

A STUDY OF TECHNIQUES
USED BY THE STUDENTS OF BENSON POLYTECHNIC SCHOOL
IN SELECTING A COURSE

by

FRANK E. BATTAGLIA

A THESIS

submitted to the
OREGON STATE AGRICULTURAL COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF SCIENCE

June 1937

APPROVED:

Redacted for privacy

Professor of Education

In Charge of Major

Redacted for privacy

Head of Department of Education

Redacted for privacy

Chairman of School Graduate Committee

Redacted for privacy

Chairman of College Graduate Council

t . 78 bdg

est.

9.7.7

30 Sep 37

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to Dr. R. J. Clinton, Professor of Education, for his interest, valuable suggestions and criticism. In preparing this study, where the writings of others have been drawn upon, every effort has been made to give full credit to the authors for quotations or references. To all others who have aided in making this study possible, I am most grateful.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION-----	1
Statements of the Problem-----	1
Location and Drawing Area-----	2
Purpose and Significance of the Study-----	3
II. RELATED STUDIES-----	10
III. PROCEDURES USED IN THE STUDY-----	15
Group Used in the Study-----	15
Method of Procedure-----	16
Discussion of the Questionnaire Used-----	18
Student Cooperation of the Study-----	19
IV. PRESENTATION OF DATA-----	20
V. SUMMARY AND CONCLUSIONS-----	106
BIBLIOGRAPHY-----	113
APPENDICES-----	114
Appendix "A"-----	114
Appendix "B"-----	118

LIST OF TABLES

Table		Page
I	Tabulation of Number of Students Entered, Graduated, and Employed at Related Work to School Preparation Entering Classes 1921 to 1925 Inclusive.-----	12
II	Tabulation of Questionnaire Question No. 1-----	22
III	Tabulation of Questionnaire Question No. 2-----	25
IV	Tabulation of Questionnaire Question No. 3-----	27
V	Tabulation of Questionnaire Question No. 4-----	29
VI	Tabulation of Questionnaire Question No. 5-----	31
VII	Tabulation of Questionnaire Question No. 6-----	33
VIII	Tabulation of Questionnaire Question No. 7-----	36
IX	Tabulation of Questionnaire Question No. 8-----	37
X	Tabulation of Questionnaire Question No. 9-----	39
XI	Tabulation of Questionnaire Question No. 10-----	41
XII	Tabulation of Questionnaire Question No. 11-----	44
XIII	Tabulation of Questionnaire Question No. 12-----	46
XIV	Tabulation of Questionnaire Question No. 13-----	48
XV	Tabulation of Questionnaire Question No. 14-----	50
XVI	Tabulation of Questionnaire Question No. 15-----	57
XVII	Tabulation of Questionnaire Question No. 16-----	59
XVIII	Tabulation of Questionnaire Question No. 17-----	61
XIX	Percentage Rearrangement of Table No. 18-----	63
XX	Tabulation of Questionnaire Question No. 18-----	65
XXI	Tabulation of Questionnaire Question No. 19-----	67

LIST OF TABLES (CONT.)

Table	Page
XXII	Tabulation of Questionnaire Question No. 20----69
XXIII	Tabulation of Questionnaire Question No. 21----72
XXIV	Tabulation of Questionnaire Question No. 22----73
XXV	Tabulation of Questionnaire Question No. 23----75
XXVI	Tabulation of Questionnaire Question No. 24----76
XXVII	List of Subjects Requested in Questionnaire Question No. 24 and Number Requesting-----79
XXIX	Tabulation of Questionnaire Question No. 25----83
XXX	Tabulation of Questionnaire Question No. 26----87
XXXI	Tabulation of Questionnaire Question No. 27----89
XXXII	Tabulation of Questionnaire Question No. 28----91
XXXIII	Tabulation of Questionnaire Question No. 29----93
XXXIV	Tabulation of Questionnaire Question No. 30----95
XXXV	Tabulation of Questionnaire Question No. 31----98
XXXVI	Tabulation of Questionnaire Question No. 32----99
XXXVII	Tabulation of Questionnaire Question No. 33---101
XXXVIII	Tabulation of Questionnaire Question No. 34---103
XXXIX	Enrollment Tabulation for Entering Class Fall 1936-----104

Note: It is recommended that the reader turn to Appendix "A" for the questions, then to the List of Tables to locate them.

LIST OF FIGURES

Figure	Page
I Rise of the Diesel. Sales Chart-----	80

A STUDY OF
TECHNIQUES USED BY THE STUDENTS OF BENSON POLYTECHNIC SCHOOL
IN SELECTING A COURSE

CHAPTER I

I N T R O D U C T I O N

Statement of the Problem.

This study was conducted to understand, if possible, what underlying factors enter into the selection of ¹ courses by the students of Benson Polytechnic School at the time of their initial enrollment. One purpose is to collect information which may be used to determine effective ways of minimizing loss of energy and interest of students during the period of adjustment to a new school situation. Further use of the information might be to increase the average stay in school for these individuals who have, heretofore, represented the large percentage who drop out of school sometime between the day of initial enrollment and the day of graduation. Little or no information is available as to whether the student who has left the Institution profited by his migration, which may have been to another school, or whether by his action has ended his formal education.

1

The term course, in this study, is used to represent groupings of subjects listed in the curriculum of the Benson Polytechnic School.

The object is not, of course, to keep all of the students in school indefinitely, or to keep them all until they have finished the courses in which they have enrolled, but to approach by the use of what psychological aids are available, a point of optimal development of the individual. Many students are eliminated consciously or unconsciously from the rolls by their failure to make adjustments to school conditions, which may or may not be outlined for the best advantages of the individuals or their problems, educationally. Many are lost due to their failure to make progress at a pace set by other students. The educational pattern is not set for the individual but for the group. If the individual fits the pattern, he is fortunate, if he does not then he faces all the complications that befall maladjustment. Since the schools are for the growth of individuals, the progress and evaluation of any institution of learning is based on the individual accomplishments of students. The school should be student centered. When failure is met by the individual in his adjustment, the burden should fall where credit has been accepted for valor. Benson Polytechnic School, like any institution of its kind, has never failed to claim its own when outstanding performance has been achieved, and has not failed to refer to these performances when criticism of the institution has been voiced or intimated.

Location and Drawing Area.

The study was conducted with the entering class of the fall 1937, of Benson Polytechnic School at Portland, Oregon. The students represented every social-economic group of the city. Representative students are to be found in the group from underprivileged to the group that is endowed with that something that it takes to make for outstanding educational progress. Due to the non-coeducational type of the School, the students are herein referred to in one sex only.

Purposes and Significance of the Study.

The study consists of an investigation of the TECHNIQUES USED BY STUDENTS OF BENSON POLYTECHNIC SCHOOL IN SELECTING A COURSE. The purposes are to understand, if possible, what factors enter into the course selection; the attitudes on the part of the students when enrolling in the institution for the first time; the objectives they may have for entering that particular School and that particular course; what they expect from their training; and where they may have obtained information or had been influenced in their decisions.

Since such a large percentage of the students are lost, from the first day of registration to the day of graduation, a study of the causes should be of interest.

A student is called upon to make decisions in the large divisions of the school courses from the first day, the day

of registration. Before he can be enrolled he must make a choice of either a Vocational or a Technical division of the curriculum. The Vocational course will not provide for his entrance into college. He devotes one-half of his total school time to shop activity. Technical courses are of a definite college preparatory nature, but have varied shop activities included. When a student does choose a Vocational course, he must select a definite subdivision of the offering; namely, Electric, Woodworking, Machine, Foundry, etc. When he chooses a Technical course, he may defer his choice in a specific field to major in until the third term, but he must make a differentiation between Technical Mechanical or Technical Building Construction. Each of these fields offer an exposure to a different group of shops.

The decisions made on the first day of school are changeable to be sure. But when students, as many do, contemplate completion of the course at the earliest possible date, the loss of credits and time due to transfers are often causes of abstinence from changes from the original program, and a definite beginning for possible unsatisfactory or, at least, limited satisfaction on the part of the student concerned.

These selections are made by the students with no information directly related to the institution, and in many cases due only to a catalogue of the courses offered or a visit to the Tech Show. The Tech Show, while an open house,

is far from a sampling of the activities that the student may expect upon entering the course for occupational preparation. Being by its very nature a show, it tends to the spectacular rather than the usual, in many instances.

The purpose here is not to criticize the function or results of the Tech Show, but it is an instrumental, unbridled factor which influences many students into fields, which may or may not be the choice the student would make with more deliberation and study of the fundamentals involved. Such factors as possibility of employment, individual aptitudes, and possibility of succeeding in the vocation should be considered.

One should not lose sight of the fact that not to exceed ten per cent of those that start as beginning students will ever reach college, or any other institution for continuation of formal education. The writer does not wish to convey the thought that all of these people should continue in their education in a formal manner, but he does wish to impress that the ninety per cent of the group we are now discussing will have completed their school work, from a formal educational point of view. Granting this point, which is a matter of record and to which reference will be made in the following chapter, with data and figures to substantiate the statement, then the individuals are entitled to the same consideration and should be considered in the planning of subject matter

to fit their individual needs, and to prepare them to participate in activities according to their capacities. It should not be difficult to see that the nearer a student comes to the end of his formal education, the more specialized should be his training; training centered about those factors that will aid him in making the transition from school to his first job. It is a well established fact that, if the student gets employment at the job he was trained for at the outset, his chances of continuing in the field are far greater than if he enters an unrelated occupation and at a future date attempts to make the change to his original field of training. Business conditions do enter into the situations just mentioned, but individual fortitude is even more instrumental than the business influence. It is unfortunate perhaps, but the great majority of individuals are now endowed with that super-drive that takes people where they want to go. It is needless to carry on wishful thinking, but we should face realities and aid the individuals to make the transition with the minimum loss of time and effort.

Much may be said at this point about people making adjustments when they leave school. Many people do make the adjustments, many make a partial adjustment, the criterion of the adjustment being, not if the individual is working and making a living, but is he working and happy at the thing he is doing, which is a component of individual capacity and

optimum expression. Whether the optimum expression is vented on the job or not, depends on other factors; but if the individual has been trained he may find away from the job those things he cannot find on the job. Notwithstanding, he must be conscious of his individual needs and training, regardless of the level which should help him reach that level of participation.

The writer does not feel in any way that the problem is a simple one, but realizes the fact that it does exist, and something can be done about it. Whatever may be the background of any individual boy, he is still a personality in himself, possessor of individual capacities and differences worthy of development along useful and socially acceptable lines. If individual energies are not directed, for social good, there is no assurance that they will develop. The development may continue on a tangency, and in extreme cases to be undone at considerable expense.

Adolescence is a period of sensitivity to influence whether positive or negative none the less subject to influences and best presented by Chapman and Counts;¹

The extension of the period of social infancy and of economic dependence also furnishes a

¹Chapman, J. Crosby and Counts, George S.
Personality and Education

Houghton Mifflin Co. 1924 P. 135

period of exploration and experimentation, during which, with a view of present educational and eventual vocational guidance, the development of the pupil's mechanical, social and intellectual capacities can be closely studied by the educator. Decisions made in the experimental environment of the school can be regarded as tentative; they are not irrevocable as are many similar decisions in the outside world. Within the school itself care must be taken lest avenues of study and work be closed to the pupil before his interest and capacities have fully revealed themselves. But, at the same time, the desire to avoid this evil must not lead to the even greater evil of submitting all pupils to the same curriculum. In the light of the great individual differences in these traits which a broadened school should cultivate, early differentiation is absolutely essential; in many cases important decisions will have to be made early in the school history of the child. A few serious mistakes of classification must be expected; to sacrifice the improvement of educational practices which will follow from greater differentiation is not only short sighted but cowardly. The evil flowing from such action will be negligible in comparison with the evils resulting from patent blunders caused by our present policy of inaction.

Chapman and Counts published their book in 1924. Conditions in the outside world have not changed for the simplification of the student's problems, when leaving school. Shorter working days, higher standards of living, condensation of industrial activities, and greater specialization of the work of the world have been of a magnifying nature to the problems of youth. Whether they are prepared to meet and solve these problems, or, at least, the attitude they will have toward the solution and adjustment to the situations as they are, will depend on the preparation they

receive in school. It is not sane to anticipate twentieth century results with eighteenth century methods.

CHAPTER II
RELATED STUDIES

The study previously conducted along the lines of the present research is of a somewhat related nature, dealing with students from the same school. Brown¹ conducted a study, "A Follow-up Study of the Benson Polytechnic School", from 1925 to 1929 inclusive, completed in June 1932.

Since underlying principles of selection of courses by the students is the problem of this study, the writer is going into the selection of students composing the graduating classes referred to and studied by Brown. Due to the mixture of the group as far as the time requirement for course completion between Technical, or four year classes, and Vocational, or three year courses, the designation of the groups is not based on time, (the courses being of different requirements as to standards and time.) For the sake of simplicity, and due to the fact that Brown did not tabulate his group in the report to facilitate the comparison the writer wishes to make, a slight error may be involved by taking the classes to be of four-year duration. The error would relate to the number of three year students in the preceding class.

1

Brown, George W. A Follow-up Study of the Benson Polytechnic School - 1925 to 1929 Inc., Unpublished Masters Thesis, Oregon State College, 1932.

Brown's study included all the graduates from the January, 1925, class to and including the June 1929 class. In this group are represented 981 boys. The class of 1929 had been out of school one year at the time the data were compiled. Replies were reported from 84.2% of the total, with reports non-usable due to lack of clarity and non-returns 148 or 15.8%; leaving usable information from 84.2% of the total group. Distribution of the whole group between Vocational and Technical was: Vocational, 455 graduates, Technical, 526 graduates.

A tabulation for the group with regard to students entered in these classes at the outset and the numbers graduating, and a re-evaluation of the number of students employed at the occupations for which they received training will be presented in Table I, on the following page.

TABLE I

TABULATION OF NUMBER OF STUDENTS ENTERED, GRADUATED, AND
EMPLOYED AT RELATED WORK TO SCHOOL PREPARATION
BY FINDINGS OF BROWN'S STUDY.

Year of Class Enrollment	No. Enrolled	No. Graduated 4 years later	Percent Grad.
1921	592	173	29.3%
1922	616	190	30.8
1923	719	199	27.7
1924	859	220	25.6
1925	924	199	21.5
T O T A L S	3710	981	26.5

¹
Basing group on percentage of data returns: 84.2%

Enrolled group represented 3710

¹
Graduates represented 981

Data collected from 84.2% of group

84.2% of 3710 3123

84.2% of 981 826

Percentage employed at related work after more than one year after graduation 53.0%

¹
Brown, George W. A Follow-up Study of the Benson Polytechnic School - 1925 to 1929 Inc.
Unpublished Masters Thesis,
Oregon State College, 1932, p. 11

Evaluation of the percentage of individuals employed at work related to the instruction, or training received while in the school, to the total enrolled for the classes represented in the study, shows a sharp contrast to the results tabulated in the contents of the study presented by Brown.

Since the actual number of individuals contacted for the acquisition of the data was 826, which represented 84.2 per cent of the total number of graduates for the interval studied, then it is only logical to compute the percentage of total students enrolled for the period on 84.2 per cent of the total, or 3123.

The study showed that 53.0 per cent of the students graduated were employed at related work after more than one year from the date of graduation, or 438. Four hundred and thirty eight students were actually employed at work directly related to courses taken at school. Thirty-one hundred and twenty-three represents 84.2 per cent of the total enrollment for the five years or a ratio of 438 to 3123 representing 14 per cent of the boys that started with the respective class groupings four years before. Brown's returns were for 84.2 per cent of the group graduated so for that reason 84.2 per cent of the total enrolled group was taken for comparison. One boy in every 7.15

boys that started actually got on the job for which he started to prepare himself.

The selection of individuals for the various fields represented in the training program had been made as the findings tabulated indicate. Whether the selection should be on a basis of natural selection as has been the case for the group studied, or whether the selection might best be aided by available instruments, is a matter of conjecture. These are fundamental underlying factors making for student adjustment.

In order to establish the results of his findings to the economic trends of the period studied, Brown¹ said, "In all fairness, the writer points out the fact that the data were tabulated in 1929-30, at a time when business conditions were normal and when almost all the graduates were able to find some sort of employment. If the tabulations were to be made now during a period of world wide economic depression, the number of graduates unemployed might be materially increased and such figures as the percentage of graduates following related occupations and the percentages of those continuing their training might be decreased." The statement would indicate that the ratio of 7.15 to 1 of those entering to those employed at related work was presented as a maximum.

¹ Ibid, p. 8

CHAPTER III

PROCEDURES USED IN THE STUDY

Group Used in the Study.

The individuals used for this study were the entire group registered on the first day of the school term, fall 1936. While the students were in the largest number from grade school, having completed the eighth grade, one hundred seventy came with advanced standings. They had gone one term or more either in some other Portland High School or had credits from a high school outside of Portland. The data were gathered with the idea of having the class represented as one unit, but is presented in the following chapter showing the responses for both advanced standing students and grade school graduates. In many questions, it was thought advisable to treat the data as indicating the experience gained by the individual who had attended another high school before entering the Benson Polytechnic School.

Other students were registered in the class of fall 1936, but since the conditions of the initial giving of the questionnaire could not be repeated, due to administrative difficulties, lack of sufficient numbers at any one time and lack of time in which to do the work, the number included in the study is six hundred and forty-six. All were given the questionnaire at one time.

Method Of Procedure.

The students studied were assembled in the usual manner for registration at the beginning of every school term, and just before registration began their attention was called to the fact that we had a few questions on a printed sheet we were about to distribute to them. And if they would wait after receiving the form until further instruction was given, we might all start out together. The division of students for advanced standing recognition and regular grade school graduates had already been made for the purpose of registration, but they were all within hearing. Advanced standing students were assembled in the balcony of the auditorium while the grade school graduates were on the lower floor.

The questionnaires were then passed out by a group of upper classmen, who had been instructed to issue one form to every boy in the room as quickly as possible. When the distribution had been complete, and every boy had a pencil or pen to write with, they were again called to attention and the following instructions read to them by the writer:

"Fill in your name and your course in the space provided at the top of the page, as you have or will in your registration forms, last name first. Read the questions, at the right of each question you will find possible answers to the questions. Underline the answer that best

suits your answer to the question. At two different places you will find space provided for any addition that you may care to note; you may use these or leave them blank, at your will. Complete these forms as rapidly as possible; we want to pick them all up at the same time. Go ahead."

It was important to give the students the questionnaire before they had completed their registration, had enrolled in any classes at Benson, or had any student-faculty relationships; then one would expect to get from the student a reaction with which he came to the Institution, rather than any he may have acquired after arriving. To be more explicit, the reaction desired was one of past experiences and beliefs before entering the Institution. Since the nature of the study was to determine what techniques were used in selecting their courses, these conditions should be assumed as salient factors.

The Questionnaire.

The questionnaire used in the study, a copy of which may be found in Appendix "A", was one compiled for this particular situation, consisting of thirty-four questions with possible answers listed for individual choice. Many of the questions were of either a "yes" or "no" answer type, but several involved a selection of a more detailed answer, with personal notation space being provided at two places.

Brevity and condensation of the data sought were in constant demand during the construction of the instrument. While the questionnaire had no breaks in the organization, it definitely consisted of seven distinct units attempting to reach those phases that might show shades of influence to selection by the student, or to show the lack of student interest in the choice he or someone else had made for him. The units of the questionnaire are:

- (1) Choice of occupation and influencing factors directly related to the choice.
- (2) Parental and family attitude toward the selection.
- (3) Occupational philosophies.
- (4) Knowledge of the institution.
- (5) Significant factors for adjustment at the completion of the course.

- (6) Family predominance, or lack of influence.
- (7) Intensity of, or lack of interest in formal education.

Student Cooperation in the Study.

The freeness and lack of any antagonism by the students was of paramount interest to the writer. At no time was there any indication of non-cooperative attitude by anyone. When a significant number of the students were called in for personal interviews with regard to questions ten and fourteen, which are discussed in the next chapter, even though three months had passed since the administration of the questionnaire, none had forgotten the incident, nor was there any hesitancy in replying to personal questions. Personal questions were not asked by the writer until a definite feeling of ease and confidence was shown by the student.

When reference was made to the questionnaire, and the student showed a positive attitude, it was of interest when asked if he remembered question ten, and then given a blank form of the questionnaire, that all of the students interviewed remembered the question and they either replied correctly to the way they had answered the question originally or they did not remember how they had answered it. In no instance was there any intimation of a refusal to answer questions, even though they were told that they did not have to answer if they did not want to. In fact, they were told where any feeling of unwillingness to discuss such matters existed, that it was preferable that they did not answer at all rather than reply with a sense of being forced.

CHAPTER IV

PRESENTATION OF DATA

The data presented in this study consists, in the main, of tabulations of results obtained from responses from the questionnaire. The replies on each question will be tabulated in separate tables for the sake of clarity, and as an aid to facilitate reference to any particular part of the questionnaire results.

Significant deductions may be drawn from the contrasts between the results obtained from the two parts of the same group, namely advanced standing and grade school graduate group. Although similarity of results is very conspicuous for the majority of the questions, there is a wide divergence on others. The background of the two parts of the group, one part directly out of grade schools, the other part having experienced migration from the original starting point, makes for group differences.

The student who comes directly from grade school should be interpreted in the light of having a point of view which is an outgrowth of his grade school training and experience, coupled with home environment. The individual coming with advanced standing may be much older than the grade school graduate, and may have completed, as some do, a high school

course elsewhere and enrolled due to special interests in some field not offered in the school from which he came. In general we may assume part of the background for the grade school graduate, relative to his age and educational experience, but such is not the case with the advanced standing student. Where the replies are related in percentages for the two parts of the group communality of interest may be justly concluded.

Each question will be given with its corresponding number as given in the questionnaire, with the tabulations given with letter indices corresponding to letters with given replies.

TABLE II

Question Number 1.

WHEN DID YOU DECIDE TO TAKE THIS COURSE AS A
PREPARATION FOR YOUR LIFE'S OCCUPATION?

Responses:

- (a) I have not decided yet.
- (b) I want to see if I like the work.
- (c) I decided over two years ago.
- (d) I decided recently.
- (e) I have always wanted to do this kind of work.

TABULATIONS OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Total	
(a)	7	4.1%	7	1.4%	14	2.2%
(b)	9	5.2	29	6.1	38	5.9
(c)	14	8.2	30	6.3	44	6.8
(d)	66	38.6	207	43.5	273	42.2
(e)	75	43.8	204	42.7	279	43.0

Table II shows that the advanced standing group has a greater percentage of individuals who had not yet decided. The advanced standing student who upon entering a special type of high school, may be having troubles, the solution for which might be found if the individual brought the pieces of his problem to light.

Note nearness of the percentages for the two parts of the group responding, that they had decided recently, and that they had always wanted to do this kind of work. The writer fully realizes that it might be difficult to prove that the individual always wanted to do that kind of work. Notwithstanding, if forty three per cent of the group had such a response recorded on their questionnaires, it should be an indication of interest and a determination for some particular purpose. It would seem unjust to treat the two groups in the same light, those who had decided recently and those who indicated they had always wanted to do this kind of work. Recognizing the importance of the other fifteen per cent, these two groups represent slightly over eighty-five per cent of the students enrolled for the term. No differentiation was made for their individual needs. It is difficult to see why a boy who has not decided and one who wants to see if he likes the work, should have the same presentation of subject matter, and exposure to a vocation comparable to the boy who wants to do just that thing for which he has enrolled.

TABLE III

Question Number 2.

ARE YOU MAKING THIS CHOICE AS A HOBBY OR IS IT
A CHOICE OF A LIFE'S WORK, IN YOUR BELIEF?

Responses:

- (a) A hobby at present.
- (b) I believe it is my life's work.

TABULATIONS OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Total	
(a)	29 17.0%	71	15.3%	100	15.6
(b)	140 83.0	393	84.7	533	84.4

The relationship between the responses listed under question number one and those for number two was: 84.4 per cent replied that they believed they were making a choice of life's work. The total of the replies of, "I decided recently", "I decided over two years ago", and "I have always wanted to do this kind of work", is 92 per cent, while those responding they believe they have chosen their life's work is 84.4 per cent. The relationship at this point, is interpreted by the writer to have marked significance.

Much has been published and said about vocations and avocations. It is of interest to know that an avocation may become a vocation in the due course of time. While the student is making a preparation for what he believes to be a life's work, there does exist a differentiation of purpose between looking to a field of activity for the sake of participation, which may mean a livelihood on a plane depending on achievement, and looking into a thing for the lack of something else to do. Putting it in more specific terms, one boy is looking for a means of providing food, clothing, and shelter, while the other is looking for a plaything which may or may not materialize.

TABLE IV

Question Number 3.

DID YOU MAKE YOUR OWN CHOICE?

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group			Grade School Group		Totals	
(a)	161	94.2%	453	95.5%	614	95.0%
(b)	10	5.8	22	4.5	32	5.0

Responses to question number three show that 95 per cent of the boys felt they had made their own choices. Regardless of what influence that may have caused the opinion on the part of the student, the writer believes that the attitude on the part of the student, that he made his own decision is mentally healthy. The five per cent that replied they had not made their own choice, represent 32 individuals from the entire group. If a boy feels he did not make his own choice, is it logical to expect him to have the same interest in a subject that he might have, had he been induced to make his own choice and evaluation? One cannot hope to have all students progress without failures, but when the stimulus is present, it might aid materially to solve the underlying problem first, rather than complicate the situation with other problems arising out of a bad start.

Five of the ten boys from the advanced standing group who replied that they had not made their own choice, also replied to question two that they were taking the work as a hobby at present. The other five answered, they believed it was their life's work. Twenty-two grade school graduates responded that they had not made their own choices. Nineteen responded either they had always wanted to do this kind of work, or decided recently.

TABLE V

Question Number 4.

HAVE YOU HAD EXPERIENCE IN THE WORK OF THE
COURSE YOU HAVE CHOSEN?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Totals	
(a)	70 41.0%	113	23.9%	183	28.3%
(b)	100 59.0	360	76.1	460	71.7

Replies to question number four indicate the advanced standing student had had a greater degree of experience in the field he had chosen. The percentage comparison being almost 17 per cent greater for that group. Allowing for the greater maturity of the advanced standing group, this is what one might expect. It is also significant that almost 24 per cent of the grade school group stated they had had experience in the field of their choices.

The difference in students dropped for the two parts of the same group were not comparable to the difference of experience indicated. Students dropped for the two groups at the end of the first term were 8.95% for the advanced standing and 9.75% for the grade school graduates.

TABLE VI

Question Number 5

IS YOUR FATHER'S OCCUPATION THE SAME AS
THE ONE YOU HAVE CHOSEN?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Totals	
(a)	19	11.2%	43	9.2%	62	9.7
(b)	150	88.8	425	90.8	575	90.3

The question, "Is your father's occupation the same as the one you have chosen", brought responses which have definite bearing on the fact that about one boy in ten is choosing the occupation in which his father is engaged.

There is grave responsibility involved in aiding a student to select a vocation, and the preparation needed by that individual to be competent for the responsibility. One boy in ten has the advantage to be derived from having chosen the field that his father does understand vocationally, leaving nine out of every ten to be advised either by fathers who are not participating in a like vocation or seek aid, if needed, elsewhere.

If it requires special preparation, and the writer believes it does, to advise and direct an individual for a life's participation, is it logical to assume that a parent can perform the service to the best advantage of the student? It is easy to say, "It's the parents responsibility", but it is also a fact that it is a social responsibility to have an individual or a group of individuals participating industrially and economically on an optimum level for each individual.

We cannot expect a parent to do unaided and untrained, what we are not willing to assume responsibility for.

TABLE VII

Question Number 6.

HAVE YOU TALKED TO MEN WORKING AT THE OCCUPATION,
OR HAVE YOU READ ABOUT MEN WORKING AT THE OCCUPATION,
YOU ARE INTERESTED IN?

Responses:

- (a) I have talked to men about the work.
- (b) I have read about the work.
- (c) I have neither read nor talked to anyone about the work.
- (d) I have a relative who understands the work, and I have talked to him about the work.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Totals	
(a)	97	52.0%	197	40.0%	294	43.4%
(b)	43	23.0	139	28.2	182	26.8
(c)	23	12.3	93	18.9	116	17.1
(d)	24	12.7	63	12.8	87	12.8

The writer believes that the responses to question number six indicate the greater caution taken by the advanced standing group in their selection. The results show twelve per cent more advanced standing boys talked to men about the occupation than the grade school group. However, less than half had the experience of such contacts. A factor of importance at this point might be whether the contact was lacking in a greater percentage for the lack of opportunity or a lack of interest by the student. If the student has not had the opportunity to talk to men, he surely must have had little opportunity to observe men doing the things he proposes to do. If sufficient opportunity is not available and sufficient interest and resourcefulness are not manifested by the student with the cooperation of his parents, then there remains but one other institution to assume the responsibility along with the training of the boy, and that is the school. A recognized theory of education is that learning is best accomplished where interest and a need are manifested.

When 17 per cent of the students of a class have neither read nor talked to anyone about the work, it might be expecting too much to assume that the individual with those odds against him, can make the progress that is anticipated along with the part of the group who have had the work "sold" to them. One boy is striving toward an objective; the other is

just striving. They are all in the same group and are expected to get the same results from the instruction given. The writer does not believe the two individuals are traveling along the same lines, and therefore, cannot arrive at the same point. The individual whose background is such that he must develop an interest first and then make progress in the same group with the boys who have previously acquired interest, unless he has a lot of stamina, it will complicate his difficulty rather than solve any part of his problem.

One hundred and sixteen of the individuals who had neither read nor talked to any one about the work were amalgamated into a group of 646 boys of one entering class. It is interesting to note that 6.6 per cent less of those who had neither read nor talked to anyone about the work were found in the advanced standing group, than in the grade school graduates.

TABLE VIII

Question Number 7.

HAVE YOU TALKED ABOUT THE COURSE WITH ANYONE
ELSE YOU MIGHT KNOW?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Totals		
(a)	132	77.7%	374	78.2%	504.	78.0%
(b)	38	23.3	104	21.8	142	22.0

TABLE IX

Question Number 8.

DID SOME TEACHER OR PRINCIPAL HELP YOU IN
DECIDING IN YOUR PRESENT SELECTION?

Responses:

- (a) Teacher.
- (b) Principal.
- (c) No one helped.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Totals	
(a)	13 7.4%	9	1.9%	22	3.4%
(b)	5 2.8	4	0.8	9	1.4
(c)	158 89.8	454	97.2	612	95.2

Responses to question seven indicate that 78 per cent of the students had talked to other people than men engaged in the occupation and their own relatives. These tabulations do not have much significance since it is difficult to know what the nature of talks were. It is significant to know that 22 per cent of the group could enroll in a course without coming into contact with individuals somewhere from whom they could get information about the thing of paramount importance to them.

Teachers and principals were not instrumental factors in aiding the students to select courses. If they were, the student was not conscious of it. Ninety-five and two tenths per cent believe they had nothing to do with it. Notwithstanding, each of these students has had at least eight years of experience with teachers and principals.

The marked difference in percentages between the advanced standing group and the grade school group which were aided by their teacher is significant.

TABLE X

Question Number 9.

DID YOU TALK TO SOME STUDENT OF BENSON?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Totals	
(a)	85	50.0%	256	53.8%	341	52.7%
(b)	85	50.0%	220	46.2%	305	47.2

About one half of this group were influenced in their choice by Benson students. Considering that the student body represents boys from the far corners of the city, and about ¹one third of all the boys actually in Portland High Schools were in Benson, it seems that, if the opportunity were desired by the prospective student, he would not have much difficulty in making a contact. The similarity of the percentages involved for the two parts of the group might be considered significant in showing that it may have been just a matter of chance, where and if, any influence may have been felt. The advanced standing group showed exactly an even division for the two responses tending to verify the stand.

The group of questions discussed so far have dealt with factors influencing the student in his choice of a course. It is recognized that many of the foregone statements might be controversial and likewise, studies might be continued on many of the points discussed.

¹
Hamill, Robert M.

A Survey of Vocational Education in
the City of Portland, Oregon.
Unpublished Masters Thesis, University
of Oregon, 1934.

TABLE XI

Question Number 10.

WOULD YOU CARE TO DISCUSS THIS MATTER OF COURSE
SELECTION FURTHER WITH SOME TEACHER, IN WHOM YOU
HAVE CONFIDENCE?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Totals	
(a)	74	44.0%	168	43.4%	242	43.5%
(b)	94	56.0	220	56.6	314	56.5

The next group of questions will deal with the parental or family attitude toward the selections made for or by the student. Question ten, asking if further discussion was desired by the student with some teacher, shows as the table indicates that 43.5 per cent desire the service, while 56.5 per cent do not desire further conferences. In the face of the results previously compiled, where less than 5 per cent were influenced by teachers in their selection, the percentage requesting the service is interesting and significant.

One of the stipulations in the question was confidence in the teacher with whom the student was to discuss the course. It may be that this was an influencing factor for those replying "no". The students may not have confidence in teachers. Less than one per cent variation was indicated for the two parts of the group. The lack of confidence in teachers is a carry over, at this point, from their experiences elsewhere.

No provision exists for these contacts between the teacher and the student except by chance contact, and by discussion during extra-curricular time. Further study was made by the writer on this point and a discussion is included with the results of the study and responses of question fourteen.

It seems to the writer that a study might well be devoted to investigation of the reasons for a student's saying he does not care to discuss the work he has selected. If the student does not have confidence in the teacher, much time and energy may be dissipated in vain trying to drive subject matter home to a student. Confidence is an outgrowth of accepted leadership, and with it lacking, can one wonder that about 74 per cent of the students who enroll are missing at the day of graduation? Is the situation an outgrowth of a former misplaced confidence, or the lack of accepted leadership of the teacher by the student? If you can not lead a student have you much influence in your teaching?

TABLE XII

Question Number 11.

IS THERE A SHOP IN THE NEIGHBORHOOD OF YOUR HOME
WHERE YOU MAY BE EMPLOYED AT THE OCCUPATION OF
YOUR CHOICE DURING VACATIONS OR AT THE COMPLETION
OF YOUR SCHOOL WORK?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Totals	
(a)	53	31.5%	98	21.0%	151	23.7%
(b)	115	68.5	371	79.0	486	76.3

A shop in the neighborhood of the home of the student, and a possibility of being employed there might be a factor in a boy's selection who had experienced difficulty due to unemployment of providers in his home. With 23.7 per cent having a shop in their midst, as indicated, positive factors of influence or benefit might be derived by the student.

The difference of ten per cent between the grade school and the advanced standing group, larger for the advanced standing, may account for the fact that more of the boys of the advanced standing group had talked to men working at the occupation.

TABLE XIII

Question Number 12.

HAVE YOU TALKED TO YOUR MOTHER, FATHER OR BOTH
OF THE POSSIBILITIES IN THE WORK YOU ARE ENTERING
INTO FOR TRAINING?

Responses:

- (a) I have talked to father.
- (b) I have talked to mother.
- (c) I have talked to both.
- (d) I have talked to neither.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Totals	
(a)	17	10.2%	38	8.0%	55	8.6%
(b)	22	13.2	70	14.8	92	14.3
(c)	119	71.3	348	73.5	467	73.0
(d)	9	5.3	18	3.8	27	4.2

Percentages shown for the responses to question number twelve are very close for the two parts of the group studied. Seventy-three per cent of the total group having discussed their interests with both parents. Summing up those who have discussed their interests with their mothers and those who did not or had not either parent to discuss with, represent 18.5 per cent of the whole group, 119 boys. The writer concedes that an error may be incurred due to unforeseen relationships the boys may have. The boys just mentioned are attempting to prepare themselves for a man's participation. They have little, if any, direct surveillance or definite responsibility of any one man, at least to the point of where the boys may have discussed the thing which, at this time, should mean considerable to them.

No effort is being made on the part of the writer to evaluate the guidance of the boy's parents. But, with all due credit to mothers, it does not seem likely that many mothers will be able to give their sons the needed advice to prepare them for the constantly changing industrial world, which, by the nature of their choices, they have selected.

TABLE XIV

Question Number 13.

DOES YOUR FATHER OR YOUR MOTHER DISAGREE
WITH YOU IN YOUR CHOICE?

Responses:

- (a) Father disagrees.
- (b) Mother disagrees.
- (c) Both disagrees.
- (d) Neither disagrees.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Totals	
	Number	Percentage	Number	Percentage	Number	Percentage
(a)	4	2.4%	00	00.0%	4	0.6%
(b)	0	0.0	8	1.7	8	1.2
(c)	2	1.9	5	1.1	7	1.1
(d)	162	96.6	460	97.2	622	97.0

The writer believes it is psychologically sound to assume an individual must have some one place where he may be assured of absolute harmony, for the best of results in his endeavors, whether they be educational or occupational. As the results indicate, it is fortunate that 97 per cent are so adjusted as far as a course in which they are participating is concerned. There remain 19 boys who either have one parent or both disagreeing on their choices. The complexity of the situation in each of these cases might have as many gradations as there are individuals so involved. These individuals have all the rights to a satisfactory selection that any other individual may have. The solution, in the light of a satisfactory adjustment to the student is of more importance, in the opinion of the writer, than any subject offered in the entire curriculum of the school. These boys are adolescents tied up with all the prejudices and bonds of parents, trying to make an adjustment apart from the choice of either or both of them and in need of somebody they can feel free to talk with and get a point of view divorced from personal feelings. If the boy has such he is fortunate.

TABLE XV

Question Number 14.

WOULD YOUR FATHER OR YOUR MOTHER OR BOTH, CARE TO DISCUSS YOUR COURSE WITH SOME ONE CONNECTED WITH OCCUPATIONAL TRAINING IN THE SCHOOL?

Responses:

- (a) Father would.
- (b) Mother would.
- (c) Neither would.
- (d) Both would.
- (e) I do not know whether they would or not.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group			Grade School Group			Totals	
(a)	5	2.9%	8	1.7%	13	2.0%	
(b)	4	2.4	6	1.3	10	1.6	
(c)	50	29.6	156	33.2	206	32.1	
(d)	10	5.9	36	7.6	46	7.2	
(e)	100	59.2	265	56.2	365	57.2	

Question fourteen and question ten were considered by the writer to have a definite relationship, and were so treated in compiling the data.

The results of the replies show that twenty-three mothers and fathers were interested in talking to some one connected with occupational training, representing less than 4 per cent of the group studied. Thirty-two per cent did not care to discuss the courses. Fifty-seven per cent of the group indicated they did not know whether they would be interested or not.

A tabulation was kept of the individuals who responded that they would not care to discuss this matter of course selection further, question ten, and that neither of their parents would care to discuss their course with someone connected with occupational training in the school, question fourteen. The number who were listed in regard to the fore-mentioned conditions were 124 from the grade school group representing 26 per cent of that group. The advanced standing group replying negative to both questions, ten and fourteen, were 34 representing 20 per cent of the boys registered from other high schools in that one class, fall 1936.

Due to the large number of negative replies, just mentioned, and, at the same time, the interest the writer had in this particular part of the study, it was felt that more

detailed information would be desirable, indicating the cause for the responses. The one hundred fifty-eight names were listed alphabetically and every fourth name was chosen for a personal interview.

The procedure followed was to have the boy sent to the writer by the office, one boy at a time. This covered a period of several days. When the boy reported, ample time was allowed to give him an opportunity to get over the idea that he was in bad in any way. He was then asked if he remembered this form, a copy of the original questionnaire used. In all instances a reply of "yes" was the result. The boy was then asked if he remembered how he had answered question ten, turning over to question ten. In most cases the original answer to the question was remembered. The boy was then assured that his answer was right either way he answered it, because it was his point of view, but that the writer was interested in knowing why. More assurance was needed in some of the cases, but as a whole a fine attitude of cooperation was manifested. When he had given his point of view relative to his reply, he was asked if he remembered question fourteen, turning to that question on the form at hand. The usual reply, after looking over the question was "yes". The boy was then asked if he remembered how he had answered the question. In the majority

of the cases, as a matter of fact with very few exceptions, the boy remembered his responses and went on to tell why he had answered it the way he did, carrying over from the relationship established before asking about the tenth question which was the first discussed in his interview. In many cases the answer to the two questions was the same. No effort was made to "dig in", so to speak, in getting the boys point of view, when he gave a reason, the first reply was considered sufficient. The writer assuming that psychologically his first spontaneous answer would probably come nearer to the solution than any he might supplement.

A tabulation was kept of the responses, notations were made after the students left, and the statements listed in this study are those which were considered giving a cross-section of the reasons prompting the replies. Where two replies were given, one for each question, the reply for question ten is listed first followed by responses for question fourteen. Where two replies are given in continuity they were given by the same boy. Many replies were duplications and are, therefore, not listed in this study.

Typical replies:

"Father is secretary to ---- union, and can get me a job at the work".

"Mother is dead, and I have the habit of deciding, and going about my own business, hence I could see

no need of talking about the course."

"I wanted to take the course. They had no objections."

"I decided to take the course, so no need of asking any questions about it. Father and mother saw the course in the book, and told me, 'you are going to take the course, so you decide.' "

"I decided that was what I wanted to do. They do not seem to care what I do."

"I decided. Mother and father did not know I had enrolled here at Benson."

"I did not have anyone to talk to where I came from. They just said, 'take what you want to, that's all.' "

"I do not know. I do not know whether they would or not, but they can not get away from their work long enough to come here."

"No one here I knew to talk to. They told me what to take."

"I don't know. Father told me what I wanted to take was not his business."

"Why should I, my father and mother talk it over. You see they do not care what I take."

"I thought I knew what I wanted to take, but I am not sure now. I believe they would."

"I did not know whom to ask, my mother helped me. You see my father is dead, and my mother does not speak good English."

"They talked it over at home. My father and brother, and I liked it too."

"I thought I had already decided. My father does not have time, he read the pamphlet."

"A Benson graduate talked to me, and he told me what to take. Father and mother say its none of their business what I take."

"There is nothing the matter with my course. I don't know if they ever did come."

"I wanted to be in the course and decide later, after I had seen if I liked it. That was wrong because they do."

"I always wanted to do this, and I did not want some teacher to change my mind. I talked it over with my father and he did not say anything."

"They told me that was the best course; so I enrolled for it. I think they would now."

"I had made up my mind and needed no further instruction. If my mother came she might sidetrack me. Father is dead."

"My mother told me to come to Benson and take what I liked, and if I did not make good that would be my hard luck."

"I was too sure of myself, I want to change now. My father is in the hospital, and was then, (at the time the boy answered the question,) they told me to come and take what I wanted."

"My folks and I have talked it over so there is nothing more to discuss."

As it was stated at the beginning of the discussion of responses, the replies are but a sampling from the group interviewed. The group interviewed, which was but a sampling of the group responding to the pattern that was investigated further. If one desired finer shades of interpretation they could be obtained by further study of the group. Since this is not the purpose of this study, it suffices to show the underlying trend which might be considered instrumental in influencing student attitude. Points of significance at this part of the discussion are where the students feel that their respective parents do not care what they do, and that the responsibility is the student's and

no one's else, that teachers might hamper their plans, or influence their parents away from what the students want to do, and that the parents' decision should be considered final.

TABLE XVI

Question Number 15.

ARE YOUR PARENTS MAKING YOU STAY IN SCHOOL?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Totals	
(a)	46 28.0%	159	33.5%	205	32.0%
(b)	119 72.0	316	66.5	435	68.0

Thirty-two per cent of the group answered "yes" to the question, "Are your parents making you stay in School?" With a group of boys with this sort of attitude toward school work, mixed with the remainder of the group who are willing, of their own accord to attend school, rather complex problems might be expected. Normal distribution curves based on capacities of the group might suffer severe distortions if by chance a disproportionate number of these boys were in a class. If teaching can best be done when the boys feel a need for the thing being taught, and have an interest to learn that which is being presented, plunging any group of the boys into abstract subject matter might not yield much outstanding performance.

Generally speaking, while the teacher is trying to drive home subject matter to the student who is being made to stay in school, the boy who is in school because he wants to be, is being deprived of teacher energy and enthusiasm. All this to a point perhaps where he may share a berth with the boy who did not want to go to school from the start. No, this is not all hypothesis; we should keep in mind that less than 30 per cent of those who enroll are present at the day of graduation. Something has taken its toll.

TABLE XVII

Question Number 16.

ARE YOU ABSOLUTELY SURE YOU WANT TO DO THE
THING YOU HAVE CHOSEN?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Totals	
(a)	156	92.3%	437	92.6%	593	92.5%
(b)	13	7.7	35	7.4	48	7.5

If interest at the start of the student's course were the only thing that would enter into his success in any field of occupational participation, the results shown for question sixteen would be very gratifying. Negligible differences were tabulated for the two parts of the group. Previous experience did not seem to aid those coming with advanced standing. With the large number enrolling each term, one might be prone to tabulate on the basis of percentage and forget that even though only $7\frac{1}{2}$ per cent are not absolutely sure they wanted to do the thing they had chosen, none the less they are forty-eight individuals.

Question sixteen ends the group of responses that deal with parental and family influence toward the selection the individual has made, or had been made for him. The next group of tabulations were intended to determine what philosophical attitude entered into the selection of the occupation chosen, if one had been definitely chosen, from the student's point of view.

TABLE XVIII

Question Number 17.

WHAT DO YOU EXPECT TO GET OUT OF YOUR OCCUPATION?

Responses:

- (a) Money.
- (b) Position in life.
- (c) Satisfaction.
- (d) A job.
- (e) Prove my ability.
- (f) I like the spectacular performance of the occupation.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Totals	
(a)	9 4.9%	19	3.7%	28	4.1%
(b)	105 57.5	250	49.4	355	52.2
(c)	24 13.1	36	7.1	60	8.7
(d)	28 15.3	143	28.1	171	24.8
(e)	12 6.5	25	4.9	37	5.3
(f)	5 2.7	33	6.5	38	5.5

The writer believes that question 17 involves considerable significance, in the evaluation of the attitude with which a student comes to a school of the type Benson Polytechnic represents. With all the discussions that have emanated about values related to individual growth and happiness, it is of outstanding importance to note the placement of values relative to what the student expects to get out of his occupation. As the table shows, over half of the group expect position in life from their occupational choice, with a job, as the expectancy from their occupational selections, indicated by slightly less than 25 per cent. Summing up we have 77 per cent of the students expecting position in life and a job from their training.

A table will be presented on the next page showing the placement as to importance, for the two parts of the group, of the various responses, assuming of course that the greatest numbers indicate the preference of the group.

The writer again refers to the 77 per cent who expect position in life and a job from their training. Looking back to the tabulations from Brown's study, we find that if graduation is an index to the possibility of whether the individual may expect that which he is striving for in his course selection, some large number of these boys

must change their minds or be disappointed. Reference to the table on page 61 of this study will indicate that by the findings of Brown's study only 26.5 per cent of these boys may be expected to graduate, and only 14 per cent will be engaged at work related to that which they took at school. The writer is assuming that the conditions are comparable to what they were when the study was made. This may or may not be so, for slight alterations may have been made in the curriculum, as well as vastly increased student populace and teacher loads.

TABLE XIX

TABULATIONS OF RESPONSES IN ORDER
OF
NUMERICAL IMPORTANCE

Advanced Standing Group:

57.5 % Position in Life.
15.3 A Job.
13.1 Satisfaction.
6.5 Prove my ability.
4.9 Money.
2.7 Spectacular performance.

Grade School Graduate:

49.4 % Position in Life.
28.1 A Job.
7.1 Satisfaction.
6.5 Spectacular per.
4.9 Prove my ability.
3.7 Money.

The preceding table indicates that the advanced standing student is showing more concern about his position in life. The students in this group have by nature of their academic standing at the time of enrollment, shown that they have taken steps to make adjustments for some purpose. The first three responses are in the same order in each column, but the percentages are different. Contrasting the two parts of the group, it seems that the advanced standing student is more concerned about his position in life and satisfaction than the grade school graduate. To the writer this indicates greater maturity on the part of the advanced standing individual. Nonetheless, he places his position in life and a willingness to do the work of the world next, followed by satisfaction. The acquisition of money is at the bottom or next to the bottom in either column.

Considering the philosophical manifestations as interpreted by the writer from the responses of an entering group of students, a challenge has been made to the institution they enter. These responses are not indicative of childish whims or fancies, they show that in their serious moments these boys are headed somewhere.

TABLE XX

Question Number 18.

WHAT PART OF THE WORK INTERESTS YOU THE MOST?

Responses:

- (a) I like shops.
- (b) I like to work out of doors.
- (c) I like short hours.
- (d) I like long hours.
- (e) I want to own my own shop.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Totals	
(a)	95	59.0%	257	58.2%	352	58.5%
(b)	16	9.9	59	13.4	75	12.4
(c)	1	0.6	5	1.1	6	1.0
(d)	0	0.0	7	1.6	7	1.1
(e)	49	30.2	113	25.6	162	26.9

Question 18, "What part of the work interests you the most", shows rather healthy responses. Bearing in mind that industrial activities are the predominating occupations offered, and that the largest part of the group is so enrolled, responses show that between 85 and 89 per cent of the students either want to work in shops or want to own them. The only occupations offering the possibility of outdoor is the building trades. One might conclude that some phases of electrical work might lend themselves to outdoor activity, coupled with those interested in carpentry and plumbing, the 75 boys interested in outside work might be well taken care of on this score.

The length of hours, short or long, did not seem to have much influence on the responses.

Under the same tabulations being discussed, 162 boys signified intent of owning their own shops. It is a recognized fact that mechanics are often sadly lacking in business methods, and an understanding of these methods and the ability to practice them or recognize the need for expert counsel might be the determining factors for success or failure regardless of mechanical ability of the individual. Here is an opportunity for added service.

TABLE XXI

Question Number 19.

DO YOU PREFER TO WORK WITH TOOLS AND MACHINES
OR DO YOU PREFER TO WORK WITH PEOPLE?

Responses:

- (a) Tools and machines.
- (b) People.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Totals	
(a)	144 79.6%	415	86.3%	559	84.4%
(b)	37 20.4	66	13.7	103	15.6

Preference for working with machines rather than people is predominate, representing 84.4 per cent of the replies for the entire group. The advanced standing group showed added interest in working with people.

Referring to the table on page 65, we note that 49 of the advanced standing group indicated that they wanted to own their own shops, while 113 of the grade school graduates indicated they wanted to own their shops. It is recognized that some of these boys interpreted owning a shop to mean a personal work shop, others had commercial establishments in mind. A recheck of those who responded that they wanted to own their own shops shows 36 of the 49 advanced standing group also preferred to work with machines and tools. In the grade school graduate group of 113 wanting to own their own shops, 93 preferred to work with machines in preference to people. These figures should show the need for either limitation of the anticipated shop, or need for socialization of the individual.

The next grouping of data will deal with the student's knowledge of the institution in which he has enrolled.

TABLE XXII

Question Number 20.

HAD YOU MADE VISITS TO BENSON BEFORE ENROLLMENT
OTHER THAN THE TECH SHOWS?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Total	
(a)	36	21.4%	114	24.0%	150	23.3%
(b)	132	78.6	362	76.0	494	76.7

At this point of the study one must take a stand as to whether the Tech Show is or is not an appropriate presentation of the work offered. If the presentation is appropriate, the individuals who have seen the Tech Show would have an advantage for selection of their respective courses. It is a significant factor if the individual is undecided between one of two or more courses offered. If the presentation offered by the Tech Show is not a display of normal activity of the various courses then those individuals who were influenced by attendance at the show are handicapped, for no provision for adjustment or selection is offered other than participation in the course by enrollment.

Another factor of interest resulting from a different tabulation, is that 119 of the grade school graduates out of 476 had neither visited the school nor seen the Tech Show, which is 25 per cent. Of the advanced standing group 68 of the 170 or 40 per cent, had neither visited the school nor seen the Tech Show. Taking the two parts of the group as a whole, 187 boys out of 646 or slightly less than 29 per cent of the whole freshman class had never been through the school prior to their enrollment.

If among the group just mentioned we have individuals who indicated they had neither read nor talked to men about

the work in which they have enrolled, it is easy to see why their goals are not reached. It is possible for them to start in something that they may have neither interest for, nor individual capacity to do, leaving adjustment to natural laws or tendencies of trial and error, which may yield ample error, with occasional success.

Table XXIII gives tabulations for the responses recorded, the largest percentage of the group having not seen the Tech Show at all. In the entire group, 35 boys had visited the school and had not seen the Tech Show. Expressed in percentage 5.4 had seen the school and not the Show.

TABLE XXIII

Question Number 21.

HAVE YOU SEEN THE TECH SHOW?

Responses:

- (a) No.
- (b) Once.
- (c) Twice.
- (d) Many times.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
(a)	79	46.2%	149	31.2%	228	35.3%
(b)	33	19.3	169	35.6	202	31.2
(c)	36	21.0	95	20.0	131	20.2
(d)	23	13.4	62	13.1	85	13.3

TABLE XXIV

Question Number 22.

HAD YOU CHOSEN YOUR COURSE BEFORE THE
FIRST VISIT TO BENSON?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Total	
(a)	111	65.7%	264	56.0%	375	58.6%
(b)	58	34.3	207	44.0	265	41.4

"Had you chosen your course before your first visit to Benson", question number 22, shows "yes" replies for 58.6 per cent. This leaves 41.4 per cent of the group under the influence of their first or subsequent visits. With 265 boys represented in this group, the writer wonders if an exposure to the school, or any part of it, under any circumstances is adequate information or assistance to the individual. If the individual had not chosen his course before he came, an exposure to him of the building and it's contents should help in amplifying his confusion.

Question Number 23, on page 75, and the tabulations of influences caused by the first visit to Benson, the likeness of percentages for the advanced standing individuals and the grade school graduate is phenomenal. When evaluations for the two parts of the group are based on responses such as these, one can not overlook the fact that they have very much in common. The experience the individuals with advanced standing has gone through has not done a great deal of good. They are still boys groping for an occupation, trying to make an educational choice. Significant is the fact that 101 can so be classed by the responses to this one question.

TABLE XXV

Question Number 23.

DID YOUR FIRST VISIT TO BENSON CAUSE YOU
TO CHANGE YOUR OCCUPATIONAL PLAN?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Total	
(a)	26	15.8%	75	16.0%	101	15.9%
(b)	139	84.2	394	84.0	533	84.1

TABLE XXVI

Question Number 24.

IF OTHER COURSES WERE OFFERED AT BENSON WOULD
THAT AFFECT YOUR PRESENT CHOICE?

Responses:

- (a) Yes.
- (b) No.
- (c) I would like to take a course in.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Total	
(a)	29 17.2%	68	14.8%	97	15.5%
(b)	139 82.8	391	85.2	530	84.5
(c)	Responses for this subdivision will be listed on the following table.				

When a boy makes a choice, which may be a compromise between what is offered and what he would like to do, he is compelled to take a cut and dried parcel of instructions in subjects which he feels is only related to the thing he wants to do. Based on educational philosophy that the individual learns best when he feels the need for what he is about to learn, the compromise decision with a cut and dried course leading to something else surely cannot be the answer for that student.

The number involved in this situation is 97. Fifteen and one-half per cent admit they are taking one course because another is not offered. In Table XXVII are listed the various courses for which the students would forego their present choices if they were offered. Many of the subjects have no bearing on what is offered in the institution. Something should be done to make the individual conscious of this fact. Many of the subjects indicated might be reached by new combinations of the present curriculum.

Diesel Engines, requested by twice the number of all the others put together, represent almost 10 per cent of the total group. The request is logical.

Reference is made to the chart reproduced from a bulletin titled, "¹THE RISE OF THE DIESEL", will show the tremendous increase in Diesel engine horse power sold in 1935 and estimated for 1936 contrasted with like units of time running back to 1915.

In light of the increasing popularity of the Diesel engine it is no small wonder that many boys are interested in the field. It may be difficult to get the needed funds for equipping a unit for the work, but none the less 60 boys could be formed into a group, if their interests were to be considered, and given work related to the Diesel engine, with an understanding that they would complete the work elsewhere. Giving a boy an automobile course when he has interests in Diesel engines, may give him internal combustion engine principles, but unless the boy is extremely determined, the carry over would not be commensurate with the energy and cost involved.

The Diesel engine illustration indicated interest

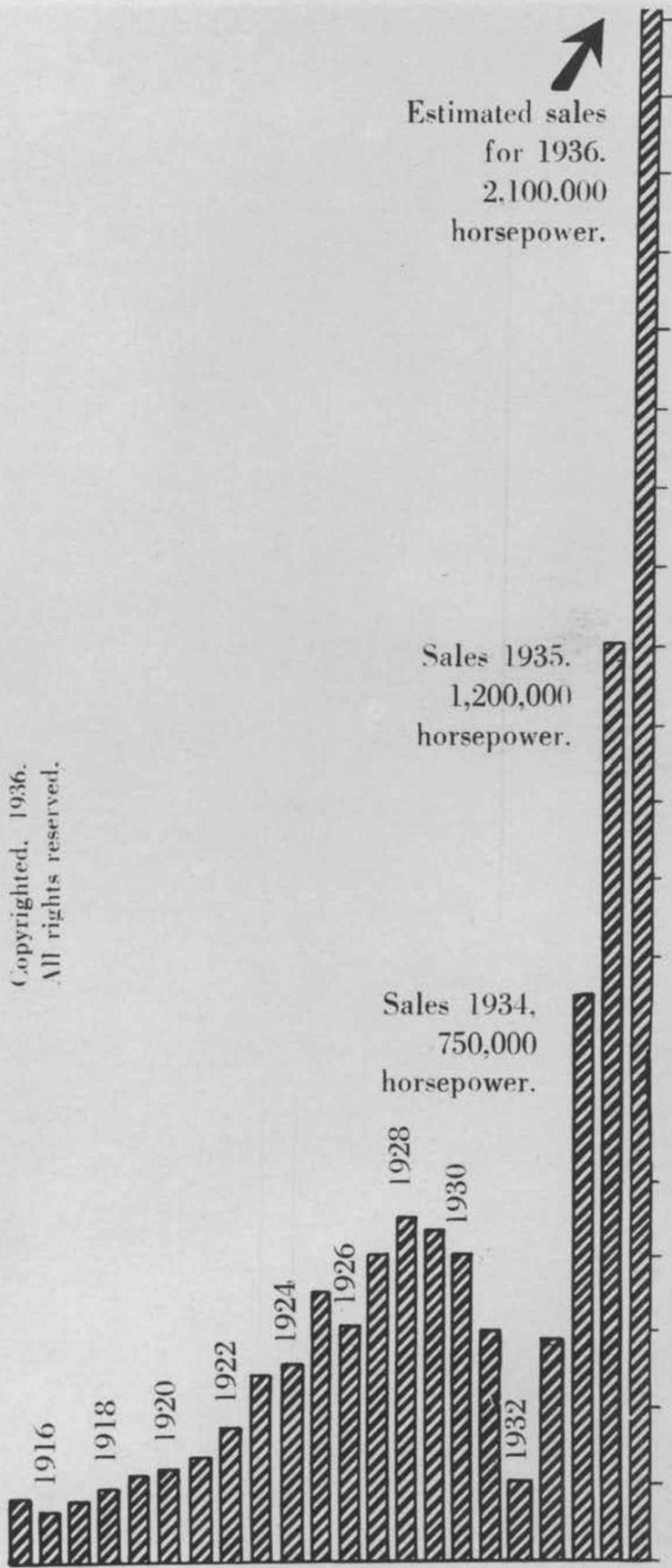
¹

Membership of the Diesel Day Committee is in Appendix "B" of this Study.

TABLE XXVII

Replies under part (c) of question number 24.

Course in:	Advanced Standing Group	Grade School Group
Agriculture	1	1
Air Conditioning	1	1
Cartooning		1
Civil Engineering		1
Diesel Engines	10	50
Drafting		1
Forestry	2	1
Law		1
Locomotive Engineering		3
Navigation and Astronomy	2	
Naval Architecture	2	
Optical Technician	1	
Radio Communication	4	5
Radio Television	1	
Refrigeration	1	
Steam Engineering	1	



involving a group of boys, but none the less important is the interest manifested by two boys in agriculture and various other subjects named. There are various parts of the instruction field of the institution that could well be regrouped to fill the needs of any boy interested in farm mechanics as a supplemental unit to a complete course in agriculture. The same general idea might be worked out for the various other manifest interests, where capacity and determination become integral parts of the student selection.

Some of the requests made by the students were such that the boy should have been interviewed and an attempt made to find what caused him to come to a technical school when he preferred training, the ground work for which is offered in any of the other high schools. The writer believes that in some cases the individual had a misconceived idea of what he really wanted. To allow the condition to continue without aiding the individual will not aid in the solution of the problem. Many parents enter into the occupational selection for their boys, some adequately prepared and with good understanding of possible

interests and capacities, while others base their directing on hopeful and wishful deductions.

TABLE XXIX

Question Number 25.

IF YOU KNEW THAT YOUR PRESENT OCCUPATIONAL CHOICE
WOULD LEAD YOU AWAY FROM YOUR PRESENT SURROUNDINGS,
WOULD THAT CAUSE YOU TO MAKE CHANGES IN YOUR COURSE?

Responses:

- (a) I would change my course.
- (b) I expect to be away from my present surroundings.
- (c) It would not matter to me.
- (d) I know it won't.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Total	
(a)	7 4.3%	37	7.9%	44	7.0%
(b)	31 19.1	73	15.6	104	16.2
(c)	100 61.8	287	61.4	387	61.5
(d)	24 14.6	71	15.1	95	15.1

To evaluate with definite results the responses to question 25 would require a special study of the individuals at both ends of the tabulations. The individual who would change his course if he knew that his occupational choice would lead him away from his present surroundings, has not been weaned, ¹psychologically at least. The writer recognizes, of course, that there are combination of circumstances where the assumption might not be correct. Conditions of this sort are the exception rather than the rule. The boy who expresses determination that his occupational selection will not lead him away from his present surroundings may be handicapped with psychological complications of some sort or other, giving him the benefit of the doubt, he may have evaluated the probabilities very much in earnest and arrived at the conclusion. If a boy's training is influenced by these factors, it may effect his adjustment to the conditions of industry he proposes to participate in, when the time for participation does come. When a boy in his first job is influenced away from the field in which he was trained, the difficulty of getting into that field becomes of greater magnitude as the time interval increases. Brown's study showed that only 2 per cent of the graduates made the transition from unrelated work after one year from the date of graduation.

1

Hollingworth, Leta S. Psychology of the Adolescent,
1928, Chapter III

The many factors which enter into the cause for failure to make the adjustment is not considered a part of this study, by the writer.

Some of the boys who indicated they expect to be away from their present surroundings might have pressure situations to overcome. Others may have gone into the requisites of their chosen field and know that they will take them away from their present surroundings and have so indicated. Tying in the responses of this question with the responses for question 27, asking how long they expected to work as a period of extra-training after graduation, it was found that from the grade school graduate group four of the boys who indicated they expected to be away from their present surroundings did not expect to spend more time for preparation after graduation, while 23 indicated they had not thought of that part. From the advanced standing group none indicated they did not expect to spend more time. Those who had not thought of that part yet, numbered twelve.

In as much as the period of extra-training after graduation is important, somewhere along the line the individual has to give it some thought to reconcile himself to the fact that more training is needed.

The individual who indicated that if his occupational choice led him away from his present surroundings, it

would not matter to him, shows the most promise.

In this group one should expect to find the best adjustments, and it is fortunate that the largest percentage of any of the replies are to be found in this group.

TABLE XXX

Question Number 26.

IF YOU WERE SURE OF MONEY TO ATTEND COLLEGE
WOULD THAT AFFECT YOUR PRESENT SELECTION?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Total	
(a)	28	16.7%	55	11.7%	83	13.0%
(b)	140	83.4	415	88.3	555	87.0

Question 26, "If you were sure of money to attend college would that affect your present selection", shows five per cent difference for the individuals replying "yes" between the grade school graduates and the advanced standing students. Five per cent more of the advanced standing students feel that they are making a compromise in the selection of their occupational training due to lack of funds needed for college preparation. The boy transferring from another high school and making a compromise selection after at least one previous attempt to find adjustment might be helped to evaluate courses to his advantage. If outstanding potentiality is apparent, it might be of service to the boy and to his parents, or those who might have the authority over funds needed in his behalf, to evaluate with them the possibilities and the probable success that might be anticipated if the opportunity were offered to continue his education.

Eighty-seven per cent replied that if they were sure of funds, it would not affect their present selection - many of these boys are enrolled for college preparatory courses and the question did not apply.

TABLE XXXI

Question Number 27.

HOW LONG DO YOU EXPECT TO WORK AT THE OCCUPATION
AS A PERIOD OF EXTRA TRAINING, AFTER COMPLETING
THE WORK AT SCHOOL?

Responses:

- (a) I do not expect to spend any more time.
- (b) About two years.
- (c) Two to four years.
- (d) I have not thought of that part.
- (e) A few months is all that is needed.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group			Grade School Group		Total	
(a)	5	3.0%	25	5.4%	30	4.8%
(b)	8	4.9	19	4.0	27	4.4
(c)	51	31.1	138	29.6	189	30.1
(d)	92	56.5	257	55.2	349	55.2
(e)	7	4.2	27	5.8	34	5.4

The period of training after completion of a course has been the topic of much discussion among people interested in occupational training. The length of time required for various occupations, (preparations for getting a job that will be of advantage to the student over a long period of time, rather than immediate return,) compensation during the period, and many other phases give rise to different points of view. One thing that does not give opposition, but is rather conceded, is the fact that the training must be completed on the job.

Replies for the question, "How long do you expect to work at the occupation as a period of extra training, after completing the work at school", showed that 55 per cent had not given it any thought. The unfortunate thing that does happen is that many parents expect the boy to be prepared to step right into a job and carry on. References to what they did when they were boys, and how well they got along, take an active part here. The thought must be carried home to the individual and those he is responsible to, that extra training on the job is absolutely essential, and time, and whatever else it takes, must be provided for if maximal success is to be expected.

It is fortunate that such small percentages are grouped at the two extremes, but they should not be overlooked.

TABLE XXXII

Question Number 28.

ARE YOU PLANNING TO TAKE THIS COURSE NOW
AND SOMETHING ELSE LATER?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Total	
(a)	24	14.4%	70	15.3%	94	15.0%
(b)	143	85.6	388	84.7	531	85.0

The writer wonders what a teacher can do to drive a subject home to a boy when from the very outset he only proposes to take the subject on a temporary basis. Organization of courses are such that each individual is expected to participate in that field on an occupational level. The student has enrolled on a temporary basis, in his own mind at least. What can be the result, with the teacher pointing in one direction and the student headed in another? The teacher tries to teach skill and techniques important to participation in the vocation, while the student who is interested in the high lights of the subject is driven out of the class. Ninety-four of these boys are absorbed into classes never to be found. And, if found by chance, nothing done about it.

TABLE XXXIII

Question Number 29.

WHO MAKES THE DECISIONS THAT CONCERN YOUR WELFARE?

Responses:

- (a) Father does.
- (b) Mother does.
- (c) Neither.
- (d) Mother and father do.
- (e) Guardian does.
- (f) I do.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Total	
(a)	9 5.2%	36 7.5%	45	6.9%	
(b)	13 7.5	50 10.4	63	9.7	
(c)	3 1.7	10 2.1	13	2.0	
(d)	67 38.7	205 42.8	272	41.8	
(e)	5 2.9	9 1.9	14	2.2	
(f)	76 44.0	168 35.2	244	37.5	

More mothers make decisions for their sons than do fathers. However, the percentages are not alarming and do not bear out some of the psychological findings that mother-predominance will turn boys to mechanical pursuits. Fathers and mothers together were reported making the decisions in 41.8 per cent of the cases. These results may have varied interpretations, but might also be looked upon as a pretty good cross section, for the largest part of the group was just out of grade school. Those who felt they were making their own decisions are a large part of the group, slightly higher for the advanced standing than for the grade school graduates. This is what one might expect.

To those who are making their own decisions an excellent service might be rendered. These boys might have, with profit to themselves, along their period of schooling, an understanding of the significance of making their own decisions. Many of these boys are making their decisions due to growth and added responsibilities. Others are doing so because they are spoiled brats, and it is easier to let them have their own way than to influence them into reasoning and deliberation.

TABLE XXXIV

Question Number 30.

DID YOU ENROLL IN SCHOOL BECAUSE YOU COULD
NOT FIND A JOB?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Total	
(a)	6	3.6%	18	3.9%	24	3.8%
(b)	161	96.4	447	96.1	608	96.2

Question number 30 has responses that are self-explanatory, indicating the same percentages for both parts of the group. The individuals represented by 3.6 and 3.9 per cent are such a small part of the group that a probable error might change the percentages somewhat for a larger study, numerically. The six boys in the advanced standing group who enrolled because they could not find a job in all probability were gone before this study was written up. The group from grade school might show a longer stay, but it is very doubtful if they will, any of them, be in the Institution long enough to complete their courses.

If time were provided, something could be done for the twenty-four boys who enrolled in school because they could not find a job. The formal education days for these individuals will be very few. If they are to be taught something they can use, it must be of an extremely practical nature. Much of the instruction given them in the conventional classes would be of little use.

At this point the writer checked over the records to determine definitely if the assumption stated in the preceding paragraph of drops among the individuals of the discussed group, and it was found that at the end of the first term nine of the eighteen from the grade school graduate

group had dropped out of school. From the advanced standing group responding that they were in school because they could not find a job, four of the six had dropped out of school. One of the boys who had indicated that he was in school because he could not find a job, and also that he had graduated from another high school, was still in school at the end of the first term.

Question Number 31, on the following page, does not require much explanation. Fifty-three of the boys who indicated they do not propose to finish the course as it is given. This is plain language to be sure. Past records show that over sixty per cent of the students drop out, and since these 53 have so indicated before enrollment was completed, it would be very optimistic on the part of anyone to hope they will be in school long enough to complete the courses they have started. But since no part of the regular registration provides for uncovering these situations, no special effort will have been made to give these individuals informational courses that may be rounded out on short unit basis, something they may use as citizens of a community in which they live, for time will be too short to give them much on an occupational level.

TABLE XXXV

Question Number 31.

DO YOUR PLANS PROVIDE FOR FINISHING THE
ENTIRE COURSE, AS IT IS GIVEN?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Total	
(a)	149	87.2%	428	93.3%	577	91.6%
(b)	22	12.8	31	6.7	53	8.4

TABLE XXXVI

Question Number 32.

WOULD YOU ACCEPT A JOB TO GO INTO THE
WORK YOU HAVE CHOSEN?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

Advanced Standing Group		Grade School Group		Total	
(a)	149 90.0%	447	95.3%	596	94.0%
(b)	17 10.0	22	4.7	39	6.0

The consistency of the individuals who replied they want to get out of school and go to work seems to run in agreement in the questions that are related thereto. Question 32 indicates that 39 boys are ready, out of the class studied, to accept a job in the field of work they have chosen. If the determination is strong enough, their selected field will become elastic enough to be identified with any job that may be had. For some of the boys in the group that have expressed their intent, it might be the very thing they need. It is unfortunate however, that the work that they take while in school is not rounded off for them, to fit their needs and individual expectations. In many cases, a move of this kind on the part of the individual will be the saving of his spark of enthusiasm for he may be faced with an unsurmountable situation, based on his individual capacities. If he does not develop the running attitude, all's well, but if his ego and capacity clash, then the running will be a problem for society to solve or make adjustment therefore.

TABLE XXXVII

Question Number 33.

WOULD YOU ACCEPT ANY JOB THAT YOU COULD
MAKE MONEY AT, IF YOU COULD GET ONE?

Responses:

(a) Yes.

(b) No.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advanced Standing Group		Grade School Group		Total	
(a)	76	46.6%	251	55.5%	327	52.6%
(b)	87	53.4	207	45.0	294	47.4

The writer is presenting the results computed for question 33 with a reasonable degree of limitation. What was really wanted was the number of boys that would quit school to engage in any job at which they might earn money. Evaluation of the other responses by which the student indicated his intent of purpose, coupled with personal notations gave evidence that some of the "yes" replies to the question, "Would you accept any job that you could make money at, if you could get one", was interpreted to mean a job contingent to school work. In the face of the information, and the lack of clarity beyond question, the writer wishes to leave the data as indices rather than any specific data for evaluation.

TABLE XXXVIII

Question Number 34.

ARE YOU PLANNING ON ENTERING COLLEGE, WHEN
YOU COMPLETE YOUR COURSE HERE?

Responses:

- (a) Yes.
- (b) No.
- (c) Questionable.

TABULATION OF REPLIES.

Number of responses and percentages.

	Advance Standing Group		Grade School Group		Total	
(a)	55	35.5%	141	30.4%	196	31.2%
(b)	103	55.0	294	63.5	397	63.8
(c)	00	00.0	29	6.2	29	4.7

Considerable importance must be attached to the findings and tabulations of question 34. In view of the fact that the individuals enrolled in Technical or college preparatory courses represented the largest percentage in either group, advanced standing or grade school graduate, and yet 63.8 per cent of the total group indicated before their enrollment was complete that they did not propose to enter colleges, and since the Technical course points specifically to college preparation, an evaluation of this situation should be of interest.

TABLE XXXIX

ENROLLMENT TABULATIONS FOR THE ENTERING CLASS
FALL - 1936

Advanced Standing Group		Grade School Graduates	
Technical	Vocational	Technical	Vocational
83 - 48.8%	87 - 51.2%	339 - 71.2%	137 - 28.8%
Total Group			
Technical		Vocational	
422 - 65.3%		224 - 34.7%	

Vocational students, by the nature of their course selection do not propose to enter college, the Vocational course not training for college entrance, but pointing toward industrial participation. The vocational students represent 34.7 per cent of the total group, and 63.8 per cent indicated they did not propose to enter colleges. This would leave 29.1 per cent of those in the college preparatory courses indicating before their registration was complete, that they did not propose to enter college. In this situation the school is definitely preparing 29.1 per cent of the enrolling class for something they do not propose to do.

In considering the numbers who have enrolled in colleges from previous graduating classes, this group will be greatly increased in numbers and relative percentages.

The Technical curriculum is often discussed as a trades expository one as far as shop activity is concerned, but in the academic field it is strictly college preparatory. In the light of shop classification, the expository status is not entirely eliminated when a major shop is chosen, ¹ which is compulsory at the beginning of the fourth term in school.

¹

CHAPTER V

Summary

In summing up the relative values of the various techniques used by the students when enrolling for courses at the Benson Polytechnic School, one cannot overlook the fact that the boys who enter the portals of the Institution for instruction have a sincerity of purpose. They seemed to have the attitude of acceptance of responsibility for their selection and, in the main, had at least a nucleus of information relative to the field in which they indicated they chose to participate. The parental influence in the majority of cases was significant to a point where it overshadowed any influence the teacher might have had in the direction of the individual student. Although many students expressed the desire to discuss their occupational choices with some teacher or principal, on the whole lack of confidence and the trend of thought that something they did not want might be inflicted upon them caused them to steer clear of teachers in this respect.

The challenge is to the teaching group to establish a relationship which the student will look upon as something desirable to him. The greatest portion of this group is completing its period of formal education with terminations along the course from the day of registration to the

day of graduation. If methods of worthwhile workmen and attitudes of worthwhile citizens are to be achieved, the job must be started at the commencement of the student's course. Very positive indices were obvious in the response of the students to questions regarding their expectations to continue in school. If desired, the information could be used to advantage in predicting the possible length of time in which the teaching corps of the Institution has to instill what might be considered minimum essentials for worthwhile citizenship, and as much useful and specific training as the student could assimilate in the time allotted.

Differences in responses existed for the two parts of the group studied, (grade school graduates and transferees from other high schools referred to in the contents of this study as the advanced standing group.) Where differences in responses were recorded for the two parts of the group they were pronounced, and where these differences in responses did not exist, similarity of responses were almost identical.

If the percentages of drops during the first term in school may be considered as an index to the adjustments made, the situation is not any more encouraging. The advanced standing group had 8.95 per cent drops during the

first term while the grade school graduate group showed 9.75 per cent drops during the same period -- a difference of eight tenths of one per cent between the two parts of the group. The number from either part of the group who failed to return to start on the second term work was not computed. Past records show that between thirty and thirty-five per cent of those who enroll complete the courses. The actual percentage for four years, taking the classes that enrolled in the school year 1927-28 to 1930-31, and the graduating classes 1931-32 to 1934-35, 34.7 per cent of those who enrolled graduated. A slight variation in the percentage might occur if the individuals enrolled for three year courses and four year courses were segregated and taken into account in the tabulations. If past records are any criterion of what will occur with the present group, and the relationship of percentages for the two parts of the group is what may be expected, the school is doing no more for the individual who has had the experience of unsatisfactory adjustment in another high school, than it is doing for a grade school graduate. One boy in three of those that enroll actually graduate, the others either seek educational adjustments elsewhere, or stop their formal schooling.

A need for student aid to adjustment was expressed

in a report of the sub-committee acting under the committee on Revision of High School curriculum. In reporting on the replies of thirty-six college and normal schools, they stated, "Their uniform cry for educational and vocational guidance in the Portland system"¹.

One outstanding revelation from the responses is the philosophical attitude manifested by the individuals entering the Institution, with respect to their objectives to be derived from their training. When a group of over six hundred boys expresses so overwhelmingly, "a position in life", "a job", and, "satisfaction", as objectives for their training, there remains but little to do but aid them in achieving their goal. Any student who is working for such objectives is not only reaching for something within his grasp, but, by the very nature of his purpose, should lead to sound mental health; a requisite for satisfactory participation in congested industrial and economic environment.

The termination of the student's stay in school before completion of the work he has outlined for himself and the resultant conditions which accompany such abrupt terminations of school work, leave little of value to the

1

The Report of the Sub-Committee, acting under the Committee on Revision of High School Curriculum. To the Board of Education S.D. No. 1, Portland, Oregon, June 16th, 1936 p. 2.

student, due to the fragmentary nature of an incompleting unit or the breaking up of educational sequences.

Since society is composed of all the individuals in the various strata of accomplishment and participation, those who are not taught in school learn elsewhere. If society does not approve of the adjustment, whether from school influence or not, schools by the nature of our American democratic system of education have had an opportunity to influence each and every American youth.

If the objective of a tax supported institution is to do the greatest good to the greatest number of people, then it follows that the needs of those people must be known before much can be done for them. When an individual seeks a diversion of activity from what he is doing and transfers from a cosmopolitan high school to a school of a technical type which must surely be considered a departure from the conventional, he is looking toward something specific. In the light of individual differences and capacities, the understanding of which however far from perfect, far supersede any interpretation of uniformity of interest and abilities for a heterogeneous grouping. When the individual who has failed to make an adjustment to a school situation, which might easily be

apart from capacity, is confronted with rigid groupings of subject matter called courses, which are often influenced in their groupings based on utilization of equipment and personnel at hand; the benefits to be derived for the individual lie in his ability or docility to conform to a pattern which may or may not lead him to where he wants to go. In view of past records of fifty-three per cent of the graduates actually working at the thing for which they were trained, the specificity of the subject groupings were not much more than chance clickings for those who actually completed them as the specifications required. To the other sixty per cent who did not carry their programs to completion, negative influence was offered, for, in many cases, they must have left with complexities that far outbalanced the instructional values from fragmentary, partially completed programs.

Completion of any specific course is not a guarantee of successful participation in any field. Achievement, in its final analysis, is the outgrowth of individuality. Then that individuality should be the fundamental basis of instructional goals.

The conclusions reached by the writer are:

1. The curriculum of the Benson Polytechnic School should be flexed to fit the individual needs and variation of interests and capacities of the student population.
2. Provisions should be made in the curriculum to reach the requests of students not included in the present limited subject groupings, referred to as courses.
3. Differentiation should be made of requisites to fit the needs of the group enrolled as Technical Students, with trade expository interests in mind, and those anticipating continuation of their education.
4. Provision should be made for student adjustment during the first two years of his course without loss of credits, to facilitate changes to take care of individual differences.
5. Provision should be made for organization and operation of a functional student centered guidance program.

BIBLIOGRAPHY

- | | |
|--|--|
| Benson Polytechnic School | <u>Course of Study.</u> |
| Brown, George W. | <u>A Follow-up Study of the Benson Polytechnic School. 1925-1929 Inc.</u>
Unpublished Master's Thesis
Oregon State College, 1932. |
| Chapman, J. Crosby | |
| Counts, Geroge S. | <u>Personality and Education.</u>
Houghton Mifflin Co. 1924 |
| Hamill, Robert M. | <u>A Survey of Vocational Education in the City of Portland, Oregon.</u>
Unpublished Master's Thesis,
University of Oregon, 1934. |
| Hollingworth, Leta S. | <u>Psychology of the Adolescent.</u>
D. Appleton Co., 1928. |
| Sub-Committee on Revision
of High School Curriculum | The report of the Sub-Committee acting under the Committee on Revision of High School Curriculum.
To the Board of Education
S.D. No. 1, Portland, Oregon,
June 16th, 1936 |

Name.....

Course.....

- (1) When did you decide to take this course as a preparation for your life's occupation?
- I HAVE NOT DECIDED YET.
I WANT TO SEE IF I LIKE THE WORK.
I DECIDED OVER TWO YEARS AGO.
I DECIDED RECENTLY.
I HAVE ALWAYS WANTED TO DO THIS KIND OF WORK.
- (2) Are you making this choice as a hobby or is it a choice of a life's work, in your belief?
- A HOBBY AT PRESENT.
I BELIEVE IT IS MY LIFE'S WORK.
- (3) Did you make your own choice?
- YES. NO.
- (4) Have you had experience in the work of the course you have chosen?
- YES. NO.
- (5) Is your father's occupation the same as the one you have chosen?
- YES. NO.
- (6) Have you talked to men working at the occupation, or have you read about men working at the occupation, you are interested in?
- I HAVE TALKED TO MEN ABOUT THE WORK.
I HAVE READ ABOUT THE WORK.
I HAVE NEITHER READ NOR TALKED TO ANY ONE ABOUT THE WORK.
I HAVE A RELATIVE WHO UNDERSTANDS THE WORK, AND HAVE TALKED TO HIM ABOUT THE WORK.
- (7) Have you talked about the course with anyone else whom you might know?
- YES. NO.
- (8) Did some teacher or principal help you in deciding in your present selection?
- TEACHER. PRINCIPAL.
NO ONE HELPED.
- (9) Did you talk to some student of Benson?
- YES. NO.

- (10) Would you care to discuss this matter of course selection further with some teacher, in whom you have confidence? YES. NO.
- (11) Is there a shop in the neighborhood of your home where you may be employed at the occupation of your choice during vacations or at the completion of your school work? YES. NO.
- (12) Have you talked with your mother, father, or both, of the possibilities in the work you are entering into for training? I HAVE TALKED TO FATHER.
I HAVE TALKED TO MOTHER.
I HAVE TALKED TO BOTH.
I HAVE TALKED TO NEITHER.
- (13) Does your father or your mother disagree with you in your choice? FATHER DISAGREES.
MOTHER DISAGREES.
BOTH DISAGREE.
NEITHER DISAGREES.
- (14) Would your father or your mother or both, care to discuss your course with some one connected with occupational training in the school? FATHER WOULD.
MOTHER WOULD.
NEITHER WOULD.
BOTH WOULD.
I DO NOT KNOW WHETHER THEY WOULD OR NOT.
- (15) Are your parents making you stay in school? YES. NO.
- (16) Are you absolutely sure you want to do the thing you have chosen? YES NO.
- (17) What do you expect to get out of your occupation? MONEY. POSITION IN LIFE.
SATISFACTION. A JOB.
PROVE MY ABILITY.
I LIKE THE SPECTACULAR PERFORMANCE OF THE OCCUPATION.
- (18) What part of the work interests you the most? I LIKE SHOPS.
I LIKE TO WORK OUT OF DOORS.
I LIKE SHORT HOURS.
I LIKE LONG HOURS.
I WANT TO OWN MY OWN SHOP.

OTHERS.....

(19) Do you prefer to work with tools and machines, or do you prefer to work with people? TOOLS AND MACHINES.
PEOPLE.

(20) Had you made visits to Benson before enrollment, other than Tech Shows? YES. NO.

(21) Have you seen the Tech Show? NO. ONCE. TWICE. MANY TIMES.

(22) Had you chosen your course before the first visit to Benson? YES. NO.

(23) Did your first visit to Benson cause you to change in your occupational plans? YES. NO.

(24) If other courses were offered at Benson would that effect your present choice? YES. NO.

I WOULD LIKE TO TAKE A COURSE IN.....

(25) If you knew that your present occupational choice would lead you away from your present surroundings, would that cause you to make changes in your course? I WOULD CHANGE MY COURSE.
I EXPECT TO BE AWAY FROM MY PRESENT SURROUNDINGS.
IT WOULD NOT MATTER TO ME.
I KNOW IT WONT.

(26) If you were sure of money to attend college would that effect your present selection? YES. NO.

(27) How long do you expect to work at the occupation as a period of extra training, after completing the work at school? I DO NOT EXPECT TO SPEND ANY MORE TIME. ABOUT TWO YEARS.
TWO TO FOUR YEARS.
I HAVE NOT THOUGHT OF THAT PART.
A FEW MONTHS IS ALL THAT IS NEEDED.

APPENDIX "B"

Membership Diesel Day Committee

Gordon Rentschler, Chairman
President, The National City Bank of New York.

Edward B. Pollister
Pres. Busch Selzer Diesel Engine Co.

Col. Robert H. Morse, Pres. Fairbanks Morse Co.

B. C. Heacock, Pres. Caterpillar Tractor Co.

C. L. Cummings, Pres. Cummings Engine Co.

David S. Sarnoff, Pres. Radio Corp. of America.

Edward G. Budd, Pres. Budd Mfg. Co.

Arthur Brisbane.

Malcolm Muir, Pres. McGraw Hill Publish. Co.

Capt. Edward V. Rickenbacker, Vice Pres. Eastern
Air Lines.

Thomas H. Beck, Pres. Crowell Publish. Co.

Walter C. Teagle, Pres. Standard Oil Co. (New Jersey)

C. A. Crique, Pres. Sterling Engine Co.

Prof. R. U. Blasingame, Pres. American Soc. of Ag. Eng.