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A COMPARATIVE STUDY
OF
PART-TIME AND NON-WORKING
STUDENTS
AT
LOUISVILLE MALE HIGH SCHOOL

William L. Walters
University of Louisville
Liberal Arts College
June 1948

Submitted in Partial Fulfillment
of the Requirements for
A Master of Arts Degree

NAME OF STUDENT: William L. Walters

TITLE OF THESIS: A COMPARATIVE STUDY OF PART-
TIME AND NON-WORKING STUDENTS AT LOUIS-
MALE HIGH SCHOOL

APPROVED BY A READING COMMITTEE COMPOSED OF
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DATE: May 29, 1948

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William L. Walters

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CHAPTER I

INTRODUCTION

A. The Part-time Working Student and the High School

For several years, prior to World War II, the high school student who participated in a part-time job outside of school hours often did so against the advice of his elders and school officials. Such a practice was usually frowned upon as being harmful to the health and school work of the student. Possibly there was a basis for this contention since exploitation of youth by employers was not uncommon. Usually, the harmful effects overshadowed any possibility that, if properly supervised and co-ordinated by the school, a part-time job might become a vital part of the total education of youth.

The problem of the part-time working student remained, in the majority of high schools, one of only passive concern until the war years. During these years, critical need for workers in industry and business served as a magnet which drew thousands of youth, some on a part-time basis - some completely, from the high school. Prompted by attractive salaries and national patriotism, school-leaving youth became a problem of very serious concern in most high schools in the United States.

This accelerated problem was treated by many of the secondary schools as a troublesome one which they could not ignore but must tolerate until the end of the war would bring normal times and relief from an evil which they thought to be of temporary nature. Others,

who were more progressive minded, recognized in this situation an invaluable educational device if it could be brought under the supervision of the school; they began to experiment with it as such.

B. Statement of the Problem

Is it possible for part-time work to become, under the auspices of the school, with the cooperation of the community, an invaluable service to the high school youth of America in aiding them to find their proper place in the life of the community and at the same time provide the community with more mature, experienced, and satisfied citizens upon their advent into adult life? Or, is this a problem which has so little value or merit that nothing more should be done about it other than to continue a policy of toleration or abatement with the hope that it will eventually "run its course" and lose its significance?

It is the conviction of the writer of this thesis that the former hypothesis embraces more logic and that it merits the close scrutiny of those who are interested in the welfare and education of American youth.

Feeling that this hypothesis does have merit, the writer decided that a comparative study of part-time and non-working students in a typical American high school might reveal some very interesting facts about the supposed differences in these types of students, such as differences in (1) age, (2) scholastic attainment, (3) plans for further education, (4) plans for future careers, (5) attitudes toward work, and (6) attitudes toward the need for more vocational guidance. This study might reveal, also, such useful information about the working student as (1) the percentage of the total school enrollment constituted by this group, (2) evidence of employer exploitation, (3) effect of a

part-time job upon school work, and (4) suggested areas of useful guidance and supervision. Finally, useful information might be obtained on the non-working students, such as (1) why these students do not participate in part-time employment, and (2) their attitude toward such a practice by other high school students.

If such information can be brought to light, the writer feels that it can be profitably utilized by school administrators in any plans which they may have for vitalizing an organized work-experience program in their own school system. At least some of this information might lead to a better understanding of the student body in general by the school administration in the direction of future school policies toward the fulfillment of student and community needs. The writer by no means visualizes a complete solution to the problem of the working student as an ultimate result of this study. Enlightenment is the primary concern and the desired result.

C. Interests Motivating This Study

The writer of this thesis has been for the past two years associated with the Alex G. Barret Junior High School of Louisville as a teacher of general science, general mathematics, and physical education. It is quite obvious, therefore, that the interests motivating this study did not grow out of his immediate employment. They are, however, personal interests that have accumulated over a period of years. There are at least four of these interests.

First, the writer has a profound interest in the problems of youth and their welfare and in the field of vocational guidance.

Second, the writer, of necessity, was a part-time working student at a very early high school age. He is of the opinion that experiences

gained on various types of part-time jobs while in high school and college were of tremendous value to him as a part of his total education. He believes, however, that these experiences might have been even more meaningful and much more pleasant had they been obtained under the direction and supervision of the school.

Third, a recent experience with a younger brother, who left school in the last year of his high school career to take a full-time job, created a new interest in the topic. The writer wonders if it would not have been possible, through an organized work-experience program, to have interested this youngster in the completion of high school and, at the same time, satisfied his desire for employment.

Finally, the decision to make this study came when the writer was enrolled in Dr. Hilda Threlkeld's graduate course in Vocational Guidance at the University of Louisville in the spring of 1947. Dr. Threlkeld asked him to make a special report to the class on the topic of Work-Experiences in High Schools. The preparation of this report created a desire to make a more intensive study on the topic.

The study reported in following chapters, therefore, is the result of the accumulation of personal interests in the subject over a period of years. Although personal interests motivated the study, the writer endeavored to conduct it in an open-minded manner, free of prejudice.

D. Louisville Male High School

After considerable reading and study on "Work-Experience", the writer approached Mr. A. E. Kalmer, dean of the Louisville Male High School, regarding the possibility of using that school as the subject of such a study. Mr. Kalmer shared the writer's interest in the plan and, in December 1947, made an appointment for him to discuss his

plans with Mr. W. S. Milburn, principal of the school. Mr. Milburn expressed interest in the plan and gave his consent to proceed with it in Louisville Male High School. Mr. Milburn, Mr. Kalmer, the faculty, and the entire school were most helpful and cooperative throughout the study, and the writer is deeply indebted to them for their kindness and their patience.

(1) Historical Information

Public senior high schools in Louisville are all, with the exception of Theodore Ahrens Trade School, non-coeducational. Louisville Male High School is one of the city's two boys' schools. It was opened in 1856 at Ninth and Chestnut Streets under the name that it uses today. Retaining this name, it was moved to the present location of Theodore Ahrens Trade School on First Street near Chestnut in 1894.

After 21 years in this location, it was consolidated with the Manual Training High School under a new name, the Louisville Boys High School, and moved into the building which it now occupies at Brook and Breckenridge Streets. This building was erected "at a cost of over a quarter of a million dollars".¹

The consolidation of these two schools lasted until 1919 when they were again separated and their original names restored. The Manual Training School moved to a new site and Louisville Male High School remained at the Brook and Breckenridge location, its present site.

(2) School Philosophy

When founded in 1856, Louisville Male High School reflected the philosophy of a former academic institution upon which it was based.²

1. Louisville Male High School, The "H" Book, 23rd edition, p. 9.

2. Ibid., p. 9.

The philosophy of the school has undergone continual change with the changing of the times, but even today it is often regarded as a "college preparatory" type of high school. The school itself takes pride in its outstanding achievements in this capacity throughout the years of its existence but desires to point out that "the history of the school from its beginning is the story of continuous efforts to adjust itself to the needs of the community".¹

In answer to the writer's query in regard to the present philosophy of the school, Mr. Kalmer presented him with a mimeographed copy of a statement of School Philosophy which represents the compilation of individual statements made by the school faculty and reads as follows:

The public school is an institution created by society to perpetuate itself by disseminating among its youth a common language, common knowledge, common attitudes, common ideas and common ideals. The background of this common culture begun in the elementary school is broadened and intensified in the secondary school. The latter also seeks further to insure social stability by helping the young to understand the privileges, obligations, and general significance of citizenship in a democracy.

Within the framework of the social process of education it is highly desirable to allow the individual the highest degree of self-realization compatible with the general welfare. This provision is necessary to insure to the individual his personal worth, dignity, self-esteem, initiative and economic sufficiency. The unity and stability of a democracy is peculiarly dependent upon good leadership. For that reason the school is charged with the responsibility of discovering potential leaders and giving them opportunities and encouragement for developing their special abilities.

The curriculum best suited to the purpose of education consists, in the main, of knowledge, culture, values, ideas, and ideals which the history of the long struggle toward civilization has proved to be lasting.

The teacher best qualified to educate the youth will have a broad cultural education and sterling character. He must be capable of making critical examination and sound appraisal of the educational theories, fads and panaceas

1. Louisville Male High School, op.cit., p. 9

which beset him. The teacher who is unstable is not fit to lead or direct youth to social stability. Emphasis in the teaching process should be on content rather than on method and technique.

Through this statement of school philosophy one may gain an insight into the purposes and intentions of Louisville Male High School in the training of youth.

(3) Enrollment

The enrollment of Louisville Male High School at the time this survey was made (January 1948 - near the close of the fall semester), according to the school records, was 1220. This total enrollment consisted of 328 seniors, 417 juniors, and 475 sophomores; it was representative of every community in Louisville and of several suburban areas. Thus, the influence of the school is projected into the whole of Louisville and its diversified areas.

(4) Faculty

With the exception of one librarian, the faculty of this school is entirely male. Faculty membership, including the principal, assistant principal, dean, and two librarians, totals 50 in number. In addition to this regular school faculty, the United States Army provides six extra members for the purpose of military instruction and drill which became a part of the school curriculum in 1896.

A total of 96 college and university degrees are held by the regular faculty, representative of 22 universities, 2 law schools, and numerous colleges and teacher institutions. These 96 degrees are distributed in the following proportions:¹

1. Louisville Male High School, op. cit., pp. 15-19.

BS.	15	MA	29
AB.	37	MS	2
BM.	1	M.Music.	1
BD.	1	LLB.	7
BCS	1	PhB.	2

This information would, obviously, suggest a faculty which is well-trained and possessing a desirable variety of experiences, interests, and outlooks. As indicated above, at least five of the faculty hold two bachelor degrees and more than half hold one or more graduate degrees.

E. Method of Obtaining and Compiling Data

Just before the Christmas holidays a student questionnaire was tested on 50 students. This questionnaire was found suitable for the purpose intended and, with a few minor corrections, which did not change its character in any respect, was made available to the remaining 1170 students near the close of the fall semester in January, 1948. The students were given time to fill out the questionnaire in a special homeroom period.

Of the 1220 students enrolled at that time, 1055 filled out the questionnaire which represents an approximately 86.5 per cent sampling of the total school enrollment. Distribution of these 1055 students among the three school grades as compared to the total enrollment in these three grades was as follows:

School Grades	Total Enrollment	Number who Filled Out Questionnaire	Sampling
Senior	328	323	98.5%
Junior	417	356	85.4%
Sophomore	475	323	68.0%

As indicated above, the sampling of the seniors represented nearly the entire enrollment in that grade. Even the 68 per cent sampling of

the sophomore enrollment would be considered a good one in most any sort of survey.

The results of this study were based almost entirely upon the data obtained from this student questionnaire. In the use of a questionnaire in making this study, the writer was well aware of the fact that the reliability of data obtained by this method is often questioned. The reason for the use of this method, however, was decided upon because of the extensive nature of the study to be made. In using the questionnaire method, the writer kept in mind the following statement made by Dr. Hilda Threlkeld concerning the use of a questionnaire in a survey.¹

Fundamentally, a questionnaire deals with what people think instead of what they do. The latter may be observed and, if not subject to misinterpretation or bias by the observer, may be recorded as accurate data. Again it may be argued that what people actually think may be regarded as a true expression of their real selves, as opposed to what they reveal but partially in overt action.

Several of the questionnaires were not fully completed, but the majority gave the impression of having been taken very seriously. Only two were completely discarded because of evidence of lack of sincerity. The rest of them were regarded worthy of compilation as reliable information.

This questionnaire will not be reproduced in this part of the paper, but the full text may be found in the Appendix.

Data obtained from student replies to this survey were compiled under the two general headings of "Working" and "Non-Working Students". These two larger headings were broken down further and classified according to the grade levels of each group - Sophomore, Junior, and

1. Threlkeld, Hilda, The Educational and Vocational Plans of College Seniors, p. 6.

Senior. This method insured a truly comparative study of the working and non-working students as well as an opportunity to study each group separately.

F. Organization of this Thesis

Including this "Introduction", the writing of this thesis has been organized under six chapter headings, namely (II) Background, (III) The Working Student at Male High and His Job, (IV) The Non-Working Student at Male High, (V) Comparison of Working and Non-Working Students, and (VI) Conclusions and Recommendations.

Chapter II provides a background for the presentation of this study based upon the experiences and opinions of others and the findings of other studies made on this same topic, related topics, and on the general topic known as Work-Experience.

Chapters III, IV, and V contain the findings of the writer's study A Comparative Study of Part-Time and Non-Working Students at Louisville Male High School. Chapter III, is according to the opinion of the writer, the most concentrated part of the study.

Chapter VI represents the writer's conclusions on the findings of this study and the recommendations he would make as a result of them.

CHAPTER II

BACKGROUND

A. Introduction

Most any study, regardless of its nature and scope, is usually conducted in the light of the opinions and the experiences of others; or of the findings reported on other studies made on the same topic, related topics, or on a field which embodies many of the same principles and problems. Such has been the case in the making of A Comparative Study of Part-time and Non-Working Students at Louisville Male High School.

As a background for this particular study, the writer made considerable research in a larger field known to vocational guidance workers as Work-Experience. The primary purpose of this chapter, then, is to provide a necessary background on this larger field for the presentation of findings in a component field, Part-time Work, in the forthcoming chapters.

B. Work-Experience Defined

Work-experience, as a term, is almost definitive in itself. Like most terms that come into extensive use by many people, however, it invites varied opinions on its deeper meaning and its actual scope. All who use the term today, therefore, are inclined to define it according to their own convictions or as it applies to any particular situation or area.

A broad and quite generally accepted definition of the term includes any and all of the experiences of the individual which contribute to the development of desirable work habits, such as: initiative, self-reliance, responsibility, cooperation, promptness, and industriousness. J. Paul Leonard summarized the aspects of this general view in an address delivered before the Regional meeting of The National Association of Secondary-School Principals in Atlanta on February 17, 1942, when he stated that "work-experience for developing democratic living should start in the home before the child even enters school".¹ Such experiences of the child in the home as picking up his own clothes and keeping his own room in order would be a start in the acquiring of valuable work experiences. Upon entering school he would add to these home chores the responsibility of caring for school property and the experiences of sharing school tasks with others. The child assumes more and larger responsibilities at home and at school as he progresses through the elementary school and into the secondary school.

Work-experiences gained by youth in the high school period is that part of the "general term" with which this study is concerned. A further narrowing of the term is made, however, to include only those work-experiences of high school youth gained through actual participation in a part-time job.

Work-Experience, then, might be regarded as those experiences of high school youth obtained under actual working conditions which tend to introduce them to the adult world-of-work and which tend to help them "to develop salable skills and those understandings that make the

1. Leonard, J. Paul, "Work-Experiences in Secondary Education", The National Association of Secondary-School Principals - The Bulletin, 28: 31-32, May 1944.

worker an intelligent and productive participant in economic life".¹
 This is the definition of the term upon which this study is based.

C. Some Areas of Need
 to Which Work-Experience Might Contribute

Recommendation of any practice for the extensive use of society in general should include possible contributions to certain needs of the individual and the community. Certainly it is not the opinion of the writer, nor does he think it the opinion of others who recommend work-experience, that provision of opportunities for such experiences can entirely fulfill these needs of the individual or the community, but it can contribute in a large measure to a more complete fulfillment.

When certain individual needs of youth are satisfied, similar needs of the community approach satisfaction. This is true because youth constitute a large part of the community, and usually when a large part of a thing is improved, an improvement of the whole will result. The following observations, therefore, are made with this thought in mind, and most of the discussion is centered around the individual and his needs.

Some needs of youth to which work-experience might contribute are discussed in this section under the two headings; (1) Indoctrination in the democratic way of life, and (2) Bridging the gap between school and employment.

(1) Indoctrination in the Democratic Way of Life

J. Paul Leonard lists "development of understanding and experience in democratic living"² as the first of three concepts which "give the

1. Gilchrist, R. S. and Gillies, Edith, "Imperative Need Number I", The National Association of Secondary-School Principals - The Bulletin, 31: 7, March 1947.

2. Leonard, loc. cit., p. 30.

setting for the nature and purpose of work experience". It can hardly be denied that the individual definitely needs to find his place in the democratic community and, by working in cooperation with others in it, satisfy some of his own needs and desires while contributing to the well-being of all.

Dorothy Canfield Fisher recommends work-experience as a means of instilling in young people the feeling of "usefulness"; a necessary part of indoctrination in the democratic way of life. In so doing, she quotes the timely words of Thomas Huxley that "the sense of uselessness is the severest shock which the human system can sustain".¹ To spare youth this shock and to help them become useful is a necessity. Mason and Lesuer, in their study of Philadelphia school-work-programs, found that principals, school counselors, and employers alike felt that some of the benefits derived from such programs by youth were: "an added sense of security, of 'belonging' to what was going on in the world"; "an increased ability to 'get along' with people"; and "a more vivid sense of the necessity of self-support".² Surely these aspects would contribute to the feeling of usefulness and, consequently, aid youth in becoming more useful citizens in any community.

In addition to this "feeling of usefulness", young people need to develop certain insights, understandings, and attitudes if indoctrination in the democratic way of life is to be complete. A Special Committee on the Secondary-School Curriculum, reporting for the American Youth Commission in 1940, recommends work-experience on the grounds that "a pupil

1. Fisher, Dorothy Canfield, Our Young Folks, p. 261.

2. Mason, John E. and Lesuer, Bruce L., "A Work-Experience Program", The National Association of Secondary - School Principals - The Bulletin, 28: 55, May 1944.

gains, through the constructive handling of tools and materials, insight into the nature of things and insights with regard to his relations to his environment that he cannot gain in any other way".¹ Gilchrist and Gillies, in their statement of the Imperative Need Number I of youth, point out that youth need to develop "those understandings and attitudes that make an intelligent and productive participant in economic life" and that "to this end, most youth need supervised work-experience as well as education in the skills and knowledge of their occupations".² Would not the acquirement of these insights, attitudes, and understandings contribute to indoctrination in the democratic way of life? Logically, any person who is "an intelligent and productive participant in economic life" and who maintains a profound respect for the "nature of things" and his environment will not become a hindrance to the life of his community.

A period of training in which youth are prepared for useful citizenship will also contribute to the immediate good-life of the individual. Dr. Hamden L. Forkner, in an address to the American Association of School Administrators in Atlantic City on March 5, 1947, said that "most of the major crimes committed by young Americans are the result of their seeking to gain the ends which should be attained through honest work".³ He also says that "The most common criticism of young Americans when they go to work for others is that they lack a sense of responsibility and initiative". If youth were provided with a program which would occupy much of their leisure time, satisfy their desires for spending

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1. American Youth Commission, What the High Schools Ought to Teach, p. 20.
 2. Gilchrist and Gillies, loc. cit., p. 7.
 3. Forkner, Hamden L., "Work-Experience - A Must in Education", Teachers College Record, 48: 435, April 1947.

money, and teach them the need of taking "responsibility" and initiative", would it not be a partial solution to the "juvenile delinquency" and youth crime in the United States? Dr. Forkner and others who are prominent in the field of education have that conviction and that this program should provide real, paid work-experiences on a useful job under supervision.

In all, there are many ways that supervised work-experience might contribute to the indoctrination of youth in the democratic way of life. As a final word on this topic, the writer quotes a statement of Dorothy Canfield Fisher on the importance of work in developing responsibility in youth, in which she says:¹

....practically all normal human beings need from adolescence on, something which the course of book study cannot give them - the irreplaceable vitamin of work and responsibility.

(2) Bridging the Gap Between School and Employment

The transition of boys and girls from school life to work is frequently an abrupt process. Too often the world of education and the world of employment have held themselves too far apart to help the young person who is ready to enter employment make an easy transition from the status of student to that of worker.²

According to Dr. Thomas L. Norton, there were 4,700,00 young people in 1936 "between the ages of sixteen and twenty-five who were unemployed, out of school, and seeking work".³ This condition had changed considerably by 1942 when Reeves and Bell reported "at least 2,000,000 youth were out of school and unemployed...."⁴ This picture,

1. Fisher, op. cit., p. 83.

2. U. S. Office of Education, School and Work Programs, Bulletin No. 9, p. v.

3. Norton, Thomas L., Education for Work, p. 139.

4. Reeves, Floyd W. and Bell, Howard M., American Youth Faces the Future, pp. 32-33.

however, still was not too bright. It is pathetic that, in a period of war when industry was "on the boom" and there was a critical need for workers, 2,000,000 youth were still unemployed.

Certainly there are reasons for such rates of unemployment in the ranks of youth. What are some of these reasons? One of the most prominent reasons seems to be a lack of opportunity for youth to acquire adequate work skills and attitudes required by business and industry. Reeves and Bell found in a study of 4,740 occupations in forty industries that "employers stated that the successful performance of almost two-thirds (67 per cent) demanded at least some work experience".¹ This observation is of even more significance when compared to another study made by the American Youth Commission in cooperation with the United States Employment Service of 4,000 youth registered as new applicants in the junior divisions of public employment offices.² This study showed that "among the 16-year-olds, 99 percent, and among the 18-year-olds, 87 per cent, could not be given an occupational classification on the basis of work experience, training received, or a previous diagnosis. They were just applicants".

Such facts as the ones just stated serve to emphasize the dire need of providing some kind of work experience for youth if they are to enter the adult world-of-work without long periods of unemployment. Other studies show that young people are aware of this need, too.

Ruth Eckert's study of 1641 students who had left school from June 1936 to June 1937 in 51 communities and 62 schools in New York either by graduation or by withdrawal, showed that³

1. Reeves and Bell, op. cit., p. 31.

2. Ibid., p. 17.

3. Eckert, Ruth E., When Youth Leave School, p. 315.

Many of the former pupils felt that they were not ready to begin work when they left school, that they had neither the information nor the skills which would help them to begin work. Employers agreed with those statements and added that the attitudes of many of the pupils were such as to handicap them on their jobs.

She found that from 14 to 22 per cent of these youth who were unemployed gave as their reason for unemployment the lack of adequate training.¹ In answer to the question "What are the problems which trouble you now that you are out of school?", most of the 1641 indicated problems of "vocational adjustment" such as getting a job, training for a job, advancing on a job, and planning a vocational future.² These composed 39.8 per cent of all others indicated in other areas.

From the employed of this 1641 youth, Miss Eckert obtained similar views on the "lack of training".³ She found that about half of those who had graduated indicated that they were untrained for their present job, and that more than 60 per cent of the withdrawals said lacked training necessary for work.

Further evidence that youth recognize their plight is found in a study made by Donald C. Doane in 1942 in the form of an inventory of 2,000 young people. They were given a list of fifteen possible areas of need and asked to choose those which they desired most in the high school curriculum in the form of courses of study.⁴ He found from the compilation of these choices that "How to find a job" was the most popular among 159 in 15 areas. Similarly, the five topics chosen by the largest number of the students had to do with "vocational adjustment"; and the nearer these students were to their last year of school, the more popular

1. Eckert, op. cit., pp. 250-252.

2. Ibid., p. 215.

3. Ibid., p. 231.

4. Doane, Donald C., The Needs of Youth, p. 71.

were these five topics. "Vocational guidance", says Doane, "thus is seen to be a major concern of youth...." It is quite possible that similar results might be obtained from such an inventory if placed in the hands of all American youth.

A common lament of youth, say Reeves and Bell, is "If I don't have experience I can't get a job, and if I can't get a job I can't get experience".¹ In view of the tendency of employers to require more and more work-experience as a requisite for employment, Reeves and Bell apprehend "some agency or plan capable of providing this experience" as the only means of solving this problem. Thomas Christensen of South High School, Worcester, Massachusetts, envisions "A part-time job - provided that suitable supervision is exercised - serves to give the pupil-worker a tryout in an actual job situation and occupational orientation that cannot be provided as effectively in any other way."² W. F. Holtrop, shop instructor and coordinator of work-experience at Union High School of Corcoran, California, likewise feels that a work-experience program is one answer to this problem. He says, "Such experience leads to immediate employment of many whereas for others it may have worthwhile exploratory value."³

The opinions of Christensen and Holtrop that work-experience is an important means of assisting youth to "bridge the gap between school and employment" represent similar opinions of many. Certainly that was the conviction of the writer which motivated interest in making this study.

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1. Reeves and Bell, op. cit., p. 31.
 2. Christensen, Thomas F. "Work-Experience in the Post-war High School", Schools and Society, 63: 52, January 19, 1946
 3. Holtrop, W. F., "Work-Experience for the Small Secondary School", National Association of Secondary-School Principals - The Bulletin, 28: 59, January 1944.

D. The Responsibility of Providing Work-Experience

The need for work-experience is nothing new. Young people have always needed to acquire skills and attitudes of work to prepare them for their place in the adult world. Means of securing this necessary experience has not always been such a problem as it is today. This fact is well expressed in the following statement of Dorothy Canfield Fisher:¹

This need for genuine work experience in youth is spoken of as though it had burst on our country like a new discovery. The very words used in describing it are often new ones taken from the professional vocabulary of the "educational psychologist". But of course since the matter at issue is one of the aspects of human life, it can hardly be new to life-experienced people. What is new is what is so often the only new element in the problems of modern industrialism - the fact that in modern conditions the problem doesn't solve itself as it did a hundred, or fifty, or even, to some degree thirty-five years ago.

In early America the provision of work-experience for youth was no problem. In those agrarian days "work was a part of every young person's career,"² and provision was made by the families of the youth on the farms where most lived. For many, who did not receive these experiences on the farm, such training was provided "by the handicraft shops in which they served apprenticeship."

Since work-experience was efficiently provided on the farms and in handicraft shops of early America, the youth of that day did not find themselves in competition with machinery or highly specialized skills of industry. Dorothy Canfield Fisher sums this up, also, in a single statement when she says, "Most skills needed in pioneer conditions were simple and manual ones, performed individually, or inside the loosest,

1. Fisher, op. cit., p. 22.

2. Christensen, loc. cit., p. 52.

most temporary, most provisional organizations."¹ Few skills were so highly specialized that training in them could not be provided on the farm. Even training for the professional skills was largely acquired by the apprenticeship method.

The situation of that day has, however, been gradually and consistently undergoing change. As stated by Thomas Christensen:²

Most parents now live in cities and engage in thousands of different occupations far removed from the simple agrarian and craft vocations of their forefathers. Family training in effective work habits has become as extinct as the "dodo".

Unlike those early days when "parents were able, especially in agricultural occupations and in many of the simpler crafts, to teach work habits without seriously interrupting their own activities",³ parents no longer have the time, the means, nor the opportunity to provide such experiences for their children. The skills which were at that time simple have now become highly specialized. Those jobs of unskilled labor on which young people could learn working skills in the past have now been largely replaced by "labor-saving-devices" and machinery. Production in industry has been steadily increasing through the years and the number of men required has been decreasing. Dr. Norton says that "between 1920 and 1929 the output of manufacturing rose 40 percent, and the number of man-hours required dropped 2 per cent."⁴ The gap between production and man-hours required, therefore, has broadened many times in the last two decades, and the plight of youth has become serious.

1. Fisher, op. cit., p. 39.

2. Christensen, loc. cit., p. 52.

3. American Youth Commission, op. cit., p. 15.

4. Norton, op. cit., p. 7.

Opportunities for work-experience have not come as naturally and easily for young people as they did in the past.

(1) The School and the Responsibility
For Providing Work-Experience

Since, as Fisher says "The ways of being useful have been so utterly transformed by industrialism that adolescents can no longer learn them in the old ways which were adequate a few generations ago",¹ it seems that some definite means must be provided whereby youth may be trained in useful work habits. Where, then, if parents are no longer capable of making provision for this need, will young people find opportunities for it? Who will, and should be, responsible for it?

Many, who favor work-experience, feel that it is a function for which the school should be responsible. Forkner says, "As young people mature and begin to assume adult responsibilities, the school must assume an increasingly active part in co-ordinating out of school work."² He does not feel that the school is doing "its full job of education when large numbers of young people are not receiving preparation for living and working in a world where the great majority work." In a report prepared for the American Youth Commission by a Special Committee on the Secondary Curriculum, the value of work-experience is classed as being "equal in importance with reading" and that it is "a means of education that has been neglected because it does not have the sanction of traditional school practice."³ "Labor," says the Committee, "is the lot of man and it has not been recognized as it should have been in arranging institutional education."

1. Fisher, op. cit., p. 3.

2. Forkner, loc. cit., p. 436.

3. American Youth Commission, op. cit., p. 15.

A few of the many common statements relative to the responsibility of the school toward making available work-experience to youth as a part of the curriculum are:

(1) Howard M. Bell:¹

Teaching youth about jobs should be regarded as an essential part of preparing youth for living. Vocational information, particularly that which reflects conditions in local labor markets, should be presented with the same sense of propriety that characterizes our teaching of algebra, history, and The Lady of the Lake.

(2) C. E. Rakestraw:²

In our cities....sixty percent, and in smaller communities as much as eighty per cent, of the students of secondary age are not receiving the life adjustments training they need and to which they are entitled as American citizens. Real equality of opportunity in education awaits the solution of this problem.

(3) Thomas Christensen:³

Changes in society, the needs of youth, and occupational trends all point to the conclusion that work experience should be considered as an integral element in the education of youth. Whether alone, or, as seems more reasonable, in conjunction with other institutions the school is to assume responsibilities for the transmission of the useful values associated with "work," it should be apparent that the problem will not solve itself.

(4) J. Paul Leonard:⁴

The high school owes no more obligation to preparing for college than for business or industrial competency. The idea of the high school being a college preparatory institution is a feudal myth. Its first obligation is to the democratic state - the obligation to develop civic competency.

The majority, therefore, who feel that work-experience is important in the life of youth, feel, also, that it should be considered in the light of "general education" and that the secondary school has a definite responsibility in making such experiences available. This is, also, the

1. Bell, Howard M., Matching Youth and Jobs, p. 252.
 2. Rakestraw, E. C., Training High School Youth for Employment, p. vii.
 3. Christensen, loc. cit., p. 53.
 4. Leonard, loc. cit., p. 30.

contention of the writer. He feels that the least the school should do is to put pupils "in contact with opportunities that give practical work training and prepare more directly than does ordinary school work for later employment by arranging with industries to give pupils part-time employment."¹

The United States Government, in the passing of legislative acts in Congress to promote vocational education "in the fields of agriculture, trades and industry, home-making, commerce, and occupational information and guidance," emphasized the need of youth for work-experience and helped to place the responsibility for providing these experiences upon the school. Three such acts passed by the National Government since 1917, were:²

(1) The Smith-Hughes Act (Public Law #347, 64th Congress) approved on February 23, 1917.

(2) The George-Deen Act (Public Law #637, 74th Congress) approved June 8, 1936.

(3) The George-Borden Act (Public Law #586, 79th Congress) approved on August 1, 1946.

In passing these acts, the National Government did not attempt to organize or supervise any schools or classes, but made available financial assistance to those communities and schools desiring to organize such courses. These legislative acts indicate the interest of the Federal Government for training youth for jobs and recognized the responsibility of the school for the provision of this training.

(2) A Combined Responsibility

The extent and success of any training-for-work program introduced into the curriculum of any school would, however, depend upon several

1. American Youth Commission, op. cit., p. 18.

2. Rakestraw, op. cit., p.2.

factors: the needs of the community, the needs of the youth in that community, the facilities available, and the cooperation of the various institutions of the community. Only through the combined efforts and cooperation of the school and such institutions as the home, business, and industry could any plan for the education of youth function properly, whether in the training in work-habits or any other phase of the general education of youth.

In most secondary-schools, whether the school is aware of it or not, many students are engaged in part-time employment after school hours. It is obvious, too, that often these jobs are not of a desirable nature. Often employers have exploited youth on such part-time jobs in regard to age, wages paid, and hours of work.¹ It should be quite evident, then, especially where such conditions are known to exist, that the school should assume the responsibility for "supervision of these experiences in order to make certain that the young worker is not exploited and that his experiences are truly educational."² This is the contention of Dr. Forkner, who goes further to surmise that a census of students in the school should be made and that those who "are not having meaningful work-experience" should be required to do so before leaving high school.

According to those who recommend work-experience as a vital part of the education of youth, the responsibility for the planning and supervision should belong to the school, and industry should provide the laboratory for training and supervision on the job. It has been found that vocational shop courses offered by many schools are "by no means a solution of the problems of public schools."³

1. Bell, op. cit., p. 61.

2. Forkner, loc. cit., p. 437.

3. American Youth Commission, op. cit., p. 10.

Sutton and Amiss contend, as do many others who have had experience in this field, that "the best place to train for industry is within industry."¹ Schools are usually financially unable to provide necessary equipment and adequate training personnel for the proper functioning of such a program. A desirable solution to the problem, then, would not be for the school to assume all of the responsibility, but it should be a case of "shared responsibility;" an efficiently organized and coordinated program of "supervised co-operative training."²

The following statement by J. Paul Leonard serves as a timely summary and conclusion to the contention that providing opportunities for work-experience should be a "combined responsibility" of the school, industry, and other interested institutions:³

The school should seek to correct these deficiencies of employment, but if the school is to capitalize on the growth gained by such activities it should team up with business, parents, and the government employment agencies and assist in planning, evaluating, and accrediting these programs of work experience in developing competence to do productive work.

....Such experiences should be an integral part of the program of the school, but the actual experience should be attained at the counter, desk, bench, or machine where such work will later be done. Business, labor, and industry will be required to assume their respective responsibilities in planning and operating such a program. Preliminary education and guidance is a school function; work on the job under the supervision of the personnel of plants and business establishments is the responsibility of labor and business; evaluation and continued guidance is a shared responsibility.

E. Recipients of Work-Experience

Who shall be provided opportunities for work-experience? The answer to this question has been implied in preceding sections of this chapter. Since it is a problem of major importance, however, a more

1. Sutton and Amiss, loc. cit., p. 411.

2. Ibid., p. 411.

3. Leonard, loc. cit., pp. 34-35.

direct treatment of it is made in this present section.

Organized work-experience programs have been, in the past, largely utilized as a means of keeping in school those youngsters who had declared an intention of or who had indicated the probability of leaving school before graduation, and excluded those who were planning to enter the professions and were enrolled in college preparatory courses. Recent progressive thought tends, however, to broaden this outlook somewhat.

Although it may be conceded that work-experience programs are valuable to the school-leaving group, "a declared intention to leave school before graduation should not become a prerequisite for admission to a school-work program.¹ "Neither should it be assumed that the retarded or backward pupil should be given work experience simply because he is not making progress in the school." A program organized solely upon this basis will lose a great opportunity to serve to its capacity.

No argument can be given that an organized work-experience program will not offer highly valuable training for the youngster "who is going to work in industry or business and does not plan to continue his education in college."² Primary concern should no more be centered solely upon this group than upon the first. Such pupils should be encouraged to participate, but a work-experience program should not be organized specifically for their exclusive benefit.

There is no reason to believe that more effort should be expended in providing work-experience for either of these two groups than upon a third group who plan to enter professions and, consequently, to enter college. This group, too, has a need for such experiences. The Special

1. Mason and Lesuer, loc. cit., p. 53.

2. Leonard, loc. cit., p. 35.

Committee on Secondary Curriculum, in making its report to the American Youth Commission, gave at least one good reason for the inclusion of this group stating that "those who are to enter the professions need to labor at some period in their lives to gain an understanding and appreciation of what labor is."¹ Would this not merit the inclusion of this group in such a program? Would it not provide them with training in the democratic way-of-life?

Dr. Forkner says, and this opinion is shared with others, that:²

Experiencing work is essential to the complete education of every young person. Whether the individual is to become a professional person, a housewife or simply an employee, his general education is not complete unless he has experienced the responsibility involved in a job.

An organized program for providing work-experience as a part of the secondary-school curriculum, then, "need not be restricted to any particular group or type of youth,"³ but should be planned to serve the needs of all youth for meaningful work-experiences as a part of their "total education."

F. Findings and Conclusions of Significant Studies Made on Organized Work-Experience Programs

As a general rule, secondary-schools in the United States today are not accepting the responsibility for the provision of work-experience as a functional part of their educational programs. Many schools, however, during World War II found it necessary and desirable to incorporate organized programs in their curricula. Several studies have been made in recent years on such programs. A brief summary is made of two significant ones in this section of this chapter.

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1. American Youth Commission, op. cit., p. 20.
 2. Forkner, loc. cit., p. 53.
 3. Mason and Lesuer, loc. cit., p. 53.

(1) A Study Made by the National Child Labor Commission

This study was begun in February 1945 for the National Child Labor Commission under the direction of Harold J. Dillon, Supervisor of Works Adjustment in the Bureau of Youth Service of the Connecticut State Department of Education. It was conducted in eleven communities in the United States, including Detroit, Grosse Ponte (Michigan), Los Angeles, Minneapolis, Oakland, Orange (Texas), Philadelphia, Sacramento, San Francisco, Torrington (Connecticut), and Tulsa. Only schools operating work-experience programs on the "four-four" plan (four hours school - four hours work) were included in the study.

The primary concern which prompted the National Child Labor Committee to make this study was threefold:¹

1. To make certain that industrial exploitation of youth does not occur under the guise of education.
2. To ascertain whether part-time employment of secondary-school youth....can be brought under school supervision and control.
3. To appraise the efficacy of the employment of school youth as supplementary to school programs in encompassing the interests of youth.

(A) Objectives of a Work-Experience Program

On the basis of replies received from the schools included in this study, the following objectives of a work-experience program were most common to the majority of programs in operation:²

1. Keep in school students who might otherwise drop out for full-time employment.
2. Reduce hours and improve conditions of employment of students working outside of school hours.

1. Elicker, Paul E., "Wartime Work-Experience Programs." The National Association of Secondary-School Principals - The Bulletin, 30: p. 16, Oct. 1946.

2. Ibid., p. 17.

3. Provide a method of placing students in work outside school hours more in line with their interests and abilities.
4. Make easier the transition from school to work for students planning to drop out of school in the near future.
5. Improve school adjustment of students for whom the traditional curriculum was found to be inadequate.
6. Promote emotional stability and social adjustment of many students.

(b) Evaluation of Work-Experience Programs

Based upon the findings of this study, the following two statements were presented by the Committee as an evaluation of present operating programs and indications for future ones:¹

1. Such programs, if they are to be continued, will need careful evaluation and the adoption of definite procedures and safeguards that could not always be provided in the many rapidly developed, and often large-scale programs that were set up under wartime pressures.
2. Such programs, though they should not be regarded as the solutions of all the problems in secondary education, may become one of the many resources that will be developed to provide more meaningful educational experience for secondary school students than the usual school curriculum now does.

(c) Constructive Values of Part-time Work Programs

Three constructive values of part-time work programs were given by the Committee in its report. These values are:²

1. For many students a combination of school and work has definite educational and social values.
2. School-work programs may provide more appropriate jobs for students working outside school hours than students find independently.
3. The programs tend to interest some young people in remaining in school longer.

1. Elicker, loc.cit., p. 25.

2. Ibid., pp. 25-26.

(d) Students for Whom Participation in a Part-Time¹
Work Program May be Valuable

1. Those whom needs are not being met by the traditional school curriculum alone, many whom need concrete experience to give meaning to theoretical course work.
2. Those who need work as a factor in personal adjustment to acquire emotional and social stability.
3. Those who would drop out of school from a lack of interest unless given the opportunity by their secondary-school for a part-time school and part-time work program.
4. Those who will find in work experience an opportunity for developing vocational selection.
5. Those who will make the transition from school to full-time employment more successfully through a work-experience program.
6. Those whose vocational interests might best be served through the opportunity to employ skills learned in school while still under the supervision and guidance of the school.

(e) Selection of Student Participants

The Committee, feeling that "it is necessary that work experience be correlated with individual needs and interests", suggests the following procedures in the selection of students who are to participate in the work-experience program:²

1. Consideration of the reason for the individual's interest in work experience, or his need for it, as a factor in his educational and social adjustment.
2. Thorough health examination.
3. Examination of cumulative record of the student.
4. Conferences with the student, his parents, teacher, and counselor.
5. An appraisal of total data to determine if the student's needs and interests can be met best through participation in a work experience.

1. Elicker, loc.cit., p. 25.
2. Ibid., pp. 28-29.

(f) The Curriculum

Finally, The Committee lists the following problems "Which need to be considered in organizing the school curriculum for students in school-work programs:"¹

1. Discussion of problems encountered on the job and information pertinent to work experience should be given place in the curriculum.
2. If possible, the curriculum should be so scheduled that work-experience students interested in extracurricular activities have some opportunity to participate.
3. Effort should be made to schedule required courses so that time will be available for work-experience.
4. Guidance and counseling services should be expanded to make sure that the individual student benefits to the fullest extent possible from the work-experience program.
5. When work-study programs are organized in the schools, work experience should be given recognition in the curriculum as an integral part of the education of the individual student.

(2) A Joint-Study of the U. S. Office of Education
and the Children's Bureau of the U. S.
Department of Labor

This joint-study of the United States Office of Education and the Children's Bureau of the United States Department of Labor was begun in late 1944 and was concerned with "the welfare of the youth as to both his schooling and his work." It involved the war-time experiences of 136 schools of 55 cities in 37 states, and was centered only upon those programs in which students were released from school time in order to work on a part-time job for pay. It did not include co-operative programs nor programs operating under the National Vocational Education Acts.

1. Elicker, loc. cit., p. 31.

(a) Purposes of School-and-Work Programs

The following purposes of school-and-work programs are a summary of the varied purposes indicated by the school officials and students in the 136 schools studied in this survey:¹

From the standpoint of school officials:

1. To meet the wartime labor situation.
2. To furnish exploratory experiences in the occupational world.
3. To keep students in school.
4. To help unadjusted students.
5. To help control conditions outside school hours.

From the standpoint of students:

1. To render patriotic service.
2. To earn money.
3. To substitute employment for study during part of the school day.
4. To pave the way for a full-time job later on.

(b) Types of Arrangements for Releasing Students for Work

This study revealed a large variety of types of arrangements for releasing students from school to work in part-time jobs. Chief among these types were:²

1. Cooperative programs not reimbursed from Federal Funds.
2. Shortened school session for all.
3. Special school schedules for groups of working students.
4. Differing school schedule for each working student.
5. Release for seasonal work.

1. U. S. Office of Education, op. cit., pp. 4-6.

2. Ibid., pp. 6-10.

(c) Good Features of School-and-Work-Programs

Based on information given by school officials in the 136 schools studied, the good features of work-experience program were:¹

1. Held many pupils in school who would under wartime conditions have dropped out of school altogether.
2. Provided a source of income for pupils in need of additional funds.
3. Provided an opportunity for some pupils to contribute to the war effort while continuing school.
4. Emphasized the need for standards on hours and other working conditions of working students and for carefully developed and well-staffed school supervision over the arrangement.
5. Emphasized individual differences among pupils, both as to the combined school and work load which some pupils could carry and others could not carry, and as to kinds of work in which each could find educational value.
6. Stimulated the development of pupil personnel services and a recognition of their importance for educational purposes.
7. Led to more flexibility in school programs, both as to content and schedule.
8. Emphasized school-community and school-industry relationships for co-operative purposes in educational undertakings.
9. Stimulated schools to evaluate outside experience as to its suitability for the granting of school credit.

(d) Bad Features of School-and-Work Programs

Based upon the same information, the bad features of a work-experience program were found to be:²

1. Many students participated whose interests would have been better served by full-time school; many were too young.
2. School-and-work schedules deprived many pupils of the chance to participate in important school activities both during and after school hours.

1. U. S. Office of Education, op. cit., p. 46.

2. Ibidi, p. 46.

3. Jobs were frequently routine in character and offered little in way of experience that could not have been gained by employment for shorter hours outside of school time.
4. Coordinating services were generally too limited for carrying a proper amount of supervision over working conditions and experiences on the job.
5. Many pupils carried so heavy a school-and-work load as to endanger physical and mental health.
6. There was frequently too much night work and also too much interference with regular meals.
7. The relatively high earnings gave some pupils an exaggerated sense of money value of their service.
8. Money values rather than life-adjustment values were too largely the motivating force that led students into school-and-work programs.
9. Provisions were inadequate for capitalizing upon the work experience of the pupil for class instruction.

(e) Conclusions of the U. S. Office of Education
on School-and-Work Programs

In concluding its report on the study of School-and-Work Programs in 136 schools, the United States Office of Education listed and discussed several factors which should be given consideration in the organization of such programs in secondary schools in the future. To the writer (1) selection of students who will profit from participation, (2) choice of suitable jobs, (3) operational controls of the program, and (4) permanent values of the program were pertinent and, therefore, he repeats them as a part of the background to his study.

(f) Selection of Students Who will
Profit from Participation

It was suggested that students be selected for participation in the school-and-work programs in accordance with the following individual differences:¹

1. U. S. Office of Education, op. cit., pp. 48-49.

- 1) Mental competence
- 2) Emotional stability
- 3) Social maturity
- 4) Personal interests

(g) Choice of suitable Jobs

Since much of the success of a work-experience program depends upon "the choice of work to which the student is assigned", the following criteria were suggested for this purpose:¹

- 1) Learning value of the job.
- 2) Working conditions on the job.
 - a) Environment should be wholesome.
 - b) Hours of work should not be too long.
 - c) Travel to and from the job should not be too long.
 - d) Adequate time needs to be allowed for lunch between school and the job.
 - e) Time to attend popular school events should be arranged.
 - f) Wages of part-time student workers should be commensurate with those of any others employed at comparable work.
- 3) Employer interest and supervision.

(h) Operational Controls of the Program

Certain operational controls were recommended for the properly functioning program. These controls were as follows:²

- 1) A pupil personnel service
- 2) Cooperation with parents
- 3) Assistance in obtaining work permits
- 4) Supervision on the job

(i) Permanent Values of the Program

Finally, the following permanent values were recommended for the work-experience program:³

- 1) To the student worker it must provide an experience of such a nature that the working conditions will be safe beyond question and the educational values cannot be doubted.
- 2) To the employer it must supply help that, while inexperienced, is nevertheless useful and reliable.

1. U.S. Office of Education, op.cit., pp. 50-52.

2. Ibid., pp. 52-54.

3. Ibid., p. 57.

- 3) To the community it must be a means of advancing understanding and cooperation among school people, workers, and employers.

G. Summary of Chapter

An attempt has been made in this chapter to provide information and data on a large field, Work-Experience, as a desirable background for the presentation of the findings of a study made on a component field, Part-Time Work. The following is a summary of this background.

1) Work-Experience Defined: Those experiences of high school youth under actual working conditions which tend to help them develop certain skills and understandings that will make them intelligent and productive participants in economic life.

2) Areas of Need to Which Work-Experience Might Contribute: The needs of youth for (a) indoctrination in the democratic way of life, and (b) bridging the gap between school and employment.

3) The Responsibility of Providing Work-Experience: Due to the change of American society from an agricultural to a highly specialized industrialized type, most of the responsibility has been shifted from the home to the school. An effective work-experience program would, however, depend upon the "sharing of responsibility" and the cooperation of the school, industry, home, and the community at large.

4) Recipients of Work-Experience: Work-experience should not be for the exclusive benefit of any particular group or groups of youth, but such opportunities should be extended to all youth. Work-experience is a vital part of the total education of all young people.

5) Significant Studies Made on Organized Work-Experience Programs: The final part of this chapter was devoted to the highlights of the findings and conclusions of studies made by the Child Labor Committee on

Wartime Work-Experience Programs; and by the United States Office of Education in conjunction with the Children's Bureau on School-and-Work Programs in 136 school systems.

CHAPTER III
THE WORKING STUDENT AT MALE HIGH
AND HIS JOB

Obviously, the prime concern of this entire study has been focused upon the working student at Male High School and the aspects surrounding his employment. Presentation of such facts and data obtained by this survey is the purpose of this immediate chapter. The conclusions drawn from the results of all the findings of this study, as reported in this chapter, are treated in the final section headed "Summary and Conclusions".

To make clear the nomenclature, "The Working-Student", it might be well to explain the distinguishing characteristics of this group. Only those students who, at the time this inquiry was made, were actively engaged in a part-time job either after school hours or on weekends for pay, are grouped in this classification. Those students who indicated that they had held such jobs in the past but not at the present, those who usually worked during vacations or in the summer, and those who worked only spasmodically at odd jobs were classed as non-working for the purposes of this study.

A. Number and Per Cent of Working Students

The first concern of this study was to ascertain the proportionate number of working students included in the total number questioned. By so doing, some idea of the percentage of the entire student body who were working might be very nearly approximated. Table I indicated the number and per cent of the total group who answered the questionnaire that were engaged in a part-time job.

TABLE I

Number and Per cent of Working Students,
by Classes, as Compared with the
Total Number Who Filled
Out the Questionnaire

Class	Total Number Answering Questionnaire	Total Number Working Students	Per cents of Totals
Senior	323	138	42
Junior	356	143	40
Sophomore	376	91	24
Totals:	1,055	372	35.3

Read Table I as follows: Out of a total number of 323 Seniors, 138 or 42 per cent were engaged in part-time work.

According to Table I, 138 or approximately 42 per cent of the Seniors, 143 or approximately 40 per cent of the Juniors, and 91 or approximately 24 per cent of the Sophomores were engaged in part-time work for pay. Of the total number (1055) of students who answered the questionnaire, 372 or approximately 35.3 per cent were working.

Thus, it could be safely surmised, due to the large sampling taken in this study, that approximately one-third of the entire student body at Male High School were working students. This percentage might be even more surprising had those students who work during vacations or summers and those who work spasmodically at odd jobs been included as "working students" in this survey.

B. Why Students Work

Knowledge of the reasons for high school students engaging in part-time work should be one of the desirable results of a study of this sort. Such information would possibly open up valuable avenues for individual or group vocational guidance and social adjustment.

The student questionnaire used in this survey included the question "Why are you working?", directed at working students. To facilitate as nearly uniform answers as possible, three comprehensive statements of reasons for working which were to be rated by the student were supplied with the question. In addition to these three statements, a blank space was provided for "Other reasons" in case none of the three supplied statements applied. The student was asked to leave blank those reasons which did not apply and to rate the others according to their importance by checking each with a "1", "2", "3", or "4" in a box at the left. Many students checked only one of the statements, some rated all three given statements and added a fourth, and in a few cases two statements were rated as of equal importance and checked with a "1".

Table II includes these reasons for working and the number of times each was ranked first in importance.

TABLE II

Reasons Rated as First in Importance
for Working and the Number
of Times Checked in
This Rating

Reasons for Working	Number of Times Checked as Most Important
1. Financially Necessary	64
2. Like the Feeling Of Making Own Way	144
3. Think it Good Training	112
4. Other Reasons	<u>57</u>
Total:	<u>377</u>

Read Table II as follows: "Financially Necessary"
was checked as the most important reason for
working 64 times.

Table II indicates 377 as the total number of times the four statements were checked as the most important reason for working while this

study revealed only 372 working students. This was due to the fact that a few of the students checked two statements as first and equal in importance.

The statement "Like the feeling of making own way" was checked in first place 144 times out of 377. "Think it good training" was next in popularity as it was ranked as most important reason for working 112 times out of 377. "Financially necessary" was checked 64 times and "Other Reasons" were given first place only 57 times. The results of these findings would indicate that the most important reason for students at Male High participating in part-time work was either the desire for a feeling of independence or because the work-experience was considered good training.

Eleven "Other Reasons" were added to the three supplied statements. The frequency with which these other reasons appeared in all four ratings of importance were as follows:

Other Reasons for Working	Frequency Added
For Spending Money	44
To Help Parents	14
Saving for College	7
Occupies Leisure Time	5
For Experience in Field of Occupational Choice	3
Saving for the Future	3
Develops Appreciation of Time and Money	2
Like to Work	2
Good for the Physique	2
Experience in Meeting People	1
"I am Never Broke"	1
Total:	84

Close analysis of this list of "Other Reasons" for working would, doubtless, place practically all of them under one of the three given

statements on the questionnaire. It is also interesting to note that out of the 11 other reasons added by the students, 6 of them had to do with pay received from part-time work and were checked 71 times out the total 84 times for all of the 11 other reasons given. Thus, it would seem that earning money is closely associated with all reasons for the desire of students to work.

C. Ages of Working Students

An important reason for making a study of part-time working students is to detect exploitation of youth who, according to State and National Child Labor Laws, are not of legal working age.

Table III indicates the number of working students in each year of age from 14 to 23 by school grades.

TABLE III

The Number of Working Students
in Each Year of Age 14-23
By School Grades

School Grades	No. Students in Each Year of Age										Totals
	14	15	16	17	18	19	20	21	22	23	
Sophomores	3	31	44	9	3	1	0	0	0	0	91
Juniors	0	3	87	42	8	2	1	0	0	0	143
Seniors	0	0	4	83	42	7	0	1	0	1	138
Totals:	3	34	135	135	53	10	1	1	0	1	372

Read Table III as follows: Out of 91 Sophomores who were working; 3 were 14 years of age, 31 were 15 years of age, 44 were 17 years of age, 1 was 19 years of age, and there were none older than 19. There were 3 Sophomore 14 years of age and none in the Junior or Senior Grades, making a total of three 14 year old students who were working.

According to Table III there were only 37 working students under the age of 16, thus representing only 9.9 per cent of the total (372).

The largest number of working students were in the 16-17 year old group. This group totals 269 or 72.3 per cent of the total number of working students. Sixty-three, or approximately 17 per cent, were 18 to 19 years of age. There were only 3 working students over 19 years of age (1-20 years, 1-21 years, 0-22 years, and 1-23 year of age). These 3 over 19 years old represent only about 0.8 per cent of the 372 working students.

The distribution of working students, by age groups, among the three school grade levels (Sophomore, Junior, and Senior) seems quite normal as most of the 14 and 15-year-olds were Sophomores, most of the 16 and 17-year-olds are both Junior and Senior, while most of the group over 17 years of age were Seniors. Such a distribution of ages could be expected in any average high school regardless of whether the students were working or not.

D. Nature of Employment

In a study of the working student in any high school, information obtained on the "Nature of Employment" might be valuable in two respects - to reveal exploitation of student workers, and to provide information for vocational guidance. Thus, this study of the working student at Male High School attempted to find out the following things about student jobs: (1) type of work, (2) hours on the job, and (3) salary paid. The findings on these three aspects are presented separately in this section of this chapter.

(1) Types of Jobs

To determine the type of work the working student at Male High School was doing, the question, "What sort of work are you doing?", was

was asked on the questionnaire.

Answers to this question revealed that the largest per cent of the working students was employed in some sort of merchantile establishment. It was found that 154, or about 41 per cent, were thus employed. Their duties included selling, stock-keeping, running errands, delivering merchandise, and the other usual types of jobs done by high school boys in such an establishment.

Table IV indicates the types of merchantile establishments employing students and the number employed by each type.

TABLE IV

Types of Merchantile Establishments
and Number of Students Employed by Each

Types of Merchantile Establishments	Number of Students Employed by Each
Groceries	79
Drug Stores	33
Clothing Stores	16
Department Stores	8
Shoe Stores	7
Poultry Houses	3
Florist Shops	2
Feed Stores	1
Wall-paper and Paint Stores	1
Sporting Good Stores	1
Surgical Supplies	1
Office Supplies	1
School Supplies	1
Total:	154

The second largest group of the 372 working students were those employed as "paper-boys." There were 64 boys, or 17 per cent of the total-employed, in this group.

The third largest group were employed as "Ushers" by local theaters or by the municipal auditorium. This group was composed of 21 students,

or about 5 per cent of the total group of working students.

These three groups totaled 239, and represented about 64 per cent of the 372 students engaged in part-time work. The remaining 133 working students (36 per cent) were found to be employed in 42 other types of businesses, industries and jobs. Table V lists these other types of employment and the number engaged in each.

TABLE V

Other Types of Employment
and Number of Students
Employed in Each

Other Types of Employment	No. Students Employed in Each
General Office Work	12
General Selling	10
Laundry and Dry Cleaning	10
Service Station Attendants	9
Dance Band Musicians	9
Bowling Alley (Pin-setters)	9
Dairy Work	8
Banks (Messengers, errand boys, etc.)	6
Library - Public & Church (Page-boys, etc.)	5
Printing Shops	5
Bakeries	5
Poultry Houses	3
Construction Work	3
Cafes and Restaurants	3
Concessions, Male High Gymnasium	3
Operating Own Business	2
HouseBoys	2
Dental Laboratories (Apprentice Technicians)	2
National Guard and Other Military Reserve	2
Warehouse Work	2
Photography	2
Shoe Repair Shop	1
Parking Lot Attendant	1
Lumber Company (Errand Boy, Odd Jobs)	1
Church Janitor	1
Advertising Company	1
Ice Man	1
Tending Bar	1
Farm Work	1
Grounds Keeper (University of Louisville)	1

TABLE V (Continued)

Other Types of Employment	No. Students Employed in Each
Hospital (Operating Room Technician)	1
Automobile Garage Work	1
Boat Club (Boat Mechanic)	1
Tractor Factory (Tractor Mechanic)	1
Church Musician (Organist and Choir)	1
Sewing Machine Repair Shop	1
Stained Glass Window Manufacturing	1
Paint Manufacturing (Metallurgy, Pigments)	1
Plumbing (Apprentice)	1
Dancing Instructor	1
Plastering and Lathing (Apprentice)	1
Junk Dealer (Weighing and Checking)	1
Total:	133

As indicated by Table V, the remaining 133 students, or about 36 per cent of the 372 working students, were found to be occupied in 42 different types of jobs, businesses, etc. These 42 jobs ranged from such skilled jobs as automobile and tractor mechanics to the ordinary part-time jobs such as pin-setting in a bowling alley.

It is interesting to note that two of the students were engaged in their own businesses. One of these self-operated businesses was a small print shop and the other a photography business operated on a small scale.

Certainly many of the part-time jobs reported by the working students indicate the possibility that at least some of the students are receiving some valuable and meaningful work-experience that would lead to a desirable career. Others, especially the one who reported that he was tending bar at bingo parties at the Labor Temple, would not seem to be receiving highly recommendable types of training.

(2) Hours on the Job

The next interest of this study concerning "Nature of Employment" was to gather data on the approximate number of hours worked by individual students on their part-time job. Table VI indicates data obtained and compiled on the question "Approximately, how many hours per week do you work at this part-time job?"

TABLE VI

Number of Hours Worked Per Week
and Number of Students Who Work Those Hours

School Grade	Hours Worked per Week									Total Number Students
	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 39	40	50	
Sophomore	7	26	18	18	9	2	3	0	0	83
Junior	6	44	23	27	11	5	2	0	0	118
Senior	9	23	22	26	22	13	1	3	1	120
Total	22	93	63	71	42	20	6	3	1	321

Read Table VI as follows: Of 83 Sophomores who answered the question satisfactorily, 7 were working from 1 to 5 hours per week, 18 from 11 to 15 hours, 18 from 16 to 20, etc. There was a total of 7 Sophomores, 6 Juniors, and 9 Seniors or a total of 22 who worked from 1 to 5 hours per week.

Table VI indicates a range of 1 to 50 hours worked per week by 321 students (83 Sophomores, 118 Juniors, and 120 Seniors) who answered this question satisfactorily. Of the 321 students; 291, or about 90 per cent, were working less than the median number of hours (25); 178, or about 55 per cent, were working less than 16 hours per week; and only 10, or about 3 per cent, were working over 30 hours per week. Of the 10 students who were working over 30 hours a week, 50 per cent were Seniors. Only one student was in the upper extreme of 50 hours per week.

(3) Salary

Remuneration for part time work proved to be a very interesting factor of this study. For gathering information on the nature of student jobs, the working student was asked the question "What is your approximate salary per week?" To determine the hourly salaries the weekly salaries were divided by the number of hours worked per week by each student. Table VII indicates the salaries of the working students in all three school grades. The table shows certain salary ranges and the total number of students in each.

Table VII indicates a salary range of 25 cents per hour to \$2.00 per hour. One student made over \$2.00 per hour, but is not included in this range because of the unusualness of the case. He worked only one hour per week as a church musician and chorister for which he was paid \$5.00. The median salary for the remaining 320 students was $87\frac{1}{2}$ cents per hour. Twenty-two per cent of the 320 students made a salary above this median. The mode was 50 cents per hour with 85 students, or 26.5 per cent in this classification. Only 30 students, or about 9 per cent made less than the mode.

Musicians were the highest paid group of working students. Not including the one student who earned \$5.00 in one hour as a church musician and chorister, nine students who played in dance bands (see Table V) made an average of \$1.79 per hour.

The one student, indicated in Table VI, who worked 50 hours per week, was paid a salary of \$80.00 or an average of \$1.60 per hour. This student was a senior, a veteran, married, and was paying for a home. He attended school only 10 hours per week to complete necessary requirements for a high school diploma.

TABLE VII

Hourly Salaries of Students
and Number of Students in Each
Salary Range

School Grades	Salaries per Hour												Total Number Students	
	.25 to .34	.35 to .44	.45 to .49	.50 to .59	.51 to .69	.60 to .79	.70 to .89	.80 to .99	.90 to 1.49	1.00 to 1.79	1.50 to 2.00	Over 2.00		
Sophomore	1	4	6	23	3	14	9	1	2	13	7	0	0	83
Junior	3	7	3	33	8	20	15	6	2	17	4	0	0	118
Senior	0	2	4	29	9	24	19	7	2	17	5	1	1	120
Totals:	4	13	13	85	20	58	43	14	6	47	16	1	1	321

Read Table VII as follows: Out of 83 Sophomores, 1 student made an hourly salary of 25 to 34 cents, 4 made from 35 to 44 cents, 6 made from 45 to 49 cents, 23 made 50 cents per hour, etc. Of these students making from 25 to 34 cents per hour there was 1 Sophomore, 3 Juniors, 0 Seniors, and a total of 4 in this salary range. Of the 321 students supplying information on salaries, 83 were Sophomores, 118 were Juniors, and 120 were Seniors.

No outstanding difference in salaries made by the students in the three school grades was noted. The factor of age and of educational level seemed to have very little or no effect upon the salaries earned by the students.

E. Attitudes Toward Work and Jobs

In question number 7-k of the student questionnaire, the working student was asked "Do you like the work you are doing?" The student was asked to answer this question by encircling "yes", "no", or "not especially". Table VIII indicates the feelings of the working students toward the part-time job in which they were engaged.

TABLE VIII

Replies to the Question
"Do You Like the Work You Are Doing?"

School Grade	Answers to the Question			Total Number Students Answering Question
	Yes	No	Not Especially	
Sophomore	68	1	21	90
Junior	104	8	28	140
Senior	95	4	39	138
Total:	267	13	88	368

Read Table VIII as follows: Of the 90 Sophomores who answered the question satisfactorily, 68 liked their work, 1 did not like his work, and 21 did not especially like the work they were doing. Sixty-eight Sophomores, 104 Juniors, and 95 Seniors liked their work - a total of 267.

Table VIII indicates that out of a total of 368 working students 267, or 72.5 per cent, liked their work. Only 13, or 3.5 per cent, indicated that they definitely did not like the work they were doing. Eighty-eight, or about 24 per cent, did not especially like their jobs. In each school grade, also, the larger per cent of the students indicated

that they like their work. Only one of the 90 Sophomores stated that he did not like his job, while there were 8 Juniors and 4 Seniors who definitely answered the question "no".

Regardless of the fact that about 72.5 per cent of all the working students liked the work they were doing, their answers to the question "Do you think you would like to make this type of work or business your career?" indicated that most of them would not care to make it their life work. Table IX indicates the attitudes of 369 students toward making their present job their choice for a future career. The question was answered by the encircling of "yes", "no", or "undecided".

TABLE IX

Replies to the Question
"Would You Like to Make this
Type of Work or Business Your Career?"

School Grade	Answers to the Question			Total No. Students Answering Question
	Yes	No	Undecided	
Sophomores	13	58	17	88
Juniors.	18	93	32	143
Seniors	26	86	26	138
Totals:	57	237	75	369

Read Table IX as follows: Of 88 Sophomores who answered the question satisfactorily, 13 felt they would like to make their job their career, 58 felt they would not, and 17 were undecided. Of those who answered "yes", 13 were Sophomores, 18 were Juniors, and 26 were Seniors.

Table IX indicates that of the 369 students who answered the question satisfactorily, 237, or about 64.2 per cent definitely felt that they would not care to make their present part-time job their career. By school grades 58, or about 65.9 per cent of the Sophomores; 93, or about 65 per cent of the Juniors; and 86, or about 62.3 per cent of the

Seniors indicated that they did not desire to make their job their future career. School grade, thus, did not seem to have any significant effect upon the way this question was answered.

F. Effects of Part-time Work Upon School Work

To ascertain the opinions of the working students regarding the effect of a part-time job upon school work and upon their interest in securing an education, these two questions were asked; (1) "Do you think that your job has hindered your school work in any way?", and (2) "Do you think that your job has caused you to take more interest in your school work and in securing an education?" The results obtained by these questions, as indicated in Tables X and XI, are gratifyingly in favor of students participating in a part-time job while in high school.

Table X indicates the opinions of 369 working students on the first of these two questions.

TABLE X

Student Opinions on the Hindrance of
Part-time Work to School Work

School Grade	Answers to the Question			Total No. Students Answering Question
	Yes	No	Undecided	
Sophomore	3	75	10	88
Junior	20	112	11	143
Senior	23	102	13	138
Totals:	46	289	34	369

Read Table X as follows: Of 88 Sophomores, 3 felt that their job had hindered their school work, 75 felt that it had not hindered, and 10 were undecided. Of the 46 students who felt that their work had hindered school work, 3 were Sophomores, 20 were Juniors, and 23 were Seniors.

As indicated by Table X, only 46 of the total 369 students who answered the question satisfactorily, or about 12.5 per cent, were of the opinion that their participation in a part-time job had definitely proved to be some hindrance to their school work. Of the 369, 289, or about 78.3 per cent felt that their part-time job had not had any harmful effect upon their school work. Thirty-four, or about 9.2 per cent were undecided as to the effect of their job upon school work. School grades seem have only slightly affected the opinions of the working students on this question, although the per cent of students answering the question in the affirmative was slightly higher in the sophomore group than in the other two grades. Only about 3.5 per cent of the Sophomores as compared to about 14 per cent of the Juniors and about 16.6 per cent of the Seniors felt that their participation in a part-time job had been a hindrance to school work.

Table XI indicates the answers of 370 working students to the second of these two questions.

TABLE XI

Student Opinions on Increased Interest in
School Work Due to Participation
in Part-Time Work

School Grades	Answers to the Question			Total No. Students Answering Question
	Yes	No	Undecided	
Sophomore	46	23	21	90
Junior	75	45	22	142
Senior	75	44	19	138
Totals:	196	112	62	370

Read Table XI as follows: Of 90 Sophomores, 46 felt that their job had increased interest, 23 said that it had not, and 21 were undecided. Of the 196 students who felt that interest had been increased; 46 were Sophomores, 75 were Juniors, and 75 were Seniors.

Table XI indicates that 196 students out of 370, or about 53 percent felt that their job had increased their interest in school and in securing an education. Of the total, 112, or about 30 per cent, felt that their job had not had any effect upon their interest, and 62, or about 16 per cent, were undecided as to the effect.

School grade seemingly had very little effect upon the answers given to this question. There was a slight increase, however, in affirmative answers to the question with advancement in school grades- 46, or 51 per cent were Sophomores; 75, or 52.8 per cent were Juniors; and 75, or 53.6 per cent were Seniors. The increase in negative answers with advancement in school grade was, however, a little more pronounced with 23, or 25.5 per-cent of the Sophomores; 45, or 31.6 percent of the Juniors; and 44, or 31.8 per cent of the Seniors answering the question "no".

G. The School and the Working Student

A great number of educators are thoroughly convinced of the value of work-experience to boys and girls of the high school age. Despite the many and diverse methods of providing such experiences, most educators agree that if real value is to be realized from its supervision, both in placement and on the job, is a necessary factor. Some even feel that unless these experiences are properly supervised they may be "Not only a waste of time but even a complete failure."¹

Louisville Male High School, although realizing the value of work-training, has never adopted an organized and supervised program for

1. Sutton and Amiss, loc. cit., p. 411.

the provision of this experience for its students. The extent of supervision for those students who do work has been the issuing of work permits (See Appendix for Permit used) for boys under 16 years of age as required by Kentucky Labor Laws¹, and the excusing of some students from part of the school day to work. The school usually investigates to make certain that the pupil to whom a work permit was issued, or who is being excused, is actually working and at the place indicated on the permit. Otherwise, it seems that in most cases the school is probably not aware of students who are working nor of the conditions under which they work.

Of 370 working students who answered the question, "Does the school know that you are working?"; 80 stated that the school knew of their employment, 81 stated that the school knew nothing of their employment, and 209 did not know whether the school was aware of their employment or not. In other words, only about 22 percent said that the school knew of their employment, and about 56 per cent did not know whether or not the school was aware of their employment. Since the school makes no definite effort to find out about students who are engaged in part-time work, it is quite possible that there was no knowledge of the employment of the majority of the 209 who were not sure of the school's knowledge of their employment. Thus, it would seem that the school, besides providing no real supervision, does not know about the employment of the majority of the working students.

Although Male High School does not attempt to supervise the working student on his job, it attempts to be of service where necessity is evident by excusing some students from a part of the school day to work. Except

1. Department of Industrial Relations, Kentucky Labor Laws, Frankfort, Kentucky: Dept. of Ind. Relations, June 1946, pp. 29-30.

for Seniors who are required to attend school only during hours necessary for completion of high school credits for graduation, no student is excused more than one period in any one school day. Usually when a student is excused, it is the last period of the day.

Answers to the question, "Are you being excused from part of your school day to work at this part-time job?", revealed the fact that comparatively few of the students who have part-time jobs are being excused to work. Out of 370 working students who gave satisfactory answers to this question, only 52 stated that they were being excused. Of this 52, or approximately 14 per cent of the 370, 32 were Seniors, 10 were Juniors, and 10 were Sophomores.

The number of hours worked by the group ranged from 4 to 50 per week, or a median of 22.4 hours. Thirty-nine, or 75 per cent of the 52 were working the median number of hours or less per week. Only 12 were working as many as 25 hours or more per week of which 9 were Seniors.

Salaries for these 52 students ranged from 40 cents to \$1.65 per hour, or a median salary of 62.5 cents per hour. Thirty-one, or 59.6 per cent, were earning salaries above this median. Only 5 earned less than 50 cents per hour, and 8 exactly 50 cents. Only 2 students were earning the lowest rate of 40 cents per hour.

H. Summary and Conclusions

This chapter has been entirely concerned with the working student and his job. Of the 1055 students at Male High School who completed the questionnaire, 372, or 35.3 per cent were engaged in part-time work for pay either after school hours or on weekends. Data on these working

students have been compiled under the headings of (1) Number and Per Cent of Working Students, (2) Why Students Work, (3) Ages of Working Students, (4) Nature of Employment, (5) Attitudes Toward Work and Jobs, (6) Effect of Part-Time Work Upon School Work, and (7) The School and the Working Student.

(1) Why Students Work

The most important single reason given by students at Male High School for working was the desire for a feeling of self-sufficiency. Second to this reason was that part-time work was "good training". The first of these reasons was given 144 times out of 377 as compared to 112 out of 377 for the second. Only 64 out of the 377 indicated "financial necessity" as their reason for working. To "earn spending money" was given 44 times as "Other Reasons" for working. Thus, the financial phase of a part-time job was found to be very important. This phase of part-time work is a very important factor, but the United States Office of Education in its report on Wartime Work-Experience Programs concludes that important as this factor might be, it should not be the primary purpose of an organized work-experience program.¹ The large number of students who indicated that they were working because it is "good training" is a favorable indication for such a program.

(2) Ages of the Working Students

As indicated by this study, 37 of the 372 working students were under the age of 16, and 34 of this number had passed their 15th birthday. This, when checked against Kentucky Labor Laws, indicates very little or no illegal employment. These laws state that:

1. U.S. Office of Education, op.cit., p. 56.
2. Dept. of Ind. Relations, op.cit., p. 29.

A work permit may, when the issuing officer is convinced that the need is sufficient, be issued to a child who is under the age of sixteen years but who has passed his fourteenth birthday, who holds a certificate of completion of an eight year elementary school course or an equivalent course.

Since this study was made, however, Kentucky has revised its Child Labor Laws in a bill passed in March 1948. The difference in the preceding law and the new one relative to age is that the new one restricts the type of work to be done by children under 16 and makes possible three types of permits.¹ These are; a "General employment Certificate" which allows employment of youth between the ages of 16 and 18 who have completed high school, a "Vacation Certificate" which permits employment of children between the ages of 14 and 16 during vacations or outside of school hours, and a "Special Certificate" which permits the employment of children between the ages of 14 and 16 during the entire year "who have been found to be incapable of profiting from further schooling."

Exploitation or illegal employment of high school youth at Male High School relative to age according to the state laws which were in effect at the time this study was made or according to the new Child Labor Laws was found to be practically non-existent. Male High is to be commended on this phase of student employment and the issuance of work-permits.

(3) Nature of Employment

As already mentioned, "nature of employment" was considered to include the type of employment, hours on the job, and the salary paid.

As for the factor "types of jobs", it was found that 154, or about 41 per cent, were working in some sort of merchantile establishment or retail trade. Of the 136 schools studied by the United States Office of Education, this condition was invariably true.² This study of the working

1. Commonwealth of Kentucky, House Bill No. 402, March 8, 1948, Sections 3 and 9, pp. 1-3 and 5-6.

2. U. S. Office of Education, op. cit., p. 13.

students at Male High School indicated also, that students were engaged in some 40-odd other types of work other than in mercantile establishments and retail trades. These included public service jobs such as restaurant work and gas station attendants, as well as some jobs with a promise of future vocational possibilities, such as apprenticeships in various skilled trades. This variety of work according to the study made by the Child Labor Committee, is highly desirable and should be one of the primary aims of an organized work-experience program.

Examination of the types of work reported in Table IV and V shows that very few students were employed in jobs that were hazardous in nature. Those few that might be considered of such nature were filled by the older students and in accordance with Kentucky Labor Laws.¹ Exploitation of this nature, therefore, is not evident to any great extent, if at all.

The median number of hours worked was found to be 25 per week with about 90 per cent working less than this median. The Kentucky State Labor Laws which were in effect at the time this study was made required that no child under 16 should work more than 6 days in one week, more than 48 hours in one week, nor more than 8 hours in any one day.¹ Since only one student was working more than 48 hours per week and he was over 16, no illicit employment under the old law was evident. The new law places greater restriction on employment of youth in high school by requiring that no person under 16 shall, while attending school, work

1. Dept. of Ind. Relations, op.cit., p. 32. Commonwealth of Kentucky, op.cit., section 3, pp. 1-2.
 2. Dept. of Ind. Relations, op.cit., p. 31.

more than 3 hours on a school day nor more than 23 hours in a school week, and that no person 16 or 17 years of age shall work more than 4 hours during a school day nor more than 28 hours a week.¹ Exploitation, even under this law, was not serious since 90 per cent were working less than 25 hours per week. This new law, however, could present a problem that only a supervised work-experience program could satisfactorily cope with.

The median salary of the working students was 87.5 cents per hour with 22 per-cent earning more than the median. The mode was 50 cents per hour with 26.5 per cent in this classification. Only 9 per cent made less than this mode. Similar to the report made by the Child Labor Committee, these students at Male High were being paid the "going wage".² It will be noted, also, (Table VII) that the majority were earning above the minimum wage set by the Fair Labor Standards Act passed by Congress in June 1938 and revised in 1941.³ This minimum wage was 40 cents per hour.

The fact indicated relative to "nature of employment" seems to show very little or no sign of serious exploitation of youth according to State or Federal Labor Laws. Guidance and counseling, however, is a much needed service which should be rendered to the working student.

(2) Attitudes Toward Work and Jobs

One of the most interesting facts revealed by this study of working students was that, although 72.5 per cent of them indicated that they liked their work, 64 of them indicated that they did not feel that

1. Commonwealth of Kentucky, op.cit., section 6, p. 11.

2. Elicker, op.cit., p. 23.

3. U.S. Dept. of Labor, Div. of Labor Standards, Federal Labor Laws and Agencies, Bulletin 1946, No. 79, p. 24.

this was their occupational choice for the future. In view of the opinion that one of the desired results of a work-experience program is to help youth to make wise choice of their vocations, this would seem to be an adverse situation. Other values of work-experience could, however, easily overshadow this condition. Even though these particular part-time jobs might not be the occupational choices of the students participating in them, they might be of value in that the student may have gained in self-reliance from having found his own job, in self-discipline by working to hold the job, and he may "have developed a sense of how the community works by aiding in producing or distributing goods."¹ If a work-experience program is properly organized and supervised, these values alone would warrant the establishment of such a program and certainly would be beneficial to all students participating regardless of their plans for a vocational future.

(5) Effects of Part-time Work upon School Work

The fact that 78.3 per cent of the working students at Male High School felt that their participation in part-time work had definitely had no ill-effect upon their school work and that about 53 per cent felt that this work had actually served to increase their interest in school work indicate the possibility that a properly organized and supervised work-experience program might serve as a means of making school seem more of a practicality and necessity to high school students. Thus, work-experience might increase the desire of youth to stay in school longer and to seek higher levels of education and at the same time contribute to their total individual development into useful and satisfied citizens.

1. Leonard, loc. cit., p. 54.

(6) The School and the Working Student

The extent of the supervision provided by Male High School for its working students was found to be limited to the issuing of work-permits as required by Kentucky Labor Laws and the excusing of a few students from the last hour of the school day to work. Only 80 of the 370 working students indicated that the school definitely knew of their employment, 81 were fairly certain that the school knew nothing of their employment, and 209 did not know whether the school was aware of their employment or not. Out of the 370 working students, only 52 stated that they were being excused from part of the school day to work, and part of these were Seniors who were attending school only the required number of hours to complete required credits for graduation.

Study of the 52 students excused by the school to work showed that their median salary was about 62.5 cents per hour as compared to a median of 87.5 cents per hour for the total 370. The median number of hours worked by these 52 students was 22.4 per week as compared to a median of 25 hours per week for the entire group. Although the median salary was less than that of the entire group of working students, only 5 of these 52 were earning less than the 50 cents per hour salary mode of the 370, and no student in the 52 was making less than the 40 cents per hour minimum salary set by the Fair Labor Standards Act. Since all the students who earned less than this minimum were those whom the school had not excused to work and since the hours of work of the 52 seemed to be slightly better than that for the 307, the value of school supervision is indicated in a small way. Thus, school supervision could possibly play a vital part in improving the working conditions of students while, at the same time, helping to make work-experience a real educational experience.

CHAPTER IV

THE NON-WORKING STUDENT AT MALE HIGH

All those students who were not actively engaged in part-time employment for pay were classed as "non-working" for all purposes of this study. This chapter is a compilation of the data given by the non-working students concerning their attitudes on part-time work and their reasons for not working.

A. Number and Per cent of Non-Working Students

Table XII indicates the number of students who were classed as "non-working" out of the 1055 students at Male High School who filled out the questionnaire.

TABLE XII

Number and Per cent of Non-Working Students
As Compared with the 1055 Who
Filled Out the Questionnaire

School Grade	Total Number Students	No. Non-Working Students	Percents of Totals
Senior	323	185	57
Junior	356	213	59.8
Sophomore	376	285	75.8
Totals:	1055	683	64.7

Read Table XII as follows: Of 323 Seniors who filled out the questionnaire, 185, or 57 per cent, were non-working.

According to Table XII; 185, or about 57 per cent of the Seniors; 213, or about 59.8 per cent of the Sophomores were classed as "non-working".

Out of the total of 1055 students who filled out the questionnaire, 683, or about 64.7 per cent, were not engaged in a part-time job for pay at the time this survey was made.

Table XII further indicates that of the three school grades, a greater per cent of the Sophomores were not working than of the other two grades. This, without doubt, was due to the fact that a larger per cent of pupils in this grade were under age according to the Kentucky Child Labor Laws than those of the other two grades.

B. Ages of Non-Working Students

For the purpose of comparing the ages of working students with those of the non-working, information similar to that presented on the working students in Table III is given on the non-working students in Table XIII.

TABLE XIII

Number of Non-Working Students
By Ages (14-22) and School Grade

School Grades	No. Students in Each Age-Group									Totals
	14	15	16	17	18	19	20	21	22	
Sophomore	14	181	66	18	2	1	1	1	1	285
Junior	0	6	139	52	16	0	0	0	0	213
Senior	0	1	10	107	52	10	1	3	1	185
Totals:	14	188	215	177	70	11	2	4	2	683

Read Table XIII as follows: Of 285 Sophomores, 14 were 14 years of age, 181 were 16 years of age, 18 were 17, 2 were 18, and 1 of each of the ages 19, 20, 21, and 22. There were 14 Sophomores, 0 Juniors, and 0 Seniors 14 years of age.

Table XIII indicates an age range of 14 to 22 for the non-working students. Of the total number of these students (683), 232, or 33.9 per cent were under the age of 16; 392, or 57.4 per cent, were from 16 to 17 years of age; and 81, or 11.8 per cent, were from 18 to 19. There

were only 8 students over the age of 19, or about 1.2 per cent of the total. Of the 8 students over 19 years of age 3 were Sophomores, 0 were Juniors, and 5 were Seniors. There were only 2 students in the upper extreme of the age range, or 22 years of age.

C. Why Students Do Not Participate in Part-time Work

Feeling that a knowledge of the reasons why some students do not participate in part-time jobs might be of value in gaining a more complete insight into the problem of work-experience, the writer asked the non-working students the question "Why do you not have a part-time job." Five statements were supplied with the question which the students were asked to rate in importance as their reason for not working. A blank space was provided for the students to list "Other Reasons" in case none of the 5 given ones applied. Table XIV is a compilation of the statements checked as the most important reason for not working. It gives the five statements and the number of times each of these statements was checked by the non-working students as their first and most important reason for not participating in a part-time job.

TABLE XIV

Reasons for Not Working and the
Number of Times Rated as
Most Important

Reasons	No. Times Rated as Most Important
1. Cannot secure a suitable job	198
2. Need the time for school work	178
3. Financially not necessary	117
4. Parents will not permit	35
5. Health will not permit	4
6. "Other Reasons"	102
Total:	634

Read Table XIV as follows: "Cannot secure a suitable job" was rated as the most important reason for not working by 198 students out of 634.

Table XIV indicates that the five supplied statements for not working and "Other Reasons" were rated as first in importance 634 times. This number, 634, is representative of the number of times the six statements were rated as first in importance and does not represent the number of students. Several students omitted this question on the questionnaire completely, and others rated two of the statements first as being of equal importance.

"Cannot secure a suitable job" was rated 198 times as the most important reason for not working and "Need the time for school work", 178 times. "Financially necessary" became a significant reason for not working when it was rated first 117 times. A few students, 35, gave "Parents will not permit" as their most important reason; and "Health will not permit" was certainly not a deciding factor for not participating in part-time employment, for only 4 of them rated this reason as first in importance.

"Other Reasons" added by the non-working students for not participating in part-time employment and the number of times added in all ratings were as follows:

Other Reasons	Total No. Times Added
Participation in athletics	37
Under age	28
Too many other activities	13
Work to do at home	12
Not enough time	12
No time for recreation	7
Did work, now laid off	4
Have not tried to find a job	4
Just don't	3
Live too far from town	3

Other Reasons (Continued)	Total No. Times Added
Too lazy	3
Do not know where to apply for work	2
Not enough benefit in part-time work	2
Part-time jobs are hard to find	2
No desire to work	1
Do not care to work yet	1
On leave of absence from a job	1
Not sure a job wanted	1
Just quit a job to prepare for college	1
Just quit a job, about to graduate	1
Do not go to the trouble to look for work	1
Would like to work if grades were better	1
Need time for music	1
Need time for band work	1
Job in sight, waiting for the opening	1
Poor eye-sight	1
Total:	143

Above is a list of 26 "Other Reasons" added by the non-working 143 times as a reason for not working. This number is representative of the frequency of appearance and not the number of times rated as first in importance.

This list indicates that a large number were not working because of participation in extra-curricular activities at school, such as participation in school athletics (37) and in the school band. Under age was checked 28 times. Work to do at home prevented 12 from working, and 12 felt that they did not "have time" to work. Indication for the need for vocational guidance and means of placement were indicated by such answers as "Do not know where to find a job", "Part-time jobs hard to find", etc. Indifference and possible need for social adjustments were noted in such answers as "Too lazy", "No desire to work", "Not sure a job wanted", etc.

D. Opinions of Part-time Work

To determine attitudes of non-working students toward the participation of high school students in part-time employment, these two questions

were asked; (1) "Do you think it wise for high school students to attempt to do part-time work?", and (2) "Would you like to have a part-time job if you could find one that suited you?". These questions were answered by encircling "Yes", "No", or "Undecided".

(1) Advisability of High School Students
Participating in Part-time Work

Table XV indicates the answers of 662 non-working students to the first of the two questions mentioned above.

TABLE XV
Answers of 662 Non-Working Students
To the Question of
Advisability of Participation in Part-time Work

School Grade	No. Students Checking Answers			Totals
	Yes	No	Undecided	
Sophomore	178	27	72	277
Junior	117	17	66	200
Senior	100	35	50	185
Totals:	395	79	188	662

Read Table XV as follows: Of 277 Sophomores, 178 answered the question "Do you think it wise for high school students to work?" in the affirmative; 27 said "no"; and 72 were "undecided". Of 395 Students who answered the question "yes", 178 were Sophomores, 117 were Juniors, and 100 were Seniors.

As indicated by Table XV: 395, or about 59.7 per cent of the 662 non-working students who answered the question, thought that participation in part-time employment was advisable; 79, or about 11.9 per cent though it unwise; and 188, or about 28.4 per cent were undecided on the question.

Seniors seemed least convinced of the advisability of participation of high school students in part-time employment with 100, or about 54.1 per cent of the 185, answering the question "yes"; and 35, or about 18.9

per cent, answering "no". Conviction gradually decreased with advancement in school grades since 117, or about 58.5 per cent of the Juniors, answered "yes"; and 17, or about 8.5 per cent answered "no". Of the 277 Sophomores, 178, or about 64.1 per cent, answered "yes"; and 27, or about 9.8 per cent answered "no". Although this lack of conviction showed only slight increase from the Sophomore to Senior year it was definite.

Indecision on the question was greatest among the Juniors since 66, or about 33 per cent, were undecided. Seniors were second in indecision with 50, or about 27 per cent, answering the question "undecided". Sophomores showed the least indecision with 72, or about 26.1 per cent, indicating that they were undecided on the question.

(2) Desires of Non-Working Students
for a Part-time Job

Not only did a large per cent of the non-working students think that participation in part-time employment by high school students was advisable, but even a larger per cent indicated that they would like to have a part-time job if they could find one that suited them. Table XVI indicates the desires of these students for part-time employment.

TABLE XVI

Answers of 666 Non-Working Students
to the Question "Would You Like
to Have a Part-time Job?"

School Grade	No. Students Checking Answers			Totals
	Yes	No	Undecided	
Sophomore	219	28	31	278
Junior	149	27	39	205
Senior	121	32	30	183
Totals:	489	87	90	666

Read Table XVI as follows: Of 278 Sophomores, 219 indicated that they would like to have a part-time job; 28 said "no"; and 31 were "undecided". Of the 489 who answered the question "no"; 219 were Sophomores, 149 were Juniors, and 121 were Seniors.

According to Table XVI: 489, or about 73.4 per cent, of the 666 who answered the question, indicated that they would like to have a part-time job if they could find a suitable one; 87, or about 13.7 per cent, did not want a part-time job; and 90, or about 13.5 per cent, were undecided whether they wanted to work or not.

Similar to the first question, the interest of the non-working students in securing a part-time job decreased with advancement in the school grades. Of the 183 Seniors, 121, or about 66.1 per cent, indicated that they would like to have a part-time job if they could find one that suited them; and 32, or about 17.5 per cent, answered the question "no". Of the 205 Juniors, 149, or about 72.7 per cent, answered the question "yes"; and 27, or about 13.2 per cent, said "no". Of 278 Sophomores, 219, or about 78.7 per cent, answered in the affirmative; and 28, or about 10.1 per cent, answered negatively. Again, lack of desire for part-time employment decreased with advancement in the school grades, but only slightly.

Indecision on this question, however, showed constant increase with advancement in school grades. Of the Sophomores, 31, or about 11.2 per cent, were undecided on the question as compared to 29, or about 14.1 per cent, of the Juniors and 30, or about 16.4 per cent of the Seniors. This may have been due to the fact that the Seniors were concentrating their efforts on finishing school.

E. Summary

In regard to the non-working student and his attitude toward

the participation of high school students in part-time employment and toward securing such employment for himself, the following is a summary of the information compiled in the foregoing sections of this chapter.

1) Of the 1055 students at Male High School who took part in this survey, 683, or about 64.7 per cent, were classed as "non-working" since they were not actively engaged in a part-time job for pay.

2) The age-range of this group was from 14 to 22 years. Of the 683, 232, or about 33.9 per cent, were under the age of 16. The 16 to 17-year-old group comprised the largest number of students with 392, or about 57.4 per cent in this group. Only 81, or about 11.8 per cent, were in the 18 to 19-year-old group; and only 8, or 1.2 per cent, were over the age of 19.

3) The most prominent reasons given for not working by the non-working students were the inability to find a "suitable" job, and the feeling that the time was needed for school work. Of the 634 times the five supplied statements and "Other Reasons" were checked as the most important reason for not working, 198 were for the former reason and 178 the latter. "Financially not necessary" was next most frequently checked as most important - 117 times out of 634. Health and the objection of parents had, according to the students, very little to do with their not working. These were checked 4 and 35 times respectively as most important.

"Other Reasons" given by the students indicated that participation in school activities, underage, and indifference played important roles in the non-participation in part-time employment.

4) Of the 662 non-working students who answered the question

"Do you think it wise for high school students to attempt to do part-time work?", 395, or about 59.7 per cent, answered "yes". Seventy-nine, or about 11.9 per cent, thought it unwise while 188, or about 28.4 per cent, were "undecided" on the question.

Seniors were less convinced of the advisability of high school students participating in part-time employment with only 54.1 per cent answering the question in the affirmative as compared to 58.5 per cent of the Juniors and 64.1 per cent of the Sophomores.

5) Even a larger per cent of the non-working students indicated that they would like to have a part-time job if they could find one that was suitable to them. This opinion was expressed by about 73.4 per cent of the 666 students who answered this question.

The desire of students for part-time employment decreased with advancement in the school grades. This was indicated by the fact that 66.1 per cent of the Seniors, 72.7 per cent of the Juniors, and 78.7 per cent of the Sophomores answered the question in the affirmative.

CHAPTER V

A COMPARISON OF WORKING AND NON-WORKING STUDENTS

Distinction between the working and non-working students was made in preceding chapters. Working students were considered as those who were actively engaged in part-time employment for pay; all others were classed as non-working. Chapter III was a compilation of information and data on the working group and Chapter IV was devoted to the non-working students.

Frequently, working and non-working students are considered, without conclusive information, to be quite different in respect to age, scholastic attainment, and other factors common to both groups. To determine the authenticity of this contention, this chapter makes a comparison of these two groups of students at Male High School in respect to such common factors as (1) age, (2) scholastic attainment, (3) plans for the future, (4) views on educational value of part-time work, (5) views on vocational guidance, and (6) the use of incomes.

Arrival at decisive conclusions on the difference, or lack of differences, in the working and non-working students was the objective of this comparison. Such conclusions would be helpful in determining the need for a work-experience program, the extent of such a program, or the need of students for more guidance in choosing an occupation, preparing for it, entering upon and progressing in it.¹

A. Ages

The ages of working and non-working students have been previously

1. Myers, George E., Principals and Techniques of Vocational Guidance, p. 3.

discussed in Chapters III and IV respectively. These data are now brought together in Table XVII for comparison.

TABLE XVII

An Age Comparison of
Working and Non-Working Students
by Per Cents of the Total
Number in Each Group

Classification	Total Number	% in Certain Age Groups			
		Under 16	16-17	18-19	Over 19
Working	372	9.9	72.3	17.0	0.8
Non-Working	683	29.6	57.4	11.8	1.2

Read Table XVII as follows: Of 372 working students, 9.9 per cent were under 16 years of age; 72.3 per cent were from 16 to 17; 17 per cent were from 18 to 19; and 0.8 per cent were over 19.

Table XVII indicates a very definite difference in the per cent of the working and non-working students who were under the age of 16 years. Of 372 working students, only 9.9 per cent were under 16 as compared to 29.6 per cent of the non-working. A very definite difference is indicated, also, in the 16 to 17-year-old group with 72.3 per cent of the working students as compared to 57.4 per cent of the non-working students in this age-group. A much less appreciable difference is evident in the 18 to 19-year-old group with 17 per cent of the working and 11.8 per cent of the non-working in this age-group. Finally, a slightly larger per cent of the non-working students (1.2 per cent) were over 19 than were working students (0.8 per cent).

The most gratifying of the findings of this age comparison was the small number of working students who were under the age of 16;

indicating that exploitation of high school students relative to age is negligible. This fact is even less significant since Kentucky Labor Laws allow the issuance of work-permits to some children under the age of 16 under certain conditions. Gratifying, also, is the insignificant difference in the per cent of working and non-working students who were over the normal age for high school students. This fact indicates that age maladjustments, if at all evident, are no more prominent in the working group of students than in the non-working group.

B. Scholastic Attainment

Tables XVIII and XIX indicate the average grades of working and non-working students at Male High School. This information was obtained from student answers to the questionnaire and not from actual records. The writer, therefore, realizes that these grades may not be absolutely free from inaccuracies, but he believes that they are sufficient for the purposes of this study.

TABLE XVIII

Scholastic Attainment of Working Students

School Grades	Grades and Number of Students					Totals
	A	B	C	D	E	
Sophomore	0	9	45	32	5	91
Junior	1	18	93	31	0	143
Senior	1	14	92	31	0	138
Totals:	2	41	230	94	5	372
Per cents:	0.6	11.0	61.8	25.3	1.3	100.0

Read Tables XVIII and XIX as follows: In Table XIX; of the 285 non-working Sophomores 3 had an "A" average, 44 had a "B", 148 had a "C", 81 had a "D", and 9 had an "E". Of the 683 non-working students, 3 Sophomores, 3 Juniors, and 3 Seniors (a total of 9 or 1.3 per cent) had an "A" average.

TABLE XIX

Scholastic Attainment of
Non-Working Students

School Grades	Grades and Number of Students					Totals
	A	B	C	D	E	
Sophomore	3	44	148	81	9	285
Junior	3	33	131	46	0	213
Senior	3	34	116	32	0	185
Totals:	9	111	395	159	9	683
Per cents:	1.3	16.3	57.8	23.3	1.3	100.0

In comparing Tables XVIII and XIX, no outstanding differences in scholastic attainment between the working and non-working students were found. The mode for each was the grade "C" which included 61.8 per cent of the working group as compared to 57.8 per cent of the non-working. The per cent of students in each group who had an average grade of "E" (failing) was 1.3 per cent of the total of each. A slight difference in "A" students was noted with 1.3 per cent of the non-working and 0.6 per cent of the working students in this grade average. The per cent of working students with a "B" average was 16.3 per cent as compared to 11 per cent of the other group. The per cent of students with a "D" average was only slightly greater in the working group - 25.3 per cent as compared to 23.3 per cent of the non-working.

According to this information, then, participation in part-time employment had little or no effect upon the scholastic attainment of working students at Male High School. The survey made by the National Child Labor Committee of Wartime Work-Experience Programs in eleven communities in the United States revealed similar effects. This survey found that 93 per cent of 2414 who were employed in part-time jobs,

"thought that participation in work had had either no effect or a favorable effect on scholarship."¹ This is comparable, also, to the opinions of 78.3 per cent of the 372 working students at Male High School as expressed in this study that participation in part-time work had not hindered their school work in any way (See Table X, Chapter III).

C. Plans for the Future

Included in the study of the plans of the students at Male High School for the future were (1) plans for further education, and (2) vocational plans. A comparison of the plans of the working and non-working students for the future according to these two aspects is the purpose of this section of this chapter.

(1) Plans for Further Education

Both the working and non-working students were asked to answer the questions "Do you plan to finish high school?", and "Do you plan to go to college?" by encircling "yes", "no", or "undecided".

Tables XX and XXI indicate the answers of the working and non-working students, respectively, to the first of these two questions and the number and per cent of each group who gave each of the three answers.

TABLE XX

Number and Per cent of Working Students
Planning to Finish High School

Answers to the question	Sophomore		Junior		Senior		Totals		Y
	No.	%	No.	%	No.	%	No.	%	
Yes	84	92.3	138	96.6	136	98.6	358	96.2	
No	1	1.1	2	1.3	1	0.7	4	1.1	
Undecided	6	6.6	3	2.1	1	0.7	10	2.7	
Totals:	91	100.0	143	100.0	138	100.0	372	100.0	

TABLE XXI

Number and Per-cent of
Non-Working Students Planning to
Finish High School

Answers to the Question	Sophomore		Junior		Senior		Totals	
	No.	%	No.	%	No.	%	No.	%
Yes	276	96.8	209	98.1	185	100.0	671	98.3
No	1	.4	0	.0	0	.0	1	.1
Undecided	8	2.8	4	1.9	0	.0	12	1.6
Totals:	285	100.0	213	100.0	185	100.0	683	100.0

Read Tables XX and XXI as Follows: In Table XXI: 276, or 98.8 per cent of the non-working Sophomores plan to finish high school; one, or 0.4 per cent said "no"; and 8, or 2.8 per cent were "undecided". Under "Totals": 671, or 98.3 per cent of 681 said "yes"; one, or 0.1 per cent said "no"; and 12, or 1.6 per cent were "undecided".

According to Tables XX and XXI: 98.3 per cent of all the non-working students plan to finish high school as compared to 96.2 per cent of the working group; 0.1 per cent of the non-working group said "no" as compared to 1.1 percent of the working group; and 1.6 per cent of the non-working were "undecided" about finishing high school as compared to 2.7 per cent of the working group. In both cases, the per cent of the students who indicated that they did plan to finish high school increased with advancement in the school grades and, similarly, indecision decreased.

These tables indicate, therefore, that 2.1 per cent more of the non-working students plan to finish high school than do the working students; and that one per cent less indicated the intention of not finishing. Participation in part-time work does not, therefore, seem to encourage the desire for termination of school; to the contrary, it seems possible that part-time work might have influenced working students to stay in high school until graduation.

Tables XXII and XXIII indicate the answers given by the working and non-working students to the question "Do you plan to go to college?". This question was, also, answered by encircling "yes", "no", and "undecided".

TABLE XXII

Number and Per cent of Working Students
Who Planned to Go to College

Answers to the Questions	Sophomore		Junior		Senior		Totals	
	No.	%	No.	%	No.	%	No.	%
Yes	38	41.8	90	62.9	97	70.3	225	60.5
No	22	24.2	24	16.8	20	14.5	66	17.7
Undecided	31	34.0	29	20.3	21	15.2	81	41.8
Totals:	91	100.0	143	100.0	138	100.0	372	100.0

TABLE XXIII

Number and Per cent of Non-Working
Students Who Planned to Go to College

Answers to the Questions	Sophomore		Junior		Senior		Totals	
	No.	%	No.	%	No.	%	No.	%
Yes	156	54.7	145	67.8	136	73.5	437	65.3
No	45	15.8	24	11.7	18	9.7	87	12.4
Undecided	84	29.5	44	20.5	31	16.8	159	28.3
Totals:	285	100.0	213	100.0	185	100.0	683	100.0

Read Tables XXII and XXIII as follows: In Table XXIII: 156, or 54.7 per cent of the non working Sophomeres planned to go to college; 29.5 per cent were "undecided". Under "Totals": 437, or 65.3 per cent of the 683 non-working students said "yes"; 87, or 12.4 per cent said "no"; and 159, or 22.4 per cent were "undecided".

According to Tables XXII and XXIII: 65.3 per cent of all the non-working students (683) planned to go to college as compared to 60.5 per cent of the working group; 12.4 per cent of the non-working

said "no" as compared to 17.7 per cent of the working; and 22.3 per cent of the nonworking were "undecided" as compared to 21.8 per cent of the working group.

The large per cent of both groups who planned to go to college might seem surprising, but it may be recalled that Male High School prides itself in its preparation of students for college. The fact that the per cent who are planning to enter college increased with advancement in the school grades is not surprising either. Dr. Hilda Threlkeld, in her study of the vocational and educational plans of 3884 college seniors, found that 43.8 per cent of the group upon answering the question "When did you decide definitely to go to college?" indicated their senior year in high school; 13.2 per cent indicated the junior year; and 7.5 per cent indicated the sophomore year.¹ She explained this by saying that "the completion of the high school course necessitates a decision." The increase in the per cent of the students having made a decision to enter High School, then, seems due to a feeling of necessity as the end of the high school course drew nearer.

These two tables indicate, also, that less than 5 per cent more of the non-working students planned to enter college than did working students. Such decisions by the working students, therefore, do not seem to have been influenced by their participation in part-time work.

(2) Vocational Plans

Tables XXIV and XXV indicate the per cent of the working and non-working students at Male High School who had made vocational choices.

1. Threlkeld, op. cit., p.13.

TABLE XXIV

Number and Per cent of Working Students
Who had Made Vocational Choices

Answers to the Questions	Sophomore		Junior		Senior		Totals	
	No.	%	No.	%	No.	%	No.	%
Yes	29	31.9	69	48.3	76	55.0	174	46.8
No	22	24.2	31	21.7	22	16.0	75	20.2
Undecided	40	43.9	43	30.0	40	29.0	123	33.0
Totals:	91	100.0	143	100.0	138	100.0	372	100.0

TABLE XXV

Number and Per cent of Non-Working
Students Who had Made Vocational Choices

Answers to the Questions	Sophomore		Junior		Senior		Totals	
	No.	%	No.	%	No.	%	No.	%
Yes	102	35.8	85	39.7	74	40.0	261	38.5
No	82	28.8	45	21.5	39	21.0	166	23.7
Undecided	101	35.4	83	38.8	72	39.0	256	37.8
Totals:	285	100.0	213	100.0	185	100.0	683	100.0

Read Tables XXIV and XXV as follows; In Table XXV: 102, or 35.8 per cent of the non-working Sophomores, indicated a definite vocational choice; 82, or 28.8 per cent, said "no"; and 101, or 35.4 per cent, were "undecided". Under "Totals": 261, or 38.5 per cent of the 683, had made a definite choice; 166, or 23.7 per cent, said "no"; and 256, or 37.8 per cent, were "undecided".

Tables XXV and XXVI indicate findings comparable to those of Dr. Threlkeld's in which 31.8 per cent of the college seniors questioned in her survey indicated that they had made their vocational choice "some-time prior to or during high school."¹ The above tables indicate that 46.8 per cent of all the working students and 38.5 per cent of the non-

1. Threlkeld, op. cit., p. 47.

working students at Male High School had made a definite vocational choice. Again it will be noticed that the per cent of those who had made vocational choices increased with the advancement in the school grades.

To the writer, the fact that 8.3 per cent more of the working students than non-working students had made a definite vocational choice is significant. This seems to indicate that part-time employment tends to aid in the making of a vocational choice.

D. Views on Educational Value of Part-time Work

All students at Male High School, working and non-working, were asked the question "Do you think that a part-time job has any educational value for high school students?" Table XXVI is a compilation of the opinions of both groups on this question.

TABLE XXVI

Opinions of Working and Non-Working Students on the Educational Value of Part-time Work

Answers to the Question	Working Students		Non-Working Students	
	Number	Per Cent	Number	Per Cent
Yes	336	90.4	506	74.1
No	18	4.8	63	9.3
Undecided	18	4.8	114	16.6
Totals:	372	100.0	683	100.0

Read Table XXVI as follows: Of 372 working students, 336, or 90.4 per cent, thought part-time work was of educational value; 18, or 4.8 per cent, said "No"; and 18, or 4.8 per cent, were undecided.

According to Table XXVI, 90.4 per cent of the working students, and 74.1 per cent of the non-working students at Male High School were of the opinion that part-time work does have educational value. This is

a difference of 16.3 per cent, but the per cent of both groups holding this opinion seems sufficiently high to create a real concern on the part of high school administrators toward giving some consideration to the inclusion of some sort of work-experience program in the school curriculum. The relatively low per cent of both groups (4.8 per cent of the working students and 9.3 per cent of the non-working) who gave negative answers to the question adds even more significance to the question.

It seems probable that participation in a work-experience program might be instrumental in making the above opinions of high school students more realistic. Eighty per cent of 2,000 students who were participating in work-experience programs reported upon by the National Child Labor Committee indicated satisfaction with such programs, and recommended them to other students.¹ One of the reasons given for their recommendation was that work-experience programs gave "more reality to school".

E. Views on Vocational Guidance

Often the expressed desires and needs of students have been valuable factors in curriculum development. With this thought in mind, the writer sought to gather information on the expressed desires and needs of students at Male High School concerning such aspects of vocational guidance as (1) the need for more vocational guidance; (2) the relation of courses in vocational guidance to traditional subject matter; and (3) the need for a job placement service.

1. Elicker, op. cit., p. 23.

(1) The Need for More Vocational Guidance

To gather information on the first of these three phases of vocational guidance, the question "Do you think that the school should do more to educate its students concerning the nature of various occupations and professions in order that the student might choose his career more wisely?" was asked of both working and non-working students. Compilation of answers showed very little difference in the opinions of the two groups concerning the question. Results of this compilation of answers show that 88 per cent of the working students and 82 per cent of the non-working felt that more vocational guidance should be provided by the school as a part of its curriculum. Only 3.5 per cent of the working group and 6.6 per cent of the non-working gave negative answers to the question while 8.3 per cent of the former group and 11.4 per cent of the latter indicated that they were undecided on the question.

Quite a large per cent of all the students at Male High School, therefore, felt that the school should do more toward the provision of guidance in vocational choice. This opinion was almost equally shared by both the working and non-working students.

(2) Relation of Vocational Guidance Courses
To Traditional Subject Matter

In comparison to the number of students who felt that the school should provide more vocational guidance, the number who felt that this phase of the school curriculum was equal in importance to traditional subject matter was relatively small. Answers to a question relative to this contention revealed that 51.2 per cent of the non-working students and 62 per cent of the working felt that vocational guidance courses and traditional subject matter were of equal importance. Negative

answers on this question were considerably higher than those on the first question concerning vocational guidance. On this question 30.2 per cent of the non-working and 20.4 per cent of the working students felt that vocational guidance was not equal in importance to traditional subject matter while 18.6 per cent of the former group and 17.4 per cent of the latter were undecided.

Although the number of affirmative answers on this question was relatively low as compared to the one concerning the need for more vocational guidance, this percentage seems more significant when viewed from the angle that Male High School is of a college preparatory nature and that a large per cent of the students indicated their intention to go to college as well as a large per cent who indicated that they had already made a vocational choice. The working group, however, seemed more inclined to feel that vocational guidance was equal in importance to traditional subject matter than were the non-working group. Almost 11 per cent more of the working group answered the question affirmatively than did the other group.

(3) The Need for a Job Placement Service

The National Child Labor Committee, in concluding its report on Wartime Work-Experience Programs, recognized the fact that students gain some valuable experience in finding their own jobs but felt that, in the interest of placing them in jobs suitable to their interest and abilities, and to insure protection against exploitation, a part-time job placement service should be offered to them.¹ The study made by the United States Office of Education on School-and-Work Programs in

1. Elicker, loc. cit., pp. 29-30.

136 school systems found that many schools had some form of part-time job placement service and, where found, that it was popular with both employers and students seeking work.¹ This study found the United States Employment Service was providing branches in many of the high schools for placement and follow-up, but that in many instances the "school placement office offered the only specialized service for students wanting part-time jobs". It was also revealed that, in most instances, young people did not make much use of public employment services made available to everyone in the community. In the conclusion of this report, wise placement of students in part-time jobs was recommended so as to insure real learning value and the best possible working conditions.²

In this study made at Male High School, all students were asked "Would a part-time placement (employment) bureau, where high school students could apply for part-time work and be placed in jobs according to their interests, abilities, etc. be a worthwhile organization?". Compilation of the answers to this question showed that 92.5 per cent of the working students, and 89.8 per cent of the non-working thought that such a service would be a worthwhile organization. Approximately 3 per cent of each group felt that such an organization would not be worthwhile; and only 4.6 per cent of the working group and 7 per cent of the non-working indicated indecision on the question.

That a placement service for part-time jobs would be worthwhile was, therefore, highly approved by the majority of both working and non-working students at Male High School. The school does have one teacher, however, who takes the responsibility of accepting the names of students who

1. U. S. Office of Education, op. cit., pp. 22-23.
2. Ibid., pp. 50-52.

desire part-time work and makes recommendations to employers who, perchance, contact the school desiring the services of a student for part-time work or, in some cases, for the services of graduating seniors for full-time employment. In extending even this limited service to its students, however, Male High School is probably doing more than most high schools since it is probable that "not more than 3 per cent of the school systems of 10,000 or more have employed full-time, well qualified personnel to provide placement service".¹

F. How Students Use their Income

The National Child Labor Committee found that many of the schools included in its study of work-experience programs were providing counsel of the wise use of money.² The most frequent uses made of money earned by 1482 students in two cities was for contributing to home expenses, spending money, savings accounts, clothers, and purchase of war bonds and stamps - in approximately that order.

Prompted by the above study, the writer decided that both working and non-working, might prove interesting. They were, therefore, all asked the question "what do you do with your income?" A list of six statements relative to the question was supplied, and the students were asked to check those which applied to their own case and a blank was provided for addition of any other statement not included. Table XXVII is a compilation of the number of times each of these statements were checked by the working and non-working students.

TABLE XXVII

How Students Use Their Income -
The Number of Times Each Statement
was Checked by Working and
Non-Working Students

1. American Association of School Administrators, Schools and Manpower, p. 223.
2. Elicker, loc. cit., p. 23.

Statements on the Use of Incomes	Number Students Checking Each Item of Expenditure	
	Working Students	Non-Working Students
Recreation and Fun	270	554
Necessities (Food, Clothing, Books, etc)	167	243
Bank Account	141	139
Church and Charities	133	302
Savings Bonds, or other Investments	69	122
Help to Support Family	35	18
"Other Statements"	22	27
Total Times all Statements:	844	1405

Read Table XXVII as follows: The statement of the use of income "Recreation and Fun", was checked 270 times by working students and 554 times by non-working students. All the statements were checked a total of 844 times by the working students and 1405 times by the non-working.

According to Table XXVII, "Recreation and Fun" was the most frequently checked item of expenditure by both the working and non-working students. This statement was checked 554 times, or 32.3 per cent of the 1405 times that all the items were checked by the non-working group; and 270 times, or 31.9 per cent of the 844 times that all the items were checked by working students. The statement which rated second with the non-working students was "Church and Charities" which was checked 302 times, or 21.4 per cent of the total. This item rated fourth with the working students and was checked 133 times, or 15.7 per cent of the total. "Necessities" ranked second with the working students, being checked 167 times, or 19.7 per cent of the 844. The non-working students chose this item 243 times out of the 1405 times, or 17.3 per cent; thus, making it their third choice. The third choice of the working students was the item, "Bank Accounts", which was checked 141 times, or 16.7 per cent, of the total. This expenditure was fourth among all the statements checked by the non-working students, being

checked 139 times, or 9.8 per cent of the total.

The first four of the items in Table XXVII received 84.2 per cent of the total checks made by the working students and 88 per cent of the total made by the non-working students. "Savings Bonds, and Investments" received 8.6 per cent of the checks made by the non-working; and 8.2 per cent of the checks made by the working students. "Help to support the Family", the statement which ranked the lowest in number of times checked by both groups, received only 4.1 per cent of the total checks made by the working students and 1.1 per cent of those made by the non-working.

"Other Statements" were made 7 times by the working students and 9 times by the non-working. These statements and the number of times each was checked were as follows:

Working Students		Non-Working Students	
Other Statements	No. times Checked	Other Statements	No. Times Checked
Saving for College	7	Hobbies	7
Hobbies	6	Saving for College	5
Music Lessons and Instruments	5	Home Savings	5
Automobile	5	Sports Equipment	3
Club Dues	3	No Particular Way	2
Capitol for own Business	2	Club Dues	2
Insurance	1	Helping to Build a New Home	1
Total	29	Girls, and Beer	1
		Classical Records	1
		Total:	27

The most interesting thing noted about "Other Statements" was that "Saving for College" and "Hobbies" were the two most frequently added statements by both groups. Interesting, also, was the fact that two of the working students were using a part of their income as capital in their own businesses. "No Particular Way" and "Girls and Beer" were the only indications of insincerity noted on this question. Both statements were made by non-working students.

G. Summary of Chapter

The purpose of this chapter was to determine the authenticity of the usual contention that working and non-working students differ considerably in respect to age, scholastic attainment, and other factors common to both groups. This purpose was attempted through a comparison of these two groups at Male High School. Summary of the results of this comparison is as follows:

1) Very definite differences were found in the number of students under the age of 16 years and the number of students between the ages of 16 to 17 years. There was only 9.9 per cent of the working students under 16 years of age as compared to 29.6 per cent of the non-working students; and there was 72.3 per cent of the working students between the ages of 16 and 17 as compared to only 57.4 per cent of the non-working students. No significant differences were found in the number of each group in age groups over 17 years.

2) No outstanding differences were noted relative to scholastic attainment. The mode for each group was an average grade of "C" with 61.8 per cent of the working students, and 57.8 per cent of the non-working with this average. The number of students with an "A" average was only slightly greater in the non-working group than in the working. Oppositely, only a slightly larger number of working students had a "D" average than the non-working.

3) Relative to plans for the future, no appreciable difference was found in the number of students planning to finish high school with 98.3 per cent of the non-working, 96.2 per cent of the working students indicating plans in this direction.

The number of students who were planning to go to college was high, but no significant difference was noted between the two groups of

students. Sixty-five and three-tenths per cent of the non-working planned to enter college as compared to 60.5 per cent of the working group.

Information on the number of students who had made vocational choices showed that 46.8 per cent of the working, and 38.5 per cent of the non-working group said they had made definite choices. As indicated by this information, 8.3 per cent more of the working than the non-working students indicated such choices.

4) Opinions of students on the educational value of part-time work revealed that 90.4 per cent of the working group, as compared to 74.1 per cent of the non-working, felt that part-time work does have educational value. This indicates that 16.3 per cent more working students hold this opinion than did non-working students.

5) Working and non-working students shared the opinion that the school could do more in the way of providing vocational guidance than it was doing. Eight-eight per cent of the working students and 82 per cent the non-working indicated this opinion.

6) Sixty-two per cent of the working group felt that courses in vocational guidance were equal in importance to the traditional subjects as compared to 51.2 per cent of the non-working group - a difference of 10.8 per cent.

7) Both groups of students were much in favor of a part-time job placement service with 92.5 per cent of the working students and 89.8 per cent of the non-working students expressing this opinion.

8) No significant difference was indicated in the way working and non-working students used their income. The most frequent expenditures indicated by both groups were for recreation and fun, necessities, bank accounts, and church and charities.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The results of this study of part-time and non-working students at Louisville Male High School were, in the opinion of the writer, convincingly in favor of work-experience as a part of the "total education" of high school youth. He feels that no longer should a part-time job be considered a hindrance to the school work of those who participate. To the contrary, it should be considered of constructive value to school work and as highly desirable in the "indoctrination of youth in the democratic way of life" and as a valuable means of "bridging the gap between school and employment".

As a basis for this contention, the writer now presents the conclusions of the separate studies on (1) the working students, (2) the non-working students, and (3) a comparison of factors common to both groups.

A. The Working Students

The working student was the primary concern of this complete study. A summary of the conclusions of this phase of the study are as follows:

1) A sufficient number of the students at Male High School was participating in part-time employment (35.3 per cent of the 1055 studied) to warrant the special interest of the school.

2) Very little, or practically no evidence of serious exploitation relative to age, hours worked, or wages earned was noted in this study.

3) Working students liked their jobs, but a large per cent of them did not feel that they would care to make the type of work in

which they were now engaged their vocational choice for the future.

4) Working students participated in part-time employment because they liked to feel self-sufficient, because they felt that it was good training, and because of their desire to earn spending money.

5) Working students did not feel that their part-time job was a hindrance to their school work. In fact, a very large per cent of them felt that their job had increased interest in school and in securing an education.

B. The Non-Working Students

The following conclusions are based upon the opinions of the non-working students relative to work-experience:

1) Those students who were not engaged in part-time employment were not employed, according to their statements, because they could not find a suitable job, or because they did not feel it financially necessary to work. A few indicated that they needed the time for their school work.

2) Bad health and parent opposition had only an insignificant effect upon the participation of these youth in part-time work.

3) More than half of the non-working students felt that it was not unwise for high school students to participate in part-time employment. Only 12 per cent thought it unwise while 28 per cent were undecided on the question.

4) A large majority (73.4 per cent) of the non-working students would like to have a part-time job if they could find one that was suitable to their interests and abilities.

C. A Comparison of Working and Non-Working Students

The following conclusions resulted from the comparison of some

factors common to both groups of students:

1) Very little difference in age was noted between the two groups of students except in the number of each under the age of sixteen years. A much larger per cent of the non-working group was under this age than was true of the other group which indicates a lack of exploitation relative to age of high school students in this school.

2) Contrary to general opinion, part-time work did not make any appreciable difference in the scholastic attainment of the two groups with the non-working having only a slightly better average.

3) The number of each group who planned to finish high school was high, but no particular difference was noted between them, with 98.3 per cent of the non-working and 96.3 per cent of the working group answering the question in the affirmative.

4) Similarly, no great difference was noted between the two groups of students regarding their plans to enter college; 65.3 per cent of the non-working and 60.5 per cent of working students indicated this intention.

5) Working students were more inclined to be settled upon a vocational choice for the future than were the non-working group; 46.8 per cent of the working as compared to 38.5 per cent of the non-working.

6) Working students were much more inclined to feel that part-time work was of educational value than were the non-working as was indicated by the fact that 90.4 per cent and 74.1 per cent, respectively indicated this conviction.

7) Both working and non-working students felt that the school should do more in the way of vocational guidance (88 per cent of the working - 82 per cent of the non-working.)

8) More than half of each group felt that vocational guidance was equal in importance to the traditional subjects offered (62 per-cent of the working and 51.2 per cent of the non-working.)

9) The two groups agreed that a part-time job placement service for high school students was a much needed and highly desirable organization (92.5 per cent of the working and 89.9 per cent of the non-working).

10) Working and non-working students alike spend their money for such things as revreation and fun, necessities, bank accounts, and gifts to church and to charities.

To the writer, the foregoing conclusions indicate that the part-time working student at Louisville Male High School does not present a serious problem to the school. Scholastic attainment does not seem to have been seriously affected in an adverse way by participation in part-time work--in fact, according to the statements of a large per cent of the working students, such participation may have had a desirable effect upon the student's interest in school; exploitation of workers was found to be practically negligible; and although work-experience should be a part of the curriculum, the school has not been faced, in a serious way, with the problem of altering the curriculum to accomodate the demands of either students or employers.

The problems presented to the school by part-time working students, however, were not the primary concern of this study; determination of the needs of high school youth and the extent to which the school might fulfill these needs was the desired result. Results obtained by this study indicate some areas of need which, in the opinion of the writer, might be fulfilled by the school through some sort of organized work-experience program. These areas of need involve such aspects as placement, vocational guidance, supervision, and curriculum adjustment.

Relative to these aspects, the writer submits some recommendations which he thinks would be valuable in aiding the students at Male High School to "bridge the gap between school and employment" and in providing "indoctrination in the democratic way of life".

In offering these recommendations, the writer emphasizes his profound respect for a well-organized and functioning curriculum at Louisville Male High School. He realizes, also, the difficulty which a school of this type would encounter in preparing students for college while, at the same time, operating an elaborate work-experience program - a difficulty which was found to exist in most of the schools of this type included in the study of Wartime Work-Experience Programs by the National Child Labor Committee. In commenting upon this condition, the Committee, in its report, says:¹

Although many educators believe that work-experience is desirable for all secondary students, few students in college preparatory courses were found in the programs studied, and school personnel did not believe work experience could be included in the college preparatory program until college entrance requirements are made more flexible. Work-study programs can help to make our work together in them, and this value may be lost if they are limited to students who lack the mental aptitude or the financial resources for a college education.

With these difficulties in mind, then, and upon the basis of the findings in this survey, the writer respectfully submits the following recommendations for consideration and which he feels, also, that the aspects recommended would, in a more complete way, satisfy the needs of the students in this school.

A. Placement

Placement was found to be "one of the most important factors in a work-experience program"² in the survey made by the National Child

1. Elicker, loc. cit., p. 25.

2. Elicker, loc. cit., pp. 18-19.

Labor Committee because students "who found their own jobs...had less satisfactory working conditions than those in jobs to which they had been referred by the school". Based upon this fact and the fact that one of the most important reasons given by the non-working students at male High School for not working is the inability to find a suitable job (together with the expressed need of approximately 90 per cent of both non-working and working students for some sort of placement service for high school students), the writer recommends that a full-time placement service be organized which would insure the following:

- 1) Placement of students on jobs with respect to their interests and abilities, educational value of the job, and the healthfulness and safety of the working conditions

- 2) Regulation of participation of students in part-time work with respect to their interest in and reason for working, their need for it, their physical fitness for work; and the possibility of their really profiting from it

- 3) Placement in accordance with child labor laws and in cooperation with organized labor.

Such a placement service should be organized in cooperation with industry and business or with those employers who would be interested in supplying jobs of an educational nature to high school students. This service should seek to satisfy, as far as possible, the requests of employers and the desires of the students; thereby insuring the recommendation of only those students who were qualified by interest, ability, aptitude, and desire to satisfy the requirements of the employer.

B. Vocational Guidance

Since over 80 per cent of both working and non-working students indicated a feeling that the school should do more in the way of

vocational guidance, and since over 50 per-cent of both groups felt that vocational guidance is equal in importance to the traditional subjects offered by the school, the writer recommends that a further investigation be made concerning this aspect to determine whether this is a real need and, if so the most efficient method of satisfying it.

C. Supervision

Supervision is also a very important factor in a properly functioning work-experience program. The writer would, therefore, recommend for Male High School a full-time coordinator of work-experiences who would maintain "A close relationship between the employer, the school, and the student".¹ The coordinator would be a man of pleasing personality, energy, and possessing qualities of leadership. He should be trained in vocational guidance and possess a thorough knowledge of jobs and job-classification as well as having had work-experience in industry or outside the field of education. His responsibilities would include largely the vocational guidance program, the placement service, and the duties of supervision of students on part-time jobs. He should be a special member of the faculty, not a regular faculty member who acts as coordinator as a collateral duty.

D. Curriculum Adjustment

To make the work-experience of part-time working students at Male High School more meaningful and educational, the writer would recommend that the school investigate the possibility of including work-experience as a vital part of the curriculum. This would involve the scheduling of classes and work and possibly the allowing of credit toward graduation for truly educational work-experiences. In making this recommendation,

L. Elicker, loc. cit., p. 30.

the writer is fully aware of the difficulties associated with it; and, if it were carried out, it would be necessary to evaluate all work-experience with diligence to prevent unnecessary scheduling or the granting of credit for unrelated work-experiences toward graduation.

Finally, in conclusion, the writer reiterates his conviction that it is possible for part-time work experience to become, under the auspices of the school and with the cooperation of the community, an invaluable service to the high school youth of America in aiding them to find their proper place in the life of the community and at the same time provide the community with more mature, experienced, and satisfied citizens upon their advent into adult life.

The foregoing conclusions and recommendations made as the result of the findings of A Comparative Study of Part-Time and Non-Working Students at Louisville Male High School represent the writer's sincerest convictions, and he hopes that they will by no means be considered maliciously critical of the present curriculum practices of that school. He hopes, also, that the information and data compiled in foregoing chapters may prove useful to that school in future curriculum development.

- D. Approximately how many hours per week do work at this part-time job? _____
- E. What is your approximate salary per week? _____
- F. Do you think that you would like to make this type work or business your career? (Yes No Undecided)
- G. Do you think that your job has caused you to take more interest in your school work and in securing an education? (Yes No Undecided)
- H. Do you think that your job has hindered your school work in any way? (Yes No Undecided)
- I. Are you being excused from part of your school day to work at this part-time job? (Yes No)
- J. Does the school know that you are working part-time? (Yes No Undecided)
- K. Do you like the work you are doing? (Yes No Not Especially)
- L. Why are you working? Below are three statements as to why you might be working. In the box at the left of each place a number (1,2,3, etc.) as to their importance in your case. (Let "1" indicate the most important). Leave blank any which do not apply. Add at the bottom any other reason you may have and rate it also.

- It is financially necessary.
- I like the feeling of making my own way.
- I think it is good training.
-

8. FOR THOSE WHO DO NOT HAVE A PART-TIME JOB

If you do not have a part-time job please answer the following questions as accurately as possible.

- A. Do you think it is wise for high school students to attempt to do part-time work? (Yes No Undecided)
- B. Would you like to have a part-time job if you could find one that suited you? (Yes No Undecided)
- C. Why do you not have a part-time job? Below are several reasons as to why you may not be working. In the box provided at the left of each statement place a number (1,2,3, etc.) as to their importance in your case. (Let "1" indicate the most important). Leave blank any which does not apply. Add at the bottom any other reason which you may have and rate it also.

- My health will not permit it.
- I need all my time for my school work.
- Financially it is not necessary.
- I can not find a job that suits me.
- My parents will not permit it.
-

9. WHAT DO YOU DO WITH YOUR INCOME?

This question is for everyone regardless of whether your income is a salary for part-time work or an allowance.

Please place a check in the box provided at the left of each statement which applies to you. You may add any other statement not listed at the bottom.

- Necessities of life (food, clothing, books)
- Bank Account
- Recreation and fun
- Savings Bonds, or other investments
- Church and Charities
- Help to support the family
-

10. Have you answered all questions seriously and to the best of your ability? (Yes No)

APPENDIX II

WORK PERMIT USED AT MALE HIGH SCHOOL

LOUISVILLE MALE HIGH SCHOOL
Employment Record

Date _____

PUPIL'S NAME _____ Eng. _____ Age _____

Where Employed _____

Business Address _____

Business telephone _____ When first
Employed _____

Nature of Work _____

Hours of Work from _____ to _____

Wage Received _____
(Specify whether day, week or hour)

SIGNED: EMPLOYER _____

PARENT _____

PUPIL _____

APPENDIX III

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