

• Commonwealth of Kentucky •  
**EDUCATIONAL BULLETIN**

**A STUDY OF  
VOCATIONAL CHOICES RECEIVED  
HIGH SCHOOL SENIORS  
IN KENTUCKY, 1937-1938,  
and  
*For Your Information***



Published By  
**DEPARTMENT OF EDUCATION**  
H. W. PETERS  
Superintendent of Public Instruction

ISSUED MONTHLY

Entered as second-class matter March 21, 1933, at the post office at  
Frankfort, Kentucky, under the Act of August 24, 1912.

**Vol. VI • December, 1938 • No. 10**

school districts in  
the largest num-  
bers:

No. One-Teacher  
Schools

103  
95  
92  
87  
82  
80  
80  
79  
79

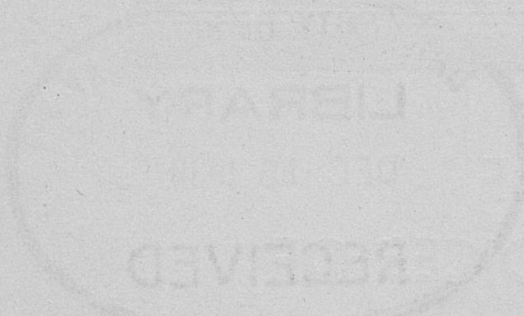
859

Miss Elizabeth Hanson  
Periodical Librarian  
University of Kentucky  
Lexington, Kentucky

LIBRARY

DEC 15 1938

RECEIVED



## FOREWORD

There has been much said about the wide gap between schoolroom practices and actual life practices. This bulletin, prepared by Freddie Riddle, contains a study of the occupational choices of five thousand high school seniors of the graduating class of last year. A careful examination of this information on what students would like to do in later life should be of assistance to those who have the responsibility of preparing curricula for the school system.

I commend this study to you, and earnestly hope that those who think seriously of the future education of this state will study it carefully.

The latter part of this bulletin contains announcements and news items of interest to school people.

H. W. PETERS,  
Superintendent Public Instruction

A.  
Note  
A.  
prese  
wide  
ricul  
127,0  
and  
stant  
of a  
tion  
natio  
have  
2  
than  
decen  
health  
in the  
compl  
young  
that e  
that e  
must a  
ous w  
ments.  
emplo  
June 5  
3.  
actual  
there i  
vision.  
mately



# A STUDY OF VOCATIONAL CHOICES OF HIGH SCHOOL SENIORS IN KENTUCKY, 1937-1938

Note.—This report was made in the spring of 1938. The original report consisted of many statistical tables not herein printed.

## INTRODUCTION

### A. Need for Such a Study

1. **Natural conditions.**—Curriculum revision in the light of present day complexities in our social order is being discussed rather widely. Among the many conditions that enhance the cause for curriculum revision is the status of national life. The fact that 127,000,000 people are now trying to thrive in a nation born only one and a half centuries ago and in which natural resources are constantly diminishing, in itself necessitates training of a kind unthought of a few years ago. The fact that so great a portion of our population is moving into urban centers and the lack of stability in our national life that has been caused by the depression through which we have just gone, demands readjustments.

2. **Unemployment and living conditions.**—It is said that more than one-third of the American people are living below standards of decency and that two-thirds of them are living below standards of health and comfort. Millions of boys and girls have left high schools in the past few years; some left without completing high school; some completed high school but never entered college. Millions of these young people are unemployed. Even though we accept the principle that each one should earn his bread by the sweat of his brow, it seems that conditions are such that a great many people, both young and old, must accept charity of some kind from individuals or from the numerous welfare agencies established by local, state, and federal governments. More than 10,000,000 in search of work registered with unemployment service offices during the biennium from July 1, 1934, to June 30, 1936.

3. **High school and college students.**—When one observes what actually happens to the pupils in Kentucky who enter high schools, there is much reason for thought on the question of curriculum revision. This is evidenced by the fact that five years ago approximately 35,000 boys and girls entered high schools in Kentucky as fresh-

men. Last year approximately 12,000 of those 35,000 boys and girls graduated from high schools. This means that approximately one of every three who entered high school continued until graduated. The other two dropped out, either to be employed, to help around home, or to be idle. Of the 12,000 who graduated, approximately 3,500 entered college this year, which means that hardly one of every three who graduated from high schools last year entered colleges this year, which in the final analysis means that of every ten students who enter high schools in Kentucky, under present conditions, only one will continue through high school and enter college.

Along this same line of thought it is interesting to observe what happens to those high school graduates who enter college. According to a study made by a member of the staff of the Office of Education, Washington, D. C., 62.1 per cent of the students who entered twenty-five leading American universities in 1931-32 left those universities during or at the end of the four-year period, from 1931-32 to 1935-36, without obtaining degrees. Only 31.6 per cent of those who entered those universities in 1931-32 received degrees during or at the end of the following four years; 6.8 per cent of those who left the universities during those years without degrees returned later to obtain degrees. The retarded group made 6.3 per cent of the total. Most of them finally got degrees. According to these figures, then, approximately two of every five students who enter colleges continue until they get degrees.

Assuming that Kentucky's college entrants will follow in general the practices of college entrants throughout the nation, approximately 1,500 of the 3,500 students from Kentucky who entered colleges this year will obtain degrees, eventually. This number will be slightly more than four per cent of the number who entered high schools in Kentucky as freshmen five years ago.

4. **Education for the masses vs. education for special groups.**—In the day of education in private institutions, privately supported and privately controlled, the course of study was designed to meet the demands of those special families who were wealthy enough to afford private education for a select group who would fill the "white-collar" professions. Those people of little means were denied education. It was customary for them to fall in the lower brackets of work, to be tenants and servants to those of wealth. It is a far cry from the day when the poor were denied the opportunity of receiving education from a public school system to the present when we believe that the masses should be educated—when we believe that ultimate success depends upon intelligent followers as well as intelligent leaders.



The enrollment of secondary schools has grown by leaps and bounds. Today we have in secondary schools not only those who plan to enter the professions that have long been held in the spotlight of desirability, but we have also those people who want to be our plumbers, carpenters, painters, bookkeepers, and to follow all the other vocations that are followed in our country. This condition certainly lends itself to the need for a broadened curriculum.

5. **Changing conditions demand trained employees.**—With the primitive man living conditions were simple. The task of making a living confined itself mainly to muscular skills. Only a century and a half ago the task of people in this country was one of clearing forests and living from the abundance of natural resources at hand. Today the task of earning a living is far different. Natural resources are no longer so abundant. Machines have replaced a great deal of manual labor; industrial trades have come into prominence. The whole scheme of our social order is more complex, demanding more training. It took only a short time to learn how to hew a log, hoe corn or pick cotton. Learning how to make a building safe, hygienic and beautiful; how to make it accommodate more than a single family; how to conserve the soil that has been so rapidly wasting away; how to operate our many machines; in fact, how to do any of the jobs that are now to be done but which were unknown and uncalled for a few years ago, requires training on the part of the worker today of a kind unthought of by earlier man. The employer today does not risk his valuable shops in the hands of untrained persons. He does not have time to train them himself; he is looking for skilled workers before employing them. This condition puts the burden on the shoulders of the school which should fit young people for earning a living.

6. **A different goal.**—It is safe to assume that the pupils in the early schools aimed at a cultural education, at a diploma which signified certain scholastic achievement. It would be untrue to say that is the major objective of all the high school pupils in Kentucky today. As will be shown by this study many of them want to follow vocations that require some practical training and, consequently, a diploma of graduation as such would be of little value to them. They are in school to enhance their ability to **earn a living**.

This study is made not principally to determine exactly what curriculum revision should be made, but, rather, to determine what high school pupils actually want to do, what former high school graduates have done, and thus to form some basis upon which future thought of curriculum revision can be based.

## B. Scope of Study and Procedures Used

Questionnaires asking for the number of seniors (boys and girls), the number expected to graduate this year (boys and girls), and the number who expect to enter college next year (boys and girls), together with the vocational choices of individual seniors, were sent to the principals of the 633 Kentucky public high schools which offer school service through the twelfth grade. The principals were asked to exercise care in obtaining accurate data. The tabulations presented in this study are the result taken from 241 questionnaires. The other 392 public high schools included in the group that offer complete high school service did not respond to the questionnaire. These 241 public high schools have in them 5533 seniors, 5360 of whom will graduate this year, and 5006 of whom indicated what vocations they desire to follow in the future. (A few of this number are duplications inasmuch as some seniors indicated their first and second choices. This number is very small, however.) Two hundred twenty-nine (229) of these high schools are white high schools with 5272 seniors, and 12 are colored high schools with 261 seniors.

In addition to obtaining vocational choices of these 5006 high school seniors, the writer has gone further to determine what last year's high school graduates of those particular high schools are doing this year. Tabulations were made to ascertain what influences the size of high schools and the accessibility of college and university training and industries have to do with the choices of high school seniors and with the actual work done by those who have graduated.



## Chapter One

### WHAT VOCATIONS DO HIGH SCHOOL SENIORS WANT TO ENTER?

Of the 5533 high school seniors in the 241 public high schools in Kentucky that responded to a questionnaire on vocational choices, 5006 indicated what vocations they desire to enter in later life. The vocational preferences of these 5006 seniors are shown in the table below. This table has in it a total of 88 different vocations and the number of seniors choosing each vocation is shown.

An examination of the following table will reveal that:

- 26.8% of the 3,045 senior girls want to do secretarial, stenographical, bookkeeping or accounting work
- 12.5% want to be teachers
- 9.5% want to be nurses
- 8.7% want to be homemakers
- 8.2% want to be beauticians
- 4.0% want to be musicians

Of the 2488 senior boys,

- 11.0% want to be engineers
- 10.8% want to be farmers
- 5.7% want to be aviators
- 5.3% want to be bookkeepers or accountants
- 5.3% want to be electricians
- 5.0% want to be agricultural agents
- 4.6% want to be teachers and
- 4.0% want to be auto mechanics

(Combining the percent of those boys who want to be farmers with the percent of those who want to be agricultural agents, we have a total of 15.8% of the senior boys who want to do some kind of agricultural work.)

Briefly summarizing, 69.7% of the senior girls want to follow the six leading professions for girls indicated above and 51.6% of the senior boys want to follow the eight leading professions for boys indicated above.

**TABLE I**  
**Vocational Choices of High School Seniors in 241 Public Schools in**  
**Kentucky, 1937-38**

	Boys	Girls	Total	Percent
Number of Seniors .....	2,488	3,045	5,533	.....
Number expected to graduate this year....	2,398	2,962	5,360	96.8
Number who plan to enter college this year	1,167	1,356	2,523	45.5
<b>Vocations</b>				
Accounting: bookkeeping, etc. ....	133	159	292	5.2
Advertising .....	12	5	17	.3
Agricultural Agent .....	126	10	136	2.4
Air conditioning .....	1	.....	1	.01
Architecture .....	21	9	30	.5
Art: drawing, oil painting, draughtsman, etc.	32	55	87	1.5
Athletics .....	5	.....	5	.09
Aviation .....	142	19	161	2.9
Banking .....	19	10	29	.5
Baseball coach .....	2	.....	2	.03
Beauty culture, barbering, etc. ....	13	252	265	4.7
Biological research .....	2	.....	2	.03
Building trades .....	8	.....	8	.1
Business administration .....	4	.....	4	.07
Cabinet making .....	6	.....	6	.1
Carpentry .....	19	.....	19	.3
Chemistry .....	3	1	4	.07
Chiropractor .....	1	.....	1	.01
Civil service .....	20	2	22	.3
Commerce .....	1	2	3	.05
Criminology .....	3	1	4	.07
Dancing .....	.....	2	2	.03
Dentistry .....	27	1	28	.5
Dietitian .....	10	63	73	1.3
Doctor: Optometrist, M. D., Surgeon, etc....	97	57	154	2.7
Distributive trades .....	9	3	12	.2
Dressmaking and/or tailoring .....	5	54	59	1.0
Dramatic art .....	11	36	47	.8
Electricity: radio, refrigeration, practical, etc. ....	133	.....	133	2.4
Engineering: electrical, mining, civil, etc....	286	.....	286	5.1
Explorer .....	1	.....	1	.01
Farming .....	267	9	276	4.9
Florist .....	1	.....	1	.01
Forestry .....	4	.....	4	.07
Geologist .....	2	.....	2	.03
Handicrafts .....	.....	1	1	.01
Homemaking .....	.....	265	265	4.7
Horseman .....	1	.....	1	.01
Horticulturist .....	1	.....	1	.01
Hotel manager .....	1	.....	1	.01
Immigration inspector .....	1	.....	1	.01
Industrial trades .....	32	6	38	.6
Interior decorator .....	2	6	8	.1
Journalism .....	51	68	119	2.1
Laboratory technician .....	10	24	34	.6
Lawyer .....	99	20	119	2.1
Library science .....	5	57	62	1.1

Mail  
Mech  
Meta  
Milit  
Minis  
Mini  
Missi  
Mode  
Musio  
Navy  
Nursi  
Pharr  
Photc  
Physi  
Plum  
Police  
Printi  
Public  
Radio  
R. R.  
River  
Salesr  
Shoen  
Social  
Social  
Soil c  
States  
Steno  
Stewa  
Stoner  
Spy  
Teach  
Teleph  
Televi  
Theatr  
Traffic  
Truck  
Under  
Veteri  
Watch



TABLE I—Continued

Vocational Choices of High School Seniors in 241 Public Schools in Kentucky, 1937-38

Total	Percent		Boys	Girls	Total	Percent
5,533	.....	Mail clerk, R. R. ....	1	.....	1	.01
5,360	96.8	Mechanics: auto, etc. ....	100	1	101	1.8
2,523	45.5	Metal trades ....	7	1	8	.1
		Military service ....	2	.....	2	.03
		Minister ....	15	1	16	.2
		Mining ....	9	.....	9	.1
		Missionary ....	1	9	10	.1
292	5.2	Model ....	.....	2	2	.03
17	.3	Music: vocal, instrumental, etc. ....	69	121	190	3.4
136	2.4	Navy ....	7	.....	7	.1
1	.01	Nursing ....	.....	290	290	5.2
30	.5	Pharmacy ....	33	3	36	.6
87	1.5	Photography ....	7	3	10	.1
5	.09	Physical education ....	5	2	7	.1
161	2.9	Plumbing ....	6	.....	6	.1
29	.5	Policeman ....	3	.....	3	.05
2	.03	Printing: linotype operator, etc. ....	18	.....	18	.3
265	4.7	Public work ....	1	.....	1	.01
2	.03	Radio broadcasting ....	.....	2	2	.03
8	.1	R. R. engineer ....	2	.....	2	.03
4	.07	River pilot ....	1	.....	1	.01
6	.1	Salesmanship ....	77	28	105	1.8
19	.3	Shoemaking and repairing ....	2	.....	2	.03
4	.07	Social economics ....	.....	1	1	.01
1	.01	Social worker ....	1	9	10	.1
22	.3	Soil conservation ....	1	.....	1	.01
3	.05	Statesman ....	23	12	35	.6
4	.07	Stenographer and secretary ....	42	658	700	12.6
2	.03	Stewardess ....	.....	1	1	.01
28	.5	Stonemason ....	1	.....	1	.01
73	1.3	Spy ....	1	.....	1	.01
154	2.7	Teaching ....	114	392	506	9.1
12	.2	Telephone or telegraph operator ....	10	35	45	.8
59	1.0	Television ....	1	.....	1	.01
47	.8	Theatre manager ....	1	.....	1	.01
		Traffic director ....	.....	1	1	.01
133	2.4	Truck driver ....	1	.....	1	.01
286	5.1	Undertaking or embalming ....	34	5	39	.7
1	.01	Veterinarian ....	1	.....	1	.01
276	4.9	Watchmaking and engraving ....	3	.....	3	.05
1	.01					
4	.07					
2	.03					
1	.01					
265	4.7					
1	.01					
1	.01					
1	.01					
1	.01					
38	.6					
8	.1					
119	2.1					
34	.6					
119	2.					
62	1.1					

## Chapter Two

### WHAT ARE LAST YEAR'S HIGH SCHOOL GRADUATES DOING THIS YEAR?

After tabulating the number and percent of high school seniors who want to enter certain fields of endeavor, the question of what former high school graduates are doing naturally arose. In order to answer this question, the writer collected the annual high school reports that high school principals make to the State Department of Education at Frankfort, Kentucky and from those reports ascertained the whereabouts of last year's graduates from those high schools. Reports from the same high schools that answered the questionnaire on vocational choices of their present seniors were used except for 16 of those 241 reports which did not indicate what last year's graduates of those 16 schools are doing this year.

The following table indicates the number and percent of last year's graduates from the 225 high schools studied who entered schools, stores and offices, farming, factories or trades, other employment or are at home or unknown.

**TABLE II**  
**Whereabouts of Last Year's (1936-37) Graduates from 225 Public High Schools in Kentucky**  
(These same high schools were used in compiling data for Table I)

	Boys	Percent	Girls	Percent
College or University .....	641	31.1	616	25.7
Schools for Nurses .....	-----	-----	93	3.8
Commercial Schools .....	107	5.1	243	10.1
Total in some School....	748	36.3	952	39.8
Store or Office .....	206	10.	200	8.3
Farming .....	367	17.8	13	.5
Factory or Trades .....	194	9.4	50	2.0
Other Employment .....	258	12.5	170	7.1
At Home .....	206	10.0	905	37.8
Unknown .....	79	3.8	100	3.8
Total .....	2,058		2,390	



An examination of the data in the above table will reveal that 36.3% of the boys and 39.8% of the girls who graduated last year from the 225 high schools studied are enrolled this year in colleges or universities, schools for nurses, or commercial schools. A comparison of the data in Table I, with the data in Table II, will reveal that the percent of last year's high school graduates who actually entered college this year is slightly less than the percent of this year's seniors who plan to enter college next year. A study of these two tables will reveal further that the percent of last year's graduates who are farming this year is very close to the percent of this year's seniors who want to enter agricultural pursuits. The percent of this year's senior girls who want to be homemakers is far less than the percent of last year's female graduates who are at home this year. The percent of last year's female graduates who entered commercial school this year is much smaller than the percent of this year's senior girls who want to enter the professions of stenography, bookkeeping, etc., for which they would be prepared in commercial schools. However, many high school students are being prepared, while in high school, to enter such vocations and will not necessarily enter purely commercial schools before entering service in these vocations.

**GRADUATES**

High school seniors  
 In order to  
 high school  
 department of  
 ascertained  
 high schools.  
 questionnaire  
 except for 16  
 's graduates  
 cent of last  
 who entered  
 her employ-

**Public High**

Table I)

Percent
25.7
3.8
10.1
<hr/>
39.8
8.3
.5
2.0
7.1
37.8
3.8

### Chapter Three

## IN WHAT VOCATIONS ARE THE GAINFUL EMPLOYEES OF KENTUCKY?

The first Chapter of this report shows what vocations 5006 high school seniors in 241 of Kentucky's high schools want to enter. Chapter 2 was devoted to a report of the whereabouts of last year's graduates from 225 of those same high schools—4448 high school graduates. This Chapter is devoted to a summary of what all gainful workers, 10 years of age or older in Kentucky are doing—based on the 1930 census.

The following table shows the per cent of the gainful employees ten years of age and over engaged in each of the major industrial divisions in Kentucky and in the United States as a whole. (Based on the 1930 census.)

TABLE III  
Percent of Gainful Employees Ten Years of Age and Over Engaged in Each of the Major Industrial Divisions in Kentucky and in the United States as a Whole

Type of Vocation	Percent Employed in Kentucky	Percent Employed in United States
Professional .....	5.0	7.
Agricultural .....	39.5	21.
Commercial .....	13.9	20.
Trade and Industrial .....	41.6	52.

The data in Table III show what people in Kentucky actually do, regardless of what they may desire to do. A study of these data reveals that two-fifths of our employed people follow agricultural pursuits; two-fifths follow trade and industrial occupations, while only one-twentieth of them are employed in the "professions". It seems that we can readily reach the conclusion that the course of study in our high schools should be designed to train youth for other than purely professional work. This phase of this report, together with sectional factors and influences, will be discussed later in the report.



## Chapter Four

### WHAT FACTORS INFLUENCE VOCATIONAL CHOICES OF SENIORS IN KENTUCKY'S PUBLIC HIGH SCHOOLS?

In the past years educators have discussed much the problem of individual differences among school pupils. It is generally agreed that a vast number of individual differences exist among the pupils in one grade or one class; that the same instructional procedures and techniques are not suited as well to one group of pupils as to another; and that the content and relationships of the phases of instruction need to be varied in order to fit the aptitudes of the different individuals. The question arises: Do groups of pupils have individual differences as groups, that are attributed to factors of size, race, location, etc.?

The writer of this report has endeavored to ascertain what effect certain influences have upon the pupils of an entire school as reflected by their vocational choices. In other words, this chapter of this report is intended to show whether or not the size of the school or the race served by the school has any effect upon the ambitions of its pupils; and whether or not proximity of colleges and industries have any effect upon the plans of graduating seniors.

Individual tables used in the original report are omitted here. Only a summary of data and conclusions is given.

#### Conclusions as to Factors Influencing Vocational Choices of High School Seniors.

A study of the foregoing tables offers the following observations:

**Race**—The vocations ranking highest in choice by colored high school seniors are as follows:

Vocation	Percent Choosing Indicated Vocation
Nursing .....	12.0
Teaching .....	10.8
Beauty culture, etc. ....	7.9
Dressmaking, etc. ....	7.5
Civil service .....	6.6
Stenography, etc. ....	6.2

Five of the six leading vocations, so far as choices are concerned, are chosen mainly by girls. The vocations under "Civil Service"

were chosen wholly by boys. Nursing was chosen by girls only. Teaching was chosen by 6 boys and 20 girls, beauty culture was chosen by 1 boy (barber) and 18 girls; dressmaking was chosen by 4 boys (tailors) and 14 girls, and stenographic and secretarial work was chosen by 3 boys and 12 girls. As was shown by Table V, the range of professions chosen by boys in the colored schools was wider and more varied than the range chosen by girls. A comparison of Tables I and V reveals variations in vocational choices by the different races. This conclusion will be discussed later.

**Size of School**—Based on the data assembled from a study of 30 white high schools, equally divided as to small and large ones, it is logical to conclude that there are little differences in the ambitions of seniors in small high schools from those in large high schools. The major differences occur in the percent choosing **farming, homemaking, beauty culture, and music**. Apparently the vocations of **farming, homemaking, and beauty culture** appear more attractive to seniors in small high schools than to seniors in large high schools, (however, it should be noted that the large high schools are located in urban centers mainly and the small schools are located in rural areas mainly.) while the opposite is true as to music.

**Proximity of College or University Facilities**—Although only 12 high schools were studied for differences in vocational choices of seniors as affected by nearness of college or university facilities, there appears to be a very wide difference in vocations chosen by those near colleges or universities and those far from colleges or universities. The significant difference is found in the percent who plan to enter college next year—more than twice as great in those schools near such facilities.

**Proximity of Industries**—Based on data assembled from the study of 8 high schools—4 near industries and 4 far from industries—it appears that proximity of public industries has an influence on vocational choices of seniors. There is a wider range of vocations chosen by those near industries.

It is also obvious that a greater percent of this group chose vocations which they may enter in places having public industries—stenography, accounting, bookkeeping and other industries.

**Miscellaneous**—Not to be overlooked are these factors which may have an influence on the findings of this study:

1. The wealth of the communities in which the schools are found.
2. The faculties of the different schools.
3. The courses of study in the different schools.
4. The parents of the seniors.



Anyone of these factors might influence the choices of seniors: a boy may want to become a doctor because his father is a doctor, because his parents are wealthy, because a teacher has influenced his opinion or because he has found certain high school science courses very interesting. Seniors may be influenced similarly toward other vocations.

Many other factors may enter into the question of vocational choices—factors that are intangible and which cannot be accurately measured.

The fact that the same schools are sometimes used in more than one group is also a factor that contributes to the shortcomings of the study.

Table IV, which follows, summarizes the vocational choices of the seniors in the various groups of schools. Table V shows how the vocations rank in choice by the various groups.

TABLE IV

A Summary of Vocational Choices of Seniors in the Several Groups Studied

	Percent of Seniors Who Chose Each Indicated Vocation in:							
	State as a Whole	12 Colored High Schools	15 Small High Schools	15 Large High Schools	6 High Schools far from College or Univ.	6 High Schools near College or University	4 High Schools far from Industries	4 High Schools near Industries
Percent expected to enter college...	45.5	53.9	47.6	51.1	31.0	67.8	47.9	52.1
Accounting: bookkeeping, etc. ....	5.2	1.6	5.9	4.6	3.8	7.1	3.8	4.1
Advertising .....	.3	.4	.....	.6	.4	1.1	.....	1.5
Agricultural Agent .....	2.4	1.6	1.1	.7	5.2	2.6	.....	.7
Air conditioning .....	.01	.....	.....	.....	.....	.....	.....	.....
Architecture .....	.5	.4	.....	.5	.....	.7	.....	.1
Art: cartoon drawing, oil painting, etc. ....	1.5	1.6	3.5	1.3	1.9	2.9	1.9	1.3
Aviation .....	2.9	.....	1.1	3.1	3.8	4.4	1.9	3.4
Althetics .....	.09	.....	.....	.....	.....	.....	.....	.....
Banking .....	.5	.4	.....	.3	.9	1.4	.....	.5
Baseball coach .....	.03	.....	.....	.....	.....	.....	.....	.....
Beauty culture, barbering, etc. ....	4.7	7.9	3.5	3.1	5.2	1.8	9.6	2.2
Biological research .....	.03	.....	.....	.....	.....	.....	.....	.1
Building trades .....	.1	.4	.....	.1	.....	.3	.....	.....
Business administration .....	.07	.....	.....	.....	.....	.....	.....	.5
Cabinet making .....	.1	.4	.....	.07	.9	.....	.....	.....
Carpentry .....	.3	.8	.....	.07	.....	.....	.....	.....
Chemist .....	.07	.....	.....	.....	.....	.....	.....	.1

TABLE IV—Continued

	Percent of Seniors Who Chose Each Indicated Vocation in:							
	State as a Whole	12 Colored High Schools	15 Small High Schools	15 Large High Schools	6 High Schools far from College or Univ.	6 High Schools near College or University	4 High Schools far from Industries	4 High Schools near Industries
Chiropractor .....	.01							.1
Commerce .....	.05							
Criminology .....	.07							.1
Civil Service .....	.3	6.6	1.1					
Dancing .....	.03							
Dentistry .....	.5	1.2		.7	.4	.3	1.9	.9
Dietitian .....	1.3	2.9		.9	1.4	.3		.3
Distributive trades .....	.2	.4		.3		1.1	1.9	.7
Doctor: Optometrist, M. D., Surgeon, etc. ....	2.7	2.0	2.3	3.5	.9	2.9	1.9	2.6
Dramatic art .....	.8	.4		.8	.9	1.8		.5
Dressmaking and/or tailoring .....	1.0	7.5		.7	.9	1.3		.5
Electricity: radio, refrigeration, practical, etc. ....	2.4	1.6		2.3	4.7	2.9	3.8	2.4
Engineering: electrical, mining, civil, etc. ....	5.1	2.0	8.3	5.3	3.3	5.9	3.8	5.8
Explorer .....	.01							
Farming .....	4.9	1.2	2.3	.9	8.0	3.3	5.7	.9
Florist .....	.01							
Forestry .....	.07							
Geologist .....	.03							
Handicraft .....	.01							
Homemaking .....	4.7		7.1	3.8	9.5	2.9	1.9	2.2
Horseman .....	.01							
Horticulturist .....	.01					.7		.1
Hotel manager .....	.01							
Immigration inspector .....	.01							
Industrial trades .....	.6	1.2	3.5	.8		.3		.7
Interior decorator .....	.1							
Journalism .....	2.1	3.3	2.5	2.5	2.3	2.2	3.8	2.6
Laboratory technician .....	.6		1.1	.8	.9			.3
Lawyer .....	2.0	2.0	3.5	2.2	.4	2.6		2.2
Library Science .....	1.1	2.9	1.1	.9	1.9	.3	5.7	.7
Mail clerk .....	.01							
Mechanics: auto, etc. ....	1.8	1.2	2.3	1.4	2.3	.7		1.1
Metal trades .....	.1	.4	1.1	.2				
Military service .....	.03							
Mining .....	.1							
Ministry .....	.2	.4						
Missionary .....	.1					.7		.1
Model .....	.03							
Music: vocal, instrumental, etc. ....	3.4	5.8	2.3	4.1	2.8	3.7	3.8	5.1
Naval service .....	.1							.1
Nursing .....	5.2	12.0	5.9	4.7	5.7	4.8	3.8	.9
Pharmacy .....	.6	.4	1.1	.7	.4		1.9	1.3
Photography .....	.1			.1	.9	.3		
Physical education director .....	.1							
Plumbing .....	.1			.2				



TABLE IV—Continued

		Percent of Seniors Who Chose Each Indicated Vocation in:						
		State as a Whole	12 Colored High Schools	15 Small High Schools	15 Large High Schools	6 High Schools far from College or Univ.	6 High Schools near College or University	4 High Schools far from Industries
.....	.1	.05	.....	.....	.....	.....	.....	.....
.....	.1	.3	1.2	.....	.6	.....	.3	1.3
.....	.1	.01	.....	.....	.....	.....	.....	.....
.....	.....	.03	.....	.....	.....	.....	.....	.....
.....	.....	.03	.....	.....	.....	.....	.....	.....
1.9	.9	.01	.....	.....	.....	.....	.....	.1
.....	.3	1.8	.4	.....	2.1	3.3	1.8	3.7
1.9	.7	.01	.....	.....	.....	.....	.....	.....
.....	.....	.01	2.5	.....	.....	.....	.....	.....
1.9	2.6	.03	.....	.....	.....	.....	.....	.....
.....	.5	.01	.....	.....	.....	.....	.....	.....
.....	.5	.6	.....	.....	1.1	.9	.....	1.3
3.8	2.4	12.6	6.2	15.4	13.4	10.	14.2	7.6
.....	.....	.01	.....	.....	.....	.....	.....	.....
3.8	5.8	.01	.....	.....	.....	.....	.....	.....
.....	.....	9.1	10.8	7.1	5.7	13.3	8.9	25.0
5.7	.9	.8	1.6	3.5	.4	1.4	.7	5.7
.....	.....	.01	.....	.....	.....	.....	.....	.....
.....	.....	.01	.....	.....	.....	.....	.....	.....
.....	.....	.01	.....	.....	.....	.....	.....	.....
.....	.....	.01	.....	.....	.....	.....	.....	.....
1.9	2.2	.7	1.2	2.3	.6	.....	.7	.5
.....	.....	.01	.....	.....	.....	.....	.....	.....
.....	.....	.05	.....	1.1	.1	.....	.....	.....
.....	.1	.01	.....	.....	.....	.....	.....	.....

TABLE V

VOCATION	Rank in Choice by Various Groups							
	State	Colored High School	Small High School	Large High School	Far from College or Univ.	Near College or Univ.	Far from Industry	Near Industry
Stenographer and secretary.....	1	6	1	1	2	1	3	1
Teaching.....	2	2	3*	2	1	2	1	4*
Accounting and bookkeeping.....	3*	14	4*	5	9	3	7*	4*
Nursing.....	3*	1	4*	4	5	5	7*	20*
Engineering.....	4	12	2	3	11	4	7*	2
Farming.....	5	19	11*	17	4	8	4	20*
Homemaking.....	6*	0	3*	7	3	9	15	12*
Beauty culture.....	6*	3	5	10	7	18	2	12*
Music.....	7	7	11*	6	13	7	7*	3

\* Same percent chose indicated vocations.

## Chapter Five

### WHAT FACTORS INFLUENCE THE WHEREABOUTS OF LAST YEAR'S HIGH SCHOOL GRADUATES?

In an effort to determine whether or not the location of a high school has any influence on what its students do **after graduation**, writer has investigated the whereabouts of last year's graduates from six high schools located far from colleges or universities, six high schools located near colleges or university, four high schools located near industries, and four high schools located far from industries. Individual tables have been omitted. Only the table summarizing data is given here.

#### A Summary of the Whereabouts of Last Year's Graduates from the Different Groups of Schools

Based on the findings as to the whereabouts of last year's graduates from the various groups, the following conclusions may be drawn :

1. 53.2% of the graduates from the six schools near colleges or universities entered those colleges or universities (including schools for nurses and commercial schools), this year, while only 33.3% of those far from such schools entered them this year—approximately 60% more.
2. 36.4% of last year's graduates from schools located near industries are this year in stores or offices—approximately four times as great as the percent from any other group.
3. More of the graduates from schools far from colleges are on the farm than from any other group.
4. A very great per cent of last year's graduates from schools far from colleges and industries are at home.

From these figures, which are summarized in the following table, it is very obvious that the location of the school has a very important influence on the future activities of high school graduates.



TABLE VI

Summary as to Last Year's Graduates from the Several Groups Studied

	Whereabouts of Last Year's Graduates From:			
	6 High Schools Located far from College or University Facilities	6 High Schools Located near College or University Facilities	4 High Schools Located Near Industries	4 High Schools Located far from Industries
College or University .....	23.0%	38.3%	25.0%	38.3%
Schools for Nurses .....	7.0%	.8%	1.1%	-----
Commercial Schools .....	3.5%	14.1%	8.7%	1.6%
Store or Office .....	8.0%	9.5%	36.4%	-----
Farming .....	12.4%	2.9%	-----	3.3%
Factory or Trades .....	8.0%	1.2%	3.4%	1.6%
Other Employment .....	10.6%	7.0%	6.0%	10.0%
At Home .....	27.4%	24.5%	9.4%	41.6%
Unknown .....	.9%	1.2%	9.6%	3.3%

## Chapter Six

### SUMMARY AND CONCLUSION

At the outset of this report certain conditions which create a cause for curriculum revision were discussed. Among these were the facts that:

There is an enlarging enrollment in the field of secondary education.

Today's employers demand trained employees.

Many of our high school pupils do not aim to enter the "white-collar" professions and, consequently, should be given a chance of practical training while in school.

The writer offers the following additional observations. In all probability one of the major reasons why so many of our "white-collar" people are unemployed is the fact that while in school the course of study and instructions held the "white-collar" professions in the spotlight of desirability, without reference to the ability and aptitude of those being instructed and, consequently, led many of them to endeavor to follow those professions.

There seems to be two major wrongs in the traditional high school course of study. The first of these is that it is largely college preparatory—"preparatory for the professions", a tradition inherited from our private school ideas. In the second place it has failed to praise the worth of these vocations that are not necessarily "white-collar" professions. The high schools have failed to instill into the youth the attitude which would make them respect more, a good carpenter or a good plumber than a poor doctor or a poor lawyer.

Although "the grass always looks greener in the other man's field" and most of us like to find out about things that are different, high school seniors in Kentucky know rather well what vocations they want to follow in life.

Based on the choices given by the seniors responding to the questionnaire, the following vocations were chosen in rank by the girls: (1) secretarial, stenographic and accounting work; (2) teaching; (3) nursing; (4) homemaking; (5) beauty culture; (6) music.

Chosen in rank by the boys were: (1) agricultural work; (2) engineering; (3) aviation; (4) bookkeeping and accounting; (5) electricity; (6) teaching; (7) auto mechanics.



A study of the whereabouts of last year's graduates from high schools, indicates that the location of the school has an influence upon the future work of high school pupils.

It is safe to assume that many of our high school boys and girls leave school because the course of study does not meet their demands. This study has shown, in the opinion of the writer, that the course of study should be varied according to the location of the school. When the course of study is designed to prepare boys and girls for active life in those vocations that are available to them and when the course of study is designed to offer training along lines that high school children most desire to study, our problem will be lessened.

Our regulations now require children to attend school. Our curriculum should be revised so as to fit the child rather than trying to fit the child to the curriculum.

In all probability high school pupils themselves could give educators a great deal of good advice about curriculum revision.

It is a known fact that four of every five of our female population never engage in any occupation other than home work and that a large percent of those who have other employment are also responsible for some home work. In the opinion of the writer, this condition alone warrants a course in home economics in all high schools.

According to the study made by the Vocational Agriculture Department of the University of Kentucky, 70 percent of Kentucky's gainfully employed people, outside of cities of the first, second and third classes, are found on the farms. This condition warrants a course in vocational agriculture in most of our high schools.

**The fundamental factor underlying curriculum revision is the size of the school.**—It is impossible to expand the course of study in a small school so as to approximate a desirable curriculum. We must have larger schools so that the cost will not be prohibitive. In order to have larger schools, we must have **roads for transportation, money for finance, and public sentiment.**

Finally, it is evident that our high schools are not meeting the demands of the pupils enrolled in them. The need for curriculum revision is evident. It is the hope of the writer that this study has made it clear that local influences should be a determining factor in curriculum revision.

## FOR YOUR INFORMATION

### 1. **Two Sound Motion Pictures for Free Use**

The Fisher Body Division of General Motors Corporation, Detroit, Michigan, makes and distributes two sound motion pictures designed to appeal to students in particular. One is a baseball film, the other a history of transportation. The baseball film illustrates the fine points of the national pastime with a cast of nationally known figures, such as Babe Ruth, Carl Hubbell, Dizzy Dean, and others. The film portraying the history of transportation in narrative, conversation and action, covers its growth from the possible devices used in discovering the wheel, "the bicycle for two", and so on to the Diesel-powered, streamlined trains, and the beginning of airplane service to China.

These pictures are distributed free to schools, clubs, and organizations expressing a desire to exhibit the pictures. Communications from those interested should be addressed to H. F. Jennings, Advertising Department, General Motors Corporation, Detroit Michigan.

### 2. **New Educational Radio Programs**

"Wings For The Martins" is the title of a new Blue Network series of radio programs succeeding the "Education In The News" series. The series began November 16th and will be aired 9:30 to 10:00 P. M., Eastern Standard Time, every Wednesday night. The problems of report cards, homework, preparation for college, and many other daily school problems, will be the subjects of the broadcasts in this series.

"Americans All—Immigrants All" is the title of another 26-week radio program recently announced by the U. S. Office of Education. The series began November 13th and is aired at two o'clock, Eastern Standard Time.

Both of the above programs are on major networks.

### 3. **From \$115 to \$30**

The Advisory Committee on Education, Washington, D. C., has published a 31-page pamphlet analyzing public education in the United States and outlining suggested improvements. The Committee has



illustrated the educational inequalities that exist by showing on the one hand that there are three states which spend more than \$115 annually for each public school pupil, and on the other hand, that there are three states which spend less than \$30 annually per pupil.

The pamphlet is entitled "The Federal Government and Education", and may be obtained from The Advisory Committee on Education, North Interior Building, Washington, D. C.

#### 4. Unprofessional Activities

Maurice F. Seay, Director of the Bureau of School Service, University of Kentucky, has published recently the results of a study of "Unprofessional Activities of Teachers in Appointments and in School Board Elections".

Here are the procedures by which Mr. Seay collected his data. A questionnaire was submitted in the spring of 1933 to students in three colleges, (a junior college, a liberal arts college, and a state teachers college) who had taught during the year of 1932-1933. The questionnaire was handled in a strictly confidential manner and asked the following questions:

"Did you, or someone for you, pay to anyone connected with the school system any money for your position this past school year? (Answer 'yes' or 'no'.)

"Did you, or someone for you, pay to anyone connected with the school system anything other than money for your position this past school year? (Answer 'yes' or 'no'.)

"In securing your last position, was it a part of the agreement for you to obtain board and room at a specific place?

"Did you have a relative who is connected in any official way with the school system in which you taught this past year?"

In 1938 the same questionnaire, with three additional questions, was sent to the students of the same institutions.

Several hundred students who had taught in county school systems responded to the questionnaire. The tabulations made in the study are for teachers in fifty-six county school systems.

The following two tables are copied from Mr. Seay's report:

TABLE I

Percentage of Teachers Who Bargained for Their Positions or Had Some Relative Officially Connected with the School

College and Year	Percentage of Teachers Who				
	Paid Money	Paid Something Other than Money	Agreed to Board at a Specified Place	Had a Relative Connected with the School	Either Bargained or Had a Relative Connected with the School
<b>Junior College</b>					
1932-33 .....	7.5	3.8	3.0	40.6	54.9
1937-38 .....	6.2	0	0	15.6	21.8
1933-34 .....	8.3	1.8	2.4	31.6	44.1
1938-39 .....	1.4	0	0	11.1	12.5
<b>Liberal Arts College</b>					
1932-33 .....	5.1	0	6.1	29.2	40.4
1937-38 .....	3.1	3.1	6.0	12.0	24.2
1933-34 .....	3.5	2.1	2.1	40.0	47.7
1938-39 .....	0	.9	2.5	12.8	16.2
<b>State Teachers' College</b>					
1932-33 .....	2.6	0	2.1	19.3	24.0
1937-38 .....	1.8	.6	1.2	9.7	13.3
1933-34 .....	1.4	.3	1.6	26.0	29.3
1938-39 .....	0	.3	.3	9.1	9.7
<b>Three Colleges Combined</b>					
1932-33 .....	4.1	.8	2.9	25.4	33.2
1937-38 .....	2.5	1.2	2.1	10.6	16.4
1933-34 .....	3.5	1.0	1.8	30.5	36.8
1938-39 .....	.2	.3	.7	10.1	11.3



TABLE II

Percentages of Teachers Grouped According to Training Who Bargained for Their Positions or Had Some Relative Officially Connected with the School

Who	Group and Year	Percentage of Teachers Who				
		Paid Money	Paid Something Other than Money	Agreed to Board at a Specified Place	Had a Relative Connected with the School	Either Had a Relative Connected with the School or Bargained
	Group I (0-31 Semester Hours)					
54.9	1932-33 .....	5.7	.8	2.3	29.9	38.7
21.8	1937-38 .....	3.2	0	.6	14.9	18.7
44.1	1933-34 .....	4.3	1.4	0	31.4	37.1
12.5	1938-39 .....	1.2	0	2.5	26.2	29.9
40.4	Group II (32-63 Semester Hours)					
24.2	1932-33 .....	3.5	.9	4.0	23.5	31.9
47.7	1937-38 .....	3.0	1.0	4.5	12.5	21.0
16.2	1933-34 .....	3.6	.5	2.2	39.4	45.7
24.0	1938-39 .....	.9	.6	.6	8.9	11.0
13.3	Group III (64 or more Sem. Hrs.)					
29.3	1932-33 .....	1.4	0	3.2	19.2	23.8
9.7	1937-38 .....	0	0	1.2	9.1	10.2
33.2	1933-34 .....	3.1	1.5	1.5	17.1	23.2
16.4	1938-39 .....	0	0	1.3	10.7	12.0
36.8						
11.3						

More than fifty percent of those responding to the questionnaire indicated that they believed that bargaining for positions is decreasing but that political activities are becoming more common.

The entire report is interesting and informative. It is published in Volume XI, No. 1, Bulletin of the Bureau of School Service, University of Kentucky.

5. **53,067 Kentucky School Children Served by Radios in Their Schools**

According to a report from Elmer G. Sulzer, Director, Radio Studios, University of Kentucky, 161 Kentucky Public Schools, serving 53,067 children, have radios. Fifty of these are in high schools, 86 in elementary schools, and 25 are in schools with elementary and high school grades combined. This report was made as of September 15, 1938.

Reports coming to the State Department of Education at a somewhat later date indicate that there are approximately 250 Kentucky schools having radios. Several other schools are anticipating the purchase of radios.

## 6. Programs of State Education Associations

Arthur H. Rice, Director of Publications and Public Information, Michigan Education Association, Lansing, Michigan, recently made a study of the programs of the various state education associations. Forty-three state associations cooperated in furnishing Mr. Rice answers to the following six questions:

- “1. What are your state’s major problems in the financing of operating costs?
2. What percent of your public school revenues comes from state funds?
3. What is the legislative program of your state education association for the coming year for the adequate financing of public schools?
4. Are you proposing any state constitutional amendments affecting the financing of education?
5. What is the situation in your state with regard to the school building program?
6. What is the attitude of your association toward Federal aid for schools?”

Mr. Rice comments that inequalities in the abilities of local districts to finance education, the decrease in revenues from property tax and earmarked funds, insufficient state aid, together with the general expansion of other governmental agencies and the expanding needs of schools, are among the major problems of public school financing.

Answers to question number 2 showed a wide range in the proportion of school expenses paid by the state. The range was from 2.2% in Iowa to 89% in North Carolina. The state government pays approximately 33 $\frac{1}{3}$ % percent of Kentucky’s school expenses.

Prevalent objectives of state education associations are:

1. Opposing movements to limit taxation for school purposes
2. Protect present revenues from further encroachments
3. Seeking new sources of revenues for schools
4. Increasing state aid and local supplementation.

Many states emphasized the importance and extent of WPA and PWA funds for school buildings and the improvements in the school building program accruing therefrom.

Forty of the forty-three associations cooperating in the study favored Federal aid—without Federal control.



7. "General Education Board" Funds Nearing Exhaustion

The General Education Board was established in 1902 by John Davidson Rockefeller. The total appropriation of that Board up to December 31, 1937, was:

From principal .....	\$139,337,348.55
From income .....	115,997,322.02
Total .....	<u>\$255,334,670.57</u>

The unappropriated assets of the Board at that time was \$28,192,611.85. The more than \$250,000,000.00 has been spent for various programs, among which are: medical education, higher education, and negro education. Much of the present balance is earmarked for present programs, and the life of The General Education Board is running to its close. The benefits of its contributions to Kentucky's school improvement are evident throughout the Commonwealth and will be missed sorely.

8. Clipped

There are indications that, as a whole, the situation in regard to the election of members of boards of education is improving and will continue to improve. In several instances this year there were no "fights".

To have a decrease in opposition candidates (candidates opposed to the school programs) is quite contrary to the expectations of many who argued that the present program of small-school elimination and consolidation would be destructive to those favoring it. However, during the past three years, we have succeeded in the consolidation of approximately seventy small high schools and approximately six hundred one-teacher elementary schools, and in only a few instances has this program of school-improvement been severely attacked. A few cases have arisen with candidates openly stating their favorance for the outmoded type of school program of yesteryear. However, the underlying cause for opposition to the modern school program is rather generally traceable to a lack of true understanding of what the new-type educational program is striving for and the new methods used. Naturally, people do not whole-heartedly approve something about which they know nothing. Most laymen think of school life and practices in terms of their own school experiences. Opposition to our school program will vary inversely with the amount of knowledge our voters have of our program.

9. Conjugate German Verbs or Listen to Radio Reports?

During the recent European crisis, John W. Studebaker, U. S. Commissioner of Education, Washington, D. C., issued a statement

urging the use of radios in schools to bring news of the world crisis into the classroom. His statement in part is as follows:

“It is worth any trouble it takes to rearrange and organize the high school or college schedule these days to enable the students to hear first hand the most important pronouncements being made by history-making leaders. The student who missed hearing Chamberlain or Hitler because he was forced by an inflexible school program to conjugate German verbs, or to report on the Elizabethan period of English history, was deprived of some real education” said Commissioner Studebaker at the Office of Education, Department of the Interior. “He missed the significant experience as a close observer of a performance which future historians may never quite be able to tell accurately.

“Certainly if radio broadcasters can interrupt profit-making schedules to substitute numerous non-commercial news releases portraying up-to-the-minute changes in world history”, said the Commissioner of Education, “and if newspaper representatives can stand by in the four corners of the earth during every hour of the day and night to supply accounts of personal observations of swift-moving world events, those of us in organized education who have not already done so should be able to adapt our traditional schedules to the most vital influences available for educational uses.”

## 10. Telling Your Fortune

According to statistics, here is what will happen to an average class of one hundred high school freshmen now sixteen years old—50 boys and 50 girls.

1. 76 will be alive in 1972. They will then be fifty years old.
2. The last one will have died probably by the year 2022—one hundred years after birth.
3. Six will be killed by accidents:
  - a. 2 will die of falls or house accidents;
  - b. 2 will die of automobile accidents;
  - c. 1 will die of an industrial accident;
  - d. 1 will die of drowning or some public accident.
4. 21 will suffer partial or total disabilities.
5. 73 will die of natural causes.

(The above quoted statistics are taken from the September 24th issue of Scholastic.)

Judging from a study of what has become of high school freshmen in Kentucky in the past, here is what will happen educationally to 100 typical high school freshmen in Kentucky's high schools:

1. 100 pupils enter high school as freshmen.
2. Approximately 35 will graduate from high school.
3. Approximately 10 will enter college.



Then, according to statistics on what happens to college entrants, from 4 to 6 will graduate from college.

#### 11. **From The American Observer**

The December 7th issue of the American Observer, discusses American Education Week and lists the following seven purposes of education:

1. Mental and physical health.
2. Correct habits.
3. Wide interests.
4. Discovering and understanding oneself.
5. Guidance.
6. Good reading habits.
7. Good citizenship.

#### 12. **From the Educational Policies Commission**

In its report, the Educational Policies Commission lists four major objectives of education in a democracy. They are as follows:

1. Self-realization.
2. Human relationship—ability to get along with others.
3. Economic efficiency.
4. Civic responsibility.

The report is entitled "The Purposes of Education in American Democracy", and can be obtained from the Commission at Washington, D. C.

#### 13. **Illiteracy Reduced Twenty-Five Per Cent**

According to an item in the Educational Press Association of America's "Express News Letter" of November 15th, there has been a reduction of twenty-five per cent in American illiteracy by the education program of the WPA during the last five years. Previous to that period, approximately four million were illiterate, according to this item. During that period the WPA classes have taught more than one million of these to read and write. This year's classes are enrolling another 250,000. The WPA is preparing a new set of readers for adults. These new readers will deal with things of interest to adults.

#### 14. **Future Farmers Are Successful in Annual Fat Cattle Show**

The Grand Champion Calf of the show was owned and exhibited by Nelson E. White, a part-time student in vocational agriculture in the Clark County High School, Winchester, Kentucky. The grand champion calf weighed 710 pounds and was sold to the Fischer Packing Company, Louisville, Ky., for one dollar per pound.

This is the second consecutive year that the grand champion calf has been shown by a boy from Clark County High School. Last year the grand champion was exhibited by Jack White, brother of Nelson White.

The second prize steer from carloads in the FFA exhibit was owned by Andrew Fritsch of Bourbon County High School, Millersburg, Kentucky.

The third prize calf was owned by John R. Bottorff, American Farmer of Liberty High School in Oldham County.

The winning calf from schools exhibiting less than a carload was owned by Samuel Howard, Calhoun High School, McLean County.

In the carload lots, Clark County High School was first, Oldham County second, Daviess County third, and Bourbon County fourth. Daviess County High School showed more calves than any other high school. Forty-five boys exhibited 101 calves. In addition to winning third place in rings for best carloads, they also had the 5th, 7th, 8th, 9th, and 10th prize carloads.

The calves shown this year were of superior quality, and there was evidence of notable progress in rate and economy of gain.

The first award for the best record book went to Norman Dick, Jr., of the Liberty High School, Oldham County. Other winners in the record book contest were Kenneth Hiler, Athens High School; William Kendall, Daviess County High; Ed Ballard, Clark County High; Frank Lebold, Daviess County High; Lindsey Horn, Jr., Daviess County High; Billy Cash, Bourbon County High; and Lucian Keller, Daviess County High.

In addition to the other prizes received, Nelson White, Andrew Fritsch, and John R. Bottorff, for exhibiting the three best calves from a carload shown by their schools, will receive a free trip to the International Livestock Exhibition in Chicago. Also, the boy having the champion calf in the Future Farmer Division will receive a free trip to the National Convention of Future Farmers of America and the American Royal Livestock Show in Kansas City next October.

#### 15. To Be Commended

The Future Farmers of America organizations throughout Kentucky are to be commended for their other-than-class work. These organizations form nine committees, namely, Supervised Practice, Cooperation, Community Service, Leadership, Earnings and Savings, Conduct of Meetings, Scholarship, Recreation, and Information. Each of these Committees adopt definite goals and do a great deal to pro-

mote b  
and act  
In  
renderi  
well as

16. S  
Th  
Educat  
school  
years i  
costs.

187  
189  
191  
193  
195  
195

S  
until 1  
chasin  
increa  
respor

T  
than t  
about  
slight  
weekl  
wages

17. C  
F  
Kentu  
and f  
Direc  
man,  
purpo



note better farm practice standards, better service and cooperation, and active interests.

In many places, too, are vocational agriculture teachers who are rendering a valuable service to the farmers of their communities, as well as teaching agriculture to their pupils.

### 16. Schools Cost More

The May, 1938, issue of the Research Bulletin of the National Education Association deals with "Why Schools Cost More". Annual school costs in the United States are tabulated from 1870 to 1936, both years included. Data by intervals show the gradual increase in school costs.

Year	School Expenditures	
	Per Capita of Population	Per Pupil Enrolled
1870 .....	\$ 1.64	\$ 9.23
1890 .....	2.37	11.12
1910 .....	4.62	23.92
1930 .....	18.82	90.22
1934 .....	13.58	65.07
1936 .....	15.33	74.67

School costs reached the highest peak in 1930 with decreasing costs until 1934. 1935 witnessed an increased cost. A decrease in the purchasing power of a dollar, an increased attendance at school, and increased school services, are the major factors listed in the report as responsible for the increased school costs.

The average weekly salary of unskilled laborers was slightly less than that of teachers from 1900 to 1920, except during the years of about 1917-1919, when the unskilled laborer was paid a weekly wage slightly higher than that paid a teacher. Since 1920, the average weekly wages paid teachers has almost doubled the average weekly wages paid unskilled laborers.

### 17. Council on Use of Radio in Education

Representatives of radio stations and educational institutions of Kentucky met Saturday, November 12th, in Louisville, Kentucky, and formed a Committee on Radio in Education. Elmer G. Sulzer, Director, Radio Studios, University of Kentucky, was named Chairman, and Morton Grodzins, University of Louisville, Secretary. The purpose of the Committee is to help those engaged in radiocasting

and to advise radio stations of the worth of educational programs offered them. Another meeting was set tentatively for January. Possible preparation of a booklet was discussed.

#### 18. **National Council on Schoolhouse Construction**

The National Council on Schoolhouse Construction held its annual meeting at Frankfort, Kentucky, on November 14-17. Representatives were present at this meeting from 27 different states. The chief topics discussed at this meeting were schoolhouse lighting, both artificial and natural; standards governing the selection of school sites; new materials used in the construction of school buildings; planning the school auditorium; and the type of survey that should precede every program of schoolhouse construction.

At the close of the meeting, New York was chosen as the convention city for 1939, and the following officers were selected:

President, Dr. Arthur B. Moehlman, Editor of *The Nation's Schools*, Chicago, Illinois.

Vice-President, John W. Brooker, State Director of School Buildings and Grounds, Frankfort, Kentucky.

Secretary-Treasurer, Ray L. Hamon, Professor of School Administration, George Peabody College for Teachers, Nashville, Tennessee.