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A Survey of Stephen High School Graduates

Arthur C. Huselid

A SURVEY OF STEPHEN HIGH SCHOOL GRADUATES

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Arthur C. Clarence Huselid

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This thesis, submitted by Arthur C. Huselid in partial fulfillment of the requirements for the Degree of Master of Science in Education, is hereby approved by the Committee under whom the work has been done.

Erich Selke
Chairman

John A. Page

A. L. Kjerstad

J. W. Breitwieser
Director of Graduate Division

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A SURVEY OF THE STEPHEN HIGH SCHOOL GRADUATES

Study shows how the school has met the needs of the vocational pursuits of the graduates.

Introduction

In the past few years, guidance has begun to play such an important part in the life of the high school graduate pupil. When one considers the rapid changes, in family life, labor and industry, population, standards of living, there must be a demand for vocational counseling. Home life formerly was comparatively simple, local, quiet, and independent. Now these conditions have reversed; for home life is complex, and the ease of transportation and communication now has destroyed local isolation and independence. Few homes, if any, now produce all food and clothing, as in former days. Formerly labor was static and general; now it is highly specialized and continually changing and as old occupations disappear and new ones appear, rural communities have become urban. From these facts it is evident that there must be a careful choice by the pupil from the many vocational opportunities available.

Two important justifications for vocational guidance are, first, for the purpose of making the individual a happy, contented and successful worker; and second, for the purpose of developing a society that recognizes and utilizes all kinds of individual possibilities.[1]

In guidance there are five basic principles, which are:

1. The discovery of the pupil's abilities
2. The discovery of the pupil's interest and appeals

[1]Harry C. McKown, Home Room Guidance, p. 247. McGraw Hill Book Company.

3. The presentation of vocational information courses
4. The making of individual recommendations
5. The offering of an educational foundation necessary for the vocation

It is known that in the past the first four of the above principles have not been considered except by a very few interested teachers and parents who took it upon themselves to do some guidance work.

Therefore the school has been interested in finding out how adequately the curriculum has been in presenting a solid educational foundation for the past graduates and for the present graduates in the pupil's chosen occupation.

Purpose

The real purpose of this survey may be summed up as follows: "How can this school better serve this community's graduates?" To attack this problem it is therefore essential to state the detailed purposes. Potent questions to be answered are listed with the purposes.

The purpose of this thesis then is:

A. To check the occupation of the graduates of the local high school.
   Where did he find work?
   What vocation did he select?
   Why did he select the work he did?
   Was it by chance or was it planned?
   What were his qualifications for the job?
   Did he seek further education?

Did he find work in this, his home community?

How many graduates left the community and how many remained in the community?

Why?

B. To determine where the curriculum in the past and in the present meets the needs of its graduates.

Did the different curricula take into consideration the growth and changes in American problems of vocational life?

C. To trace the changes in the curriculum.

What stages, or changes did the curricula pass through?

Did the changes in the curricula from the beginning of this high school to the present time have any influence upon the graduates present vocational selection?

If so, to what extent?

D. To find out how the school could better serve the needs of its pupils.

What are the interests of the pupils in the community?

What can the community offer?

How can other pupils in the community that are not interested in vocational training be induced to attend school?

What subjects could be offered or dropped to better serve the pupil's needs?

Would graduation requirements, if changed, or restricted serve the pupils better?

E. To determine which subjects were of the greatest value, or the least help in their vocational work?

Scope of Survey

This survey includes a comprehensive study of all of the graduates of the Stephen High School, Stephen, Minnesota. The first class graduated in 1905 and the last class considered in the tabulation was graduated in 1940. This meant that thirty-five graduating classes were studied as there were no graduates in 1906.

The study includes the present location of the graduate, his vocational occupation, and other items of interest such as sex, changes of vocational fields and origin of new ones and the occupation of the women graduates before marriage.

The scope of this survey has not been duplicated as far as the writer has been able to determine. The survey deals with the graduates of the Stephen High School and is the first one of its kind dealing with this school.

The writer of this survey knows that there have been other studies made of high school graduates, but these have dealt with other schools and usually have been limited to a definite number of classes, such as for a period of five or ten years. These reports have studied the graduates from a different view point, viz.--to show the relationship between the graduate scholastic marks and his success in his chosen vocation, to show the relationship of the graduates' vocation toward college education.

The scope of this survey is purely local in subject content, but it should be of interest to students of education as a means of comparison with other schools of similar size and problems. Other

limitations of the scope of this survey are that this study deals only with the graduate and not with the non-graduate, who also is a member of our society; that social, economic peace time and war time conditions of the country may influence vocational trends; that most of the recent graduates have not entered a definite occupation as yet as they still may be at home or may be attending schools.

Method used in Securing the Data

Data for this survey was secured for the most part from primary sources. These primary sources were the pupils' record cards of school work on file in the superintendent's office. These records were the permanent record cards, the census cards, the guidance cards, and the graduates' record cards.

During this time a permanent record card has been compiled which was made, after studying all the cards available of this type, for the purpose of making as complete a recording of the pupils' school life as possible.

On this card the following information can be recorded:

1. Subjects taken, with mark credit and year from the first grade throughout grade 12 using either the 6-6 or the 6-3-3 plan.
2. Complete health record
3. Intelligence and achievement test data
4. Vocational interests
5. Extracurricular achievements
6. Attendance records
7. Year of graduation, with scholastic average, rank in class
8. State tuition number with grade marks for entering high school

9. Residence, address

10. Location, nationality and occupation of parents

11. Transfer information

Census cards were not complete but those that were available were used to check against the other records available. Information was given concerning the vocation of the parents, location and number of children in the family. The size of the family often may determine the chances that a person has to continue school beyond high school and to take up vocational work that the pupil might desire.

Guidance cards have been used only in the last few years. These, thus, were of little value. They, however, aided in finding out what the plans of the pupil had been while he was in high school and the courses that he took to help him in carrying out these plans.

The graduates' record cards indicated the members in the class, the rank of each pupil and the vocations that these people were in or have been in from time to time.

To get further information the writer personally interviewed some of the graduates, communicated with still others by telephone and by mail, and also visited with relatives and friends who were able to give additional information about the graduates.

A great help in securing information was that the writer has been the superintendent of the Stephen school for the last ten years. In other words, the superintendent has seen ten out of the thirty-five classes graduate. The superintendent has become intimate with the community's problem, the history of the community, the interests of the community and thus can make a survey that should be sympathetic to the needs of the community. He has become acquainted with many of

the graduates who were among the first to complete their high school work in the local school. The writer has been instrumental in aiding many of the graduates secure positions and in making their vocational selection. He has seen them try to carry out their undergraduate plans in which they showed talent, interest, and ability. He has seen the depression destroy many of these vocational plans.

During the last two years the help of a National Youth Administration worker, a graduate of this school, was secured to compile these data. This boy spent over four hundred hours on this work under the writer's supervision. His work was to classify all graduates by location, by vocation, by classes, and to file them by name, giving date of graduation, vocation, and location of each person.

Description of the Community

Stephen is a village in the northwestern part of Minnesota. It is approximately forty-five miles north of Grand Forks, North Dakota, and forty miles south of the Canadian line, and twelve miles east of the North Dakota border. It has a population of seven hundred people.

The Stephen high school district is an independent consolidated district. Although consolidated, the district is very small--comprising only fourteen and one-half sections. The district does not extend more than one mile to the north, two miles west, two miles south and three and one-half miles east of the village. The combined population to the school district is about one thousand people.

The State Department of Education has designated rural areas for each high school in the state from which that high school may draw its high school pupils and claim tuition. The area given to Stephen high school extends north twelve miles; west to the Red River a distance of

about fifteen miles; south, four miles; and east, twelve miles, an area of about two hundred and fifty square miles. The population of this area is estimated at about two thousand people.

The rural area is thinly settled and thus a difficult transportation problem has to be dealt with by the pupils that seek transportation. In the past, the farms were much smaller than they are now. Now farming is done on a larger scale. This large scale farming has been due to the depression and to mechanization offarming. Where a person lived formerly on a farm, this person now lives in town, transporting himself and his machinery from one piece of land to another very easily and quickly. He thus can farm on a larger scale than ever before with the same work and machinery. Most of the farmers farm a thousand acres with ease and efficiency.

Since these farms are large, the number of people per square mile is low, thus making the transportation problem a very difficult one. Often a bus may have to travel several miles before even one child can be picked up. The solution has been to have the pupil stay in town. This, however, is not ideal.

Many of these pupils attend other schools that have more vocational courses, such as the Northwest School of Agriculture at Crookston, Minnesota, thus creating an additional burden for those that plan on riding on busses in order that they might attend school as they have fewer pupils with whom they might share expenses. This area extends further to the east and west than to the north and south. This makes the poorer roads another transportation problem. The difficult transportation problem, no doubt, prevents many eighth grade graduates from attending any high school and certainly must account for the fact that

CHAPTER 2

THE CURRICULA

To determine how the school has met the needs of the vocational pursuits of the graduates, it is necessary to make a study of the curricula which was offered during its history. The following tables show the curriculum offered by the high school in 1909, 1912, 1920, 1930, and 1940.

These tabulations were made to show:

(a) The subjects offered at stated periods

(b) The changes in the subjects offered

  (1) To meet the standards of accrediting agencies

  (2) To meet pupils' desires and needs

(c) The changes of vocational selection due to various curricula offered

The first elementary school was organized in 1879 and in 1894 the school district changed from a common to an independent district. At this time high school work was offered, but there was no complete four-year curriculum as required by standardizing agencies (Department of Education and Colleges). The pupils who then wished to graduate found it necessary to finish their work in other towns that maintained a four-year high school.

The first graduating class of the school completed its work in 1905. Unfortunately, no record has been found of the curricula offered from that time to 1909. The first complete curricula available in complete form is that of the year of 1909. The writer assumes that it was likely that subjects offered in 1909 were probably the same as those offered in 1905.

The subjects offered in 1909 are shown in Table 1. The subjects

Table 1

The Curriculum Offered in the High School in 1909

Classical	Latin-English	English
Elementary algebra	Elementary algebra	Elementary algebra
Ancient history	Ancient history	Ancient history
English composition	English composition	English composition
First year Latin	First year Latin	Plane geometry
Plane geometry	Plane geometry	Elementary agriculture
Modern history	Modern history	Modern history
Rhetoric	Rhetoric	Rhetoric
Caesar	Caesar	Physical geography
Solid geometry (½ year)	Solid geometry (½ year)	Solid geometry (½ year)
Higher algebra (½ year)	Higher algebra (½ year)	Higher algebra (½ year)
Botany or zoology	Botany or zoology	Botany or zoology
Literature 1st year	Literature 1st year	Literature 1st year
Cicero	Grammar and U. S. History	Bookkeeping
Physics or chemistry	Physics or chemistry	Physics or chemistry
Economics (½ year)	Economics (½ year)	Economics (½ year)
Civics (½ year)	Civics (½ year)	Civics (½ year)
Literature 2nd year	Literature 2nd year	Literature 2nd year
Virgil	Arithmetic	Arithmetic (½ year)
		U. S. history (½ year)

in this curricula are divided into three divisions: Classical, Latin-English, and English.

In the freshman year, elementary algebra, ancient history and English composition were offered to all pupils. In the Classical and Latin-English division, first year Latin was given, but in the English division, agriculture was substituted.

For the second year student, plane geometry, modern history, and rhetoric were offered in all divisions. Caesar was the fourth subject in the Classical and Latin-English divisions, and physical geography in the English division.

In the junior year, solid geometry (one-half year), higher algebra (one-half year), botany or zoology and literature first year were required courses for all students. Cicero was also offered in the Classical division. Grammar and United States history were given in the Latin-English division and bookkeeping in the English division.

In the senior year, physics or chemistry, economics (one-half year), civics (one-half year), literature second year were offered in all divisions. Virgil was the fourth subject available to those taking the Classical division and arithmetic in the Latin-English; arithmetic (one-half year), and United States history (one-half year) were open to those in the English group.

This would seem to indicate that there was a choice of educational training for the pupil. If a student wished to enter college, either one of the first two divisions would be his choice and if he wished more vocational training, the English course would be his preference. One would be led to believe that this curriculum should have been adequate to meet the needs of the first graduates. But

according to the statement of an early graduate, the small enrollment and the limited teaching staff made selection almost impossible. The school records reveal that most of the pupils, especially women, chose the Classical course. This would be expected for a substantial number of the early graduates entered colleges for further professional training. Because the Classical division contained the subjects that were required for entrance by many of the higher institutions of learning, it was necessary to conform quite closely to the Classical or Latin-English division. Some pupils, therefore, had to forfeit their selection for the choice of the majority.

In a later chapter, the vocational selection will be studied to find how this classical curriculum met their needs in educational training. It is the aim in this thesis to find if the Classical training was justifiable because of the number of pupils it benefitted.

The subjects of the curriculum in 1912 are cataloged in Table 2. The curriculum was much broader and offered much more vocational training than did the curriculum in 1909 (Table 1). Even the names of the subjects indicated the trend toward more vocational training as they were listed as Classical, Latin-Agriculture, and English-Agriculture.

In the Classical division, woodworking (one-half year) and sewing (one-half year) were added to the freshman's selection and bookkeeping was given as the senior's elective. In the Latin-Agriculture and the English-Agricultural divisions the first offered four years of Latin and the latter none. Both of them presented four years of agriculture and woodworking (one-half year) and sewing (one-half year).

A manual dealing with the Stephen High School curriculum mentioned the fact that more vocational training was the aim of the

Table 2

Curriculum of 1912

Classical

English grammar
Algebra
Beginning Latin
Ancient history
Woodworking (½ year)
Sewing (½ year)
English composition
Plane geometry
Caesar
Modern history
English literature I
Cicero
Higher algebra (½ year)
Solid geometry (½ year)
Zoology (½ year)
Physiology (½ year)
English literature II
Physics
Virgil
Senior U. S. history (½ year)
Civics (½ year)
Commercial arithmetic (½ year)
Bookkeeping (½ year)

Latin-Agriculture

English grammar
Algebra
Beginning Latin
Agriculture I
Woodworking (½ year)
Sewing (½ year)
English composition
Plane geometry
Caesar
Agriculture II
English literature I
Cicero
Agriculture III
Higher algebra (½ year)
Solid geometry (½ year)
Senior U. S. history (½ year)
Civics (½ year)
English Literature II
Physics
Virgil
Agriculture IV

English-Agriculture

English grammar
Algebra
Agriculture I
Ancient history
Woodworking (½ year)
Sewing (½ year)
English composition
Plane geometry
Agriculture II
Modern history
English literature I
Agriculture III
Higher algebra (½ year)
Solid geometry (½ year)
Zoology (½ year)
Physiology (½ year)
English literature II
Physics
Agriculture IV
Senior U. S. history (½ year)

the school. It also stated that the school existed for the pupil and not the pupil for the school.

The 1920 curriculum shows a trend to eliminate divisions this year (Table 3) for there are but two divisions. These two divisions listed were the college preparatory course and the vocational course, each permitting some elective course in which the pupil might select his preference.

For the first time, the curriculum indicates the beginning of a fused curriculum. The English course indicated the first fusion. English subjects such as English composition, rhetoric, English literature I and II were called English I, II, III, and IV. English grammar, literature and spelling were not taught as separate subjects, but were included in each year's work. The fused English courses have changed very little from that time to this present time.

In the study of languages, German and French were given in addition to Latin. During the operation of this curriculum, German was dropped as a post-war attitude discouraged it and the French language was introduced. Many of the pupils continued to take the first two years of Latin, but Latin III and IV were discontinued. The trend against languages was beginning to be felt.

In the commercial subjects, both commercial history and commercial geography were introduced as half-year subjects. Bookkeeping was again included after several years' absence from the curriculum.

Two federal legislative acts to encourage vocational training were passed during this time. The teaching of agriculture and home economics was stimulated by the Smith-Hughes and Smith-Lever Act which provided financial aid for those departments. The Stephen school could

Table 3

Curriculum of 1920

College Preparatory	Vocational
English I	English I
English II	English II
English III	English III
English IV	English IV
Algebra elementary	Algebra elementary
Higher algebra	Plane geometry
Plane geometry	Agriculture I
Solid geometry (½ year)	Agriculture II
Latin I	American history (½ year)
Latin II	Modern history
German I	Civics (½ year)
German II	Botany (½ year)
American history (½ year)	Zoology (½ year)
Modern history	Home economics I
Civics (½ year)	Home economics II
Botany (½ year)	Manual training I
Zoology (½ year)	Manual training II
Physics	Commercial geography
Chemistry	Public speaking
French I	
French II	
English history (½ year)	
Biology, began in 1924	
Public speaking (½ year)	

not qualify for this financial aid as the instructors were not adequately trained and the school plant was not equipped to meet the requirements.

Manual training was another subject that could not meet the state and federal requirements because of the inadequate training of the instructor. Often a janitor, skilled in carpenter work, acted as the manual training instructor.

In spite of the fact that fusion in the curriculum was taking place, the table shows that eleven half-year units were taught. This seems to be an excessive number of half-year subjects and because there

were only four members on the faculty, many of the subjects would be taught every other year. Botany and zoology might alternate with commercial history and geography and others in like manner.

From the first glance at the 1930 curriculum (Table 4), it appears to be as Classical and academic as the first curriculum studied. The writer believes, however, that the courses and the subject matter of each were far more practical and liberal than those offered before. For example, courses in social science were much more rural than before and the sciences tended to become more practical to meet the needs for every day life. The curriculum retained the pre-college requirements but dropped some of the formal disciplinary materials.

In 1930, fusion of the curriculum had become more evident. It became obvious in the sciences. Botany and zoology had been changed to biology. This occurred in 1914. Economics, government, and sociology had been fused into social science. Introduction to business embodied civics and occupations.

Latin was the only foreign language to be included in the 1930 course of study. Home economics had been dropped from the curriculum in 1922 but had been restored in 1927. Home economics formerly listed as home economics I and II had been changed to home economics III and IV because the courses which were introduced to grades seven and eight were called home economics I and II respectively. Manual training and agriculture had been dropped for a number of years prior to 1930.

Before 1940, the curriculum of 1930 had undergone a decided change toward the vocational lines. In the 1940 curriculum (Table 5) four changes are of importance. The Smith-Hughes requirements were met with a full-time agricultural instructor. This added four courses of

Table 4

Curriculum of 1930

College Preparatory	Vocational
English I	English I
English II	English II
English III	English III
English IV	English IV
Latin I	Algebra elementary
Latin II	Plane geometry
Elementary algebra	Modern history
Higher algebra	Higher algebra
Plane geometry	American history
Solid geometry	Social science
Trigonometry	General science
Ancient history	Biology
Modern history	Business relations
Social science	Commercial geography
General science	Commercial law ($\frac{1}{2}$ year)
Biology	Home economics III
Physics	Home economics IV
Chemistry	
Business relations	

agriculture to the course of study. Commercial subjects were taught by a qualified instructor. No half year units were offered. A definite program of extracurricular activities such as athletics, dramatics, and music was fused with the work of the students' every day life.

The 1940 curriculum included enough academic subjects to permit any pupil to fulfill the college requirements. This curriculum also provided a choice of several vocational subjects in addition to a minimum academic course for the pupils who could not or did not desire further schooling.

Table 5

Curriculum of 1940

College Preparatory	Vocational
English I	English I
English II	English II
English III	English III
English IV	English IV
Latin I	General mathematics
Latin II	Modern history
General mathematics	American history
Higher algebra	Social science
Plane geometry	General science
Modern history	Biology
American history	Business relations
Social science	Commercial geography
General science	Typing
Biology	Home Economics III
Physics	Home economics IV
Chemistry	Agriculture I
Business relations	Agriculture II
Typing	Agriculture III
	Agriculture IV

There will undoubtedly be more changes in the curriculum in the future. This high school is and probably always will remain a small high school. However, it is to be remembered that fifty-six per cent of the high schools of the country still enroll no more than 125 pupils each.[1] A large enrollment may warrant a broader curriculum and additional vocational subjects. There are three present factors which may increase enrollment. First, an intensive transportation program has been started to permit more pupils to take advantage of high school training. Second, the organization of the school has been changed to the 6-6 plan. This plan encourages the pupil to continue school after the eighth grade because there is no definite break as in the old 8-4 plan. Third, the changing of the academic requirements for graduation by the State Department of Education and the accrediting

[1]Harold Spears, The Emerging High School Curriculum, p. 225.

agencies.

Since the State Department of Education has been cognizant of the fact that enrollment in the high school is increasing and that less than fifty per cent of the graduates continue their education elsewhere,[1] credit requirements for graduation have been changed. Accrediting agencies such as the North Central Association have also made some changes. From 1905 until 1925, credits for high school graduation were required. Twelve of these subjects had been selected from the academic department consisting of four years of English, two years of mathematics, two years of science, two years of history, with two other additional subjects such as science, mathematics, history, and a foreign language that would complete the requirements. The four other credits could be selected from the vocational subjects, such as home economics, agriculture, and industrial arts, and commercial subjects.

After 1925, the requirements were gradually changed and in 1936 when the 6-6 plan was adopted in this school, only three years of English and three years of social science were constants and the remaining six units needed for graduation could be selected from any of the other courses offered. The subjects selected would depend on the course that the pupil planned on pursuing.

Spears,[2] indicates that in 1925 nearly all of the states of the North Central Association required four units of English, two years of mathematics, one year of science, one year of social science, and two years of languages. In 1938, nearly all required three years of English and two years of social science and very few schools mathematics and sciences and only one required Latin.

[1]Ruth E. Eckert and Thomas C. Marshall, "When Youth Leaves School," The Regent's Inquiry (1938) p. 15.
[2]Harold Spears, The Emerging High School Curriculum, pp. 36-37.

CHAPTER 3

THE LOCATION OF THE STEPHEN HIGH SCHOOL GRADUATES

Perhaps one of the most interesting parts of this study is the location of the Stephen High School graduates. The changes in location of the later classes is very rapid while the first classes now remain almost at a standstill. The present changes show the later graduates steadily egressing from the home community.

From the first class of 1905 to the last class of 1940, there have been a total of 452 graduates. Fifteen graduates are now deceased and the location of two graduates could not be ascertained. One-third, or thirty-five per cent of the living graduates, are now residing in the Stephen community. Of these 152 people, seventy are men and eighty-two are women. Of the 283 now living outside of the community, eighty-six are men and 197 are women (Table 6).

The Stephen High School area is considered a boundary line. All graduates living within this boundary are enumerated as graduates living at home or in the community. All others are considered as not being members of the community.

Table 6

Location of the Graduates

	Men	Women	Total
In the community	70	82	152
Away from the community	86	197	283
Deceased and unknown	7	10	17
Total	163	289	452

There are five important reasons for one-third of the graduates

remaining in this community. The first is that of the seventy-eight women graduates, fifty are married to men who have their vocations in this community. Many of these women have been employed elsewhere, but have come back to make homes here after marrying men who live in this locality.

Another reason why many graduates remain at home is that both girls and boys have been influenced by their parents to work with the parents, in their occupation, such as, farming or business. Many clerk in their father's store, wait tables in his restaurant or they help on his farm. Some "carry on" after the father's retirement.

Then, too, many of the older graduates have business enterprises here. They started, as graduates are doing today, by working for others in banks, filling stations, grocery stores, machine shops, and barber shops and then gradually acquired a business of their own.

No doubt the unemployment and economic unrest have prevented some graduates from securing positions in their fields. Unable to find the desired work, they have remained here or else returned to parental shelter after finding the type of desired employment unavailable.

Some graduates, especially those of recent classes, have not selected a definite vocation and therefore are staying with parents. In a few of these cases the parents are ill, old, or feeble, and need someone to care for them. This has postponed their selection of a definite vocation.

Of the 452 graduates, 283 are now living outside the Stephen community.

There are some very specific reasons also why about sixty-five per cent of the graduates leave their community. They can be summarized in the five following explanations:

1. This school territory is small in area and in population. With mechanized farming the main enterprise, few employees are needed. This curtails the number of workers needed on the farm and means that some farm youths must go to the cities for employment. The number of businesses in the village proper is also limited and therefore the number employed is small. The variety and number of jobs are scarce. There is nothing else for the majority to do than to leave the community to seek work.

2. Many types of technical work in which graduates have trained themselves after graduation do not exist in small towns. Those who have trained as operators of the wireless, radio, or in photography, cannot return to a small community and find employment. Even college graduates seldom believe it wise to return to the home town to give professional service. Only three of the Stephen High School graduates have returned to live here after receiving a college degree. One of these is a banker, another a teacher, and the third a housewife.

3. Often living conditions in a small town do not have the appeal to some that the larger cities do. A small community cannot always offer the housing or recreational facilities that a large community can.

4. The remuneration offered for work in a small community is often less attractive than in a large community, even though this may be a fictitious salary.

5. The challenge for continued development is also limited such as educational facilities, library facilities, and business promotions. There are no educational institutions beyond high school. There are no public libraries. There are no large corporations that would permit much promotion within the organization itself. The firms in law and in medicine offer greater opportunities for advancement in the larger communities.

Most of the 197 women who sought employment outside of this community were teachers. A great many of them later married someone in the community in which they taught.

When the total of all the graduates are given in recapitulation, it was found that thirty-five per cent remained in the community and sixty-five per cent left the community. One interesting fact is that the most recent classes have the largest percentage of students in the community. Of the first ten classes, only fourteen per cent of its number have remained here. Among the members of the graduating classes of the last five years, fifty-eight per cent, previous to this year, remained in the community. But this year a decided change has occurred for now only forty-five per cent are residents. The later graduates are now finding their vocations and vocational opportunities. The classes of six to ten years back have an average of forty-two per cent in the community. Since high school education is more common to all than it has been in the past, the percentage residing in the community perhaps will never drop as low as it did before 1925. Most people realize today that completing high school work is of an educational and social benefit even if they remain on the farm or in the

Table 7

Location of Graduates at Various

Intervals to Show Migration

Graduates	Local Community	Different Community
1. Location of the classes of 1936, 1937, 1938, 1939 and 1940, January 1, 1940	58%	42%
2. Location of the classes of 1936, 1937, 1938, 1939 and 1940, January 1, 1941	45%	55%
3. Location of the classes of 1931 to 1940, January 1, 1941	42%	58%
4. Location of the classes of 1905, 1907, 1908, 1909 and 1910, January 1, 1941	14%	86%
5. All classes	33%	67%

village.

The Stephen community claims so many more of the graduates than any other area (Table 8). Only a nearby city would be in a position to draw more than the home area retains. Minneapolis and St. Paul, although 350 miles from Stephen, are the vocational locations of seventy-three graduates. This group is about one-half the number that remains at home. An almost identical group in number (seventy-five) is found living in the state of Minnesota outside the Stephen and the Twin Cities area. Minnesota, therefore, has 300 of the Stephen graduates.

North Dakota ranks second with thirty-six graduates. As its boundary line is the western boundary of the Stephen area, its close proximity would seem to explain why North Dakota is in second place.

California, the farthest away of any state, attracts twenty-four graduates. The climatic and occupational opportunities have been the reasons for this exodus. Many families originally from this community have influenced relatives to visit and then to remain in that state.

Table 8

The Geographical Location of the

Stephen High School Graduates

Location	Number	Percentage
Stephen	152	34.9
Minnesota, excluding Stephen, Minneapolis and St. Paul	75	17.2
Minneapolis and St. Paul	73	16.7
Total of Minnesota	300	68.9
North Dakota	36	8.2
California	24	5.5
Illinois	14	3.2
Washington	10	2.2
Wisconsin	8	1.8
Montana	7	1.5
Canada	5	1.1
Oregon	5	1.1
South Dakota	4	0.8
New York	4	0.8
Idaho	4	0.8
Nebraska	3	0.4
Iowa	2	0.4
Florida	2	0.4
Michigan	2	0.4
Indiana	1	0.2
Kentucky	1	0.2
Arizona	1	0.2
Massachusetts	1	0.2
India	1	0.2
Total	452	99.1

Illinois, with Chicago as the drawing power, claims fourteen graduates and Washington follows with ten graduates.

Canada, with its boundary but forty miles from Stephen, claims five Stephen graduates. The remaining graduates are scattered in the various states with but one exception for one graduate is living in India.

CHAPTER 4

THE OCCUPATIONS OF THE STEPHEN HIGH SCHOOL GRADUATES

"The present and future needs of the pupil population of the high school constitute the most important factors to be considered in the selection of the courses and their organization into curricula. There has been too much of an administrative approach to this problem in the past. Too often school officials have imposed the curriculum authoritatively upon the faculty and the pupils. Relatively little study has been made of the specific needs of the pupils to be served.... Another approach to the study of the pupil needs is by making a survey of those pupils who attended the same school, to find out what became of them and in which pursuits they have engaged since leaving school."[1]

This survey of the Stephen school graduates will show the occupational pursuits of the graduating classes beginning with the first class of 1905 and all subsequent classes. This analytic study should be a great help to the Board of Education and the Superintendent of the school in forming the curriculum for the needs of the future student population.

Tables 9 and 10 present the occupations of all the graduates of the past student population. Table 9 is a scattergram showing the vocational occupation of the Stephen high school graduates in which the housewife's pre-marriage vocation was considered. In Table 9, the occupations were divided into twenty-one groups. The deceased were not included. Table 10 shows the different occupations of the Stephen high school graduates as determined on January 1, 1941. The occupations

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[1]Langfitt-Cyr-Newsom, The Small High School at Work, p. 206.

were divided into twenty-two groups in this table, for the married women were placed in a special group as housewives.

Since this is a small school in a rural community, the possibilities of vocational pursuits and resources are limited within this locality. When one checks over the list of occupations in which the graduates have entered, one goes far beyond the scope of the vocational opportunities offered in this community within which the school is located. However, most of the different vocations listed are common to all small communities, but all the students in these vocations cannot find work here. An example of this is that twelve nurses could not find employment in this vicinity. Occupations in which very few graduates are found are placed in a miscellaneous group. This group includes such occupations as veterinary, United States governmental work, journalism, and pharmacy.

Both Tables 9 and 10 indicate the number of graduates, the year of graduation, and the vocations of the graduates. The number in each cell represents the number in each class selecting that vocation. The total of each vocation is given both in number of pupils and percentage of the past graduate student body. Naturally this table will not remain accurate for any length of time as there are constant change in the occupations of some of these graduates.

Of all of the vocations, the tables indicate that the teaching profession has been the most popular, but it has lost some of its prominence in recent years. Of the 452 graduates, 127 have been teachers which is twenty-eight per cent of the entire graduating group. Teaching has always been a favorite occupation, especially true for women in the early years of the school's history. It seemed to hold a

Table 9

The Vocational Occupations of all Graduates Before Marriage[a]

Class	'40	'39	'38	'37	'36	'35	'34	'33	'32
Number of Graduates	24	18	16	21	14	16	22	17	16
Occupations									
Teacher	0		1	2	4	2	3	1	2
Farmer	0	3	2		1	2	1	1	2
Business	0		2			1	2		2
Attending School	7	2	4	7	1	2	3		
Laborer	4			1		1	1	2	3
Clerk	3	1	1	3	1	3	1	3	3
At Home	9	8	3				1		1
Salesman							1	1	1
Nurse				3	2			2	
House Worker		1		3	1		4	3	1
Mechanic		2							
Stenographer		1			2	1		1	1
Banker									
Medicine									
Religion									
Waitress					1		1		
Telephone Operator	1		1			1	1	1	
Lawyer									
Beauty Operator							2	1	
Barber						1			
Miscellaneous			1	2	1	1	1	1	
Deceased							1		

[a]All graduates are classified with married women classified by the occupations that they were in before marriage.

Table 9 (Continued)

Class	'31	'30	'29	'28	'27	'26	'25	'24	'23
Number of Graduates	15	14	13	9	10	13	16	17	12
Occupations									
Teacher	5	3	2	2	2	5	1	8	3
Farmer	3		1					1	
Business			2	1	1		2	4	2
Attending School	3	2							
Laborer	0	2	2	1					
Clerk	2		1	3	1	2	1	1	
At Home					1	1	1		
Salesman			1	1			1	1	
Nurse	1	1	1		2	1	4		2
House Worker			2			2	2		1
Mechanic		2							
Stenographer	1		1	1	1	1			
Banker					1				
Medicine	1								
Religion									1
Waitress									
Telephone Operator		1				2	2	1	1
Lawyer									
Beauty Operator									
Barber									
Miscellaneous		3			1		1	1	2
Deceased						1	1		

Table 9 (Continued)

Class	'22	'21	'20	'19	'18	'17	'16	'15	'14
Number of Graduates	14	9	12	7	11	20	12	14	12
Occupations									
Teacher	8	2	6	3	5	7	4	9	7
Farmer	1					2	2		
Business	2	1	1	1	1	4	2	2	1
Attending School									
Laborer									
Clerk		1					1		
At Home		1				1			
Salesman			3	1		1	1	1	1
Nurse									
House Worker									
Mechanic									
Stenographer		1				1		1	
Banker						1			
Medicine						1			1
Religion					1				1
Waitress									
Telephone Operator	1				1				
Lawyer									
Beauty Operator									
Barber									
Miscellaneous	1	2	2	2	2	1	2	1	
Deceased		1			1	1			1

Table 9 (Continued)

Class	'13	'12	'11	'10	'9	'8	'7	'5	Total	Per-centage
Number of Graduates	11	11	8	7	11	2	2	6	452	
Occupations										
Teacher	5	5	6	3	5	1	2	3	127	28.0
Farmer		1		2					25	5.4
Business	1	1	1	1	1				39	8.6
Attending School									32	7.1
Laborer	2								19	4.2
Clerk									32	7.1
At Home									27	6.1
Salesman					1			1	17	3.7
Nurse									20	4.4
House Worker		1	1						23	5.0
Mechanic									4	0.8
Stenographer									15	3.3
Banker				1					3	0.6
Medicine									3	0.6
Religion										
Waitress									2	0.4
Telephone Operator	1								13	2.9
Lawyer						1			1	0.2
Beauty Operator									3	0.6
Barber									1	0.2
Miscellaneous				2				1	30	6.6
Deceased	2	2		2				1	15	3.3

certain prestige among vocations for women. In fact, it was about the only occupational choice open in the early years. Since twice as many women as men have graduated, it is easy to understand why teaching ranks first among the graduates' vocations. Of these women teachers, eighty-six have married and in Table 10 have been added to the housewives group. Therefore, today, only forty-four graduates (nine and seven-tenths per cent) are still in the teaching field. The tables, however, do not show that many men used the teaching profession as a stepping stone to another profession. There were those that taught for several years to accumulate savings to spend on further professional training. Although this is still done to a small extent, teaching today has become a profession in itself.

The teaching profession was of primary importance among the graduates for the first fifteen years (1905-1920) because the curricula in those days were largely pre-college and subjective in scope. This influence pupils to enter the teaching profession. The high schools often served as a normal training school because graduates were permitted to teach in country (rural) elementary schools without any further training qualifications. A second reason for the great number in the teaching field was that teaching for women was considered a most lucrative job and a most desirable position. The teaching profession did not meet the competition in those early days that it does today for teaching positions were comparatively easy to get and other occupations did not attract the women. Today nursing, commercial work, and beauty parlor operators attract a great many graduates.

In a rural community, such as Stephen, one would naturally believe that a great many of the student body would be interested in the

Table 10

THE DIFFERENT OCCUPATIONS IN WHICH THE GRADUATES WERE ENGAGED IN ON JANUARY 1, 1941

Class	'40	'39	'38	'37	'36	'35	'34	'33	'32
Number of Graduates	24	18	16	21	14	16	22	17	16
Occupations									
Housewife			1	3	1	2	7	8	4
Teacher				2	3			1	2
Farmer		3	2		1	2	1	1	2
Business			2			1	2		1
Attending School	7	2	4	7	1	2	3		
Laborer	4			1		1	1	2	3
Clerk	3	1	1	2	1	3	1	1	2
At Home	9	8	3				1		1
Salesman							1		
Nurse			1	3	2			1	
Housework		1		1	1			3	
Mechanic		2							
Stenography		1			2	1	1	1	
Banker									
Medicine									
Religion									
Waitress					1		1		
Telephone Operator	1		1			1			
Lawyer								1	
Beauty Operator								1	
Barber							1		
Miscellaneous				2	1		1	1	
Deceased							1		

Table 10 (Continued

Class	'31	'30	'29	'28	'27	'26	'25	'24	'23
Number of Graduates	15	14	13	9	10	13	16	17	12
Occupations									
Housewife	5	5	4	2	6	8	9	9	5
Teacher	1	2	1	2	1	2		2	2
Farmer	3		1					1	
Business			2					3	1
Attending School	3	1							
Laborer		1	2	1					
Clerk	2			3		1			
At Home							1		
Salesman				1			1	1	
Nurse		1	1				2		1
Housework			1						
Mechanic		2							
Stenography			1			1			
Banker					1				
Medicine	1								
Religion									1
Waitress									
Telephone Operator		1			1		2		1
Lawyer									
Beauty Operator									
Barber									
Miscellaneous		1			1			1	1
Deceased						1	1		

Table 10 (Continued)

Class	'22	'21	'20	'19	'18	'17	'16	'15	'14
Number of Graduates	14	9	12	7	11	20	12	14	12
Occupations									
Housewife	6	3	7	4	5	9	5	9	5
Teacher	3				2	1	1	3	2
Farmer	1	1				2	2		
Business	2					2	1		1
Attending School									
Laborer									
Clerk		1							
At Home		1				1			
Salesman			3	1		1	1	1	1
Nurse									
Housework									
Mechanic									
Stenography		1							
Banker						1			
Medicine						1			1
Religion					1				1
Waitress									
Telephone Operator	1								
Lawyer									
Beauty Operator									
Barber									
Miscellaneous	1	1	2	2	1	1	2	1	
Deceased		1			1				1

Table 10 (Continued)

Class	'13	'12	'11	'10	'9	'8	'7	'5	Total	Per-centage
Number of Graduates	11	11	8	7	11	2	2	6	452	
Occupations										
Housewife	4	4	6	1	3	1	2	3	156	23.3
Teacher	2	2	1	2	3			1	44	9.7
Farmer		1		2					26	5.7
Business	1	1	1	1	1				23	5.0
Attending School									30	6.6
Laborer	2								18	3.9
Clerk									22	4.8
At Home									25	5.4
Salesman					1			1	14	3.0
Nurse									12	2.6
Housework									7	1.5
Mechanic									4	.8
Stenography									9	1.9
Banker				1					3	.6
Medicine									3	.6
Religion									3	.6
Waitress									2	.4
Telephone Operator									10	2.2
Lawyer						1			1	.2
Beauty Operator									1	.2
Barber									1	.2
Miscellaneous							1		23	5.0
Deceased		2	3		2		1		15	3.3

occupations of such a locality. As farming is the largest industry in the area it is surprising to find that only twenty-five per cent or five and four-tenths per cent of the graduates have become farmers. In the first decades of the high school's history, many boys interested in agriculture felt that the educational preparation received in high schools was unnecessary for that vocation. They were able to get employment easily without it and as a result did not attend high school. Sometimes the school curriculum was not made especially attractive for boys as most of the students were girls. However, provisions for an agricultural courses were made from 1905 to 1930, and again in 1937, as shown in Chapter 2. Many more men of the recent classes are interested in actual farming than in the earlier classes. Some of the reasons for an increased interest in farming among the graduates are that:

1. The high school curricula is more general and vocational, thereby attracting a group of boys who would not be interested in a classical course.
2. Many agricultural subjects under a Smith-Hughes instructor are offered.
3. The competition requiring more specialized training in other positions has turned many to farming.
4. The economic conditions have decreased the number of jobs open to the graduates elsewhere.
5. The new farm machinery has made farming more interesting and less laborious.
6. Modern transportation and communication have made farm living more appealing to the graduates by removing the

isolation.

7. Many farmers may now live in the village and do large mechanized farming several miles away, and still enjoy the facilities that the village may offer.

Business has interested thirty-nine or eight and six-tenths per cent of the Stephen graduates in their vocational selection. The business column includes several types of work such as managers or proprietors of stores, cooperatives, garages, elevators, and restaurants. Out of this group, thirteen of the women were married bringing the number down to five per cent so engaged in 1941.

Attending school is not a vocation but it was classed among the vocations because it should lead to a definite vocation within a few years. Therefore, it is of importance here, and should be considered. This group represents thirty-two persons, or seven and one-tenth per cent of the graduates, and most of them were members of the last eight graduating classes. These thirty-two graduates are now students in colleges, trade schools, or universities. The vocations for which they are training and for which they undoubtedly will enter, barring disruption by war, are teaching, nursing, medicine, engineering, law, beauty culture, and stenography.

The common laborers make up four and two-tenths per cent of the graduate group. This group will likely continue to grow as the table indicates that there has been a growth in that direction the last ten years.

In the first years of the high school's history, most of the students were of a selected group who usually ranked high scholastically and who usually had definite vocational interests when they entered

high school. Now education has a more general appeal and many more people desire further training because of the keen competition in securing work among all classes of employees. In the last ten years, economic conditions have caused unemployment for many professionally trained graduates and forced them to take whatever common labor they could get for short periods.

Clerking includes those graduates who work as salespeople in stores. This group of thirty-two employees, seven and one-tenth per cent, are for the most part members of the last ten graduating classes. It has interested a great number of recent graduates because it helps in serving as a stepping stone to their vocational choice, and it is usually considered a splendid position for a vocationally trained high school graduate who is not able to take further business training. Ten of those women clerks are now housewives and have reduced the percentage of those working as clerks to four and eight-tenths per cent.

Twenty-seven of the graduates are "at home." Most of these, however, twenty-one, are recruited from the last three classes. Their vocation is to help with the work of the home. They are home because they are ill, unemployed, or the folks at home need their help.

Nursing in the last two decades has become of special importance. Twenty graduates entered this occupation. Eight of them later married and became housewives. This leaves but two and six-tenths per cent of the graduates now in this vocation.

Two other vocations that have been chosen by many of the graduates of the last fifteen years are maids and stenographers. Housemaids have gained in numbers for the same reasons that laborers have increased

among the men graduates. Stenographers gained in numbers because only one year of training has been necessary for this type of work. Many of these graduates would have gone to college for four years if the business of their parents had produced better financial returns in the last ten years.

The vocation of telephone operator has been the choice of thirteen graduates. Three of these women are now married which leaves only two and two-tenths per cent in that vocation.

Other graduates have become machinists, bankers, doctors, ministers, waitresses, lawyers, barbers, and beauty operators.

Table 11 gives the vocations of married women before marriage. Of the 156 women graduates now married, almost one-half of them, or eighty-six, were engaged in the teaching profession. The four other important vocations in which they were found were housework, business, clerking, and nursing.

A general study has been made of the occupational choice of the graduates. The writer now wishes to show the relationship of the curricula and the vocations of the graduates.

The first curriculum was in operation from 1905 to 1912. There were three divisions, namely, Classical, Latin English, and English. To find if that curriculum was adequate in training the graduates in their vocational pursuits, one must find in Table 9 the specific occupations of those graduates. In summarizing the vocations from 1905 to 1912, twenty out of thirty-six graduates were engaged in teaching. Other occupations interested only a few as there are but three in business, and two each in agriculture and salesmanship. Fourteen women teachers married, which left seven of these early graduates still

teaching. The classical division was largely an academic course and, therefore, should have satisfied the needs of fifty-three per cent of the graduates. To those engaged in business, the three vocational subjects offered, bookkeeping, economics, and arithmetic, should have been worth-while. Elementary agriculture was the only vocational subject offered for the two who chose farming. There was no specific home training such as home economics courses to give training to the sixteen women who changed their vocations to become housewives. The curriculum then offered did give ample training for these graduates and the curriculum was inadequate in that it failed to provide any home training for the large number who later became housewives.

The curriculum, as shown in Table 2, was more vocational than the first one. These were the classical, the Latin-Agriculture and English agriculture division.

During this curriculum period, forty-five or forty-six per cent, of the ninety-eight graduates became teachers. Thirteen became interested in business and five entered the related field of salesmanship. Some of the other engaged in other work, for three were doing housework, two were doing office work, five farming and two were working as common laborers. Because of marriaged only thirteen remained in teaching, six in business, and all the housemaids became housewives. Again the teaching profession under this curriculum should have had ample training. In the related fields of business, or eighteen per cent of the graduates from 1912-1920, only two subjects were offered - bookkeeping and commercial arithmetic that would be helpful to this work. The five who became farmers could have benefited from Agriculture I, II, III,

Table 11

THE VOCATION OF 156 MARRIED WOMEN

BEFORE MARRIAGE

Vocation	Number	Per cent
Teachers	83	53.2
Business	16	10.2
Housework	16	10.2
Clerks	10	6.3
Nurses	8	5.1
Office Clerks	6	3.7
Saleswomen	3	1.9
Telephone Operators	3	1.9
Beauty Operators	2	1.3
Attending School	2	1.3
At Home	2	1.3
Miscellaneous	5	3.1

IV, and woodworking. Although the two laborers also would have benefited from this course, it seems that giving four courses in agriculture may have been overemphasizing it as only five graduates during this period became farmers. Thirty-two women teachers, seven business women and three housemaids married and later became housewives. The only specific vocational subject for their future home training was one-half year of sewing. Too much stress was placed on agriculture, adequate training was given for teaching, and there probably should have been more training for business and homemaking.

Under the third curriculum (Table 3) there were two divisions. Six courses in languages were offered, two courses in agriculture and two courses in home economics.

This curriculum was offered from 1920 to 1930 and during that time 125 graduated. They were divided in ten vocations. The "Before Marriage" column is the combined vocations of all men and of all the women with housewives listed in the vocation in which they were listed before marriage. The second column is the vocations of all men and single women after the housewives had been withdrawn from the vocation listed.

	Before Marriage	After Marriage
Teachers	39	13
Farmers	3	3
Businessmen	16	8
Laborers	3	3
Clerks	10	4
Salesmen	4	3
Nurses	10	5
Housemaids	7	1
Stenographers	6	2
Telephone Operators	5	5
Miscellaneous, deceased, and Unaccounted for	22	

The teaching profession now was losing its high rank to the related businesses such as business, salesmen, clerks, and office clerks

which numbered thirty-six which was almost one-third of the graduates. Such vocational subjects as bookkeeping, commercial history, commercial geography, would undoubtedly satisfy, but sparingly, some of their needs. The needs of the farmers and laborers were satisfied partially by the three vocational subjects which were manual training and agriculture 1 and 2. When only three became farmers in ten years and twelve times as many entered the business field, it would seem as if commercial subjects should have been stressed and agriculture minimized. Home economics 1 and 2 were offered which should have been valuable training for nurses, houseworkers, and housewives. Less work in the languages might have been given in a small high school.

In the curriculum from 1930 to 1940, there was an academic and a vocational division. In these ten years the school graduated 169 students who engaged in the following vocations:

	Before Marriage	After Marriage
Teachers	23	11
Business Men	7	6
Farmers	15	14
Laborers	14	14
Clerks	21	17
Housemaids	13	6
Nurses	10	8
Stenographers	7	6
Mechanics	4	4
Salesmen	3	1
Telephone Operators	6	4
Beauty Operators	3	1
Miscellaneous, deceased, and Unaccounted for	43	

The teaching profession has made a decided drop in percentage of the graduates engaged in this work but there are about thirty attending colleges and some no doubt will be teachers. Business, with all of its related fields, has twenty-two per cent of this group of graduates. About the same percentage are housewives and housemaids. Farmers have increased from a negligible number in previous years to nine per cent of the student graduate body during this ten year period. It may seem that the curriculum, as shown in Table 4, seem very academic, but such subjects as social science, general science and business relations were much more liberal and practical than in earlier years. Agricultural and commercial courses had been discontinued prior to 1930. The qualifications of the teachers of these special subjects did not meet the State Board of Education requirements, and, therefore, the departments were dropped for a number of years. It was not until 1937 that the agricultural courses came back again and in 1938 the commercial courses were again placed in the curriculum. Therefore, at the beginning of this period, the needs of the business and agricultural students were not completely met.

The value of the curriculum of 1940 will not be available until all these graduates have chosen their vocation.

The present trends of vocational interests, in comparison with the entire student graduates' vocational interest, is shown in Table 12. This may be of importance in determining the curricula of the future. Since the school exists for the pupil, every attempt to formulate a program for his future needs should be the problem of the school.

As has been previously stated, teaching was the profession chosen by twenty-eight per cent of all the graduates. In the past

Table 12

A Comparison of the Occupations of the Last Fifteen Classes with those of all the Graduates

	All Graduates		Graduates of the Last Fifteen Years	
Vocation, by rank	Per cent	Rank	Per cent	Rank
Teachers	28	1	14.2	1
Business	8.6	2	4.6	9
Clerks	7.1	3.5	11.2	3
Attending School	7.1	3.5	13.0	2
At Home	6.1	5	10.0	4
Farming	5.4	6	6.7	7
Houseworkers	5.0	7	7.1	5.5
Nurses	4.4	8	5.4	8
Laborers	4.2	9	7.1	5.5
Salesmen	3.7	10	2.0	13
Office Clerks	3.3	11	4.6	10
Telephone Operators	2.9	12	3.3	12
Mechanics	0.8	13	1.6	14
Bankers	0.6	15.5	0.4	17
Medicine	0.6	15.5	0.4	17
Religion	0.6	15.5	0.0	19
Beauty Operators	0.6	15.5	4.2	11
Waitress	0.4	18	0.8	15
Barber	0.2	19	0.4	17
Miscellaneous	6.6	20	4.5	20

fifteen years it has met more competition in that other courses of general vocational nature have been offered and other types of work have become more prominent. This is shown in that the number engaged in farming is up one and three-tenths per cent, nursing one per cent, commercial work one and three-tenths per cent. Economic conditions have also played a part as more people have taken work as common laborers, as clerks and as housemaids. Many of the later graduates are found in work that former graduates did not enter. The types of work that the number of graduates entered which have decreased are business, four per cent; teaching, thirteen and eight-tenths per cent, and salesmen down one and seven-tenths per cent. Some of these have decreased because the younger graduates do not enter these fields until a number of years after graduation.

The trend of occupations of the high school graduates is away from the white collar job such as the professions, to the general vocations such as trades and manual labor.

To meet these demands the school should offer more vocational courses and more subject matter of a general interest in the academic subjects. Since many of the graduates have not been able to continue school beyond high school, this school should offer more finishing courses to satisfy their needs.

CHAPTER 5

THE APPRAISAL OF THE CURRICULA BY THE STEPHEN HIGH SCHOOL GRADUATES

The aims of secondary education in the American school as given by Koos,[1] are:

1. Civic-social-moral responsibility
2. Recreational and esthetic participation and appreciation
3. Occupational efficiency
4. Physical efficiency

As one of the problems of this thesis was to determine if the curricula of the Stephen High School met the needs of its graduates, the third objective, "occupational efficiency," is the only objective under consideration in this chapter. Inglis[2] gives the same aim, in these words, "The preparation of the individual as a prospective worker and producer--the economic-vocational aim."

To determine whether the curricula prepared the individual to meet his needs as a worker and producer, the curricula was put under a test from the vocational viewpoint. A questionnaire was made out with questions of various types concerning the school's curriculum at the time of the graduate's attendance. The questionnaire, or appraisal, was filled in by over one-fourth, or twenty-eight and seven-tenths per cent, of the graduates. One-half was sent to the Stephen graduates outside of this community. Most of the local questionnaires were

[1]Koos, Leonard V., The American Secondary School, pp. 167.
[2]Inglis, Alexander, Principles of Secondary Education, pp. 368.

answered during a personal interview. More questionnaires were returned by the graduates living in this community than were returned by mail from graduates living outside this locality.

In the questionnaire, the graduates were asked to state what

1. Subjects were of greatest help for their present vocation
2. Subjects that were of least help
3. Subjects which influenced the vocational selection
4. The school's influence in the present vocational selection

Comments were also requested.

Four related questions also were asked to obtain additional information. These were to state the subjects liked; the subjects disliked; subjects they should liked to have taken; and satisfaction with the subjects offered while attending school.

This was done to better understand the student's selection of electives. A student unable to grasp mathematics easily usually will not take as an elective algebra or geometry if he has any regard for his grades. Many boys who disliked English and who would take no elective in English, marked it as a subject of greatest help in their vocation. Likewise some girls who disliked social sciences gave them as subjects of the greatest help in their vocation. Others liked French and German, but gave them as subjects of the least help. A priest who took four years of Latin as constants, gave it as a "subject disliked" but also listed it as a subject of greatest help.

A summary of the answers of 130 returned questionnaires are tabulated in Table 13. The table includes the questionnaires returned

from the early graduates as well as those of more recent classes. The largest numbers of questionnaires returned were from the more recent classes, those from 1920 on.

Table 13

An Appraisal of the Subjects by One Hundred Thirty High School Graduates

Subjects	Liked	Disliked	Greatest help in vocation	Least help in the vocation	Should have liked to take	Influenced vocational selection
English	87	11	68			24
Algebra	87	33	48	24		
Geometry	70	31	14	35	2	4
Social problems	80	18	34	10	3	13
Ancient history	31	18	7	14		2
American history	68	35	19	10		4
World history	34	18	10	5	4	3
General science	57	8	10	10	8	2
Biology	73	12	16	14	4	1
Physics	47	16	14	16	10	4
Chemistry	36	10	6	16	8	1
Latin	39	19	25	6	6	8
German	5	2	0	6	10	2
French	12	8	2	1	10	
Home economics	56		25	8	3	2
Agriculture	26		16	4	4	
Industrial arts	10	2	5	5		
Typing	22	4	10	6	72	
Bookkeeping	22		9		90	11
Music	57	2	25	2	12	7
Physical education	49	6	6	2		

The subjects liked most in order were English, algebra, social problems, biology, geometry, general science, music and home economics. No attempt was made to distinguish the preference of sexes.

English naturally should receive a high rating as it has been a required subject for all students since 1905. Home economics which received a much lower rating has only been in the curriculum for only half of that time and also is a course for girls only. Typing and music very likely would have scored better had they been offered a greater period of years.

The seven subjects disliked most in order of dislike were American history, algebra, geometry, Latin, ancient history, social problems, and world history. An interesting fact is that no one disliked the elective subjects such as home economics, industrial arts, agriculture and typing. This should be true for only interested persons would take the subjects.

The seven subjects of greatest help in the vocation were English, algebra, social problems, Latin, home economics, music, and American history in the order given. Here again subjects taught for only a few years do not show their proper significance in the summary of all the graduates.

The six subjects given as those of least help were geometry, algebra, physics, chemistry, ancient history, and biology. Algebra is a subject of controversial value. Some placed algebra among the "subject liked most," others among the subject "disliked," subjects of "greatest help in my vocation," and subjects of "least help."

Evidently, it is a subject which, when liked and understood, can be used to a great extent; but when disliked, little use can be found for it.

Among the subjects students should have preferred were two which received such high ratings that the others were almost obscured. These two subjects are typing and bookkeeping. Almost seventy per cent should like to have taken typing and fifty-five per cent should like to have had bookkeeping. There were some graduates who had taken typing which has been offered in the past three years.

The "subjects which influenced my vocational selection" were English, social problems, typing, Latin, and music. A great many graduates believe no subject influenced their vocational selection.

To the question, "Did this school influence your present vocational selection?" about one-half replied, "No," one-third said "Yes," and the remaining one-sixth said, "Partially." It iwas a graduate of the class of 1927 who was the earliest graduate to indicate that the school influenced her vocational selection. A graduate of 1916 commented thus:

> My difficulty during my high school years was that I had no idea what line of work I wanted to follow in the future. If there had been someone among the faculty or brought in from the outside for a short time to advise the astudent on choosing a life's work, it would have been a distinct advantage to me. With myself, for instance, I had no idea that my leaning toward mathematics might indicate that electrical engineering would be a good vocation for me, or that an inclination to arrive at a result through a course of logical deductions might be of use in the study of chemistry or that chemistry had practical applications.

An interesting comparison is made in Table 14 of the choices of men and women graduates. The table also shows to the nearest tenth

what per cent of the men who answered the questionnaire liked or disliked certain subjects as well as the subjects of greatest and least help. Likewise for women, it shows to the nearest tenth the rating the women's group gave a subject. Only the highest ranking subjects are given.

Table 14

A Comparison of Men's and Women's Evaluation of the Subjects of the Curriculum

	Men		Women	
Subjects liked	Social problems	70%	English	80%
	American history	70%	Home economics	70%
	Algebra	50%	Algebra	60%
	Physics	50%	General science	60%
	Geometry	50%	Biology	50%
Subjects disliked	Algebra	30%	American history	40%
	Geometry	20%	Algebra	20%
	Social problems	20%	Geometry	20%
Subjects of greatest vocational help	Social problems	50%	English	60%
	English	50%	Algebra	40%
	Algebra	30%	Home economics	30%
	Agriculture	30%	Latin	20%
Subjects of least help	Geometry	20%	Geometry	30%
	Algebra	20%	Algebra	20%
	Ancient history	10%	Physics	20%
Subjects would like to have taken	Typing	70%	Typing	70%
	Bookkeeping	60%	Bookkeeping	50%
	Chemistry	20%	French	10%
Subjects which influenced vocation	Social problems	20%	English	20%
	English	10%	Latin	10%
	Agriculture	10%	Typing	10%

To better understand the needs of the future graduates, Table 15 has been made to get a more comprehensive study of the needs of the graduates of the last twenty years. The forty-three graduates'

Table 15

A Comparison of the Choices of Subjects of Graduates of 1920-1929 with Graduates of 1930-40

	Subjects of Greatest Help To Me in My Vocation		Subjects of Least Help		Subjects I Would Liked to Have Taken	
	A	B	A	B	A	B
English	44%	43%				
Algebra	31%	33%	19%	15%		
Geometry	23%		23%	21%		
Social problems		20%	15%			
Ancient history			27%			
American history				10%		
General science		13%		10%		
Biology			15%			
Physics	18%				15%	
Chemistry			15%	13%	15%	13%
Latin	23%	13%				7%
German						10%
French			23%		9%	
Home economics				10%		
Typing					88%	50%
Bookkeeping					58%	61%
Music	18%	15%				

A -- Graduates of 1920-29
B -- Graduates of 1930-40

Note: Only subjects ranking among the highest were included.

questionnaires from the 1930-40 classes were compared by the three following questions:

(1) Subjects of greatest help to me in my vocation

(2) Subjects of least help

(3) Subjects I would like to have taken

The first percentage is of the classes of 1920-29; the second that of

1930-40. Both groups agree that English, algebra, Latin, and music were among the subjects of greatest help to me in my vocation. In subjects of least help both groups agree on algebra, geometry, chemistry. In subjects they should liked to have taken, both groups desired typing, bookkeeping, chemistry, and French. The percentage liking to take typing is less among graduates between the years 1930-40 because the school curriculum offered it in the latter part of this period.

Some typical answers given are as follows:

(a) A lawyer said he wished that he could have had typing and bookkeeping instead of third and fourth year Latin.

(b) One graduate in this group desired more commercial work. (Evidently others considered bookkeeping and commercial arithmetic adequate.)

(c) One of the two 1905-12 graduates engaged in farming commented thus: "The high school courses of the past were designed to fit pupils for college entrance... High schools should offer more practical work."

(d) Some of the great number who wanted commercial work in the last twenty years commented thus: "I think it would help in whatever vocation a person chooses." "I would like to have been able to type while attending college." "With the fundamentals of commercial work learned in high school, one has a much better chance in a business college for advancement and placement."

(e) One girl said that she was dissatisfied with a course because she was compelled to take geometry.

In the chapter on the study of vocations, the failure to give

adequate commercial training to meet the needs of the graduates caused the most severe criticism of the curricula. The appraisment by the graduates reiterates this criticism.

To the last inquiry, "Considering the fact that this is a small high school, were you satisfied with the subjects offered while attending school?" Many of the graduates, because they were asked to consider the fact that a small high school is limited in scope of subjects due to lack of adequate finances and small enrollment, did not feel qualified to answer. Only 112 committed themselves on this question.

Table 16

An Appraisal of the Curricula

by the Graduates

	Graduates of Classes				
	1905-1912	1912-1919	1920-1929	1930-1940	Total
Satisfied	4	5	6	25	60
Satisfied with one reservation --would like to have had					
1. more commercial	4	1	14	20	39
2. more home economics	1				1
3. more music		2	2		4
4. more agriculture	1		2		3
5. no geometry				1	1
Not satisfied			4		4
Total					112

Table 16 shows the following results:

(1) Sixty graduates were satisfied.

(2) Thirty-nine were satisfied but added they should have liked typing or bookkeeping or both.

(3) Four would have been satisfied had more music been given.

(4) Three wanted agricultural courses.

(5) One wanted home economics training.

(6) One did not want to take geometry.

(7) Four dissatisfied graduates gave no reason.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This study of the Stephen High School graduates has had but one view, namely: Have the curricula offered by the school met the vocational needs of its graduates?

The findings of the study may be summarized in the following facts:

1. The five curricula of 1909, 1912, 1920, 1930 and 1940 were studied. The curriculum of 1909 was largely classical with pre-college training as its prime objective. In 1912, many vocational subjects were added, such as four years of agriculture and some commercial work and home training. The beginning of a fused curriculum became evident in 1920. German and French were introduced and fewer courses in Latin were offered. Agriculture and commercial subjects were discontinued. In 1930, the subject matter of most courses became more general and more practical. The curriculum retained its pre-college requirements but dropped some of the formal disciplinary materials. Two years of Latin were retained but all modern foreign languages were discontinued. Languages now played a minor part in the curriculum. In 1940, agricultural and commercial courses were again added, but pre-college requirements were still met.

2. Approximately thirty-five per cent of the graduates of the Stephen High School are now residing in the Stephen community. Thirty-four per cent live in other parts of the state. Thus seventy per cent of the graduates remain in the home state. Twenty per cent are living in the four following states: North Dakota, California, Illinois, and

Washington.

3. In the occupational pursuits of the graduates, twenty-eight per cent became teachers, twenty three per cent entered business and related fields, seven and one-tenth per cent are attending school, six and one-tenth per cent are at home, six per cent entered professional work (exclusive of teaching), five and four-tenths became farmers, five per cent became houseworkers and four and two-tenths became common laborers. When 156 women married, thirty-two per cent of the graduates became housewives. Most of these women came from the teaching profession. This left only nineteen per cent of the graduates teaching in 1941.

4. The appraisal of the curricula was given by twenty-five per cent of the Stephen High School graduates. The seven subjects of greatest vocational help to these graduates were English, algebra, social problems, Latin, home economics, music, and American history. Women ranked English, algebra, home economics, and Latin as the four most valuable subjects and the men ranked social problems, English, algebra, and agriculture. The graduates of 1920 to 1930 and 1930 to 1940 agreed that English, algebra, Latin, and music were of the greatest help in their vocations. Among the graduates, all groups expressed the desire of taking typing and bookkeeping. Sixty per cent were satisfied with the curriculum as it was, thirty per cent more were satisfied but expressed the wish that they might have had typing, bookkeeping or both.

In the early years of the school the curriculum was primarily pre-college and since it was the object of the pupils that attended high school to enter colleges for professional training, it met their

needs.

The curriculum has also met the needs of the students of subsequent classes who wished an academic training to enter colleges for further education.

Courses in agriculture were contained in the first curriculum to fulfill the needs of the graduates who intended to remain in this community. The inclusion of four units of agriculture in the early years of the school's history, however, was not justifiable as the percentage becoming farmers was decidedly small. In the more recent years, the number of graduates who have become farmers has increased. Four years of agriculture, third and fourth year subjects alternating, amply take care of the future farmers vocational training in a secondary school.

Courses in home training, such as home economics, were not given until 1920. Previous to that time, the graduates who became housewives had had no special training except a half year unit of sewing. Now with two years of home economics training in a four year high school the needs are quite adequately met. However, another year of home economics should be encouraged as one-third of the former graduates have become housewives and the percentage is likely to continue.

The sharpest criticism of the curricula has been that it has not met the commercial needs of its graduates. Bookkeeping was offered at times under the curricula of 1905-1912, 1912-1919, and 1920-1930, as were also commercial arithmetic, commercial law, and commercial geography. Because the community was rural, the school overestimated the agricultural possibilities and lagged behind in presenting a curriculum that offered business training as typing. In the very recent years, typing has been

added to the curriculum.

After consideration is made of the location and population of the school, the number on the teaching staff, the financial condition of the school district and the pupil personnel, the school has met most of the needs of the graduates. Ninety per cent of the graduates felt that the curriculum had met the needs of its graduates adequately in every respect but one, and that in commercial training.

Recommendations

The basis of the recommendations will be the vocational needs of the future pupil. The early school curricula were designed to meet the needs of a selected group of pupils in a community. At that time, a few decades ago, an eighth grade education was considered adequate for many types of work and for social-civic training. Now the same pupil needs a high school education to meet the competition for a similar position. Because only about one-third of the Stephen High School graduates seek further education, it becomes the duty of the school to serve as a finishing school for the community. "Upon the secondary school, therefore, develves the task begun by the elementary school of insuring command of socially useful processes and of promoting sympathetic acquaintance with democratic aims and procedures. Since few students will have further educational contacts, the secondary school must lead each boy or girl to think realistically concerning his own personal problems and to make constructive plans for the future. Whatever the secondary school fails to do in developing general competence will for the most part, remain undone."[1] Therefore, high school training is of prime importance for the welfare of the pupils in any community and these

[1]Eckert, Ruth E., and Marshall, Thomas D., "When Youth Leaves School," The Regent's Inquiry, (1938) pp. 4-5.

recommendations for a curriculum will be designed to meet the needs of a greater percentage of pupils than in the past.

The future curricula must consider several factors. One general factor is that its objectives are: health, citizenship, worthy use of leisure, worthy home membership, fundamental processes and vocational and character training. Another general factor is that subjects are offered which are required by law or regulation of the State Department of Education. Recent tendencies have permitted considerable leeway for local schools. The third factor is the college requirements which are now of minor importance. Scholastic ability is now usually considered as a standard rather than subject pattern to permit collegiate entrance. Some local factors to be considered in building a curriculum are: (1) What type of training should be given (commercial, general, agricultural, or home economics), (2) the number and qualifications of the teaching staff, (3) the cost of instruction, (4) the students' needs, and (5) the communities opportunities. The type of training in a school of this community should be largely, (a) agricultural, because the majority of the community is engaged in agriculture and an increasing number of recent graduates are entering that occupation, (b) home training because a large percentage of the women graduates become house wives and housemaids, (c) commercial, because most people needs some commercial training and many enter business, and (d) general, because it must meet the needs of those pupils who intend to continue their educational training.

When considering the fifth local factor, the community's opportunities in vocations, there should be training for those remaining in that community, but there also should be the best possible training for

the graduates who leave the community.

On the basis of these factors given by Langfit, Cyr, and Newson,[1] the following senior high school curriculum is proposed for this community.

Required for all Senior High School Pupils

English	two years	two credits
World History	one year	one credit
American History	one year	one credit
Social Problems	one year	one credit
Physical Education	three years	one credit

(Economics, Sociology, and Government)

The above six credits are required for graduation.

Elective Courses

Agriculture	Home Training	Commercial
Agriculture I	Home Economics I	Typing 2 years
Agriculture II	Home Economics II	Shorthand 1 year
Agriculture III	Home Economics III	Bookkeeping 1 year

Elective subjects from the list below should be chosen to meet the graduation requirements of 12 units. Other subjects, such as mathematics for engineers, will depend on the needs for the chosen vocation and thus should be selected accordingly.

English - 3rd year		Typing
Latin I	Business English	Bookkeeping
Latin II	Business Arithmetic	Commercial Education
Biology		Everyday Life Health - Safety
Chemistry	Algebra	Conservation
Physics	Geometry	

[1]Langfit, Cyr, Newson, The Small High School at Work, pp. 205-208.

To meet the needs of the graduates of the future, the opinions and recommendations of the past graduates should be given careful consideration.

Since English is the basis of expression, understanding, and appreciation, two years of that subject have been included with a third year as an elective for all pupils. Three years of social science should be required for all. These social sciences include world history, American history, and social problem (civics, economics, and sociology). Three years of physical education for one credit should also be a constant.

In the general course, which is intended for those who continue further educational training at colleges, no specific subjects outside the constants are required. Electivesfor them should be chosen for their future work.

In the vocational curricula, three courses of agriculture, three courses of hom economics and four units in commercial are offered.

To complete the requirements for graduation, enough units from the elective group will have to be chosen. Among the electives are:

Third year of English

Two languages

Three units of natural science

Three units of mathematics

Everyday life (health, safety, and conservation)

Bookkeeping

Typing

Business English

Business Arithmetic

Typing and bookkeeping should be elective to the pupils who are not taking a commercial course. These subjects are listed as electives because the graduates have expressed a desire for them.

This curriculum organization could be given by the Stephen school under its present setup. Plans could be made to include all the subjects by alternating subjects in different years. The school plant at present is adequate.

The curriculum would function to a better advantage if the enrollment were increased. To do this several well-planned measures should be taken:

1. Enlarge the district - to give school more people and to supply adequate transportation.

2. Provide better guidance for the pupils who do enroll to prevent "drop-outs." C. R. Allen, the "Father of Vocational Education," states, "one-half of those who enroll in high schools never graduate."[1]

3. Offer changed graduation requirements.

   a. General diploma for academic courses

   b. Vocational diploma

4. No failures - pass all pupils on the basis of work done, not by marks.

From an administration point of view this study should instill in an administrator, that not his will, but the pupil's needs, should be met. The problem should be considered and attacked from within the organization and not from the outside.

[1]Allen, C. R., "American Magazine," (March, 1933), Vol. CXIII, No. 3.

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