE

<i>Source of Variance</i>	<i>Boys</i>			<i>Girls</i>		
	DF	Sum of Squares	Variance	DF	Sum of Squares	Variance
Among groups	4	10,343.17	2,585.79	4	10,496.98	2,624.25
Within groups	464	199,935.08	430.89	411	276,287.64	672.23
Total	468	210,278.25		415	286,784.62	
F=6.00	P _{.01}	= 3.36		F= 3.90	P _{.01}	= 3.38
P<.01	P _{.05}	= 2.39		P<.01	P _{.05}	= 2.39

^aLindquist, op. cit., pp. 241ff.

^bSee Chapter II, pp. 13 and 14 for discussion of the Ways of Behaving and the Appendix II for reliability of the judgments made.

TABLE 50. PERCENTAGE OF EMPLOYMENT AND OCCUPATIONAL CLASSIFICATION OF FIRST REGULAR JOB

Occupational Classes (U.S.E.S. Classification)	Boys			Girls		
	N	M	SD	N	M	SD
Professional and managerial	14	93.4	7.73	3	92.2	4.7
Clerical	56	77.1	21.4	138	79.9	21.2
Sales	51	85.5	20.0	57	64.6	32.3
Service	27	75.1	23.0	86	74.3	24.6
Agriculture, Fishing and Forestry	62	82.1	21.9	---	---	---
Skilled	51	76.9	20.9	13	60.9	27.4
Semi-skilled	69	77.2	19.9	81	67.2	28.3
Unskilled	139	78.9	21.5	47	57.1	35.1
Total	469	79.4	21.1	425	71.3	28.1

ANALYSIS OF VARIANCE

Source of Variance	Boys			Girls		
	DF	Sum of Squares	Variance	DF	Sum of Squares	Variance
Among groups	7	5,533.56	790.51	6	26,959.47	4,493.25
Within groups	461	20,744.69	444.13	418	305,884.29	731.78
Total	468	26,278.25		424	332,843.76	
F=1.80	P _{.01}	= 2.69		F=6.14	P _{.01}	= 2.85
P>.05	P _{.05}	= 2.03		P<.01	P _{.05}	= 2.12

ployment. The biserial "r's" are recorded in Table 51. An examination of this table will show not only the "Yes" and "No" correlations but will also reveal a somewhat rough measure of the validity of Ways of Behaving as criteria of occupational adjustment as represented by tenure of employment.

It will be noted that while the correlations are relatively low the "Yes" coefficients are uniformly plus, and the "No" relationships are generally negative. Keeping in mind that an "r" equal to .13 is significant for the number of cases upon which these measures are based one is led to conclude that there is a community of relationship between most of these Ways of Behaving and continuity of employment. The correlations, while not reliable for predictive purposes, are sufficiently high and consistent to warrant the recommendation that secondary schools exert planned effort toward developing desirable occupational behavior patterns in youth who aspire to enter the employment market at the termination of their attendance in the secondary school.

SUMMARY AND IMPLICATIONS FOR
SECONDARY SCHOOLS

This aspect of the study was conducted for the purpose of discovering factors associated with tenure of employment. It was hoped to establish clues which would be directive of action for secondary schools in their search for means of providing more adequate and appropriate education for youth whose formal education ends at secondary-school graduation or earlier. This objective has, to a degree, been satisfied. While further re-

TABLE 51*. BISERIAL CORRELATIONS,^a WAYS OF BEHAVING AND PER CENT OF TIME EMPLOYED

Ways of Behaving		N		M		r	
		Yes	No	Yes	No	Yes	No
<i>Planning Area:</i>							
1. Seeks advice from sound source	Boys	189	253	83.0	76.9	+18	-.17
	Girls	123	275	75.0	63.4	+12	-.17
2. Use of past experience to arrive at a decision	Boys	309	143	82.4	73.7	+25	-.24
	Girls	257	139	75.7	64.1	+26	-.23
3. Consideration of permanency of employment	Boys	345	103	81.5	73.9	+22	-.20
	Girls	298	99	74.2	63.7	+23	-.20
4. Investigation of requirements	Boys	294	149	80.9	76.0	+12	-.15
	Girls	293	105	74.8	61.5	+26	-.27
5. Investigation of conditions of work	Boys	319	129	81.2	76.0	+15	-.14
	Girls	307	95	75.3	57.6	+33	-.37
6. Investigation of opportunities of getting a job	Boys	277	147	81.6	76.7	+15	-.11
	Girls	257	126	76.0	61.7	+28	-.29
7. Having objectives in line with his interests and abilities	Boys	314	82	80.5	74.2	+09	-.17
	Girls	254	70	73.4	62.3	+12	-.21
8. Investigation of initial and long-range income ^b	Boys	258	178	81.1	76.1	+10	-.16
	Girls	211	170	75.6	67.6	+20	-.13
9. Investigation of possibilities of advancement ^b	Boys	261	167	81.7	76.0	+15	-.15
	Girls	227	167	75.2	67.1	+20	-.15
10. Consideration of occupation in a pattern	Boys	224	206	83.9	74.2	+25	-.27
	Girls	183	205	76.4	67.7	+21	-.15
11. Recognition of need for special training	Boys	303	123	78.6	80.5	-.07	+04
	Girls	260	118	71.9	68.4	+04	-.08
12. Investigation of training opportunities	Boys	172	154	78.5	79.8	-.06	+02
	Girls	131	111	71.9	64.4	+02	-.19
13. Making realistic provision to get training	Boys	142	182	79.3	78.1	-.01	-.07
	Girls	110	122	71.9	64.3	+02	-.21
14. Training appropriate to objective	Boys	212	84	80.2	75.6	+04	-.12
	Girls	164	64	72.6	58.5	+05	-.29
15. Efforts to get the desired kind of work	Boys	256	147	81.5	76.7	+14	-.12
	Girls	247	124	76.1	65.0	+27	-.19
16. Appearing to best advantage in employment interviews	Boys	338	91	80.6	75.5	+11	-.13
	Girls	326	67	73.7	61.0	+24	-.24
<i>Appraisal Area</i>							
17. Persisting intelligently in the face of disappointment	Boys	259	119	81.4	72.8	+12	-.25
	Girls	222	98	73.2	62.0	+10	-.25
18. Considering consistency of work with own interests	Boys	377	71	80.8	74.8	+19	-.14
	Girls	325	77	73.7	61.2	+23	-.24
19. Consideration of future work interests	Boys	357	92	80.5	76.3	+13	-.11
	Girls	296	108	72.3	67.3	+09	-.11
20. Consideration of future work abilities	Boys	345	95	80.7	75.2	+14	-.15
	Girls	300	98	73.4	64.7	+17	-.17
21. Consideration of effect of work on his health	Boys	402	54	80.1	75.3	+12	-.12
	Girls	366	36	73.0	59.3	+27	-.23
22. Consideration of future wages needed	Boys	293	153	81.5	75.0	+16	-.20
	Girls	229	169	74.2	68.3	+15	-.11
23. Consideration of possibility for advancement in wage level	Boys	352	93	81.6	72.3	+24	-.24
	Girls	269	119	75.7	61.6	+28	-.28
24. Consideration of permanency of employment	Boys	401	49	81.0	69.6	+29	-.29
	Girls	348	59	73.6	57.1	+29	-.31
25. Consideration of sick benefits, bonuses, etc.	Boys	273	164	81.5	77.4	+15	-.09
	Girls	227	173	75.0	66.3	+19	-.18
26. Changing jobs when it means improvement	Boys	385	51	80.6	75.9	+30	-.10
	Girls	339	54	73.3	67.2	+23	-.09
Total distribution of percentage of employment (Yes—?—No—DA)	Boys	N=467		M=79.5		SD=21.12	
	Girls	N=424		M=71.1		SD=28.06	

^aFor footnotes and explanations to this table see bottom of next page.

search is necessary to establish their efficacy for occupational adjustment, some of the factors here found to be associated with tenure of employment provide leads as to practices which may be employed by schools to provide more worthwhile experiences for youth who enter the labor markets at the termination of their secondary-school attendance.

Some Generalizations

An examination of these data will show that factors which have been found to be associated with duration of employment for boys do not, as a rule, maintain a like association when the comparisons are made among girls. Throughout this appendix the phrase "but the results are different for girls" appears with almost clock-like regularity. These differences it is believed provide evidence that sex is a factor of prime importance in occupational adjustment. This sex difference should receive careful consideration when programs of education to facilitate the post-school adjustment of youth are planned and executed.

The importance of family backgrounds and influences should not be discounted as factors affecting the adjustment of youth to occupational situations. Throughout this investigation there is evidence that when any event occurs to upset the traditional family pattern—father as the breadwinner and mother as the home-maker—there results a diminution in the regularity of boys' employment and an acceleration in the percentage of employment enjoyed by girls.

Employers, operating in a "buyers' market," should be able to pick and choose among prospective employees. These data, however, provide indirect evidence that the employers of youth, in the communities from which this sample was drawn, have neglected to secure the regular services of the best talent available to them. More careful methods of selecting personnel would pay dividends in efficient service.

Finally, there is strong evidence that the qualities required for successful achievement in the secondary schools participating in this study are only remotely (if at all) associated with the requisites for continuous employment in the type of jobs found by these youth after they have severed their school connections.

RECOMMENDATIONS

Evidence has been reported in these data to show that those boys and girls who contributed to their own support, and those who worked for

Footnotes and explanations on Table 51: This table shows the relation of *Ways of Behaving* and per cent of time employed.

Level at which biserial "r" is significant at the $P_{.01}$ level $N=400$ $r=13$

$$s \text{ biserial "r"} = \frac{M_i - M_t}{S_t} \cdot \frac{P}{Z}$$

Note:

$\frac{M_i - M_t}{S_t}$ and P were computed and the biserial "r's" were read from a table prepared by

Kolbe, L. E., and Edgerton, H. A., for the Occupational Research Program of the U.S.E.S. The complete tables appear in the *Journal of Experimental Education*, 4:25, March, 1936, pp. 245-251.

* Agreement between independent judges was not sufficiently reliable for use in separating groups.

pay during their school years exceeded in percentage of employment those who did not. It is possible that the qualities which enabled these boys and girls to achieve work experience during their school days are the same qualities or factors which have operated to enable them to maintain a comparatively high percentage of employment since leaving school. It is not, however, outside the realm of possibility that the work experience itself may have contributed toward the development of certain characteristics demanded for regular employment. Certainly the associations here reported suggest a practice which secondary schools may employ. It is recommended, therefore, that schools seize upon every opportunity to provide actual work experience as a part of the educational program of all youth who expect to enter the employment markets immediately on leaving school.

Low but consistently positive correlations have been found between tenure of employment and interviewers' judgments as to what constitutes intelligent behavior toward certain occupational situations in two areas: planning for employment, and self-appraisal in terms of employment advantages and opportunities. These data seem to recommend the feasibility of supplementing actual work experience with programs designed to guide youth in the development of patterns of behavior that will help them plan for work and appraise their employment opportunities in an intelligent and realistic manner.

These data show that the boys in the sample who had courses in occupational information and group guidance while in the secondary school excelled in tenure of employment after leaving school. On the basis of this evidence it is felt that the programs designed to assist youth develop intelligent patterns of behavior toward occupational situations should include a thorough study of the various occupations open to this type of youth. These occupations should be analyzed in terms of their availability, requirements, advantages and disadvantages. Youth should then be aided and encouraged in their efforts to appraise their individual interests, aptitudes, and abilities in terms of the requirements of available employment opportunities.

In making these recommendations the *Study* staff is aware that many secondary schools include these practices and more in their programs to facilitate the occupational adjustment of their leaving youth. These are mentioned here because the data reveal that they are practices of potential value in preparing youth for employment. It is hoped that these analyses may prove to be a source of encouragement to school people who are sincerely trying to make their schools function in the interest of the boys and girls whose formal education will end with secondary-school graduation or earlier. Likewise it is hoped to activate others who are aware of the need but doubtful of their ability to provide an education appropriate to all.

APPENDIX. II

Some Technical Considerations

INTRODUCTION

The data used in this study were gathered from three main sources: the school, the youth, and the employer. This appendix is primarily concerned with a treatment of the reliability of information obtained from the youth and of the judgments made about the youth.

Two questions arise in connection with the reliability of the data collected for a given group of youth:

- (1) Would the data have differed significantly had a different set of interviewers been used?
- (2) Would the data have differed significantly had the interviews been held at a different time?

To get an answer to the first question one hundred youth, selected at random from the six schools, were subjected to what were called "double interviews." One interviewer did the questioning, recorded the answers as he understood them, and made his judgments. Another interviewer was present but did not ask any questions. He simply recorded the youth's answers as he understood them, and made his judgments independently of the other interviewer.

To get an answer to the second question, another one hundred youth were subjected to what were called "repeat interviews." Youth who had already been interviewed by one person were interviewed again about a week later by a different interviewer using the same interview schedule. For both the double interviews and the repeat interviews the information gathered and the judgments made were compared for the two sets of interviews.

IMPLICATION OF THE DOUBLE AND REPEAT INTERVIEW TECHNIQUE

It should be observed that the two types of interviews get at entirely different aspects of reliability. The double interviews were designed to give data only on the reliability of recording and the judgments made when two interviewers heard the same responses. When a youth described how he got his present job, did the two interviewers present both check the same coded category on the form? After hearing him discuss his occupational plans for the future, did the two interviewers agree on whether he was making intelligent plans? The reliability of the information *as given* by the youth was not under investigation in this situation. The unreliability of the information and judgments about the youth revealed by the double interviews was a function of the extent to which the two interviewers interpreted and recorded the youth's responses differently and made behavior ratings differently when observing the same interview.

The other aspect of the problem is the reliability of the information as given by the youth. Assuming perfect reliability of recording, would the

youth's remarks at one time indicate that he got his present job through the influence of a member of his family and at another time indicate that it was through the influence of a friend? Would his discussion at two different times of his present job and the future possibilities he saw in it lead a perfectly reliable judge to make the same ratings on the quality of the youth's appraisal of his situation?

There were various factors which would account for differences in a youth's responses in two interviews held one or two weeks apart. Besides the chance inconsistencies to be expected over a week's period of time due to changes in the youth's health or spirits or frame of mind, the youth's occupational status might have changed. He might have been fired, or hired, or given an increase in wages, or new responsibilities, etc. These things did happen to some youth and to the extent to which changes in the youth's responses between the two interviews reflected true changes in the facts during the interim, the unreliability of the data was spuriously increased.

The youth probably differed among themselves with respect to their ability to give consistent answers. Surely it was easier for a highly intelligent recent graduate to give consistent responses than it was for a youth with a long work history who had dropped out of school five years ago because he could not master the school work.

Differences in reliability could also be expected between different types of information. It was generally much easier to get facts about the present job than it was to get facts about the first job after leaving school.

Another factor leading to different responses in the two interviews was the educational effect of the first interview. Information only poorly remembered for the first interview might be the subject of thought during the interim between the two interviews so that in the second one the facts might be more satisfactorily arranged in the youth's mind with consequent changes in his responses. Aside from requests for factual information, many of the youth had apparently never before given any serious consideration to some of the questions raised in the first interview. The very fact that they were called on for an answer would lead to some thinking on the matter. This would probably continue after the interview was over, so that on the second interview their answers might be based on more consideration and hence be somewhat different. That the interviews did stir up some thinking is evidenced by the number of youth who subsequently to the interview voluntarily went back to the school for the first time seeking advice and counsel.

Differences in the original and repeat interviews also could be expected from differences in the interviewers. The personalities of the interviewers and the consequent rapport with the youth varied. Different interviewers probably asked the questions somewhat differently and differed in the amount and kind of subsidiary questioning they used to draw out additional information.

Thus it is seen that the repeat interviews involved many aspects of reliability, but it was not possible to dissociate the various factors. The

unreliability of the information and judgments about the youth revealed by the repeat interviews was a function of changes in the youth's occupational status, the educative effect of the first interview upon his thinking and behaving, differences in the personality and technique of the interviewers, etc., as well as of the unreliability of recording.

There is another aspect of reliability which the double and repeat interviews do not get at. That is whether or not the youth's responses would agree with information about the same question derived from some dependable source other than the youth. The youth might be consistently mistaken or consistently misleading in his responses. The enormous amount of work involved in checking thoroughly on this type of reliability made it impractical to attempt on a large scale. One bit of evidence of this type however is the fact that the average present wages as reported by the youth and by the employers differed by only ten cents a week, with a standard error of twelve and a half cents.

TESTS USED TO DETERMINE RELIABILITY OF THE ITEMS IN YOUTH INTERVIEW SCHEDULE

The items in the youth interview schedule were of two distinct types in so far as the nature of the information given by the respondent is concerned. First, a considerable number of items such as age, wages, time employed, etc., were of a purely quantitative, objective nature. A much larger number of the items were of a qualitative, categorical type, including likes and dislikes about jobs, how jobs were secured, opinions about jobs and school, etc. Here, the respondent's reaction to the questioning was generally a subjective statement of a fact or an opinion which later was categorized for making machine tabulations. Since the tests of reliability which would be appropriate for the first type of data would not be appropriate for the second, somewhat different approaches were used with respect to the qualitative items and the quantitative items.

For the quantitative items the product-moment correlation coefficient (Pearson "r") was used as the index of reliability, abetted by tests of the significance of the difference between the means of the original and the "double" or "repeat" data. The data as recorded by the original interviewer were correlated with the data as recorded by the "double" or "repeat" interviewer using precisely the same codings as used in the main body of the report, and the resultant "r" taken as the measure of the concomitant relationship between the two series of data. The means and the standard deviations of the two series of data were computed, and the ratio of the difference of the mean to the standard error of the difference¹ was derived.

$$\sigma_{M_1 - M_2} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2 - 2r_{12}\sigma_{M_1}\sigma_{M_2}}$$

$$\text{where } \sigma_{M_1} = \frac{S_1}{\sqrt{N_1 - 1}} \quad \text{for the original data, and} \quad \sigma_{M_2} = \frac{S_2}{\sqrt{N_2 - 1}}$$

or the "repeat" or "double" data, and r_{12} is the correlation coefficient for the two series.

For the qualitative items, rigorous correlation methods could not be used. Since these data were to be used almost exclusively for group analyses it was desired to test the statistical significance of the differences between the group distributions for each item. If the differences between the two distributions were not significant, it could be assumed for all practical purposes that they gave substantially the same description of the youth. The value of the *Chi-square* (goodness of fit) function¹ was determined twice for each item—for the original and "double" distributions, and for the original and "repeat" distributions. The *Chi-square* probability, *P*, was obtained for the appropriate number of degrees of freedom.

In addition, for the qualitative items considerable use was made of agreement and disagreement counts—the actual number or per cent of agreements or disagreements between the original and the "double" or "repeat" data for the various items. While these counts did not give any absolute index of optimum consistency in and of themselves, they did prove valuable for more subjective analyses of the items.

DATA ON THE RELIABILITY OF THE ITEMS ON THE YOUTH INTERVIEW SCHEDULE

Analysis by Correlation

The correlation coefficients for 24 of the quantitative items from the *Youth Interview Blank* are summarized in Table 52. In interpreting the correlation coefficients a coefficient of .70 or higher was considered sufficient to justify using a particular variable in the group analyses

TABLE 52. FREQUENCY DISTRIBUTION OF
PRODUCT-MOMENT CORRELATION COEFFI-
CIENTS FOR TWENTY-FOUR QUANTITATIVE
ITEMS FROM THE ORIGINAL AND DOUBLE
OR REPEAT INTERVIEWS

Correlation Coefficients	Double Interview Data			Repeat Interview Data		
	Number of Items	Per Cent	Cumulative Per cent	Number of Items	Per Cent	Cumulative Per Cent
.98-1.00	6	25.0		2	8.3	
.95-0.97	8	33.3	58.3	2	8.3	16.6
.90-0.94	3	12.5	70.8	5	20.8	37.4
.85-0.89	1	4.2	75.0	6	25.0	62.4
.80-0.85	1	4.2	79.2	1	4.2	66.6
.75-0.79	3	12.5	91.7	3	12.5	79.1
Less than 0.75	2	8.3	100.0	*5	20.8	99.9
Total	24	100.0		24	99.9	
Median		.953			.870	

$$\chi^2 = \sum_1^k \frac{(f_1 - f_2)^2}{f_1 + f_2} \quad \text{where } f_1 \text{ is the frequency in the distribution of the original}$$

data and f_2 is the frequency in the "double" or "repeat" distribution and k is the number of categories, and the sum of f_1 equals the sum of f_2 .

which were to be made. With one or two exceptions all of the variables correlated considerably above this arbitrary limit. It may be noted that for the double interviews 92% of the items correlated .75 or higher and that for repeat interviews 79% correlated .75 or higher. It is particularly important to note that the correlation coefficients for the double interviews ran consistently higher than the corresponding coefficients for the repeat interviews.

The correlation coefficients for each of the 24 quantitative items are presented in the third columns in Table 53 for the double interviews and in Table 54 for the repeat interviews. As was expected, the items of most recent information about the youth correlated most highly for both the double and repeat interviews. Most of the information about the youth's present job, "number of months worked during the last full year out of school," "earnings during the last full year out of school," and "earnings during 1939" correlated approximately .90 or higher. An examination of the correlations for the individual items reveals that the correlations for the items concerning the youth's first regular job, "number of months worked during first full year out of school," and "earnings during first full year out of school" correlate much lower than the recent data. "Per cent of time employed" and "average annual earnings" since leaving school correlate rather highly for both double and repeat interviews considering that they are composite variables made of early and recent data.

"Highest level of skill reached" and "youth's feeling about not having desired kind of work" are distinctly different kinds of variables. The "highest level of skill reached" was obtained by having a reader study the youth's work history and then make a rating on a five-point scale from totally unskilled to highly skilled. The staff found it extremely difficult, in fact almost impossible, to arrive at any sound basis for making these ratings since skill means so many different things in the several hundred different occupations which were encountered. The inadequacy of the rating system, undoubtedly, accounts for the low correlations for this variable. The "youth's feeling about not having desired kind of work" was also a rating, but of a somewhat different kind. It, also, was based upon a five-point scale¹ but the interviewer was instructed to make the rating at the time of the interview in light of the kind of morale shown by the youth with respect to his present job and his expected occupation. Where interviewers encountered the youth in the same frame of mind, as in the double interviews, the correlation, although not high, was satisfactory ($r=.76$) but when the interviewer making the ratings encountered the youth at two different times, the correlation was quite low ($r=.44$).

Probably for group reporting, the youth's feeling about "not having desired kind of work" can be justified, although in using this variable for anything except group averages one must remember that it was secured rather unreliably as measured by the repeat interviews. The "highest

¹1. Still hopeful, 2. Disappointed, 3. Resigned, 4. Discontented, 5. Bitter against society.

TABLE 53. CORRELATIONS AND RELATED DATA FROM ORIGINAL AND DOUBLE INTERVIEWS

Item	Number of Youth	Correlation Coefficient (Pearson "r")	Original Data		Double Data		Standard Error of Difference	Mean Difference-Standard Error Ratios
			Mean	Standard Deviation	Mean	Standard Deviation		
Date left school	97	.99	30.0	13.9	30.3	14.1	.250	1.44
Hours worked per week	81	.97	42.1	9.28	41.9	9.57	.267	.75
No. months on present job	55	.96	16.3	14.1	16.6	13.9	.425	.71
Beginning weekly wage on present job	95	.98	14.0	5.82	13.9	5.45	.126	.79
Present weekly wage on present job	96	.97	15.8	5.63	15.9	5.39	.149	.67
Months unemployed after leaving school	97	.75	4.31	5.60	4.59	6.10	.424	.66
Beginning weekly wage on first job	85	.75	12.8	6.93	11.6	5.85	.497	2.35
No. different jobs held	99	.97	2.82	2.24	2.81	2.19	.054	.19
No. months worked after leaving school:								
First year	100	.94	7.58	4.06	7.61	4.03	.144	.21
Second year	78	.96	9.28	3.53	9.41	3.43	.111	1.15
Third year	45	1.00	10.1	2.81	10.1	2.82	.038	.58
Fourth year	15	1.00	8.83	2.84	8.83	2.84	-----	-----
Fifth year	6 ^b	-----	-----	-----	-----	-----	-----	-----
Per cent of time employed since school	100	.92	75.4	26.1	75.0	30.5	1.26	.32
No. months employed during 1939	100	.86	9.71	2.83	9.79	2.68	.146	.55
Annual earnings after leaving school:								
First year	84	.70	479.	294.	427.	318.	26.1	1.98
Second year	68	.83	635.	336.	644.	351.	24.3	.36
Third year	36	.95	783.	286.	796.	312.	16.8	.74
Fourth year	14	.97	696.	367.	696.	375.	27.2	.32
Fifth year	6 ^b	-----	-----	-----	-----	-----	-----	-----
Average annual earnings since school	94	.91	811.	413.	827.	413.	17.8	.90
Earnings during 1939	88	.96	682.	335.	690.	345.	10.6	.81
Highest level of skill reached	95	.45	2.77	.491	2.78	.530	.055	.18
Youth's feeling about not having desired kind of work (rating)	43	.76	1.44	.762	1.56	.870	.088	1.36

^a The mean difference-standard error ratio equals $\frac{M_1 - M_2}{\sigma_{M_1 - M_2}}$. The difference between the two means is statistically significant at the .05 level if the numerical value of the ratio equals or exceeds 1.96 and at the .01 level if it equals or exceeds 2.58.

^b Too few cases to carry out the computations.

TABLE 54. CORRELATIONS AND RELATED DATA FROM ORIGINAL AND REPEAT INTERVIEWS

Item	Number of Youth	Correlation Coefficient (Pearson "r")	Original Data		Double Data		Standard Error of Difference	Mean Difference Standard Error Ratios
			Mean	Standard Deviation	Mean	Standard Deviation		
Date left school	100	.98	32.2	14.6	32.0	14.3	.333	.66
Hours worked per week	85	.95	41.8	9.16	41.5	9.61	.340	1.05
No. months on present job	98	.92	16.5	14.2	16.8	13.8	.560	.51
Beginning weekly wage on present job	98	.87	13.9	5.80	13.7	5.27	.289	.53
Present weekly wage on present job	97	.92	16.2	5.71	16.1	5.42	.229	.14
Months unemployed after leaving school	100	.70	4.65	6.31	4.20	5.95	.478	.94
Beginning weekly wage on first job	98	.83	12.7	5.98	12.2	6.14	.356	1.46
No. different jobs held	100	.77	2.55	1.75	2.79	2.06	.129	1.86
No. months worked after leaving school:								
First year	100	.76	7.53	3.81	7.98	3.89	.267	1.69
Second year	65	.73	8.92	3.90	9.29	3.39	.334	1.43
Third year	42	.96	9.43	3.50	9.19	3.61	.163	1.47
Fourth year	19	.93	10.4	1.89	10.5	2.13	.177	.59
Fifth year	5 ^b	-----	-----	-----	-----	-----	-----	-----
Per cent of time employed since school	100	.88	71.2	24.3	70.4	31.3	1.54	.52
No. months employed during 1939	100	.79	9.36	3.44	9.42	3.22	.215	.28
Annual earnings after leaving school:								
First year	99	.88	420.	269.	407.	238.	12.8	1.07
Second year	64	.85	595.	325.	553.	312.	21.7	1.95
Third year	42	.90	646.	306.	625.	290.	21.3	1.00
Fourth year	19	.90	778.	218.	762.	250.	24.4	.65
Fifth year	5 ^b	-----	-----	-----	-----	-----	-----	-----
Average annual earnings since school	100	.89	783.	396.	755.	364.	18.1	1.58
Earnings during 1939	99	.89	643.	322.	617.	304.	14.6	1.76
Highest level of skill reached	91	.45	2.77	.651	2.81	.570	.068	.59
Youth's feeling about not having desired kind of work (rating)	38	.44	1.47	.854	1.34	.623	.129	1.01

^a The mean difference-standard error ratio equals $\frac{M_o - M_R}{\sigma_{M_o - M_R}}$. The difference between the two means is statistically significant at the .05 level if the numerical value of the ratio equals or exceeds 1.96 and at the .01 level if it equals or exceeds 2.58.

^b Too few cases to carry out the computations.

level of skill reached" cannot be justified for use in this report, and was therefore not used, even though if it could be reliably obtained it would be of unquestionable importance.

Analysis by Difference between Means

For most of the quantitative items, group averages were to be used to derive inferences in the general report. It was deemed desirable, therefore, to find out whether or not the arbitrary selection of interviewers or the time at which the interview was held would cause any appreciable fluctuations in these averages.

The means, their standard deviations, the standard errors of differences between the means, and mean difference-standard error ratios of the twenty-four quantitative items are summarized in Tables 53 and 54. For the double interviews none of the variables has a difference between the means which is significant at the .05 level. For the repeat interviews only two show a significant difference at this level. It should be noticed that both of these variables deal with the initial occupational experiences of the youth.

Analysis by Use of the Chi-Square Test

The *Chi-square* test was applied to the two distributions for each of the qualitative items from the *Youth Interview Blank* in order to determine whether the differences in the group responses were statistically significant. A frequency distribution of the *Chi-square* probabilities for 81 of the qualitative items is presented in Table 55.

With these data when $P=.10$ or more it seemed reasonable to assume that differences in the group responses were not statistically significant. It may be noted in Table 55 that only one of the items from the double interviews and another from the repeats have P -values of less than .10.

TABLE 55. FREQUENCY DISTRIBUTION OF THE CHI-SQUARE PROBABILITIES (P) FOR EIGHTY-ONE ITEMS FROM THE ORIGINAL AND DOUBLE OR REPEAT INTERVIEWS

<i>Chi-Square Probability (P)</i>	<i>Double Interview Data</i>		<i>Repeat Interview Data</i>	
	<i>Number of Items</i>	<i>Per Cent of Total</i>	<i>Number of Items</i>	<i>Per Cent of Total</i>
90-100	29	35.8	20	25.0
80-89	8	9.9	8	10.0
70-79	6	7.4	7	8.8
60-69	9	11.1	11	13.8
50-59	5	6.2	2	2.5
40-49	6	7.4	7	8.8
30-39	4	4.9	3	3.8
20-29	11	13.6	7	8.8
10-19	2	2.5	14	17.5
0-9	1	1.2	1	1.3
Total	81	100.0	80	100.3
Median P	72.8		65.4	

The "reason for the youth choosing his expected occupation" from the repeat interviews had a P-value of .06; "how the youth is planning to finance his future training" from the double interviews had a P-value of .04. In regard to the item from the repeat interviews, it should be stated that quite frequently the youth did not have clearly in mind the reason why he had chosen his expected occupation, and one constantly encountered expressions such as "I told the other interviewer something else" or "I don't remember what I told the other interviewer." The items from the double interview produce inconsistent results primarily because the youth was generally vague and incoherent in his remarks.

It is believed that the remainder of the 81 qualitative items from the *Youth Interview Blank* have been secured with sufficient reliability to be reported for purposes of group comparisons. The evidence which follows from an analysis of agreements and disagreements also bears out this assumption derived from the use of the Chi-square test.

Analysis by Agreements and Disagreements

In making the analysis of agreements and disagreements the original interview form and the double or repeat interview form were placed side by side and hand tallies were made of all pairs of responses which were coded alike and all pairs of responses for which the coded answers were not alike. When the coded responses were alike the pair of responses was tallied as an agreement and where the coded responses were dissimilar the pair of responses was tallied as a disagreement. Since 100 double and 100 repeat interviews were used, the agreement and disagreement frequencies for each of the items were equivalent to the actual percentages of agreement and disagreement for the various items. For the items from the double interviews the per cents of agreement ranged from 63 to 100; and for the repeat interviews from 31 to 100. A frequency distribution of the per cents of agreement and disagreement on each of 94 qualitative items from the *Youth Interview Blanks* is given in Table 56. The mean per cent of agreement for the items from the double interviews was 87 and for the repeat interviews 74. The mean difference-standard error ratio for these two means is 6.32, indicating a significant difference in the means.

RELIABILITY OF THE WAYS OF BEHAVING

The nature of the double and repeat interviews has already been explained. Each of these procedures resulted in pairs of ratings on the *Ways of Behaving* as applied to about 100 youth. The original ratings were made on a "Yes," "?," "No" basis, but since few "?" ratings were given, they were combined with the "No's," and comparisons were based on a "Yes"—"Not-yes" classification.

One simple measure of the extent of agreement between the original interviewers and the "double" or "repeat" interviewers would be the proportion of the cases in which their ratings were the same. For example, for *Way of Behaving One*, the first and second interviewers in double interviews agreed in their ratings on 78% of the youth. However, the

TABLE 56. FREQUENCY DISTRIBUTION OF THE PER CENTS OF AGREEMENT ON NINETY-FOUR ITEMS FROM THE ORIGINAL AND DOUBLE OR REPEAT INTERVIEWS

Per Cent of Agreement	Double Interview Data		Repeat Interview Data	
	Number of Items	Per Cent of Total	Number of Items	Per Cent of Total
96-100	23	24.5	12	12.8
91-95	14	14.9	9	9.6
86-90	16	17.0	7	7.5
81-85	14	14.9	—	—
76-80	16	17.0	18	19.2
71-75	5	5.3	10	10.6
66-70	3	3.2	9	9.6
61-65	3	3.2	7	7.5
56-60	—	—	8	8.5
51-55	—	—	4	4.3
46-50	—	—	4	4.3
41-45	—	—	5	5.3
36-40	—	—	—	—
31-35	—	0	1	1.1
Total	94	100.0	94	100.3
Mean (%)	87.0		74.2	
S	10.45		16.63	
σ_M	1.08		1.72	

size of a figure like this can be accounted for not only by the expertness of the judges but also by the tendency for a given rating to be used predominately. For example, a high percentage of agreements might be reached merely by giving everybody a "Yes" rating regardless of any characteristics they exhibited. Hence, the way in which the total number of ratings is divided between "Yes" and "Not-yes" ratings should be taken into consideration. For the *Way of Behaving* just mentioned, 31% of the ratings were "Yes" and 69% were "Not-yes."

To get a measure that would combine these two aspects of the problem, coefficients of correlation between the ratings of the first and second interviewers were determined. Tetrachoric coefficients of correlation were used for this purpose. This was done on the assumption that the ratings of the *Ways of Behaving* would have been normally distributed had it been possible to apply accurately a finer measure than the rough "Yes"—"Not-yes" classification that was used. These coefficients were read from Thurstone's computing diagrams.⁴ For *Way of Behaving One* on the double interviews this coefficient was .72. The proportion of the ratings on which both judges agreed and the tetrachoric correlation coefficients between the ratings for each of the *Ways of Behaving* based on the youth interview are presented in Table 57.

⁴Chesire, Leone, Saffir, Milton, and Thurstone, L. L. *Computing Diagrams for the Tetrachoric Correlation Coefficient*. Chicago: University of Chicago Bookstore, 1933.

TABLE 57. MEASURES OF AGREEMENT OF INDIVIDUAL RATINGS ON WAYS OF BEHAVING BASED ON YOUTH INTERVIEW GIVEN BY TWO INTERVIEWERS

Way of Behaving ^a	Double Interviews				Repeat Interviews			
	Number of Youths	Per cent of "Yes" Ratings	Per cent of Agreements	Tetrachoric α_p	Number of Youths	Per cent of "Yes" Ratings	Per cent of Agreements	Tetrachoric α_p
1	99	31	78	.72	96	35	69	.50
2	99	70	72	.52	99	69	66	.35
3	97	79	89	.91	98	77	72	.34
4	95	67	75	.62	98	68	67	.35
5	95	72	80	.75	97	73	75	.54
6	88	61	70	.58	97	66	71	.58
7	84	73	75	.85	82	74	76	.55
8	96	50	74	.58	98	56	73	.67
9	93	61	69	.57	96	59	58	.23
10	95	44	74	.70	97	50	66	.50
11	89	71	81	.77	95	76	76	.57
12	57	57	84	.87	64	63	73	.62
13	55	45	76	.74	62	54	69	.60
14	54	71	72	.51	59	70	83	.80
15	85	56	74	.70	89	61	78	.75
16	100	69	69	.45	100	81	70	.06
17	80	56	66	.52	88	65	68	.46
18	99	84	80	.49	95	84	82	.54
19	100	78	73	.40	98	77	77	.55
20	89	95	67	.24	97	75	71	.35
21	99	90	87	.51	96	91	81	.00
22	99	57	65	.39	97	60	64	.46
23	98	71	72	.50	97	78	71	.25
24	98	88	85	.51	98	86	77	.05
25	93	56	69	.56	97	56	48	-.05
26	94	79	82	.72	96	89	78	-.03

^a For the statement of the ways of behaving corresponding to these numbers see Appendix III, pages 145-146.

^b The number of pairs of judgments varies with the Way of Behaving mainly because a particular Way of Behaving did not apply to all youth, and in a few other instances because for some reason the data were not complete.

Note: The table may be read as follows: For Way of Behaving One, there were pairs of ratings based on 99 youth. Of the 198 ratings involved, 31 per cent were "Yes" ratings. Seventy-eight per cent of the 99 youth were rated either "Yes" by both interviewers or else "Not-Yes" by both interviewers. The tetrachoric coefficient of correlation between the two sets of ratings was .72.

It was not thought advisable to attempt to get double and repeat interviews from the employers, so the reliability of the judgments based on these interviews could not be checked in the same way the reliability of the judgments based on the youth interview was checked. What was done was to determine whether a reader, from reading the filled-in

Employer Interview Blank, would make the same ratings as were made by the original interviewer at the time of the interview.

After the completed forms were filed in the central office, a random sample of them was taken and the rating sheets removed. Each of these forms was then read by some member of the interviewing staff other than the original interviewer. After going over the form as a whole, the reader would give his rating on each of the *Ways of Behaving*, referring to the specific items on the form designed to throw light on the particular *way of behaving* under consideration.

The readers' ratings were then compared with the ratings of the original interviewers in the same manner that the ratings of the first and second interviewers on the *Ways of Behaving* based on the youth interviews were compared. These comparisons are presented in Table 58.

Since the percentages of "Yes" ratings given on these *Ways of Behaving* were rather consistently high, it might be argued that the "agree-

TABLE 58. MEASURES OF AGREEMENT OF INDIVIDUAL RATINGS ON WAYS OF BEHAVING BASED ON EMPLOYER INTERVIEWS AS GIVEN BY ORIGINAL INTERVIEWERS AND BY READERS

Way of Behaving ^a	Number of Youth ^b	Per cent of "Yes" Ratings	Per cent of Agreements	Tetrachoric <i>r</i> ^c
27	1	100	100	-----
28	13	100	100	-----
29	69	90	97	.95+
30	76	95	100	1.00
31	76	95	97	.95+
32	76	88	93	.91
33	42	69	90	.93
34	76	95	100	1.00
35	69	80	94	.95+
36	70	89	99	.95+
37	26	96	92	^d
38	76	95	97	.95+
39	53	85	96	.95+
40	74	82	94	.95+
41	75	89	99	.95+
42	54	54	100	1.00

^a For the statement of the *Ways of Behaving* corresponding to these numbers see Appendix III, pages 146-147.

^b The number of pairs of judgments varies with the *Ways of Behaving* because a particular *way of behaving* often applied to only part of the youth.

^c The tetrachoric "*r*"s recorded as .95+ are somewhere between .95 and 1.00. From the computing diagrams used it is not possible to read values of "*r*" in excess of .95.

^d There were no "No" ratings given on this *way of behaving* by the readers.

Note: The table may be read as follows: For the *Way of Behaving Twenty-nine*, there were pairs of ratings on 69 youth. Of the 138 ratings involved, ninety per cent were "Yes" ratings. Ninety-seven per cent of the 69 youth were rated either "Yes" by both judges or else "Not-Yes" by both judges. The tetrachoric coefficient of correlation between the two sets of ratings was in excess of .95.

ment" of the two sets of judges in giving a large proportion of "Yes" ratings was an indication of their lack of ability to distinguish relative degrees of excellence on the *way of behaving* in question rather than being an indication that most of the youth deserved a high rating on an absolute scale. Two facts seem to justify the ratings given. In the first place, when "No's" were given they were given reliably, i.e., both sets of judges tended to give the "No" to the same persons. In the second place, the employers seemed to be on the whole well pleased with the youth they employed. For example, the question, "Does he produce work of the amount and kind that you believe he should?" frequently got an answer something like this: "Why of course, or else I wouldn't have him here!"

The tests applied so far have been concerned with the reliability of the judgments for the individual youth concerned. Did the individual youth tend to receive the same ratings from both the original interviewers and the "double" or "repeat" interviewers? The subsequent use of the data on the *Ways of Behaving* in the general analysis was to be in terms of whether one *group* of youth, such as the youth from a given school or the youth in a given curriculum, received a significantly different percentage of "Yes" ratings than did some other group. The question, therefore, arose as to whether or not the percentage of "Yes" ratings given a certain group would have been materially affected had another set of interviewers been used or had the interviews been held at a different time.

To answer these questions for the experimental groups the group ratings given by the original interviewers were compared with the group ratings given by the "double" or "repeat" interviewers. The difference between the percentages of "Yes" ratings given by the two sets of interviewers was compared with its standard error to see if the difference was statistically significant. This was done for both types of interviews.

For illustration consider the data for *Way of Behaving One* on the double interviews. There were 99 youth for whom there were pairs of ratings on this *way of behaving*. The original interviewers gave 28% of them "Yes's" and the double interviewers gave 34% of them "Yes's," giving a difference of 6%. The standard error of this difference* was 6.6%. The ratio of the difference to its standard error was .91. Since the .05 level of significance for such ratios is 1.96, the difference is not statistically significant.

The results of applying this test to each of the *Ways of Behaving* based on the interview with the youth are presented in Table 59. In Table 60 are presented the results of applying the test to the ratings on the *Ways of Behaving* based on the employer interview as given by the original interviewers and by the readers. In no instance was the difference significant.

$$\sigma_{P_1 - P_2} = \sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}}$$

TABLE 59. PER CENT OF "YES" RATINGS ON WAYS OF BEHAVING BASED ON YOUTH INTERVIEW GIVEN EXPERIMENTAL GROUP IN FIRST AND SECOND INTERVIEWS

Way of Behaviors	A. Double Interviews							B. Repeat Interviews						
	Number of Youth	Percentage of "Yes"		Difference (First—Second)	Standard Error of Difference	S. E. of Diff.	Number of Youth	Percentage of "Yes"		Difference (First—Second)	Standard Error of Difference	S. E. of Diff.		
		Ratings						Ratings						
		First Interview	Second Interview					First Interview	Second Interview					
1	99	28	34	-6	6.6	-0.9	96	39	32	7	6.9	1.0		
2	99	68	72	-4	6.5	-0.7	99	72	66	6	6.6	1.3		
3	97	76	81	-5	5.9	-0.8	98	76	78	-2	6.0	-0.3		
4	95	68	66	2	6.8	0.3	98	67	69	-2	6.7	-0.3		
5	95	75	70	5	6.5	0.8	97	71	75	-4	6.4	-0.6		
6	88	59	64	-5	7.3	-0.7	97	68	64	4	6.8	0.6		
7	84	74	73	1	6.8	0.1	82	77	72	5	6.8	0.7		
8	96	46	53	-7	7.2	-1.0	98	51	60	-9	7.1	-1.3		
9	93	57	65	-8	7.1	-1.1	96	55	64	-9	7.1	-1.3		
10	95	43	44	-1	7.2	-0.1	97	47	53	-6	7.2	-0.8		
11	89	67	75	-8	6.8	-1.2	95	76	77	-1	6.2	-0.2		
12	57	56	58	-2	9.3	-0.2	64	61	66	-5	8.5	-0.6		
13	55	44	45	-1	9.5	-0.1	62	50	58	-8	8.9	-0.9		
14	54	69	74	-5	8.7	-0.6	63	70	75	-5	7.9	-0.6		
15	85	54	59	-5	7.6	-0.7	89	64	57	7	7.3	1.0		
16	100	71	66	5	6.6	0.8	100	83	79	4	5.5	0.7		
17	80	61	50	11	7.8	1.4	88	66	64	2	7.2	0.3		
18	99	87	81	6	5.2	1.2	95	84	83	1	5.4	0.2		
19	100	79	76	3	5.9	0.5	98	76	78	-2	6.0	-0.3		
20	89	78	72	6	6.5	0.9	97	73	77	-4	6.2	-0.6		
21	99	92	89	3	4.2	0.7	96	89	93	-4	4.1	-1.0		
22	99	59	56	3	7.0	0.4	97	54	67	-13	7.0	-1.9		
23	98	67	74	-7	6.5	-1.1	97	76	80	-4	5.9	-0.7		
24	98	87	90	-3	4.6	-0.7	98	84	89	-5	4.9	-1.0		
25	93	59	54	5	7.3	0.7	97	53	59	-6	7.1	-0.8		
26	94	80	79	1	5.9	0.2	96	90	89	1	4.4	0.2		

^a For a statement of the Ways of Behaving corresponding to these numbers, see Appendix III, pages 145-146.

^b The number of youth for whom there were pairs of ratings varies with the Way of Behaving mainly because particular Ways of Behaving did not apply to all youth, and in a few other instances the number of youth for whom there were data was not complete.

^c A difference is statistically significant at the .05 level if the numerical value of this ratio equals or exceeds 1.96 and at the .01 level if it equals or exceeds 2.58.

TABLE 60. PER CENT OF "YES" RATINGS ON WAYS OF BEHAVING BASED ON EMPLOYER INTERVIEWS GIVEN EXPERIMENTAL GROUP BY ORIGINAL INTERVIEWERS AND BY READERS

Way of Behaving ^a	Number of Youth ^b	Percentage of "Yes" Ratings		Difference	Standard Error of Difference	Differences S. E. of Diff.
		Original	Reader			
27	1	—	—	—	—	—
28	13	—	—	—	—	—
29	69	88	91	—3	5.2	—0.6
30	76	95	95	—	3.5	—
31	76	93	96	—3	3.7	—0.8
32	76	90	86	4	5.3	0.8
33	42	69	69	—	10.1	—
34	76	95	95	—	3.5	—
35	69	81	78	3	6.9	0.4
36	70	90	89	1	5.2	—2
37	26	92	100	—8	5.1	—1.5
38	76	96	93	3	3.7	0.8
39	53	87	83	4	6.9	0.6
40	74	82	82	—	6.3	—
41	75	89	88	1	5.2	0.2
42	54	54	54	—	10.4	—

^a For a statement of the *Ways of Behaving* corresponding to these numbers, see Appendix III, pages 146-147.

^b The number of youth for whom there were pairs of ratings varies with the *Way of Behaving* mainly because particular *Ways of Behaving* did not apply to all youth, and in a few other instances because for some reason the data were not complete.

^c A difference is statistically significant at the .05 level if the numerical value of this ratio equals or exceeds 1.96 and at the .01 level if it equals or exceeds 2.58.

RELIABILITY OF THE AREA JUDGMENTS

At the time the judgments were made on the *Ways of Behaving*, the interviewers also made certain area judgments. Those based on the youth interview were a judgment on the area of planning for the future,⁶ a judgment on the area of appraisal of present job situation, and an over-all judgment on the youth's occupational adjustment as a whole.⁷

Testing the reliability of these area judgments presented the same problems as testing the reliability of the *Ways of Behaving* except that the area judgments were made on a five-point scale rather than on a three or two-point scale. The Pearson product-moment coefficients of correlation were computed for each of the area judgments. See Table 61.

In the general analysis involving the data on the area judgments, group comparisons were to be made on the proportions in the respective groups receiving ratings of 1 or 2. To test the consistency of this proportion as given the experimental groups by the two sets of interviewers, the difference between the proportions of high ratings (1 and 2) given by the two sets of interviewers was divided by its standard error. This was done for both

⁶See Appendix III, page 143.

⁷See item 70.1 in *Youth Interview Blank*, Appendix III, page 137.

the doubles and repeats. In no case was the discrepancy between the ratings large enough to be significant. The results are presented in Table 62.

An area judgment on the youth's adjustment to his present job was made by the original interviewer at the time of the interview with the employer. The readers also made a judgment on this area on the basis of the filled in *Employer Interview Blank*. The correlation between these two ratings, based on 76 cases, was .74. When the ratings of the interviewers and the readers were compared as to the proportion of high ratings given, it was found that the former had given 83% of the group ratings of 1 or 2 while the latter had given 88% of the group such ratings. The difference between the two percentages is not significant.

DETERMINING THE SIGNIFICANCE OF THE DIFFERENCES BETWEEN GROUPS IN RATINGS ON WAYS OF BEHAVING

In comparing various groups of youth on the *Ways of Behaving* the problem arose of determining whether or not the differences that did exist in the samples interviewed were statistically significant. The answers to two questions were sought. First, did the groups differ among themselves significantly? Second, which were significantly above or below the average?

TABLE 61. CORRELATIONS OF RATINGS ON AREAS OF ADJUSTMENT MADE BY ORIGINAL INTERVIEWERS AND BY THE DOUBLE AND REPEAT INTERVIEWERS

Area	Doubles		Repeats	
	N	r	N	r
Over-all	98	.58	99	.56
Planning	100	.55	99	.46
Appraisal	96	.44	95	.44

TABLE 62. PERCENTAGE OF HIGH RATINGS ON AREAS OF ADJUSTMENT GIVEN EXPERIMENTAL GROUPS IN FIRST AND SECOND INTERVIEWS

Type of Interview and Area of Adjustment	Number of Youth	Percentage of High Ratings		Difference (First—Second)	Standard Error of Difference	Difference ^a S. E. of Diff.
		First Interview	Second Interview			
Double						
Over-all	98	62	59	3	.070	0.4
Planning	100	42	39	3	.069	0.4
Appraisal	96	61	62	-1	.070	-0.1
Repeat						
Over-all	99	61	65	-4	.069	-0.6
Planning	99	56	56	—	.071	—
Appraisal	95	76	73	3	.063	0.5

^a A difference is significant at the .05 level if the ratio equals or exceeds 1.96, and significant at the .01 level if the ratio equals or exceeds 2.58.

The procedures used will be illustrated by carrying through the calculations on an example. Table 63 sets forth the data used in comparing the six schools on the basis of their group ratings on *Way of Behaving One*. First, the per cent of youth who received the "Yes" rating was determined for each school separately and for the total group. On the basis of the per cent of "Yes" rating in the total group and the number of youth rated in each school, the standard error was determined for each

school. The formula used was $\sigma_p = \sqrt{\frac{Pq}{N}}$.

The significance of the difference between the per cent for the individual school and the per cent for the total group was determined by dividing this difference by its standard error. To determine whether the schools differed significantly among themselves the *Chi-square* test was used.

TABLE 63. SIGNIFICANCE OF THE DIFFERENCES AMONG SCHOOLS IN THE PERCENTAGE OF YOUTH RECEIVING "YES" RATINGS ON WAY OF BEHAVING ONE

School	Number of Youth Rated	Percentage Rated "Yes"	Difference from Average	Standard Error of Difference	t ^a	t ¹
I	147	40.1	4.9	3.94	1.24	1.54
II	180	37.7	2.5	3.56	0.70	0.49
III	150	43.3	8.1	3.90	2.08	4.32
IV	94	30.2	-5.0	4.39	-3.04	9.24
V	148	29.7	-5.5	3.93	-1.40	1.96
VI	179	34.1	-1.1	3.57	-0.31	0.10

$$X^2 = \sum t^2 = 17.65$$

^a The difference divided by the standard error of the difference.

Note: The table may be read as follows: Of the 147 youth from School I who were rated on *Way of Behaving One*, 40.1% received "Yes" ratings. This is 4.9 percentage points above the average per cent for all schools, 35.2. The standard error of a percentage in the sample of 147 drawn at random from a population having a percentage of 35.2 is

$$100 \sqrt{\frac{(.352)(.648)}{147}}, \text{ or } 3.94.$$

The difference divided by its standard error gives a "t" ratio of 1.24. This value squared gives 1.54.

In the problems of this type $X^2 = \sum t^2$ so that in the example under consideration 17.65 is the value that would have been obtained had the *Chi-square* test been applied to the distribution into "Yes" and "Not-yes" ratings in the six schools, the theoretical frequencies being based on the 35.2%. For a *Chi-square* with 5 degrees of freedom, the .01 level of significance is at 15.09. Hence, these six schools do differ significantly among themselves in the proportions of "Yes" ratings given.

For determining whether a particular school was reliably above or below the average for all schools, the .01 level of significance was chosen, i. e., a "critical" or "t" ratio numerically equal to or greater than 2.58. In the present example School IV is significantly below the average of all the schools in the percentage of its youth receiving "Yes" ratings on this *Way of Behaving*. In a similar way those schools (or other selected groups) which had significantly higher or lower percentages of "Yes" ratings in the remaining *Ways of Behaving* were determined.

APPENDIX III

Sample Instruments

No.

Form A

THE OCCUPATIONAL ADJUSTMENT STUDY

of the

NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS

YOUTH INTERVIEW BLANK

Name School Interviewer

Address Phone Date Soc. Sec. No.

School

Age Now ... Yrs. ... Mos. Date Left School Place of Interview: Home

Other

1*1* Sex: M F

1.2* Color: W N O

2.1 Last grade completed:

9A 9B 10A 10B 11A 11B 12A
12B 13A 13B

3.1* Present employment status:

FR FI PTR UN WPA CCC
NYA NEM

X Through personal application

Y Other

4.8* Beginning weekly wage

4.9* Present weekly wage

Comments:

5.1* What do you like most about
your job?

I EMPLOYED AT PRESENT

(Otherwise skip to Sec. II)

4.0 Description of present job

4.1 Employer

Address

Immediate Superior

4.2* Name of job

4.3* Kind of work done

Now:

Changes:

4.4 Date secured

4.5* Hours worked per week

4.6 No. of mos. worked

4.7* How secured

1 Employed by member of family

2 Employed by employer of member
of family

3 Through influence of member of
family

4 Employed by friend or relative

5 Employed by employer of friend
or relative

6 Through influence of friend or
relative

7 Through school authorities

8 Through answering advertisement

9 Through commercial employment
agency

0 Through public employment
agency

LIKES

1 Nothing

2 Entire job

3 Certain duties of job

4 Salary

5 Fellow-workers

6 Superior or "boss"

7 Working conditions

8 Future opportunities

9 Independence and responsi-
bility provided by job

0 Other

Comments:

5.2* What do you dislike most about
your job?

6.1 What do you like to do that you
get a chance to do on this job?

None HC

6.2 What do you like to do that you
get no chance to do on this job?

None HC

7.1* Were you ready for this job
when you took it?

Explain.

1 No.

2 Doesn't know

3 Yes—previous work experience

4 Yes—skills acquired in high
school

5 Yes—no special skills required

6 Yes—training in tool subjects

DISLIKES

1

2

3

4

5

6

7

8

9

0

- 7 Yes—general education acquired in high school
8 Yes—Other
- 8.1 Do you feel confident in your ability to do everything that is required in this job? Explain.
Yes No ? HC
- 9.1 Are you capable of holding down a better job than this one without further training? Explain.
Yes No ? HC
- 10.1 Do you feel that you will be able to keep this job as long as you want it? Explain.
Yes No ? HC
- 11.1 Will this job remain the same for you (i. e., duties, wages, working conditions) if you stay in it as time goes on?
Yes No ? HC
- 11.2 If "No" to 11.1, how will it change?
11.3 If "No" to 11.1, when do you expect to change?
11.4 How do you know?
- 12.1 Will this job lead to one providing the kind of work you will be capable of doing in the future? Yes No ? HC
- 13.1* Do you think that you are getting paid what you are worth on this job? Why?
1 Doesn't know
2 Hasn't considered
3 Overpaid
4 Paid about right
5 Paid what job is worth, but I should have a better job
6 Underpaid
- 14.1 How much do you expect to earn per week in the next 5-10 years if you stay on this job or one to which it leads? Why? HC ?
- 15.1 Until how late in life can people stay in this job if they should so desire? Why?
1 Doesn't know
2 Hasn't considered
3 As a youth only
4 Through middle age
5 Throughout life
6 Other
- 16.1 What are the special employment benefits attached to this job if any? None ?
16.2 What do they mean to you?
HC ?
- 17.1 Are there any kinds of sickness associated with this job?
Yes No ? HC
- 17.2 Have you noticed any change in your health since working on this job?
Better Worse None
- 17.3 If a change, have you investigated as to the cause? Yes No
- 17.4 Describe:
- 18.1* What chief thing have you learned from your job?
1 Nothing
2 Specific tasks related to job
3 Greater skill
4 To be a better worker
5 To meet and work with people
6 To accept independence and responsibility
7 Value of money
8 Necessity for appraising prospective jobs
9 About things worked with
0 Other
- 19.1* Do you think the high school could have given you more specific training that would have helped you in getting and keeping your present job? Explain.
1 None
2 Doesn't know
3 Training in poise
4 Courses made less "bookish"
5 More training along line already received
6 Educational guidance
7 Development of voc. skills
8 How to get jobs
9 Other:

II. UNEMPLOYED AT PRESENT

(If employed skip to III)

- 4.0 Description of last regular job
- 4.1 Employer
Address
Immediate Superior
- 4.2* Name of job
- 4.3* Kind of work done:
Just prior to leaving:
Changes:
- 4.4 Date secured
- 4.5 Date left
- 4.6 No. of months worked
- 4.7* How secured:
1 Employed by member of family
2 Employed by employer of member of family
3 Through influence of member of family

- 4 Employed by friend or relative
 5 Employed by employer of friend or relative
 6 Through influence of friend or relative
 7 Through school authorities
 8 Through answering advertisement
 9 Through commercial employment agency
 0 Through public employment agency
 X Through personal application
 Y Other
- 4.8 Beginning weekly wages.....
 4.9 Final weekly wages
- 4.X* Chief reason for leaving
 1 Slack business conditions
 2 End of temporary job
 3 Didn't like work
 4 To take a more desirable job
 5 To look for a more desirable job
 6 Too little pay
 7 Undesirable working conditions
 8 Ill health or accident
 9 Released for other reasons
 0 Other
- 4.Y No. of mos. unemployed since leaving
- Comments:
- 5.1* What did you like most about your job?
- | LIKES | DISLIKES |
|---|----------|
| 1 Nothing | 1 |
| 2 Entire job | 2 |
| 3 Certain duties of job | 3 |
| 4 Salary | 4 |
| 5 Fellow-workers | 5 |
| 6 Superior or "boss" | 6 |
| 7 Working conditions | 7 |
| 8 Future opportunity | 8 |
| 9 Independence and responsibility provided by job | 9 |
| 0 Other | |
- Comments:
- 5.2* What did you dislike most about your job?
- 6.1 What do you like to do that you got a chance to do on this job? None HC
 6.2 What do you like to do that you did not get a chance to do on this job? None HC
- 7.1* Were you ready for this job when you took it?
 Why?
 1 No
 2 Doesn't know
 3 Yes—previous work experience
- 4 Yes—skills acquired in high school
 5 Yes—training in tool subjects
 6 Yes—no special skills required
 7 Yes—general education acquired in high school
 8 Yes—other
- 8.1 Did you feel confident in your ability to do everything that was required on this job? Explain.
 Yes No ? HC
- 9.1 Were you capable of holding down a better job than this one at the time? Explain.
 Yes No ? HC
- 10.1 Did you feel at the time that you would have been able to have kept this job as long as you wanted it? Explain.
 Yes No ? HC
- 11.1 Would this job have remained the same (i.e., duties, wages, working conditions) if you had stayed in it as time went on?
 Yes No ? HC
- 11.2 If "No" to 11.1, how would it have changed?
- 11.3 If "No" to 11.1 how do you know?
- 12.1 Would this job have led to one providing the kind of work you would have been capable of doing in the future?
 Yes No ? HC
- 13.1* Did you think you were getting paid what you were worth on this job? Why?
 1 Doesn't know
 2 Hasn't considered
 3 Overpaid
 4 Paid about right
 5 Paid what the job was worth, but I should have had a better job
 6 Underpaid
- 14.1 How much did you expect to earn per week in the next 5-10 years if you had stayed on this job or one to which it would have led? Why?
 HC ?
- 15.1 Until how late in life can people stay on this job if they should so desire? Why?
 1 Doesn't know
 2 Hasn't considered
 3 As a youth only
 4 Through middle age

- 5 Throughout life
6 Other
- 16.1 *What were the special employment benefits attached to this job if any?* None
16.2 *What did they mean to you?* HC ?
17.1 *Were there any kind of sicknesses associated with this job?* Yes No ? HC
17.2 *Did you notice any change in your health while working on this job?* Better Worse None
17.3 *If a change, did you investigate as to the cause?* Yes No
17.4 Describe:
18.1* *What chief thing did you learn from your job?*
1 Nothing
2 Specific tasks related to job
3 Greater skill
4 To be a better worker
5 To meet and work with people
6 To accept independence and responsibility
7 Value of money
8 Necessity for appraising prospective jobs
9 About things worked with
0 Other
- 19.1* *Do you think the high school could have given you more specific training that could have helped you in getting and keeping a job?* Explain
1 None
2 Doesn't know
3 Training in poise
4 Courses made less "bookish"
5 More training along line already received
6 Educational guidance
7 Development of voc. skills
8 How to get jobs
9 Other
- 20.1* *What have you done to get any job?*
1 Friends
2 Relatives
3 School official or teacher
4 Answering ad in paper
5 Commercial employment service
6 Public employment service
7 Random applications
8 Other
- 20.2 *What specific things have you done during the past week?* None
21.1 *What do you think is the main reason you do not have a job?* HC ?
22.1* *How do you feel about not having any kind of work?*
1 Still hopeful but aware of difficulties
2 Disappointed but resigned and determined to make the best of it
3 Resigned, intends to get along
4 Discontented and vaguely resentful
5 Bitter against society for his lack of opportunity
Comments
-
- III ALL YOUTH—FORMER WORK EXPERIENCE
-
- 23.1* *How many months were you unemployed after leaving school, before getting your first job?*
24.0 *Description of first job after leaving school*
24.1 *Employer*
Address
Immediate Superior
24.2* *Name of job*
24.3* *Kind of work done:*
Just prior to leaving:
Changes:
24.4 *Date secured*
24.5 *Date left*
24.6 *No. of months worked*
24.7* *How secured*
1 Employed by member of family
2 Employed by employer of member of family
3 Through influence of member of family
4 Employed by friend or relative
5 Employed by employer of friend or relative
6 Through influence of friend or relative
7 Through school authorities
8 Through answering advertisement
9 Through commercial employment agency
0 Public employment agency
X Through personal application
Y Other
- 24.8 *Beginning weekly wages*
24.9 *Final weekly wages*
24.X* *Chief reason for leaving*
1 Slack business conditions
2 End of temporary job

- 3 Didn't like work
 4 To take a more desirable job
 5 To look for a more desirable job
 6 Too little pay
 7 Undesirable working conditions
 8 Ill health or accident
 9 Released for other reasons
 0 Other
- 24.Y No. of mos. unemployed between 1st and 2nd job
 Comments:
- 25.0 Description of second job held
 25.1 Employer
 Address
 Immediate Superior
 25.2 Name of job
 25.3 Kind of work done:
 Just prior to leaving:
 Changes:
- 25.4 Date secured
 25.5 Date left
 25.6 No. of months worked
 25.7 How secured:
 1 Employed by member of family
 2 Employed by employer of member of family
 3 Through influence of member of family
 4 Employed by friend or relative
 5 Employed by employer of friend or relative
 6 Through influence of friend or relative
 7 Through school authorities
 8 Through answering advertisement
 9 Through commercial employment agency
 0 Through public employment agency
 X Through personal application
 Y Other
- 25.8 Beginning weekly wage
 25.9 Final weekly wage.....
 25.X Chief reasons for leaving:
 1 Slack business conditions
 2 End of temporary job
 3 Didn't like work
 4 To take a more desirable job
 5 To look for a more desirable job
 6 Too little pay
 7 Undesirable working conditions
 8 Ill health or accident
 9 Released for other reasons
 0 Other
- 25.Y No. of mos. unemployed between 2nd and 3rd jobComments:
 26.0 Description of 3rd job held
- 26.1 Employer
 Address
 Immediate Superior
 26.2 Name of job
 26.3 Kind of work done:
 Just prior to leaving:
 Changes:
- 26.4 Date secured
 26.5 Date left
 26.6 No. of mos. worked
 26.7 How secured:
 1 Employed by member of family
 2 Employed by employer of member of family
 3 Through influence of member of family
 4 By friend or relative
 5 By employer of friend or relative
 6 Through influence of friend or relative
 7 Through school authorities
 8 Through answering advertisement
 9 Through commercial employment agency
 0 Through public employment agency
 X Through personal application
 Y Other
- 26.8 Beginning weekly wage
 26.9 Final weekly wage
 26.X Chief reason for leaving:
 1 Slack business conditions
 2 End of temporary job
 3 Didn't like work
 4 To take a more desirable job
 5 To look for a more desirable job
 6 Too little pay
 7 Undesirable working conditions
 8 Ill health or accident
 9 Released for other reasons
 0 Other
- 26.Y No. of mos. unemployed between 3rd and 4th jobComments:
 27.1* Number of different jobs held since leaving school
 28.1 Number of mos. worked since leaving school?
 1 First Year 1
 2 Second year 2
 3 Third year 3
 4 Fourth year 4
 5 Fifth year 5
 6 Sixth year 6

- 28.2* *Percentage of time employed since leaving school?*
- 28.3* *Average annual percentage of employment*
- 29.1* *Annual earnings*
- 1 First year
 - 2 Second year
 - 3 Third year
 - 4 Fourth year
 - 5 Fifth year
 - 6 Sixth year
- 29.2* *Average annual earnings*
- 30.1* *Highest level of skill reached*
- 1 First year
 - 2 Second year
 - 3 Third year
 - 4 Fourth year
 - 5 Fifth year
 - 6 Sixth year
- 31.1* *What was the chief reason for your taking your first full-time job after leaving school?*
- 1 First one applied for
 - 2 Only one available as far as could tell and needed or wanted work
 - 3 Amount of wages paid
 - 4 Most promise of continued employment
 - 5 Offered opportunity to learn something
 - 6 Chance for advancement
 - 7 Job was offered to him
 - 8 Other
- 32.0 *Work experience during last 2 years in school*
- 32.1* *Kind of work performed:*
- 32.2* *How Secured*
- 1 By school directly
 - 2 As outgrowth of school activities
 - 3 Secured independently of school
 - 4 Other
-
- IV ALL YOUTH—OCCUPATIONAL PLANS
-
- 33.1* *What do you expect is going to be your regular occupation?*
- 33.2* *What is the chief reason why you choose this?*
- 1 Thinks he would like it
 - 2 Likes things or people he would be working with
 - 3 Relative or friend does it
 - 4 Thinks he has special abilities along that line
 - 5 Has high school training for it
 - 6 Has other than high school training for it
- 7 Has had work experience in same field
 - 8 Likes chances for continued employment
 - 9 Likes chances for advancement
 - 0 Thinks occupation has good pay
 - X Doesn't know
 - Y Other
- 34.1* *When did you decide definitely upon what you expect will be your regular occupation?*
- 1 In elementary school
 - 2 In Junior high (or equiv.)
 - 3 In Senior high (or equiv.)
 - 4 Since leaving school and prior to present job
 - 5 While on present job
 - 6 Still undecided
 - 7 Other
- 35.0* *Did you have any experiences while at school that you remember using or thinking about that helped you to decide what occupation you wished to enter?*
- 35.1 *Did you talk with anyone while at school who helped you to decide?*
- 1 No
 - 2 Doesn't know
 - 3 Teachers
 - 4 Counselors
 - 5 Principal
 - 6 Other
- 35.2 *Did you take any courses while at school which helped you to decide?*
- 1 No
 - 2 Doesn't know
 - 3 Cooperative work time
 - 4 Tryout
 - 5 Special vocational skill
 - 6 Part-time course
 - 7 Regular course
 - 8 Other
- 35.3 *Did you engage in any extra-curricular activities while at school which helped you to decide? How?*
- Yes No ?
- 35.4 *Did you ever take a test, while at school, which helped you to decide? How?*
- Yes No ?
- 35.5 *Did you have any other experiences while in school which helped you to decide? Describe.*
- Yes No ?

- 36.1* *What outstanding work experience do you remember using or thinking about that helped you to decide what occupation you wished to enter? Describe.*
- 1 After-school and Saturday work
 - 2 Summer work
 - 3 Apprenticeship since leaving school
 - 4 A particular job since leaving school
 - 5 A self-made job
 - 6 Other
 - 7 None
- 37.1 *Any other kinds of experience that you remember using? Describe* Yes No
- 38.1 *What abilities do you think you have that will help you to be successful in the kind of work you eventually want to do? Describe* HC ?
- 39.1 *From whom have you sought advice about your occupational problems since leaving school? Describe*
- 1 School officials 1
 - 2 Y.M.C.A or/and related sources 2
 - 3 Public employment service 3
 - 4 Workers or relatives on jobs you are interested in 4
 - 5 Parents 5
 - 6 Relatives 6
 - 7 Friends (adult) of the family 7
 - 8 Immediate personal friends 8
 - 9 Private paid counseling service 9
 - 0 Other 0
 - X No one X
- 39.2* *Which one of these do you consider to have been of most help in order of importance? Why?*
- 40.1 *What are the opportunities for you to get a job in the occupation you wish to enter? Explain.*
- 1 Excellent
 - 2 Good
 - 3 Average
 - 4 Poor
 - 5 Very poor
 - 6 Doesn't know
 - 7 Hasn't considered
- 41.1 *Are there any special restrictions, legal or otherwise, upon entrance into this occupation? How do you know?*
- Yes No ? HC
- 42.1 *How steady do you think employment in this occupation will be? How do you know?*
- 1 Doesn't know
 - 2 Hasn't considered
 - 3 Very steady
 - 4 Steady but seasonal
 - 5 Not steady
 - 6 Not steady and seasonal
 - 7 Other
- 43.1 *What are the hours for your chosen occupation?*
- HC ?
- 43.2 *Will this work tend to be healthy for you? Why?*
- Yes No ? HC
- 43.3 *Is this work dangerous?*
- Yes No ? HC
- 43.4 *Will you be pretty much your own boss or will someone else be telling you what you have to do most of the time? Explain.*
- Yes No ? HC
- 44.1 *How much do you expect to earn at first in your chosen occupation? Explain.* ? HC
-Per weekPer year
- 44.2 *How much do you expect to earn after you have been in it for about 10 years? Explain.*
-Per weekPer year
- 45.1 *Will your job in your chosen occupation change for you in the next 10 years?*
- Yes No ? HC
- 45.2 *If "Yes," how?*
- 1 Advanced skill
 - 2 Greater responsibility in own work
 - 3 Supervision of other workers
 - 4 Other
- 45.3 *How do you know?*
- 46.1 *Until how late in life can people stay in your selected occupation if they should desire?*
- 1 Doesn't know
 - 2 Hasn't considered
 - 3 As a youth only
 - 4 Through middle age
 - 5 Throughout life
 - 6 Other
- 47.1 *IF EMPLOYED AND IN DESIRED JOB. How long did it take you to get into the kind of work you wanted?*

- 48.0 ALL YOUTH NOT IN CHOSEN OCCUPATION.
- 48.1 *What have you done up to now to get into your chosen occupation?*
- 1 Friends
 - 2 Relatives
 - 3 School placement office
 - 4 School official or teacher
 - 5 Answering ad in paper
 - 6 Commercial employment service
 - 7 State employment service
 - 8 Random applications
 - 9 Other
- 48.2 *Are you actively seeking a job in your chosen occupation?*
Yes No
If "No," when and why did you stop taking active steps to try to get into your chosen occupation?
If "Yes," what specific things have you done during the past week?
- 48.3 *How do you feel about not getting the kind of work you want?*
- 1 Still hopeful but aware of difficulties
 - 2 Disappointed and determined to make the best of it
 - 3 Resigned, intends to get along
 - 4 Discontented and vaguely resentful
 - 5 Bitter against society for his lack of opportunity
 - 6 Other
- 49.0 UNEMPLOYED YOUTH
- 49.1 *For how long after you left your last job (or school) did you actively try to get the kind of job you wanted before you were willing to take any job you could get?*
- 49.2 *After giving up hope of securing the kind of job you wanted, for how long did you try to get any other job you could get?*
- 50.1 *Have you taken any kind of training since leaving school?*
Yes No
- 50.2 *If "No," why not?*
- 50.3* *If "Yes," where?*
- 1 Correspondence
 - 2 Part-time
 - 3 In-service
 - 1 Public evening school
 - 2 Post-graduate
 - 3 School of business
 - 4 Recognized university
 - 5 Private correspondence school
 - 6 Technical or trade school
 - 7 Diesel engineering, air-conditioning school and the like
- Comments:
- 50.4* *Kind of training taken. For:*
- 1 Professional or semi-professional occ.
 - 2 Managerial and office occ.
 - 3 Sales and kindred occ.
 - 4 Clerical and kindred occ.
 - 5 Personal service occ.
 - 6 Domestic service occ.
 - 7 Misc. service occ.
 - 8 Skilled tradesmen
 - 9 Agric., forestry, fishery, and kindred
 - 0 Other
- Comments:
- 50.5* *What was your main reason for taking this training?*
- 1 To advance on present job
 - 2 To get a specific job other than present one
 - 3 To get a job
 - 4 To prepare for a career
 - 5 To maintain skill
 - 6 Further training required by employer to keep job
 - 7 Recommended by friends or relatives
 - 8 Avocational purposes
 - 9 Other
- Comments:
- 50.6* *Where did you find out about the training opportunities?*
(Main source.)
- 1 Advertisement in magazine, newspaper and/or radio
 - 2 Advertising literature mailed to youth
 - 3 Bulletins read while at school
 - 4 Through recruiting officer of given school
 - 5 Through friend or relative who went to given school
 - 6 Through friend or relative who knew about school
 - 7 Through employer or supervisor
 - 8 Through fellow workers
 - 9 Through previous attendance at that school
 - 0 Through school authorities
 - X Through someone about town
 - Y Other
- 51.1 *Are you planning on taking any training?*
Yes No

51.2 If "No," why not?

51.3 If "Yes," where?

1 Correspondence

2 Part-time

3 In-service

1 Public evening school

2 Post-graduate

3 School of business

4 Recognized university

5 Private correspondence school

6 Technical or trade school

7 Diesel engineering, air-conditioning schools, and the like

Comments:

51.4 What kind of training are you planning on?

1 Professional or semi-professional occ.

2 Managerial and office occ.

3 Sales and kindred occ.

4 Clerical and kindred occ.

5 Personal service occ.

6 Domestic service occ.

7 Misc. service occ.

8 Skilled tradesmen

9 Agric., forestry, fishery, and kindred

0 Other

Comments:

51.5 Why are you planning on this training?

1 To get advance on present job

2 To get specific job other than present one

3 To get a job

4 To prepare for a career

5 To maintain skill

6 Further training required by employer to keep job

7 Recommended by friends or relatives

8 Avocational purposes

9 Other

Comments:

52.1 If necessary, how do you plan to finance your training?

1 Doesn't know

2 Hasn't considered

3 Parents or guardians

4 Loan fund

5 Present personal savings

6 Future personal savings

7 Other

Comments:

52.2 How long do you expect to take to finish your training?

HC ?

53.1 If you should find that unemployment or some other factor should prevent you from getting a job in your chosen occupation, what other occupations would you try to enter? HC ?

54.1 What occupations do you want to get into for the present? Why?

55.1 BOYS AND GIRLS

How much do you estimate you would need to live on in the future, if you remain single? Explain. HC ?

55.2 Boys

If you should get married, how much do you estimate you would need to live on? Explain. HC ?

V. ALL YOUTH—SCHOOL DATA

56.1* What was the chief reason you left school?

1 Graduated

2 Requested to leave by school authorities or anticipated expulsion

3 Wanted to work (to look for work) rather than go to school

4 To accept proffered job

5 To help at home

6 To work for father

7 To help support family

8 Couldn't afford necessities to go to school

9 Thought he was unable to do work

0 Couldn't get along with teachers

X Couldn't get along with fellow-pupils

Y Other

57.1* With whom did you have an interview prior to school leaving? (connected directly with school-leaving)

1 None

2 Subject-teacher

3 Home-room teacher

4 Counselor

5 Principal

6 Attendance officer

7 Office clerk

8 Other

- 57.2* *What was it about chiefly?*
 1 None held
 2 Future educational matters
 3 Gen. school adjustment
 4 Occupational adjustment
 5 Personality adjustment
 6 Other
- 58.1* *Do you feel that you are better off as far as occupational adjustment is concerned than people who have had no high school training?*
 Explain.
 Yes No ?
- 59.0 *How do you feel about your high school education as far as its helping you become occupationally adjusted is concerned?*
- 59.1* *Subject of most value*
 59.2* *Explain:*
 59.3* *Subject of least value*
 59.4* *Explain:*
 59.5* *Subjects not taken and offered by the school which you now think would have been valuable.*
 59.6* *Explain:*
 59.7* *Subjects, or kind of education, not offered by the school but which you feel would have been valuable to you.*
 59.8* *Explain:*
 60.1* *For what specific job, if any, did your school training prepare you?* None
 61.1* *To whom have you gone back to school for help since leaving?*
 1 No one
 2 Subject-teacher
 3 Home-room teacher
 4 Counselor
 5 Principal (or Ass't.)
 6 Other
- 61.2* *About what, chiefly, did you go back?*
 1 Did not go back
 2 Placement
 3 Personal guidance
 4 Educational guidance
 5 Getting into an advanced school
 6 Vocational guidance
 7 Other
- 61.3* *On whose initiative did you go back?*
 1 Did not go back
- 2 Own
 3 School
- 61.4* *If you haven't gone back, why not?*
 1 Felt didn't need any help
 2 Lack of time
 3 Felt no one there would be interested
 4 Had never thought of it
 5 Felt no one there could give him necessary help
 6 Other
- 62.1* *Has the school ever gotten in touch with you since you left?*
 1 No
 2 Yes—to try to place him
 3 Yes—to inquire about educ. status
 4 Yes—to inquire about voc. status
 5 Yes—other
- 63.1* *Has the school ever attempted to place you in a job?* Yes No
- 63.2 *If "Yes," by whom?*
Where sent?
- 64.1* *Did the school ever furnish you a contact with some adult or organization to help you become adjusted occupationally?*
 Describe: Yes No ?
- 65.1* *In what extra-curricular activities did you participate during your last two years in school?*
 (Underline major participation)
 1 Athletics
 2 School paper, magazine, or year-book
 3 Student government
 4 Subject club
 5 Hobby club
 6 Glee club
 7 Band or orchestra
 8 School service group
 9 Dramatics
 0 Other
 Comments:
-
- VI ALL YOUTH—HOME AND FAMILY BACKGROUND
-
- 66.1* *Status of parents now*
 1 Both living
 2 Both dead
 3 Father dead
 4 Mother dead

- 66.2* *Status of parents during school*
- 1 Both living
 - 2 Both dead
 - 3 Father dead
 - 4 Mother dead
- 67.1* *Parental relationships now*
- 1 Living together
 - 2 Separately, due to work
 - 3 Separated
 - 4 Divorced
 - 5 One parent dead
 - 6 Both parents dead
- 67.2* *Parental relationships during school*
- 1 Living together
 - 2 Separately, due to work
 - 3 Separated
 - 4 Divorced
 - 5 One parent dead
 - 6 Both parents dead
- 68.1* *Nationality and citizenship of parents*
- 1 Both native born—both citizens
 - 2 Both native born—one citizen
 - 3 Both native born—neither citizen
 - 4 Both foreign born—both citizens
 - 5 Both foreign born—one citizen
 - 6 Both foreign born—neither citizen
 - 7 One foreign born—both citizens
 - 8 One foreign born—one citizen
 - 9 One foreign born—neither citizen
- 69.1* *Marital status*
- 1 Single
 - 2 Married
 - 3 Separated
 - 4 Divorced
 - 5 Widowed
- 69.2* *Number of children*.....
- 70.1* *With whom do you live now?*
- 1 With both parents
 - 2 With father only
 - 3 With mother only
 - 4 With mother and stepfather
 - 5 With father and stepmother
 - 6 With relatives
 - 7 Boarding with non-relatives
 - 8 Own household
- 70.2* *With whom did you live during school?*
- 1 With both parents
 - 2 With father only
 - 3 With mother only
 - 4 With mother and stepfather
 - 5 With father and stepmother
 - 6 With relatives
 - 7 Boarding with non-relatives
 - 8 Own household
- 71.1* *How were you supported during school?*
- 1 By parents
 - 2 By self
 - 3 Other
- 71.2* *How are you supported now?*
- 1 By parents
 - 2 By self
 - 3 Other
- 72.1* *No. of older siblings*
- 72.2 *No. of younger siblings*
- 72.3* *No. of siblings employed*
- 72.4 *No. of siblings unemployed*
- 72.5 *No. of siblings NEM*
- 73.1* *Did anyone other than members of the immediate family live in the home during your last two years at school? Yes No*
- 74.1* *Does your mother work outside the home now?*
- 1 F 2 PT 3 No 4 R
- 74.2* *Did your mother work outside the home during your last two years at school?*
- 1 F 2 PT 3 No 4 R
- 75.1* *Is your father employed now?*
- 1 FR 2 FI 3 PTR 4 PTI
 - 5 Un 6 R 7 WR 8 NEM
- 75.2* *Was your father employed during your last two years at school?*
- 1 FR 2 FI 3 PTR 4 PTI
 - 5 Un 6 R 7 WR 8 NEM
- 76.1 *Father's (or guardian's) regular occupation*
- 76.2* *Kind of work done:*
- 76.3 *Employer*
- 76.4 *Position or title of father*
- 77.1* *No. of days of work missed because of personal illness since leaving school*
- 78.1* *What is your main problem in connection with getting adjusted occupationally?*
- 1 Getting a job
 - 2 Getting or advancing to a more desirable job
 - 3 Doing work required
 - 4 Security of present job
 - 5 Not making enough money
 - 6 Reconciling present job with educational accomplishments
 - 7 Getting along with boss
 - 8 Getting along with fellow-workers

- 9 Relationship to worker organization good adjustment.
 3 Not sure
 0 General dislike for type of work done on present job 4 Not sure, probably inclined to poor adjustment
 X Future marital status 5 Poorly adjusted
 Y Other 80.1 *Own appraisal of his occupational adjustment*
 1 2 3 4 5
 79.1* *Interviewer's estimate of the youth's occupational adjustment*
 1 Well adjusted 81.1* *S-E Status (S.B.D.S.)*
 2 Not sure, probably inclined to General Comments:

The Occupational Adjustment Study

Form A—*Supplement*

Name High School
 Address Phone (home)

Will you please fill in answers to the following questions? Your replies are strictly *confidential*. No one but the interviewers will ever see this paper.

1. How do you feel about this whole matter of finding your place in the working world? Do you think you are making a good start toward becoming occupationally well adjusted? Check the one statement below which most nearly expresses your feeling on the matter.

..... I think I have made an excellent start so far on my life's work.

..... I might have done better in places, but on the whole I think I have done pretty well.

..... It could be better, but I suppose I really don't have much to complain about.

..... I've made a little progress, but not much. I'd dislike to think it was going to be like this all the time.

..... I haven't gotten started at all. I'm no farther along than when I left school.

2. What is your weight now as nearly as you know?

3. What is your height now as nearly as you know? ft. in.

The following seven items refer to your parents' home, or your regular place of residence. Answer items 4-10 as they applied to your home when you left school.

Underscore correct answer

4. Do you have a radio in your home? Yes No
 5. Do you have a piano in your home? Yes No
 6. Do you have a telephone in your home? Yes No
 7. Does your family have an automobile? Yes No
 8. About how many books are in your home? (A row of books three feet long would have about 25 books in it.) Underscore the number nearest correct.
 50 100 200 300 400 more than 400
 9. What is the total number of persons actually living in your home, including brothers, sisters, parents, other relatives, friends, or boarders?

10. How many rooms not counting bathroom or basement, are there in your home?

No.

Form B

The Occupational Adjustment Study EMPLOYER INTERVIEW BLANK

Date..... Person interviewed.....

Position..... Interviewer.....

Youth.....

School.....

- 1.1 Job title of youth..... other did not materialize as had been expected.)
 2.1 Weekly salary of youth..... 1 Yes 2 No
 3.1 Work done by youth.....
 4.0 How did you happen to hire this youth for this job? 8.2 If yes, how did he take it?
 4.1* Because of what quality in particular? 1 Very well
 4.2* Because of what source of contact in particular? 2 Moderately well
 5.1* If not working here now, what is the reason? 3 Poorly
 6.1 Had he ever sent you a letter of application? 1 Yes 2 No 4 Unable to say
 6.2* If yes to 6.1, was it of any value in helping to get the job? 9.1 Does he follow directions quickly and accurately? 1 Yes 2 No
 1 Used but of no value
 2 Used and of some value
 3 Used and of great value
 6.3 If yes to 6.1, what was your impression of it? 10.1 Does he produce work of the amount and kind that you believe he should? 1 Yes 2 No
 Good Bad 11.1 How quickly did he learn to perform his duties?
 1 Neatness 1 1 Very quickly
 2 Clarity 2 2 In a satisfactory length of time
 3 English 3 3 Very slowly
 4 Legibility 4
 5 Businesslike 5
 6 Other6
 6.4* If no to 6.1, would a letter of application have made it easier for him to get the job? 12.1 How well does he maintain his poise or self-control at work?
 1 Of no value 1 Exhibits a high degree of self-control
 2 Would have been of some value 2 Loses control only occasionally
 3 Frequently loses control of himself
 7.1 Did you require him to fill in any forms in applying for the job? 13.1* Is there any particular way in which this youth could have built his job into a better one?
 1 Yes 2 No 1 No
 2 Doesn't know
 3 Yes—wages
 4 Yes—level of work
 5 Yes—responsibility
 6 Yes—permanency of tenure
 7 Yes—other
 7.2 If yes, what was your impression of his efforts? 13.2 If yes to 13.1, did this youth do so? 1 Yes 2 No 3 Partially
 Good Bad 13.3 If yes to 13.1 what chief characteristic does he possess that enabled (or prevented) him to do so?
 1 Neatness 1 Good Bad
 2 Legibility 2
 3 Accuracy 3
 4 Completeness 4
 5 Other5
 8.1 Has he had any occasion to be disappointed since coming with you? (Such as opportunities for advancement of one kind or another)

- 5 Ability to get along with people 5
6 Other6
- 14.1 If business should go downhill when would he be let go?
1 Among the first
2 Among the second ones to go
3 Among the very last
- 14.2*What determines your policy here?
1 Seniority of employment
2 Merit
3 Combination of above
4 Other
- 15.1 What is your judgment of his behavior towards you?
1 Good 2 Satisfactory 3 Poor
- 16.1 How does he take criticism?
1 Accepts comments in good spirit and attempts to profit from them
2 Attempts to profit from comments but shows resentment at criticism
3 Accepts comments in apparently good spirit but makes no attempt to profit from them
4 Accepts comments in disgruntled way and makes no attempt to profit from them
- 17.1 How does he get along with his fellow workers?
1 Is popular and respected
2 Is respected but is not popular with them
3 Is popular but is not respected
4 Is neither popular nor respected
- 18.1 Does this youth have to meet and deal with customers? 1 Yes 2 No
- 18.2*If yes, how well does he establish relations with them?
1 Meets customers and secures their good will easily
2 Meets customers with difficulty but eventually secures their good will
3 Has no difficulty meeting customers but does not have success in securing their good will
4 Has difficulty both in meeting and securing good will of customers
5 Has no occasion to meet customers
- 19.1 Does he have to work with machines and tools to any considerable extent? 1 Yes 2 No
- 19.2*If yes, how well does he adjust himself to their use and manipulation?
1 Handles machinery and tools well and seems to enjoy doing so
2 Handles machinery and tools well but in a routine methodical way
3 Seems to like to work with machinery and tools but is not very successful at it
4 Is successful at handling machinery and tools but dislikes such work
5 Is unsuccessful at handling machines and tools and dislikes such work
6 Has no occasion to use tools or machines
- 20.1*How well does he meet the strength requirements of this job?
1 No unusual amount needed
2 With no difficulty
3 Cannot do some of the things required occasionally without help
4 Needs help much more frequently than other employees
5 Work is absolutely too strenuous for his physical strength
- 21.1 Do you have any regulations with respect to health and safety that this youth is required to observe? 1 Yes 2 No
- 21.2 How well does he observe such regulations?
1 Very carefully
2 Moderately
3 Very carelessly
- 22.1 What kind of an attendance record has he maintained?
1 Good 2 Fair 3 Poor
- 22.2*How important do you consider attendance as a factor affecting the youth's job status?
1 Unimportant
2 Important—for affecting chance for advancement
3 Important—for affecting security of tenure
4 Important—for affecting wage status
5 Important—other

- 23.1 Does he co-operate in additional ways not directly concerned with his immediate duties?
- Yes _____ No _____
- 1 Clean-up work _____ 1 _____
- 2 Social group activities _____ 2 _____
- of employees sponsored by employer
- 3 Other _____ 3 _____
- 24.1 Has he demonstrated interest in his work? 1 Yes 2 No
- 25.1 Can he be trusted to work alone without supervision? 1 Yes 2 No
- 26.1 In what ways does he show an interest in the success of larger aspects of the business than his immediate duties?
- 1 In no ways _____
- 2 Suggestions made _____
- 3 Offer of help when needed _____
- 4 Questioning employer _____
- 5 Other _____
- 26.2*How do you regard the value of such larger interests?
- 1 A desirable quality in employees _____
- 2 Valuable occasionally _____
- 3 Would rather have employees do just what they are told _____
- 4 An undesirable quality and not wanted at all _____
- 27.1*What are his prospects for being employed with this concern for the next year?
- 1 None _____ 3 Fair _____
- 2 Poor _____ 4 Good _____
- 28.1*Has he had the right kind of education, general or specific, for this job?
- 1 Unnecessary 2 No 3 Yes
- 28.2*If not for this job, for any job?
- 1 Yes _____ 2 No _____
- 29.1*In what way, if any, do you think the school could have made him a more valuable employee? (One chief way)
- 1 None _____ 2 Yes _____
- 30.1*Do you provide any opportunities for in-service training here?
- 1 None _____ 1 _____
- 2 Training under supervisor or foreman while on job _____ 2 _____
- 3 Regular part-time classes established by employer _____ 3 _____
- 4 Vestibule training _____ 4 _____
- 5 Other _____ 5 _____
- 31.1*No. of employees on following weekly wage scale exclusive of employer.
- 1 0.00— 5.00 _____
- 2 5.01—10.00 _____
- 3 10.01—20.00 _____
- 4 20.01—30.00 _____
- 5 30.01—40.00 _____
- 6 40.01—50.00 _____
- 7 50.01 or more _____
- 32.1*Description of business _____
- 33.1*Number of employees in total business _____
- 33.2 Number under control of immediate superior of youth _____
- General comments: _____

The Occupational Adjustment Study

Preliminary Interview Blank

Form C: School-Youth

Name _____ School _____

Address _____ Phone _____

Data from cards by _____ Interviewer _____

Other data by _____ Position _____

1. Sex: M F _____ 2. Color: W N O _____ 3. Date of birth _____

4. Place of birth _____ 5. Date entered school _____

6. Grade entered school 9A 9B 10A 10B 11A 11B 12A 12B _____

7. Date left school _____ 8. Age left school _____

9. Grade last completed 9A 9B 10A 10B 11A 11B 12A 12B _____

10. a. Number of unexcused absences _____ b. Number unexcused tardinesses _____

11. If graduated, from what curriculum? _____

12. Curriculum which best describes work of last two years in school _____
13. Changes of curriculum while in school
- | | | |
|----------|-------|-------|
| | From | To |
| Grade 9 | _____ | _____ |
| Grade 10 | _____ | _____ |
| Grade 11 | _____ | _____ |
| Grade 12 | _____ | _____ |
14. In approximately what fifth in the ranking of his total grade group on school achievement was this student when he left school? 1 2 3 4 5 _____
15. Subjects and marks for last two years in school
- | | |
|----------------------------|--------------------------------|
| Last year, Grade _____ | Next to last year, Grade _____ |
| Subjects _____ Marks _____ | Subjects _____ Marks _____ |
| _____ | _____ |
| _____ | _____ |
16. Vocational skill courses taken
- | | |
|-------------|----------------|
| Grade taken | Marks received |
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
17. Tryout courses taken
- | |
|-------------|
| Grade taken |
| 1. _____ |
| 2. _____ |
| 3. _____ |
| 4. _____ |
18. Course in group guidance? Yes No _____ Grade level _____ Length _____
19. Course in occupational information? Yes No _____ Grade level _____ Length _____
20. Results on psychological tests of general mental ability
- | Test | Date given | Raw Score | Derived Score | | | |
|----------|------------|-----------|---------------|-------|-------|-------|
| | | | MA | IQ | PR | Other |
| 1. _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 2. _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 3. _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 4. _____ | _____ | _____ | _____ | _____ | _____ | _____ |
21. Rating on achievement tests
- | Name | Date Given | Score | Rating |
|----------|------------|-------|--------|
| 1. _____ | _____ | _____ | _____ |
| 2. _____ | _____ | _____ | _____ |
| 3. _____ | _____ | _____ | _____ |
| 4. _____ | _____ | _____ | _____ |
22. Results on vocational aptitude tests
- | a. Test | Date Given | Results |
|----------|------------|---------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
- b. Were the results of these tests ever discussed with the pupil? Yes No ? _____
23. Results on interest questionnaires
- | a. Name | Date Given | Results |
|----------|------------|---------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
- b. Were the results of these questionnaires ever discussed with the pupil? Yes No ? _____
24. a. Extra-curricular groups belonged to during last two years in school _____
- b. Offices held during last two years in school:
- | | |
|------------------|-------|
| Appointive _____ | _____ |
| Elective _____ | _____ |
25. What language is regularly used in this pupil's home?
- | | | |
|------------|--------------------------|---------------|
| a. English | b. Other (specify) _____ | c. Don't know |
|------------|--------------------------|---------------|
26. Behavior rating of students while in school A B C D E _____

- A. Exercised strong influence for good over other students
 B. Follower but constructive in attitude and behavior
 C. Generally neutral or colorless—did not misbehave, but did not contribute positively
 D. Follower but destructive in attitude and behavior
 E. Exercised or attempted to exercise strong influence for the detriment of school morale over other students

27. Occupational choices while in school:

First

Second

Grade 9. _____
 Grade 10. _____
 Grade 11. _____
 Grade 12. _____

28. What is the extent and kind of interviewing to which this youth has been exposed in the school?

29. Visits to home during the year prior to leaving:

By whom?

About what?

30. Did youth participate in any co-operative school-work job while in school?

Yes No Description

31. School training prepared for what specific job?

32. Would the school have been willing to recommend this youth for any full-time employment when he left school with confidence that he would be reasonably successful at it? Yes No

a. If "Yes," number the main reasons in order of importance:

- Desirable traits of character or personality
 Superior general mental ability
 Mastery of vocational skills
 Good general education
 Especially favorable out-of-school experiences
 Physical characteristics
 Unusual aggressiveness or persistence
 Other

b. If "No," number the main reasons in order of importance:

- Undesirable traits of character or personality
 Inferior general mental ability
 Lack of vocational skills
 Lack of good general education
 Inexperienced in out-of-school affairs
 Physical handicaps
 Lack of aggressiveness or persistence
 Other

33. Attempts at job placement:

By whom?

When?

To whom sent?

34. What outstanding characteristics, such as special aptitudes, interests, general abilities or disabilities, specific vocational abilities, traits (good or bad) physical characteristics, etc., did this student have that might be related to his subsequent occupational adjustment?

Possible helpful

Possible harmful

35. Why did pupil leave school?

16. i. Was there an interview just prior to school leaving? Yes No

o. By whom?

c. Length

d. Nature

37. Did the youth ever come back to school for help? Yes No

To whom?

About what?

38. School's estimate of the youth when he left school as to the likelihood of his becoming occupationally well adjusted. 1 2 3 4 5

1. Very confident that he would become occupationally well adjusted.

2. Rather confident that he would become occupationally well adjusted.

3. No particular reasons for believing he would not become well adjusted, and no particular reasons for believing he would.

4. Rather doubtful about his becoming occupationally well adjusted.

5. Very certain that he would not become occupationally well adjusted.

If 1, 2, 4, or 5, give reasons

39. What specific recommendations concerning occupational adjustment did the school make to this youth as a result of its guidance program with the youth? None.

Other

40. General Comments:

Form DI

The Occupational Adjustment Study
Preliminary Interview Blank
Principal-School

- School _____ Principal _____ Date _____
1. Size of school.....1934193519361937
.....19381939
 2. Organization of school grades.....7, 8, 9, 10, 11, 12, P. G.
 3. Number of faculty members1934193519361937
.....19381939
 4. Number of different subjects offered in 1933-34,..... in 1937-38.....
 5. School hours? Any changes in last 5 years?.....
 6. Specific jobs for which school is prepared to train pupils. When introduced?
 7. What kinds of counseling are offered? When introduced?.....
 8. What are the occasions for individual counseling?
 9. Who does individual counseling?
 10. Who does group counseling?
 11. How are counselors selected?
 12. The principal's opinion as to the general experience and training of the counselors (as a group).
 13. Each homeroom teacher (counselor) is responsible for how many pupils?.....
 14. Each homeroom teacher (counselor) has how much time allotted to counseling?.....
 15. The principal's opinion as to the general experience and training of the teachers of vocational-skill subjects (as a group).
 16. What classes in Group Guidance are offered?
Grade level? Taught by whom?
 17. What opportunities to study occupational information are offered?
What courses? Grade level? Taught by whom?
 18. Are comprehensive cumulative records kept? Yes No
 19. Kind of information kept.

a. Family and home background	Yes	No
b. Health	Yes	No
c. Mental Capacity	Yes	No
d. Progress in school	Yes	No
e. Scholastic Achievement		
1. Teacher marks	Yes	No
2. Standardized Objective Tests	Yes	No
f. Aptitudes and interests	Yes	No
g. Other special abilities and disabilities	Yes	No
 20. Type of Comprehensive Cumulative record kept. Grade span? Description.
 21. These records are used by whom and how?
 22. Are aptitude tests used in the Guidance program? Yes No How are they used?
 23. Are interest questionnaires used in the Guidance program? Yes No How are they used?
 24. Are personality rating scales used in the guidance program? Yes No How are they used?
 25. Are anecdotal records kept? Yes No By whom and how are they used?
 26. Who is responsible for heading up the guidance program in this school? What activities does he engage in?
 27. Is there provision made for a co-operative school-work program in connection with any vocational training offered by the school? Yes No Description
 28. Is there provision made for interviewing youth about to leave school? Yes No By whom? On what topics?.....

29. Is there a school placement office? Yes No Describe.
 30. Is placement done by anyone else? Yes No By whom and how?
 31. Are there guidance facilities available for and used by youth who have left school? Yes No
 a. What are they? b. Extent used
 32. Does the school keep a record of the jobs held by its school leavers? Yes No
 a. For how long? b. How does it use such material?
 33. Does the school follow up its school-leaving youth in other socio-economic matters? Yes No
 a. For how long? b. How does it use such material?
 34. What tryout and exploratory courses are offered? Grade level? When introduced?
 35. What vocational-skill subjects are offered? Grade level? When introduced?
 36. Does the school attempt to enlist the aid of adults in the community to further its occupational adjustment program? Yes No How?
 37. Are library facilities providing occupational information available for use by pupils? Yes No
 a. What kind? b. What use do pupils make of such materials?
 38. Does the school make any effort to survey local occupational conditions? Yes No
 a. Explain b. How are the results used?
 39. Legal school-leaving age
 40. By and large, where geographically do most of the out-of-school youth get their jobs?
 41. General Comments

Investigator

Form D II

The Occupational Adjustment Study

The Community (Part I)

1. City or town 2. County 3. State
 4. Population (1930) (or latest census)
 Up to 10 years 11-15 years 16-20 years 25 and older Total
 M F M F M F M F M F
 Population
 Native white parentage
 Foreign or mixed parentage
 Foreign-born white
 Negro
 Total
 5. Estimated total population Jan. 1, 1940
 6. Basic industries within commuting area
 7. Labor Unions (1934-39) Very active..... Fairly active..... Inactive.....
 Comments:
 8. Industries (1934-39) Expanding..... Static..... Declining.....
 Comments:
 9. Percentage of age group 14-19 enrolled in school 1934-35..... 1938-39.....
 PART II
 10. Are there any organizations in the community which attempt to provide counseling or adjustment service for post-school youth exclusive of the school?
 11. If yes, what are they? (See mimeographed sheet)

12. Are there any organizations in the community which attempt to provide placement service for post-school youth, exclusive of the school?
13. If yes, what are they? (See mimeographed sheet)
14. Are there any individuals in the community who attempt to provide counseling or adjustment service for post-school youth, exclusive of the school?
15. If yes, who are they? How do they function?
16. Are there any individuals in the community who attempt to provide placement aids for post-school youth, exclusive of the school?
17. If yes, who are they? How do they function?
18. Are there any organizations in the community which attempt to provide job-training for post-school youth exclusive of the regular day high school? (See mimeographed sheet)
19. Is there any organization or individual (exclusive of the school) in the town engaged in any kind of follow-up study or survey of these youth? Describe.
20. Has there ever been a survey of local occupational conditions by any group? Describe.
21. Has there been any effort at co-ordinating the activities of any of the above either among themselves or with the school? Describe.

Youth Serving Agencies (Part II)

- (1) Organization
- (2) Address (3) Tel.
- (4) Director
- (5) Ages Served (6) Sex Accepted (7) Races Accepted
- (8) Religious groups accepted (9) No. that can be handled
- (10) Residence Requirements
- (11) Other requirements for eligibility
- (12) Procedure for securing service
- (13) Description of services.
 - a. Voluntary or Paid Staff
 - b. Free? Charge? If charge, what are the costs?
 - c. How it functions
- (14) If job training, what jobs train for?
- (15) General Comments:

The Occupational Adjustment Study

FORM E—Youth

Interviewer Date Youth School

- | | |
|--|-------------|
| 1. Does he seek advice from sound sources? | Yes ? No DA |
| 2. Does he use his past experiences or try out new ones (school and work) sensibly to help arrive at a decision? | Yes ? No DA |
| 3. Has he considered the permanency of employment offered by the occupation in which he is interested? | Yes ? No DA |
| 4. Has he investigated concerning the requirements for the occupation he wishes to enter? | Yes ? No DA |
| 5. Has he investigated conditions of work in the occupation he wishes to enter? | Yes ? No DA |
| 6. Has he investigated concerning the opportunities for getting a job in the occupation he wishes to enter? | Yes ? No DA |

- | | |
|---|-------------|
| 7. Does he set up objectives in line with his interests and abilities and which are possible of achievement? | Yes ? No DA |
| 8. Has he investigated concerning the initial and long-range income offered by the occupation which he wishes to enter? | Yes ? No DA |
| 9. Has he investigated concerning the possibilities of advancement within or from the occupation? | Yes ? No DA |
| 10. Has the youth considered carefully the place of his occupation in a pattern? | Yes ? No DA |
| 11. Does he recognize whether or not special training is required for this objective? | Yes ? No DA |
| 12. Does he investigate concerning possible training opportunities and their values? | Yes ? No DA |
| 13. Is he making realistic provision to ensure that he will get the necessary training? | Yes ? No DA |
| 14. Is the kind of training which he plans on or is taking appropriate to his objective? | Yes ? No DA |
| 15. Has he tried all possible avenues for getting the kind of work he wants, until he succeeds? | Yes ? No DA |
| 16. Has he appeared to his best advantage when granted an employment interview? | Yes ? No DA |
| 17. Does he maintain morale in the face of disappointment? | Yes ? No DA |
| 18. Does he consider carefully whether he is doing work consistent with his present interests? | Yes ? No DA |
| 19. Does he consider carefully whether the job will provide him with or lead to work consistent with his interests in the future? | Yes ? No DA |
| 20. Does he consider carefully whether the job will provide him with or lead to work consistent with his abilities in the future? | Yes ? No DA |
| 21. Has he considered carefully the effect of his work upon his health? | Yes ? No DA |
| 22. Has he considered carefully what wages he might need in the future? | Yes ? No DA |
| 23. Has he considered carefully the possibility for advancement in wage level in or from his present job? | Yes ? No DA |
| 24. Has he considered carefully the permanency of his employment? | Yes ? No DA |
| 25. Has he considered carefully the value of other possible factors as sick benefits, bonuses, etc.? | Yes ? No DA |
| 26. a. Has he changed or left jobs voluntarily and only where it has meant improvement? | Yes ? No DA |
| b. Has he remained in his job because of its desirability or because of a lack of opportunity for a desirable change? | Yes ? No DA |

The Occupational Adjustment Study

FORM E II—Employer

Interviewer _____ Date _____ Youth _____ School _____

- | | |
|--|-------------|
| 27. Does he know how to use the letter of application to advantage? | Yes ? No DA |
| 28. Does he fill in blank forms asked for by the employer or placement agent neatly, carefully, and legibly? | Yes ? No DA |
| 29. Does he follow directions quickly and accurately? | Yes ? No DA |

30. Does he produce at least a satisfactory minimum quantity and quality of work?	Yes ? No DA
31. Does he learn to perform his special duties in the required time?	Yes ? No DA
32. Is he emotionally stable in connection with his work?	Yes ? No DA
33. Has he built his job into a better one to the extent that it is possible?	Yes ? No DA
34. Does he behave courteously and tactfully towards his employer?	Yes ? No DA
35. Does he stand up well under criticism?	Yes ? No DA
36. Does he get along well with his fellow workers?	Yes ? No DA
37. Does he observe health and safety precautions while on the job?	Yes ? No DA
38. Does he maintain a good attendance record?	Yes ? No DA
39. Does he co-operate in extra-work activities as helping keep the shop clean, participating in group activities sponsored by the organization?	Yes ? No DA
40. Has he demonstrated interest in his work?	Yes ? No DA
41. Can he be trusted to work alone without supervision?	Yes ? No DA
42. Does he display a personal interest in the success of larger aspects beyond his immediate participation?	Yes ? No DA

The Occupational Adjustment Study

Area Judgment Sheet

Youth School Date Interviewer

82.1 Planning

1. The youth possesses a definite, well thought out, feasible plan with sensible alternatives.
2. The youth has laid plans which are probably good.
3. The youth's plans are not too definite although he has thought some about the future.
He is inclined to take "breaks" as they come, to be opportunistic.
4. The youth is drifting along without much concern for the future, or has plans which are probably poor.
5. The youth has impractical or impossible plans; or he has no plans and no apparent concern, he is completely at a loss as to the future.

83.1 Appraisal of Present Job

1. The youth is making a very satisfactory appraisal based upon careful and intelligent thinking about his present job situation.
2. On the whole the youth is appraising his present job situation satisfactorily based on some thought.
3. The youth is having a little difficulty in appraising his job situation satisfactorily due to insufficient thinking.
4. The youth is having difficulty in appraising his job situation satisfactorily due to faulty or no thinking about his job situation.
5. The youth is having grave difficulty in appraising his job situation due to very faulty or no thinking about his job situation.

The Occupational Adjustment Study

Area Judgment Sheet

Youth _____ School _____ Date _____ Interviewer _____
 Employer _____ Person Interviewed _____ Position _____

34.1 Adjustment to Job

1. The youth quickly learned to do his work smoothly and efficiently and has always been conscientious about his job; he is very well thought of by his employer and will be retained as long as the employer can employ him.
2. The youth, although slow at first, does his work smoothly and efficiently now and is conscientious about his job; he is well thought of by the employer and has good chances of being retained.
3. The youth still makes errors but manages to get by because of his conscientiousness about his job; he has a fair chance of maintaining his employment.
4. The youth does poor work due in part to his own inability and to a lack of conscientiousness about his work; he is not well thought of and his chances of retaining employment are poor.
5. The youth is very unsatisfactory because of inability and lack of concern for his job; he is apt to be released at the earliest convenience of the employer.

Note: For past regular job, simply use past tense

APPENDIX IV

Tables

TABLE	PAGE
1. Location, Population, and Local Labor Markets of Communities Studied	24
2. a. Community Population by Nativity	25
b. Community Population by Age Group	25
3. School Size, Costs, Organization, and Building Facilities	27
4. Guidance Program, Curricular Offerings and Job Training of Participating Schools	28
5. Experience and Salaries of School Personnel	30
6. Youth Gone on With Further Schooling, June 1934-1938	31
7. Master List and Eligible Sample by Graduates and Withdrawals, and by Schools	32
8. Master List and Eligible Sample by Boys and Girls and by Schools	32
9. Eligible Sample and Secured Interviews by Graduates and Withdrawals, Boys and Girls	33
10. Analysis of Employer Interviews	34
11. Youth by Age and by School	35
12. Median I. Q. by School and by Sex	36
13. a. Youth by Citizenship of Parents and by School	37
b. Youth by Nativity of Parents and by School	37
14. Youth by Employment of Father and by School	38
15. Youth by Occupation of Fathers and by School	39
16. Socio-Economic Scores of Homes of Youth by School	39
17. Youth by Curriculum Pursued and by Job Held	41
18. Youth by Semester Completed, by School and by Sex	42
19. Youth by Opinion on High School Training and by Condition of Employment	44
20. Youth by Curriculum of Last Two Years, by School and by Sex	45
21. Employment Status of Youth at Time of Interview by School and by Sex	49
22. a. Present and Last Regular Occupation of Boys	50
b. Present and Last Regular Occupation of Girls	51
23. Self-appraisal of Occupational Adjustment of Youth	57
24. What Youth Learned from Present or Last Regular Job	57
25. Opinions of Readiness for Present Job Held by Youth	59
26. Occupational Choices of Youth	60
27. When Selected Occupations Were Decided Upon by Youth	62
28. a. Employer's Source of Contact for Hiring Youth	65
b. Quality for Hiring Youth As Stated by Employer	66
29. Youths' Prospect for Continued Employment as Stated by Employer	67
30. Mean Percentage of Employment by Sex	90

TABLE	PAGE
31. Correlations of Percentage of Employment and Certain Continuous Variables	91
32. Father's Employment Status During Youths' Last Two Years at School and Percentage of Employment of Youth	92
33. Fathers' Present Employment Status and Percentage of Employment of Youth	93
34. Mothers' Employment Status During the Youths' Last Two Years at School and Percentage of Employment of Youth	94
35. Parental Status During Youths' Last Two Years at School and Percentage of Employment of Youth	94
36. Percentage of Employment of Youth and Parental Relationship During Youths' Last Two Years at School	94
37. Percentage of Employment of Youth and Nativity of Parents	95
38. Percentage of Employment of Youth and Order of Birth in Families of Differing Sizes	96
39. Percentage of Employment of Youth from Families of Various Sizes	96
40. Percentage of Employment and Source of Youths' Support During Last Two Years of School	97
41. Percentage of Employment of Married and Unmarried Boys	98
42. Correlation of Percentage of Employment and Certain Continuous Variables Growing Out of School Backgrounds and Experience	98
43. Percentage of Employment of Youth Who Had Courses in Occupational Information	99
44. Percentage of Employment of Youth Who Had Courses in Group Guidance	100
45. Percentage of Employment and Chief Kind of Individual Counseling Youth Had at School	100
46. Correlations of Percentage of Employment and Certain Continuous Variables Growing Out of Work Background and Experience	101
47. Work for Pay During School and Percentage of Employment	102
48. Percentage of Employment and Chief Reason for Taking First Full-time Job	103
49. Percentage of Employment and Method of Securing First Full-time Job	104
50. Percentage of Employment and Occupational Classification of First Regular Job	105
51. Biserial Correlations	106
52. Frequency Distribution of Product-Moment Correlation Coefficients for Twenty-four Quantitative Items From the Original and Double or Repeat Interviews	112
53. Correlations and Related Data From Original and Double Interviews	114
54. Correlations and Related Data From Original and Repeat Interviews	115

TABLE	PAGE
55. Frequency Distribution of the Chi-Square Probabilities (P) for Eighty-one Items From the Original and Double or Repeat Interviews.....	116
56. Frequency Distribution of the Per Cents of Agreement on Ninety-four Items From the Original and Double or Repeat Interviews.....	118
57. Measures of Agreement of Individual Ratings on Ways of Behaving Based on Youth Interview as Given by Two Interviewers.....	119
58. Measures of Agreement of Individual Ratings on Ways of Behaving Based on Employer Interviews as Given by Original Interviewers and by Readers.....	120
59. Percentage of "Yes" Ratings on Ways of Behaving Based on Youth Interview Given Experimental Group in First and Second Interviews.....	122
60. Percentage of "Yes" Ratings on Ways of Behaving Based on Employer Interviews Given Experimental Group by Original Interviewers and by Readers.....	123
61. Correlations of Ratings on Areas of Adjustment Made by Original Interviewers and by the Double and Repeat Interviewers.....	124
62. Percentage of High Ratings on Areas of Adjustment Given Experimental Groups in First and Second Interviews.....	124
63. Significance of the Differences Among Schools in the Percentage of Youth Receiving "Yes" Ratings on Way of Behaving One.....	125

Index

- Adjustment to job, 13, 15, 18
- American Youth Commission, 9
- Analysis of the data, limitations in, 69, 71; methods used in, 71-73
- Appraisal of job situation, 12, 15, 18, 77-78, 108
- Area judgments, 12, 14-15; adjustment to job, 15, 18; appraisal of job, 15, 18, 108; planning for future work, 14, 17, 108; see also Reliability
- Attitudes toward work, 56-59; likes and dislikes, 58, 59; main problem in becoming adjusted, 56; methods used by unemployed to secure jobs, 59; readiness for jobs, 58; self-appraisal of progress, 56-57; unemployed youths' opinions on why not working, 58; what youth learned from job, 57-58
- Bell, H. M., 7 (footnote 2), 49 (footnote 1), 54 (footnote 4)
- Case studies, 80-81
- Cheshire, Leone, 118 (footnote 4)
- Committee on Orientation, 7
- Communities studied, 23-26, 31; basic industries in, 23-24; employment in, 23-25; labor unions in, 24; population in, 24-25; youth-serving agencies in, 28
- Consistency of the data, see Reliability
- Counseling, 76-77; educational and vocational, 76-77; individual, 100-101
- Criteria of adjustment, 11-15; basic needs of out-of-school youth, 13-14; need for, 11; problems related to, 11-12; selection of, 11-12; ways of behaving, 13-14
- Dearborn, W. F., 91, 102
- Dodds, B. L., 7 (footnote 1)
- Double interviews, 109-111; implications of, 109-110; nature of, 109; see also Reliability
- Earnings, 51-52
- Eckert, R., 49 (footnote 1)
- Edgerton, H. A., 107 (footnote a)
- Educational counseling, 76-77
- Educational guidance, 76-77, 79
- Eligible sample, 21, 32-34
- Employers, 34-35, 65-68; opinions about youth, 67-68; reasons for hiring youth, 65-67; sampling of, 34-35
- Employment, 25; amount of 53-54; opportunity for, 23-25, 108; prospects of continuation of, 67; status of youth in, 49; see also First job; Percentage of employment; Present job
- First job, 55-56, 103-104; first full-time job, 103; how secured, 55, 103-104, occupational classification of, 104, 105; reason for taking, 103; why left, 55-56
- Forms used, A., youth interview blank, 17-18, 126-137; supplement, 137; B., employer interview blank, 18, 138-140; C., school-youth, 18, 140-142; DI., principal-school, 18-19, 143-144; DII., Part I community, 144-145; DII., Part II youth-serving agencies, 19, 145; E., rating sheets for ways of behaving, youth, 17, 145-146; EII., rating sheets for ways of behaving, employer, 18, 146-147; F., area judgment sheets, 147-148
- Grade completed, 42-43
- Home and family background, 91-98, 107; employment status of fathers, 38-39, 92-93; marital status of parents, 37; nativity and citizenship of parents, 36-37, 94-95; occupations of fathers, 39; order of birth, 95-97; size of family, 38, 95-97; socio-economic status, 39-40, 92
- Implementation commission, 7-9
- Industries employed in, 52-53
- Information gathered, kinds of, 16; sources of, 16; tools and techniques used, 16-19; see also Forms used
- Interviewers, general instructions to, 16
- Jenkins, R. L., 96
- Jobs held, changes in, 54; see also First jobs; Present jobs
- Kolbe, L. E., 107 (footnote a)
- Labor market, community, 23-25; needed emphasis on, by school, 54
- Labor unions, 24
- Lindquist, E. G., 91 (footnote b), 92 (footnote c), 98 (footnote b), 101 (footnote b), 104 (footnote 8)
- Manual for interviewers, 16, 17, 87, Marital status, of boys, 37-38, 97-98; of girls, 19; of parents, 37; percentage of employment, and, 97-98
- Marshall, T. O., 49 (footnote 1)
- Master list, 20, 32-33
- Mayo, Elton, 10 (footnote 8)
- Mobility, 19, 33-34
- New York Times Weekly Business Index, 49 (footnote 2)

- Objectives of the study, 9-10
 Occupational adjustment, 10; effect of the school on, 10; planning for, 77-78; single score of, 12; *see also* Criteria of adjustment; Way of behaving
 Occupational choices, 60-61; opinions as to restrictions on, 62-63; reasons for, 61-62; time of, 62
 Occupational classifications, 104, 105
 Occupational follow-up and adjustment service plan, 83-88; counseling service, 87; data to be recorded at school-leaving, 84; follow-up inventory, 84-85; follow-up record card, 84-86; interview schedule, employer, 86-87; interview schedule, youth, 86; manual on, 87; needs and values of, 83
 Occupational training, 63
 Occupations engaged in, 50-51
 Origins of study, 7-9
 Parents, *see* Home and family background
 Patrick, R. B., 8
 Percentage of employment and broken and unbroken homes, 93; courses in group guidance, 99-100; courses in occupational information, 99; employment status of parents, 92-93; first full-time job, 103; height and weight, 91; how first job was secured, 103-104; individual counseling received, 100-101; intelligence, 90-91; last two years in school, 102-103; marital status of boys, 97-98; nativity of parents, 94-95; occupational classification of first job, 104-105; sex, 90; size of family, 95-97; source of support last two years in school, 97; ways of behaving, 104-106
 Planning, educational and occupational adjustment, 77-78; effect of school experiences upon, 63-65; occupational choice and, 60-61; occupational training and, 63; source of advice on, 60; *see also* Area Judgments
 Present job, earnings, 51-52; employment status, 49; how secured, 52; industries employed in before, 52-54; occupations engaged in before, 51-52
 Regents' Inquiry, New York, 9
 Reliability of data, on area judgments, 123-124; on items on the youth interview schedule, 112-118; on nature of the problem, 109; on ways of behaving, 117-123; *see also* Double interview; Repeat interview
 Repeat interviews, 109; implication of 109-111; nature of, 109
 Rotary Youth Service Committee, 26
 Rothney, J. W. M., 91, 102
 Saffir, M., 118 (footnote)
 Sampling, eligible sample, 21, 32-34; limitations of, 19; married girls in, 19, 21; master list of, 20-21, 32; representativeness of youth sample in, 32-34; schools studied in, 26-31; selecting youth for sample, 20; working sample, 21; employer sample, 34-35; *see also* Youth studied
 School background and experiences, 98-101; courses in group guidance, 99-100; courses in occupational information, 99; individual counseling received, 100-101; *see also* Percentage of employment
 School practices, 73-82
 School relationships, 40-46; contacts with school after leaving, 46; employers' opinion of education, 46-47; grade completed, 42-43; reasons for school-leaving, 45-46; recommendations for employment, 40-41; school training and job held, 41-42; youth opinions of education received, 43-45
 Schools studied, building facilities of, 26-27, 29; curricular offerings of, 28-29; guidance program of, 28-29; job training in, 28-29; number of terminal students in, 30-31; organization of, 26-27, 29; personnel of, 30; selection of, 20; size of, 26-27, 29
 School training and job held, 41-42
 Scope of the study, 19
 Self-direction and self-responsibility, 75
 Sets of circumstances, 17
 Seyfert, W. C., 88
 Shartle, C. L., 13 (footnote 1), 42 (footnote 6), 49 (footnote 1)
 Sims, V. M., 40 (footnote 4), 91 (footnote 5)
 Socio-economic score, 17, 39-40
 Stead, W. H., 42 (footnote 6), 49 (footnote 1)
 State employment service, 26
 Survey plan, 9 *see also* Occupational follow-up and adjustment service plan
 Thorndike, E. L., 91 (footnote 2)
 Thurstone, L. L., 96 (footnote 6), 118 (footnote 4)
 Vocational counseling, 76-77
 Vocational guidance, 76-77, 79
 Ways of behaving, 17-18, 104-105; as criteria of adjustment, 12-14; as related to school practices, 73-82; differences between groups, 124-125; employer interview, 18; per-

centages of employment, and, 106-107; reliability of, 117-123; statement of, 145-147; youth interview, 18

Work experiences, 101-104; during last two years at school, 102-103; on first full-time job, 103; how first job was secured, 103-104; *see also* Percentage of employment

Working sample, 21

Wrightstone, J. W., 17, 40, 91 (foot-note 5)

Youth studied, 32-36; age, 35; amount of employment among, 53-54; behavior while at school of, 40; contacts with school after leaving, 46; eligible sample of, 32-34; employers opinion of education of, 46-47; first job of, 55-56; grade completed of, 42-43; job changes among, 54; marital status of, 37-38; marital status of parents of,

37; mental ability of, 36; methods used by unemployed, to secure jobs, 59; mobility of, 33-34; nativity of, 36-37; nativity and citizenship of parents of, 36-37; proportion of girls and boys among, 33; proportion of withdrawals and graduates among, 33; race of, 35; reasons for leaving school given by, 45-46; recommendations for employment for, 40-41; school relationships of, 40-46; school training and job held by, 41-42; size of families of, 38; socio-economic status of homes of, 39-40; youth's opinion of education received, 43-45; *see also* Attitudes toward work; Employer relationships; Home and school backgrounds; Percentage of employment; Planning; Present job of youth

Y. M. C. A., 26

Y. W. C. A., 26

EDUCATIONAL EVENTS

November

Calendar

- 7-9 Iowa Association of Secondary-School Principals annual meeting, Des Moines.
- 10-16 American Education Week. Information can be secured from the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.
- 10-16 American Book Week. Information can be secured from Publisher's Weekly, 62 West 45th Street, New York City.
- 11-13 National Association of Public School Boards, Chicago, Illinois.
- 14-16 Southern Conference on Audio-Visual Education, Atlanta, Georgia. Information can be secured from J. C. Wardlaw, President, 223 Walton Street N. W., Atlanta, Georgia.
- 20-22 Virginia Association of Secondary Principals' annual meeting.
- 21-23 National Council for The Social Studies, Syracuse, New York. Information can be secured from Wilbur F. Murra, Executive Secretary, 1201 Sixteenth Street N. W., Washington, D. C.
- 21-23 National Council of Teachers of English, Chicago, Illinois. Information can be secured from John J. De Boer, Chairman, Stevens Hotel, Chicago, Illinois.

December

- 16-13 American Vocational Association, San Francisco, California. Information can be secured from L. H. Dennis, Executive Secretary, 1010 Vermont Avenue, N. W., Washington, D. C.
- 27-30 American Historical Association, New York City, Pennsylvania Hotel.
- 27-31 National Council of Geography Teachers, Louisiana State University, University, La.

February

- 22-27 American Association of School Administrators, Atlantic City, New Jersey.

- 27 to March 1 American Association of Junior Colleges, Chicago, Illinois.

March

- 13-15 Washington State Association of Secondary-School Principals annual meeting, Seattle. Headquarters, Edmond Meany Hotel.

The Book Column

BOOKS AND PAMPHLETS PROFESSIONAL BOOKS

- AMIDON, BEULAH, editor. *Democracy's Challenge to Education*. New York: Farrar and Rinehart, Inc. 1940. Pp. 263. \$1.50. The special number of Survey Graphic (October 1939) on Education, and one article from the November 1939 issue in book form.
- ANDERSON, J. P. *A Study of the Relationship Between Certain Aspects of Parental Behavior and Attitudes and the Behavior of Junior High School Pupils*. New York: Bureau of Publications, Teachers College, Columbia University, 1940. Pp. 195. \$2.10. A research study into this problem as one means for understanding and redirecting human behavior. Some of the conclusions are, patterns of pupil behavior are related to patterns of parental behavior; supervisory activities of parents have a stronger relationship to the behavior of girls than boys; and evidence seems to indicate no superiority of influence of one parent over the other on the child's behavior.
- BELL, H. M. *Matching Youth and Jobs*. Washington, D. C.: American Council on Education, 1940. approx. 264 Pp. \$2.00. The book defines problems in education and presents answers to critical questions imposed on an industrial society by a school system that is still generally classical. It reports on an extensive experimental and demonstration program in the field of occupational adjustment.
- BODE, B. H. *How We Learn*. Boston: D. C. Heath Co. 1940. Pp. 308. \$2.00. A survey of theories regarding the nature of learning which affect methods of teaching, and indirectly, aims or purposes of education.
- BUTLER, G. D., editor. *Introduction to Community Recreation*. New York: McGraw Hill Book Co. 1940. Pp. 547. \$3.50. Interprets community recreation, its significance, functions, objectives, program content, methods of operation and relationships, with major consideration given to town and city problems rather than rural.
- CARROLL, H. A. *Genius in the Making*. New York: McGraw Hill Book Co. 1940. Pp. 307. \$2.75. A discussion of how intellectually gifted children may be identified, what they are like physically, socially and mentally and how they may be helped to develop their potentialities most effectively.
- CHAMBERS, M. M. *The Eighth Yearbook of School Law*. Washington, D. C.: American Council on Education. 1940. Pp. 184. \$1.00. A review of more than 300 court decisions in all states of the United States, dealing with teacher tenure, merging of school districts, retirement, rights of pupils and parents, and other areas reported during the year 1939.
- DETJEN, MARY E. and E. W. *Home-Room Guidance Programs for the Junior High School Years*. New York: Houghton Mifflin Co. 1940. Pp. 509. \$1.90. A series of programs covering a different phase of guidance for each of the six terms of the Junior High School, selected on the basis of age, interests and needs of the pupil in each grade. Each program is arranged according to objectives, activities, notes to teachers and bibliography.
- Dictionary of Occupational Titles, Part I, Definitions of Titles*. Prepared by Job Analysis and Information Section, Division of Standards and Research of the United States Employment Service, Washington, D.C.: Government Printing Office, 1939. Pp. 1287. \$2.00. An alphabetical listing of jobs in industry (29,744 titles, including 17,452 separate jobs and 12,292 alternate titles) together with their definitions in terms of short statements of the work performed. Each definition includes an industrial designation indicating the industry or industries in which the job is found. About 130 industries are represented. Vocational training

and guidance people will find this volume useful for reference in their library collections of occupational information.

EELLS, W. C., editor. *American Junior Colleges*. Washington, D. C.: American Council on Education, 1940. Pp. 585. \$3.00. Part I contains a general sketch of the junior college movement in the United States. Part II gives specific information concerning 575 accredited and non-accredited Junior Colleges as to courses offered, entrance requirements, fees, enrollment, etc.

The Emotionalized Attitudes, with an introduction by T. H. Briggs. New York: Bureau of Publications, Teachers College, Columbia University, 1940. Pp. 107, 90 cents. A contribution of research to those interested in learning, conduct, and character. It purports to illustrate a type of study much needed in education, to present the major problems of the laboratory techniques in high school teaching, to furnish a bibliography on the subject, to summarize and to interpret and substantiate studies that have been published, and to indicate the areas in which additional research needs to be made.

Evaluation of Secondary Schools: General Report. Washington, D. C.: Cooperative Study of Secondary School Standards, 744 Jackson Place, 1940, 526 pages. \$3.50. A comprehensive report of the purposes, history, methods, and recommendations of the six-year study. Essential for any one who wants to know the background and reasons for the Cooperative Study's results and recommended procedures.

GOETSCH, HELEN B. *Parental Income and College Opportunities*. New York: Bureau of Publications, Teachers College, Columbia University, 1940. 157 pages. \$1.85. A study of twelve Milwaukee High Schools, (I. Q. of 1023 graduates, 117-146) showing the relationships between the economic status of parents and selective exclusion of their children from higher learning. One conclusion reached was that "more than half of these capable young people are not going to college." Another was, "Education will not be really free until every young person can have as much schooling as his capacities warrant and his interests command."

GRAY, W. S., editor. *Reading in General Education*. American Council on Education, Washington, D. C.: 1940, 464 pages. \$2.50. A report by the Council's committee on Reading in General Education. An intensive critical study of the present status, recent trends and current issues in reading with special reference to secondary school and junior college. It identifies problems that are in urgent need of further investigation.

GRIZZELL, E. D. (director) *Educational Studies and Their Use*. Washington, D. C.: American Council on Education, 1940. 76 pages. 40 cents. An exploratory study of the process of implementation in secondary education, together with conclusions and recommendations. Also contains a list of selected studies in secondary education, together with their status.

KIRK, S. A. *Teaching Reading to Slow-Learning Children*. New York: Houghton Mifflin Co. 1940. 225 pages. \$1.50. A book for teachers and administrators on the problems and techniques of helping the slow-learning pupil acquire the skill of reading. Many of these techniques are descriptions of methods actually used with average pupils. Others are devices specifically developed for the mentally retarded.

MARSH, S. C., editor. *American Universities and Colleges*. Washington, D. C.: American Council on Education, 1940. 1120 pages. \$3.50. Part I contains a general sketch of education in the United States, and Part II gives specific information concerning accredited colleges and universities as to courses offered, entrance requirements, fees, enrollment, etc.

MONROE, PAUL. *Founding of the American Public School System*. New York: Macmillan Co. 1940. 520 pages. \$3.00. Explains the more commonplace idea of education as a school process and gives an idea of the general laws and local regulations creating social institutions which establish educational customs and conventional standards. A history of education in the

United States from the early settlements to the close of the Civil War. RUSSELL, J. D. AND JUDD, C. H. *The American Educational System*. New York: Houghton Mifflin Co. 1940. 554 pages. \$2.25. An overview of the characteristic features of the American educational system with explanation of the forces that have affected its development. "It is not intended to be a history of education in the United States,—its purpose is always to facilitate an understanding of the present situation and to provide a basis for the estimation of future trends." It points out emerging trends and desirable changes and modifications.

SPEAFFORD, IVOL. *A Functioning Program of Home Economics*. New York: John Wiley and Sons, 1940. 469 pages. \$3.00. The book is written for the administrator, the curriculum worker or the teacher within or without the field of home economics who, interested in rebuilding the curriculum, would draw into it the best that each field has to offer. Home economics is presented as Home-Life education and is therefore concerned with the broader program of the school. Specific situations of what is already being done by many schools with this philosophy in mind are described. The book has been written with the purpose of helping the individual school to develop a functioning program of education and of home economics.

SPEARS, HAROLD. *The Emerging High-School Curriculum and Its Direction*. New York: American Book Co. 1940. 400 pages. \$2.50. A picture of the features of secondary education through descriptions of current programs "which serve as straws in the curricular wind."

STRANG, RUTH. *Pupil Personnel and Guidance*. New York: Macmillan Co. 1940. 356 pages. \$2.00. Emphasizes child development and indirect means of promoting good development, and describes changes in the physical environment, in policies, and in methods of instruction that may affect pupils. Many personnel programs at work in varied situations are described. These descriptions are followed by a summary of the contributions which each member of the school staff, as well as community agencies, may make to accomplish the central task of personnel work.

TEXTBOOKS

CURRY, P. E. AND RICE, R. R. *Applied Business Arithmetic*. New York: Southwestern Publishing Co. 1940. 576 pages.

DODD, J. H. *Introductory Economics*. New York: Southwestern Publishing Co. 1940. 596 pages.

HILL, J. M. AND WALTERS, R. G. *Success Through Salesmanship*. New York: Southwestern Publishing Co. 1940. 436 pages.

MCCULLOCH, J. I. B. *Challenge to the Americas*. New York: Foreign Policy Association, 8 West 40th Street. 1940. 64 pages. 25 cents. Also one on *National Defense* in preparation.

Quiz. Four hundred Questions and Answers on Railroads and Railroadings. Washington, D. C.: Association of American Railroads. July 1940. 64 pages. Free.

SCHAUFFLER, R. H. *The Days We Celebrate*, a four-volume set, including Volume I, *Celebrations for Christmas and other High Days*, (445 pages) Volume II, *Celebrations for Festivals*, (400 pages) Volume III, *Celebrations for Patriotic Days*, and Volume IV, *Celebrations for Special Occasions*, (319 pages) New York: Dodd, Mead and Co. 1940, \$2.50 each volume. This four-volume series is a compilation of plays, poems, projects, programs, etc. for use of pupils of a wide range of abilities.

STAPLES, Z. C. AND YORK, G. M. *Economic Geography*. New York: Southwestern Publishing Co. 1940. 702 p.

ULLMAN, S. S. *Plays of America's Achievement*. New York: Dodd, Mead & Co. 1940. 251 pages. \$2.00. Sixteen plays about great American inventors and achievements, from the early days of Eli Whitney's cotton gin to the latest advances in medicine and other sciences, for use of amateurs from about twelve years up.

THE BOOK-OF-THE-QUARTER CLUB

Every man interested or engaged in secondary education should keep abreast of the times and be acquainted with modern trends. One of the best ways to know the recent developments in secondary education is through the many books issued from the press. Very few busy administrators can read all the new books, but every one should read the best books published during the year.

In order to provide some means whereby busy school administrators may be sure that they will in their reading have read some of these outstanding books in education, the National Association of Secondary-School Principals has appointed a Reviewing Board composed of leaders in, and authors of many books on, secondary education who select the best professional books published during a three-month period.

This board is composed of Charles H. Judd, *Chairman*, Francis L. Bacon, Grayson N. Kefauver, Leonard V. Koos, and Joseph Roemer. These men select an outstanding book every three months: March, June, September, and December. When the selection is made, each member is notified of the selection made. If he desires a copy of the book, he returns an enclosed card signifying he desires the copy. If he does not want that particular book, he simply ignores the notice. The book is then mailed to those desiring it at a discount of 25 per cent on the list price to dues-paying members of the National Association and 20 per cent to others.

Membership is open to anyone, whether a member of the National Association or not. All he does to become a member is to send his name to PAUL E. ELICKER, Executive Secretary, 1201 Sixteenth Street N. W., Washington, D. C.

Since the formation of the club in December 1936, to date, club subscribers have received the following books:

- RUGG: *American Life and the School Curriculum.*
BEARD: *The Unique Function of Education in American Democracy.*
JUDD: *Education as Cultivation of Higher Mental Processes.*
BRINK: *Directing Study Activities in Secondary Schools.*
McKOWN: *Extra-Curricular Activities.*
RAINEY: *How Fare American Youth?*
DOUGLASS: *Modern Secondary Education.*
DEWEY: *Experience and Education.*
PRESCOTT: *Emotion and the Educative Process.*
SPAULDING: *High School and Life.*
ROEMER: *The Dean of Boys in High School.*
THAYER, ZACHRY, AND KOTINSKY: *Reorganizing Secondary Education.*
BUTLER: *Improvement of Teaching in Secondary Schools.*
WILLIAMSON AND HAHN: *Introduction to High School Counseling.*
BILLET: *Fundamentals of Secondary-School Teaching.*

Join Now

the
Book-of-the-Quarter Club
of the
National Association of
Secondary-School
Principals

For full particulars write to

PAUL E. ELICKER

Executive Secretary

National Association of
Secondary-School Principals
1201 Sixteenth St. N. W., Washington, D.C.

Just Out!

AUDIO-VISUAL AIDS to Instruction

By McKown and Roberts

Describes each type of audio-
visual aid and how to employ it
to best advantage. \$3.00

A BOY GROWS UP

By McKown and LeBron

Advice for every 'teen age boy
which will be sure to smooth the
way from boyhood into manhood.

\$1.56

Write for further information

McGraw-Hill Book Co., Inc.
330 West 42nd St. New York

CONVENTION ANNOUNCEMENTS

THEME: SECONDARY EDUCATION AND NATIONAL DEFENSE
OUR PART

Twenty-fifth Annual Convention

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

February 22-26, 1941 . . . Atlantic City, New Jersey

First Meeting, Saturday, February 22 at 6:00 p. m.

HEADQUARTERS: Haddon Hall

Summer Convention

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

in conjunction with the

Seventy-ninth Annual Convention of the National Education Association

June 29 - July 3, 1941 . . . Boston, Massachusetts

PLAN NOW TO ATTEND THESE MEETINGS

NEW HIGH SCHOOL BOOKS

ENJOYING ENGLISH

by

DON M. WOLFE
Polytechnic Institute of Brooklyn

ELLEN M. GEYER
University of Pittsburgh

Book One	\$1.02 net	Book Three	\$1.02 net
Book Two	1.02 net	Book Four	1.02 net

A vital, colorful, new type of high school program.

Rich in student experiences, complete in integrated drill material.

An entirely new feature in English texts—the Experience Theme.

Every high school English teacher should know these books.

Democracy in America

by

CULLEN B. GOSNELL, *Chairman*
Division Public Affairs
Emory University
Emory University, Ga.

STANLEY M. HASTINGS, *Principal*
Daniel C. O'Keefe Junior High School
Atlanta, Ga.

WILLIAM M. MUTHARD
Director Social Studies
Senior High School
Coatesville, Pa.

A first year high school civics with a new vision.

Designed to teach appreciation of American ideals and to give the students an understanding of the democratic way of life.

\$1.26 net

Thomas Nelson and Sons

385 Madison Avenue New York, New York

