

DOCTORAL DISSERTATION SERIES

TITLE THE EDUCATIONAL AND VOCATIONAL PLANS OF
SENIOR HIGH SCHOOL STUDENTS WITH SPECIAL REA-
ERENCE TO THE OCCUPATIONAL PATTERN OF THE
COMMUNITY, THE OCCUPATIONS OF HIGH SCHOOL
GRADUATES, AND THE TERMINAL CURRICULUM
OF THE JUNIOR COLLEGE

AUTHOR LOUIS WILLIAM REDEMSKY

UNIVERSITY MICH. STATE COLL. DATE 1952

DEGREE Ph.D. PUBLICATION NO. 3673



UNIVERSITY MICROFILMS

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STUDENTS WITH SPECIAL REFERENCE TO THE OCCUPATIONAL
PATTERN OF THE COMMUNITY, THE OCCUPATIONS OF
HIGH SCHOOL GRADUATES, AND THE TERMINAL
CURRICULUM OF THE JUNIOR COLLEGE

By

LOUIS WILLIAM REDEMSKY

A THESIS

Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Division of Education

1952

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude to those who have made it possible to complete this study:

To Dr. Milosh Muntyan, chairman of the writer's graduate committee, for advice, guidance and encouragement throughout the course of the present study:

To Dr. Clyde M. Campbell, Dean William H. Coombs, and Dean Clifford E. Erickson, members of the writer's graduate committee, for instructions and suggestions:

To the Benton Harbor and Jackson Boards of Education for financial aid to conduct the study:

To the administrative personnel of the Benton Harbor and Jackson Public Schools for their permission to carry out the project and aid in doing so:

To the faculties of the Benton Harbor and Jackson High Schools for their cooperation in securing the data for the study:

To the high school students and graduates who submitted the data for this project:

To the Social Security offices of Jackson and Benton Harbor for making available occupational information:

To the writer's wife, Irene A. Redemsky, for clerical assistance and encouragement during the course of this study:

To all these and to others who have expressed their interest in this study the writer offers his sincere thanks and appreciation.

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Doctor of Philosophy

Final examination, March 3, 1952, 9:00 A.M., Education
Conference Room

Dissertation: The Educational and Vocational Plans of
Senior High School Students with Special
Reference to the Occupational Pattern of
the Community, the Occupations of High
School Graduates, and the Terminal Cur-
riculum of the Junior College

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CHAPTER I

INTRODUCTION

Present day education should not be conceived of as providing only a twelve grade education for a large majority of individuals and a college education for a small minority. The rapid changes which take place in our social structure require that the citizenry be better educated to function in a changing world. Educational institutions should share with other agencies the responsibility of providing the knowledge pertinent to effective living in a changing society.

One segment of living involves the employment of the individual in an occupation for which he has been trained and which is satisfying to him. Advancing technology calls for an increasing number of skilled workers. The Federal Commission of Vocational Education points out:

. . . More than one-half of the individuals in the labor force are engaged in occupations for which they may appropriately be trained in college-level vocational programs.¹

It may well be in the province of the junior colleges to assume some of the responsibility of providing training for large numbers of these workers. The President's Commission wrote:

¹ Vocational Education of College Grade. Federal Security Agency, U. S. Office of Education, United States Printing Office, Washington, D. C., 1946. Bulletin 1946, No. 18. p. 16.

Semiprofessional training, properly conceived and organized, can make a significant contribution to education for society's occupational requirements. In not providing this sort of training anywhere in existing programs, the educational system is out of step with the demands of the twentieth century American economy.²

The focus of attention in this study is upon the junior college as an agency for providing vocational training for occupations for which two years of college preparation would be sufficient.

PURPOSE OF THE STUDY

The main purpose of this study was to determine: 1. Should the junior colleges of Jackson and Benton Harbor, Michigan offer additional vocational training to meet the needs of their prospective students? 2. If they did offer more vocational terminal curricula, would their enrollments increase? 3. What other factors influence students' attendance at the junior colleges? Four areas were investigated to secure data which might have implications for the main purpose of the study. The four areas were: 1. the educational and vocational plans of Jackson and Benton Harbor high school students; 2. the occupations of Jackson and Benton Harbor high school graduates; 3. the occupational patterns of Jackson and Benton Harbor, Michigan; 4. an analysis of the Jackson and Benton Harbor junior college curriculums.

In order to facilitate the drawing of conclusions relative

to the vocational-terminal aspect of the junior college curriculum in those specific schools, answers to questions involving the fundamental characteristics of the high school students, the graduates of the high school, the occupational pattern of the community and the junior college curriculum were sought. The questions were:

- I. 1. What were the educational and vocational aspirations of the high school students?
2. What reason did they give for not planning to attend the junior college?
3. What was their knowledge of occupational opportunities and requirements?
4. What effect did junior college tuition and textbook costs have in barring students from attending the junior college?
5. To what extent would high school students attend the junior college on a part-time basis?

- II. 1. In what vocations were former high school students actually engaged?
2. What educational experiences have they had since high school graduation?
3. What reasons do they give for having attended or not having attended the junior college?
4. What knowledge do they have about the junior college curriculum?
5. What courses would they suggest the junior college could teach which would be helpful to them in their present occupation?
6. What degree of satisfaction have they found in their present occupations?
7. What effect did tuition and textbook costs have in preventing their attendance at the junior college?

- III. Was the community occupational pattern similar

to or different from the students' pattern of occupational aspirations and the graduates' occupational pattern?

- IV. Does the present curriculum permit students who desire vocational-terminal training to secure such training?

LIMITATION OF THE STUDY

1. Only two communities in Michigan were selected for this study. Therefore, the findings obtained from this study are not necessarily applicable to other communities.

2. Any follow-up study always presupposes the limitations which result from unreturned questionnaires.

3. The foundation for the study was laid prior to the Korean War. To the extent that the young people in this study have had their normal lives disrupted by the war, there is no doubt that military plans have affected their responses.

4. The discussion of the data appears to give the impression that the general education program of the junior college is purely incidental and that all educational endeavors of the junior college should be centered around vocational-terminal education. The writer of this study does not wish to preclude the general education function of the junior college, even though the nature of the study may give that impression.

DEFINITION OF TERMS

Junior college. The junior college has ordinarily been thought of as either a two-year or four-year institution. However the institution which is discussed in this study refers to the two-year type as described by Eells:

The junior college as at present constituted, comprises . . . a two year institution embracing two years of collegiate work in advance of the completion of what ordinarily is termed the twelfth grade of an accredited secondary school The aims of the curriculum . . . are to meet the needs of the student for maximum growth and development, to further his social maturity, and to enable him to make his greatest contribution as a member of society.³

In addition, the term, junior college, as used in this study, refers to an institution which also serves the out-of-school youth and adults of the community.

Curriculum. The term, curriculum, is usually used to describe all of the school activities which contribute to the development of the child. As O. I. Frederick has said:

The term 'curriculum' is sometimes used to refer to a series of courses, e.g., general curriculum, academic curriculum and commercial curriculum; but in recent educational literature and in this report the school curriculum is considered to be all the actual experiences of the pupils under the influence of the school.⁴

This definition is essentially acceptable, here, because, generally, the term curriculum refers to a composite of courses which may train the student for such specific occupations as retail management, medical technology, and dentistry, etc. It also includes the other activities of the school, such as the athletic teams, the school clubs, the student government, etc.

"Courses" refers to the in-class elements of the curriculum.

³ Walter C. Eells, The Junior College. Boston: Houghton-Mifflin Company, 1931. pp. 167-68.

⁴ Walter S. Monroe, editor, Encyclopedia of Educational Research. New York: Macmillan Company, 1941. pp. 373-74.

Vocational-terminal curricula. The term usually used is terminal curricula. Eells defined terminal curricula as:

Preparation along vocational lines for occupations on the semi-professional and other levels which will qualify students who finish them for immediate places in specific life situations and that also gives general education for citizenship for life to other students who cannot continue their formal education beyond the junior college.⁵

This study places major emphasis on vocational curricula and, therefore, considers the vocational-terminal curricula as those curricula which are offered for the purpose of training the student for an occupation in two years or less.

SOURCES OF INFORMATION

Benton Harbor, Michigan, and Jackson, Michigan, each of which had a junior college, were selected for this study. Benton Harbor was chosen because the junior college had been established only since September 9, 1946⁶. Jackson was chosen because the junior college had been in operation for a longer period of time, since September, 1928⁷. Benton Harbor is one of the smaller Michigan communities in which a junior college is located, while Jackson is one of the larger Michigan communities supporting a junior college. The Chamber of Com-

⁵ Walter C. Eells, Why Junior College Terminal Education? Washington, D. C.; American Association of Junior Colleges, 1941. p. 4.

⁶ Official Bulletin of the Junior College of Benton Harbor, Vol. V, No. 1, April 15, 1950. 267 Pipestone Street, Benton Harbor, Michigan

⁷ Announcement of the Jackson Junior College, 1951-1952. Jackson, Michigan.

merce estimate of population for the city zone of Jackson was 66,500⁸. Polk's Benton Harbor City Directory⁹ quotes the Chamber of Commerce estimated population at 19,500.

Consultation with the junior college registrars in the two cities disclosed that, during the school year 1950-51, the Benton Harbor Junior College enrolled 157 regular and 24 part-time students the first semester and 133 regular and 47 part-time students the second semester. The Jackson Junior College enrolled 319 regular students and 37 special students for the school year 1950-51.

Questionnaires were submitted to a randomly selected group of 10th, 11th, and 12th grade students enrolled in the high school of each community for the school year 1950-51. Also, in each community, questionnaires were sent to the graduates of the 1946 and 1949 high school classes.

In order to determine the occupational patterns for Benton Harbor and Jackson, the United States Population Census, 1940¹⁰, and Benton Harbor Community Job Index¹¹, and Jackson

⁸ Greater Jackson Association News, Vol. 4, No. 2, February, 1951. Published by Chamber of Commerce, Center Building, Jackson, Michigan.

⁹ Polk's Benton Harbor (Berrien County) including St. Joseph, City Directory, 1950. Detroit: R.L. Polk & Company, Publishers, 431 Howard St., Detroit 31, Michigan. pp. 17-20.

¹⁰ Sixteenth Census of the United States, 1940, Vol. II. Characteristics of the Population, Part 3. Washington: U. S. Printing Office, 1942. p. 884. (An attempt was made to secure an advance copy of the 1950 Census Report. Compilation of data had not been completed).

¹¹ Community Job Index, Benton Harbor-St. Joseph, Michigan. February, 1950. Michigan Unemployment Compensation Commission. Benton Harbor, Michigan

Occupational Index, Jackson Labor Market¹² were studied.

The curricula of both the Benton Harbor Junior College and Jackson Junior College were analyzed in order to determine if vocational-terminal curricula were available to train students interested in specific occupations, especially semi-professional and skilled occupations.

METHODS OF SECURING DATA

Questionnaires were submitted to a random sample of students of Benton Harbor High School, and Jackson High School. The random sample of students in Benton Harbor High School was chosen from all the home-rooms in the school. Every other student on the home-room roster was requested to fill out a questionnaire. Actually, about one-half of the students enrolled in the school constituted the random sample. Students in Jackson High School were already randomized, because they had been assigned alphabetically to the home-rooms. One-fourth of the 10th, 11th, and 12th grade home-rooms were selected to assure a sample of the students in each grade.

The total Benton Harbor High School enrollment of September, 1950, included 416 tenth, 313 eleventh, and 250 twelfth grade students. Questionnaires were secured from 161 tenth, 165 eleventh and 118 twelfth grade Benton Harbor High School students. The total Jackson High School enrollment in September, 1950, included 648 tenth, 524 eleventh,

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Inventory of Occupational Index, Jackson Labor Market Area, February, 1949. Michigan Unemployment Compensation Commission, Jackson, Michigan. pp. 44.

and 458 twelfth grade students. Questionnaires were secured from 194 tenth grade, 145 eleventh and 111 twelfth grade Jackson High School students. Every attempt was made to secure an adequate sample¹³ which would be characteristic of the whole population. It is probably an impossibility to make a survey without some imperfections. That was pointed out by Deming when he wrote:

. . . A perfect survey is a myth. Some surveys are of course better than others, but even the best surveys contain imperfections. It must not be supposed, however, that all surveys are worthless because all have errors. There are varying degrees and kinds of error, and some types are less disturbing than others. Errors possessing something of a random character may partially cancel each other.¹⁴

Questionnaires were also sent to Benton Harbor and Jackson High School graduates of the classes of 1946 and 1949. There were 484 Jackson High School graduates in the class of 1946 and 480 in the class of 1949. The number of questionnaires returned was 183 or 37.8 percent for the class of 1946 and 214 or 44.6 percent for the class of 1949. Questionnaires were also sent to the 259 graduates of the Benton Harbor High School class of 1946, and 305 graduates

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. . . The principle behind the sampling process is that a fairly large number of items chosen at random from a large group or population is very likely to have the characteristics of the whole population. . . . Good results may often be secured by taking the items at regular intervals after material has been arranged in some order. (See Karl J. Holzinger, Statistical Methods for Students in Education. Boston: U.S.A., 1928. p. 16.)

14

William Edwards Deming, Some Theory of Sampling. New York: John Wiley & Sons, Inc., 1950. p. 24.

of the class of 1949. The number of questionnaires returned by those graduates was 116 or 44.8 percent for the class of 1946 and 129 or 42.2 percent for the class of 1949.

A code for machine card punching and sorting was prepared. The returned questionnaires were coded, and the information from the cards was then machine tabulated.

The United States Census Data¹⁵, The Community Job Index, Benton Harbor-St. Joseph, Michigan¹⁶, and Inventory of Occupational Index Jackson Labor Market¹⁷, were studied in order to ascertain the occupational patterns of Jackson, Michigan and Benton Harbor, Michigan.

The Benton Harbor Junior College and Jackson Junior College curricula were analyzed in order to determine in what respect these curricula met the vocational needs of prospective students.

NEED FOR THE STUDY

This study was prompted by discussions appearing in the literature which referred to the inadequacy of the junior college curricula in meeting some of the needs of students. One of the needs which had been given meager attention in the junior college curricula of the past was vocational-

¹⁵ United States Census Data, loc. cit.

¹⁶ Community Job Index, loc. cit.

¹⁷ Inventory of Occupational Index, Jackson, loc. cit.

terminal preparation. Jesse B. Davis challenged the junior college when he wrote:

The junior college has failed to grasp the opportunity to meet the needs of American youth. Much has been said and written about the terminal function of junior colleges, but comparatively little has been accomplished. The need of training for occupational life among youth between the ages 18 and 24 is the one outstanding demand upon the educational forces of the country.¹⁸

The need for a change in curricula was also expressed by Hitch. He stated:

There is an ever increasing number of students that will look on the junior college as a terminal institution, and the wise administrator will meet the demand with improved courses in social, economic, technical and other subjects. It may require a lot of revamping of courses, discarding the old and adopting the new. Of all higher educational institutions the junior college is in the best position to meet the pressing changes.¹⁹

Campbell²⁰, and Eells²¹ also refer to the necessity of more comprehensive curricula to meet the needs of youth.

18

Jesse B. Davis, "Challenge to the Public Junior College," Junior College Journal. Vol. XII, (February, 1937). pp. 225-226.

19

A. M. Hitch, "Opportunity of the Junior College," Junior College Journal. Vol. IV, (October, 1933). pp. 1-2.

20

Doak S. Campbell, "Necessity for Critical Evaluation and Appraisal," Junior College Journal. Vol. VI, (December, 1935). pp. 109-110.

21

Walter C. Eells, "Junior College Terminal Education," Junior College Journal. Vol. X, (January, 1940). p. 245.

CHAPTER II

RELATED MATERIAL

The material described in this chapter is the result of a survey of the literature pertinent to this study. The focus of attention during the search through the literature was the concept of junior college terminal education. Although articles which dealt with terminal education in the junior college had appeared rather consistently in the Junior College Journal, not a great deal of doctoral research had been done, specifically, in the area of terminal education in the junior college. Some of the literature available was concerned with certain factors which might influence terminal offerings. Some of these factors were: vocational plans of students, educational plans of students, tuition charges of junior colleges, accreditation of junior college terminal courses, students' reasons for attending or not attending the junior colleges, curricular offerings of the junior colleges, and students' choice of courses in junior colleges. In all cases here cited, that portion of the related studies was included which contained the factors under consideration in this dissertation.

A study concerned with the criteria for establishing public junior colleges was made by Allen¹ in the State of

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John Stuart Allen, "Criteria for the Establishment of Public Junior Colleges." (Unpublished Doctor's dissertation, New York University, 1936).

New York. In order to show how the criteria would be applied, ten cities in New York State were selected. These cities had a population of 20,000 or more and had no colleges. In addition to the ten non-college cities, ten cities were chosen which had the same population but did have an established college. The search for information which could be used as a basis for determining the criteria for establishing public junior colleges led the author to prepare a questionnaire which was submitted to seniors in the high schools of those cities. Some of his findings are pertinent to the content of this thesis. A question relative to possible college attendance after high school graduation was asked of the seniors in the twenty cities under consideration. In the non-college cities 35.0 percent of the seniors indicated they were uncertain about college, 17.0 percent stated they would attend and 48.0 percent said they would not attend. In the college cities 32.4 percent were uncertain, 27.1 percent planned to attend, and 40.4 percent indicated they would not attend.

Allen² wrote about these results as follows:

The percentage of "yes" answers from seniors in college cities seems significantly higher. Apparently living in college cities encourages college attendance or the fact that they can live at home and save expenses may be the real reason.

²
Ibid., p. 213.

Another question asked by the author³ concerned the type of curricula these seniors would prefer if they did attend college. The seniors in the college cities indicated that 48.3 percent of them preferred curricula which prepared them for senior college, 23.7 percent preferred vocational and semi-professional curricula, and 28.0 percent preferred general, cultural curricula. In the non-college cities 84.6 percent of the seniors who planned to attend college preferred college preparatory curricula. On the other hand, 73.3 percent of those who stated they did not plan to attend college and 50.6 percent of those who were uncertain about college attendance preferred vocational and semi-professional curricula if they did attend college. The percentages revealed that students who planned to attend college were interested in courses similar to those found in the traditional liberal arts colleges. The vocational and semi-professional courses appeared to be more popular with both the students who were uncertain about college attendance and those students who had not planned to attend college.

Allen⁴ requested information regarding the effect student fees would have upon a student's opportunity to attend college. The seniors in the non-college cities were requested to state whether they would attend junior college if tuition were free

³ Ibid., pp. 220-222.

⁴ Ibid., pp. 218-219.

or if tuition were \$75 a year or less. Of the students who were uncertain about college attendance 36.2 percent indicated they would attend if tuition were free and 54.8 percent stated they would attend if tuition were \$75 a year or less. Thus, 91.0 percent of the uncertain group indicated a desire to attend if tuition costs were low or non-existent. In his analysis of student reaction to tuition charges Allen⁵ stated,

It may be surprising to find that in the "uncertain" and "yes" groups considerably more would prefer a junior college where some tuition is charged. This may be due to tradition in this state where most colleges have high tuition or it may be they feel they would get a better school if they paid some of the expense. They may be comparing the proposed junior colleges with the Emergency Collegiate Centers and want the junior colleges to be different rather than like them. In any case it is likely that they will get more from the junior college and appreciate it more if they have to pay some small tuition fee

The "no" group was not as enthusiastic about attending junior college as the "uncertain" group even though tuition were free or the cost were nominal. Of this group 35.9 percent indicated they would attend if tuition were free and 28.4 percent indicated they would attend if the cost were \$75 or less. Among the group who planned to attend college, only 8.6 percent said they would attend junior college if tuition were free, while 32.6 percent preferred to pay tuition of \$75 or less.

In 1938 Bell⁶ completed a study which considered the educational experience of youth, the home life of youth, their work experiences, their recreational activities and their

⁵

Ibid., p. 219.

⁶

Howard M. Bell, Youth Tell Their Story. Washington, D. C., American Council on Education, 1938. p p. 273.

church affiliations. Personal interviews were carried out with 13,528 young people of Maryland between the ages of 16 and 24. The personal interviews were conducted wherever youth could be found, i.e., in homes, schools, on street corners, places of employment and recreational environments.

The parts of Bell's study pertinent to this discussion were those which referred to the educational and work experience of the youth. In reference to the former, the study was important in that it pointed out that the economic factor was of major concern in the equalization of educational opportunity.

Bell⁷ mentioned that the reasons out-of-school youth gave for having left school were primarily economic ones. In the area of youth work experience, the study considered the type of employment in which the out-of-school youth were engaged and the employment they actually desired. From the study of the 6,272 youths who were employed, it was evident that, though employment aspirations of out-of-school youth were inclined to be directed toward the professional-technical occupations or those occupations which required more training, in actual practice a large number of them were employed in those occupations which required very little training or skill.

⁷

Ibid., p. 64.

8

Love⁸ investigated the academic, social, and vocational effectiveness of the Iowa Public Junior Colleges. He sent a questionnaire to former junior college students who did not complete two years of work. In addition, he studied the grades former junior college students earned in courses taken at colleges subsequently attended, administered a psychological examination of general mental ability and achievement tests in English and social studies to the Iowa Junior College sophomore classes of 1936-1937, and analyzed the standards of the Intercollegiate Standing Committee in Iowa and the development of its standards for junior colleges.

The results of the investigation disclosed that, in practice, the objectives of the Iowa Public Junior colleges had been to meet the admission requirements of senior colleges. Therefore, those students who did not continue their formal education had relatively little training for an occupation. Only four schools had attempted to offer commercial training, the principal course being accounting. Finances played an important role for those students who dropped out before they had completed the two years of junior college. It was pointed out that 72.0 percent of those who did not continue would have done so if they had been financially able. As to the number of students who did drop out, it was reported that over a period of years the median percentage of freshmen who continued into

8

Malcolm A. Love, "The Iowa Junior College; Its Academic, Social and Vocational Effectiveness." (Unpublished Doctor's dissertation, University of Iowa, 1937). pp. i-246.

the second year was 54.0 percent. Of the returning freshmen only about 70.0 percent graduated from the junior colleges.

Colvert⁹ made a study of American Public Junior Colleges to discover what the offerings and the curricula of the public junior colleges were; what trends were revealed in the curricular offerings in junior college literature; and what trends in curricular offerings were revealed in a comparison of his study with previous studies. For his study, he selected 195 of the 229 public junior colleges listed in the Directory of the Junior College, 1937. Catalogs were requested from the selected institutions for the purpose of investigating the offerings and curricula. His findings indicated that all colleges offered academic courses, while the number of non-academic courses offered depended upon the size of the institution. The most frequent non-academic courses offered by the 195 colleges were Commerce, Engineering, Teacher Training, and Pre-Law. Only 22, or 11.3 percent, of the 195 colleges reported Extension or Adult Education courses.

Trends revealed in the study of Junior College literature indicate greater emphasis should be given to vocational curricula; the need for such courses is increasing; guidance is becoming a more important function of the junior colleges; adult education should become an integral part of the junior college program; and accrediting agencies are becoming more liberal in

⁹ Clyde C. Colvert, "A Critical Analysis of the Junior College Curriculum." (Unpublished Doctor's dissertation, George Peabody College for Teachers, 1937). pp. 544.

granting permission to the junior colleges to offer courses which attempt to meet the needs of their students.

The trends regarding curricular offerings revealed by comparison of Colvert's¹⁰ findings with three previous studies, showed an increase in offerings. However, the ratio between non-academic and academic offerings remained unchanged since 1921.

Reynolds¹¹ made a study to determine what the educational plans and occupational choices of high school seniors in Missouri were and what opportunities were available in United States Public Junior Colleges to fulfill the expressed needs of high school graduates. His conclusions were based upon the investigation of occupational choices and educational goals of seniors in Missouri high schools for the years 1937-38 and 1938-39, the records of Missouri high school graduates who had entered the University of Missouri, the reasons the 1938 and 1939 graduates gave for not going to college, and the terminal curricular offerings of United States Public Junior Colleges. He¹² found that 47.0 percent of the Missouri high school seniors of 1937-38 and 48.0 percent of the seniors of 1938-39 chose vocations listed as Professional and Related Services. Clerical work as a vocation was chosen by 26.07 percent of the

¹⁰

Ibid., pp. 226-227.

¹¹

Elmer J. Reynolds, "Terminal Curricula in Public Junior Colleges." (Unpublished Doctor's dissertation, University of Missouri, 1940). pp. 195.

¹²

Ibid., pp. 52-55.

1937-38 high school seniors and by 23.02 percent of the 1938-39 seniors. Very few of those seniors desired to enter such vocations as Mining Construction, Manufacturing, Finance, Insurance, Real Estate, Amusement, Recreation and Related Services, and Government Work.

Reynolds¹³ reported that 31.0 percent of the 1937-38 seniors indicated they intended to go to college, 48.0 percent were undecided as to future educational plans, and 21.0 percent stated they did not plan to go to college. Of the 1938-39 seniors, 31.0 percent expressed intentions to attend college, 43.0 percent were undecided in reference to future education, and 26.0 percent said they were not going to college.

In referring to terminal curricular offerings as listed in the 241 junior college catalogs studied, the author¹⁴ found that the largest number of terminal curricula offered by any one public junior college was 31. On the other hand, 30 of the public junior college catalogs indicated that no terminal curricula were offered. Other findings which refer to the terminal curricular offerings of the junior colleges studied were: teacher training was offered by the greatest number of colleges--namely, 76; four of every ten curricula which were offered were classified under professional and related services; the areas in which the smallest number of

¹³

Ibid., pp. 54-55.

¹⁴

Ibid., pp. 127-129.

curricula were offered in the public junior colleges were transportation, communication and other public utilities; an increase of 30.7 percent in the total offerings in vocational curricula occurred in seven (only seven were included in the study) Missouri public junior colleges from 1930 to 1939; and commercial education, engineering and home economics were the vocational areas in which curricula were offered by Missouri public junior colleges in 1930 and 1939.

Referring to the curricular offerings and their relationship to the community, Reynolds concluded, "Evidence indicates that the public junior colleges have selected their curricula on the basis of community need."¹⁵

Lichty¹⁶ analyzed the opinions of prospective junior college students in Iowa cities where junior colleges were located. This study dealt with the kind of occupational training these students wished to receive. He also analyzed the opinions of the junior college educators of the State of Iowa relative to the kind of terminal courses which should be offered in the public junior colleges. Furthermore, he compared opinions found in junior college literature with those of the above-mentioned group in order to draw his conclusions relative to the status of terminal education. Some of Lichty's findings had special significance for this study because he also included in his student questionnaire inquiries which would

¹⁵

Ibid., p. 127.

¹⁶

Elden A. Lichty, "Terminal Education in the Public Junior Colleges of Iowa." (Unpublished Doctor's dissertation, University of Missouri, 1943). pp. 71-72.

reveal the educational plans of the prospective junior college students. He found the following:

Of those students who indicated their plans it was found that 14.2 percent planned to attend the local junior college; 22.8 percent planned to attend some other college or university; 15.5 percent had not planned to attend college; 21.6 percent had planned to enter some kind of government service; and 25.7 percent were uncertain about what they would do.¹⁷

The opinions of the prospective students of the Iowa Public junior colleges were equally significant for determining the kind of curricula they desired in the junior college. The study indicated that 56.7 percent of the prospective junior college students desired college preparatory courses and 43.3 percent desired terminal courses. Referring to the curricular offerings of the public junior colleges in Iowa, Lichty¹⁸ wrote:

The study of the curricular offerings of the public junior colleges as listed in the college catalogs shows that the public junior colleges in Iowa are offering courses in thirty-one different divisions of subject matter. Twenty-one of these divisions may be included in the preparatory fields and only ten of them in the terminal fields, if we consider the fields mutually exclusive. The total number of semester hours offered in preparatory fields is 2,891 and the total hours in terminal fields is 710. The ratio of the total number of semester hours offered in terminal fields to the total number of semester hours offered in the preparatory fields is approximately 1 to 4.

¹⁷

¹⁷ Ibid., p. 181.

¹⁸

¹⁸ Ibid., p. 135.

A study made by Todd¹⁹ concerned the vocational interests of junior college students and the kinds of courses they would like to have had added to the junior college curriculum. He submitted questionnaires to some 2700 junior college students in the State of Mississippi. His study has relevance for this investigation because it revealed that the vocational offerings of the present junior college programs in Mississippi should be increased and emphasized. Further, the vocational aspirations of the junior college students were far beyond their expectations. Todd, in referring to the curricular interest of the junior college students, wrote:

More students were classed as wanting new academic courses than any other category. Types of training here classed as being general in nature ranked second. Ninety-three students wanted improved or expanded business offerings. Six percent of the boys wanted training in mechanical fields on the semi-skilled or skilled labor level, and practically as many wanted engineering training which is largely on the professional level. These two groups represented 12.0 percent of the total enrollment of boys, which fact should command the attention of junior college administrators.

If the thirty-one boys who said they wanted physics be added to the three categories, 16 percent of the male enrollment wanted training in fields that are based on mechanical skills, abilities, and understanding. These fields contained approximately half the unsatisfied interest of the boys.

. . . there was a significant number of students with other interests not met than those discussed above. Forty-three students wanted art; thirty-eight, journalism; twenty-five, religious education; twenty-nine, training for nursing; twenty-eight, speech and dramatics; and fifty-six boys, military training similar to that of the R.O.T.C.

19

Lindsey O. Todd, "Meeting the Needs of Junior College Students." (Unpublished Doctor's dissertation, George Peabody College for Teachers, Nashville, Tennessee, 1943). pp. 277.

Thirty-eight students said they wanted "more business courses"; these were in addition to the other fifty-five who wanted additional training in the business field.²⁰

The author also inquired about the vocational plans of these junior college students. He found that most of the students were preparing for a vocation. However, many stated they believed they would not be able to enter their selected vocation in the future. For example, Todd²¹ concluded:

. . . Only 35 percent thought they would be engaged in a professional occupation, whereas 64 percent said they had planned to enter one of these. Only half of the boys who said they planned to enter engineering felt their plans would materialize. . . . Two-thirds of the boys who planned to enter professional agriculture felt their plans would be realized. One-third as many thought they would be in the medical profession as said they had planned to enter it, and two-thirds as many thought the same way about plans to enter the clerical occupations. . . . None of the students said they had planned to be "just working", yet 4 percent felt this was what they would be doing after six years.

Dixon made a study confined primarily to terminal occupational curricula²². He selected 14 junior colleges, one vocational center, and one technical institute, which were recognized as institutions which had taken the initiative in establishing terminal curricula. Personal interviews were conducted with 48 administrators and instructors in these institutions. These people were primarily responsible for developing and organizing the curricula and courses of study.

²⁰

Ibid., pp. 129-130.

²¹

Ibid., p. 181.

²²

Henry Aldous Dixon, Organization and Development of Terminal Occupational Curricula in Selected Junior Colleges. Weber College, Ogden, Utah, 1944. pp. 181.

As a part of the interview, the individuals who were consulted were asked to fill out an information blank relative to the terminal program in their institutions. Visits to laboratories, shops, and departments were also made in order to gain a perspective on the terminal program in action. Through the use of the above techniques, curricula and courses were found in operation in the investigated institutions:

The terminal junior college curricula and courses of study reported are as follows: Aviation Drafting, Accounting, Aircraft Engineering Mathematics, Aircraft Engines, Auto Mechanics, Agriculture, Carpentry, Chemical Laboratory Operators' Training, Cosmetology, Chemistry of Textiles, Dental Nurses' Training, Electrical Technicians' Training, Floriculture, General Metals, Hotel and Restaurant Personnel Training, Maritime Stewards' Training, Microbiology for Nurses, Navigation, Merchandising, Machine Shop, Police Officers' Training, Petroleum Technology, Printing, Photography, Pre-flight, Physical Education, Surveying, Secretarial Science, Terminal Engineering, Terminal Engineering Mathematics, and Tool Making.²³

Other observations made by the author are as follows:

The semi-professions lead in the occupational classification of the curricula with 29 curricula; the skilled trades claim second place with nine; the semi-skilled trades claim three; and the highly skilled trades claim two. The dividing line between the professions and the semi-professions and between the semi-professions and the highly skilled trades is so fine that many of the respondents were unable to make reliable classifications.²⁴

Only one out of 48 respondents replied that he would confine junior college terminal occupational curricula strictly to the semi-professions.²⁵

²³

Ibid., p. 17.

²⁴

Ibid., p. 17.

²⁵

Ibid., p. 18

Lean²⁶ made a study to determine whether the post-high school educational program in Flint, Michigan should be expanded. Flint had a two-year junior college, but the author of the study considered the advisability of establishing a four-year college in the city. In order to secure data from which it would be possible to judge the desirability of establishing a four-year college, he used as evidence the results obtained from divergent questionnaires. One questionnaire was submitted to high school seniors in Genesee County, Michigan, and one to the students of Flint Junior College. The study had implications for this investigation because it analyzed future educational plans of high school seniors, future curricular plans of high school seniors, junior college students' opinions regarding the greatest needs of Flint Junior College and reasons junior college students gave for continuing their education in Flint. The author asked the junior college students to give the most important reasons for attending Flint Junior College. Lean's summary of responses follows:

. . . almost half of the respondents checked the item, "It's cheaper to live at home". Another economic factor, the holding of a part-time job, was listed by 5.2 percent, and 4.1 percent indicated that they were in attendance there because they could afford it, although they were unable to get the desired courses. Thus nearly

60 percent of the respondents checked financial factors as primary reasons for their attendance at Flint Junior College. The non-economic reason most often checked was "I want to get a foundation here first", by 21.0 percent.²⁷

High school seniors in Genessee County also checked finances as being the outstanding reason for attending junior college or other intra-Flint institutions of higher education.

Students of Flint Junior College regarded "Improved plant, buildings, equipment, facilities"²⁸ as one of the greatest needs of the college. Improved instruction and expanded curriculum were the next items mentioned, in that order. He writes, "Third in frequency of mention was the item, 'Expanded curriculum--more general and occupational courses,' with 17.7 percent of the marks."²⁹

In terms of occupations, the curricular plans of high school seniors are summarized by Lean as follows:

About one-fourth (24.4 percent) of the high school seniors planning to continue their schooling after graduation checked "Occupational (Nursing, Secretarial, Accounting, Pharmacy, Retailing, etc.)" as the category in which they planned to take most of their future work. Next in rank were Business Administration (14.6 percent) and Engineering (14.0 percent). Liberal Arts and Science (10.1 percent) and Pre-professional (10.0 percent) were not far behind. Uncertainty was expressed by 5.3 percent. Among the 140 "Other" courses the following were listed five or more times: Music 11, Beauty Work 11, Social Work 7, Ministerial 7, Agriculture 6, Physical Education 5, Commercial Art 5, Journalism 5, Radio 5, and Mechanics 5.

Of the 1,978 seniors in Genessee County high schools, 950

²⁷

Ibid., p. 78.

²⁸

Ibid., p. 78.

²⁹

Ibid., p. 98.

³⁰

Ibid., p. 126.

or 48.0 percent, planned to continue at another educational institution after graduating from high school; 21.9 percent were uncertain about attendance; and 30.1 percent stated they did not plan to continue. The author³¹ indicated that slightly more than half of the 950 students planned to complete four or more years of work. Those who planned to attend school outside of Flint said the two most important reasons for doing so were the lack of courses in Flint institutions and the value of going to school away from home.

In order to determine the need for establishing a junior college at Costa Mesa, California, a comprehensive community survey was made and reported by Peterson and Thornton³². In describing the details of the survey the authors point out that a community committee, composed of representatives of all types of community organizations, was appointed; an advisory committee was appointed for each specific vocational-terminal training program; representatives of the college held interviews with representatives of business and industrial firms; survey sheets were submitted to 798 students enrolled in the junior and senior years of the local high schools; and questionnaires were sent to 226 graduates of the preceding two years from the same high schools. The student surveys, which involved the checking of a long list of occupations in which

³¹

Ibid., pp. 81-89.

³²

Basil H. Peterson and James W. Thornton, Jr., "Building a Functional Program for a Junior College." Junior College Journal, XIX (September, 1948-May, 1949). pp. 119-124.

the respondents were interested, had meaning for this study.

In presenting the data the authors state:

Even though changes in student goals, and the nature of the questionnaire itself, make absolutely accurate predictions impossible, it is evident that about two-thirds of the students will desire terminal courses, and about one-third, college transfer courses; and that vocational programs will be demanded in certain broad fields of employment.³³

A recent study reported was directed by Sower, et al. In the spring of 1949 the authors used 6,789 Michigan 10th and 12th grade high school students as subjects. The authors write:

The main objectives were to discover:

1. The attitudes that young people have toward work and working.
2. How they rank the prestige levels of selected occupations.
3. Their educational occupational wishes and plans for the future.
4. The relative importance of various social factors in the work situation.³⁴

The essential elements which applied to this thesis were the educational and occupational plans of the Michigan high school students. The substance of the authors' findings indicates that 40.0 percent of the boys and 34.0 percent of the girls wanted to attend college. Referring to the future school plans of the high school students the writers conclude:

³³ Ibid., pp. 121-122.

³⁴ Christopher Sower and others, "Youth and the World of Work." Social Research Service, Michigan State College, September, 1949. Forward.

Over one-third stated that they want to attend college. But, unless the situation changes, many of them will be disappointed, for barely one-fifth of high school graduates have gone to college in the past.³⁵

The authors compared the occupational distribution (according to the 1940 Labor Statistical Report for the North Central States) of the male labor force and the occupational aspirations and expectations of the 12th grade boys who were included in the study. They indicated that United States Occupational statistical data showed only 16.0 percent of the male labor force as engaged in professional occupations, while 40.0 percent of the 12th grade boys hoped to attain professional positions. However, only 25.0 percent expected to be engaged in these positions. Furthermore, eight percent of the 12th grade male youth hoped to be engaged in clerical work, and eight percent stated they actually expected to be employed in that category. The United States Occupational statistical data revealed that 24.0 percent of the male workers were actually employed in the field. In addition, none of the male students hoped to be employed as unskilled workers, but three percent expected they would be. However, the governmental statistical data showed 13.0 percent of the male workers had accepted employment as unskilled workers. No evidence was submitted by the authors which indicated that an attempt had been made to compare the girls' aspirations and expectations with the 1940 statistical data; only the girls' occupa-

tional aspirations and expectations were considered. The results are summarized as follows:

Two-thirds of the girls expect to go into professional, clerical, and sales work. Eight percent expect to enter the remaining occupations. Considering the actual distribution of women in the labor force, it is probable that many of the girls who expect to get white collar jobs, will become semi-skilled workers in industry.³⁶

A publication which pertained to the total program of terminal education in the junior colleges was written by Eells³⁷. Some of the information submitted in the publication was a resume of previous research. Eells'³⁸ publication includes data which traces the development of terminal education and has significance for this study, mainly, because it points out that terminal curricular offerings have increased, terminal aspects of the junior college are receiving more recognition by accrediting agencies, and there is recognition of the fact that many junior college students are enrolled in courses which were not planned to meet their needs.

SUMMARY

The aim of this chapter has been to report research related to this study. The conclusions about the material

³⁶

Ibid., p. 21.

³⁷

Walter Crosby Eells, Present Status of Junior College Terminal Education. Washington, D. C., American Association of Junior Colleges, 1941. pp. 340.

³⁸

Ibid., pp. 34-101.

surveyed and their relationship to this thesis follow:

1. The survey of the literature disclosed that a greater number of high school students planned to continue their education if they lived in college cities than did those who lived in non-college cities. Three of the studies revealed that the number of high school students planning to attend college was much greater than the number of high school graduates who had gone to colleges in the past. However, one study made in 1936 disclosed that the approximate number of high school students planning to attend college was similar to the number of high school graduates who had attended colleges in the past.

2. The literature discussed in this chapter revealed that out-of-school youth as well as high school students had occupational aspirations which would require an unprecedented number of job opportunities in the professional and semi-professional occupational classifications. One study of out-of-school youth showed that a large number of those who were working desired employment in the professional and managerial occupations, while, in actual practice, many of them were employed in the skilled, semi-skilled and unskilled occupations. High school students' and junior college students' occupational aspirations also were much above their expectations.

3. The survey of related literature revealed that more students would attend the junior college if tuition were nominal or free. However, one study indicated that some students preferred to pay nominal tuition. The author attributed the

results to tradition and to the students' assumption that a better education would be available to them if they paid some of the cost. One of the studies indicated that the economic barrier was an important factor in deciding college attendance.

4. Studies of junior college curricular offerings pointed out that, as a whole, the main objective of the junior colleges was to provide courses which would prepare students for senior colleges. Senior college accreditation of junior college courses appeared to limit the junior college curricula to college preparatory courses. Trends in junior college literature, however, indicated that greater emphasis and recognition should be given to vocational curricula, and that the need for such courses was increasing.

5. Research relative to students' preferred curricula for the junior colleges indicated that a majority of high school students preferred a college preparatory curriculum, but, roughly, a third of them desired terminal courses. Junior college students, on the whole, also preferred college preparatory curricula; however, one study indicated that 43.3 percent desired terminal courses.

6. The survey of the literature revealed that approximately 50.0 percent of the students attended junior college because the cost was low. The non-economic reason usually indicated by students was that they wished to prepare for future education. The two reasons students gave as being most important for not attending junior college were lack of

desired courses and the value of attending schools away from home.

CHAPTER III

ASPECTS OF THE JUNIOR COLLEGE WITH MAJOR REFERENCE TO TERMINAL EDUCATION

In considering the junior college as an agency for the administration of terminal education, it was impossible to disregard the role which the junior college plays in the total educational system of this country. Consequently, a portion of this chapter is devoted to the general patterns and functions of the junior college. However, the major discussion relative to the junior college is directed toward its terminal function.

Some of the outstanding problems in any consideration of the terminal function of the junior college are: (1) the vocational-technical aspect of terminal education, (2) financing a program of education which more completely meets the needs of the members of a community, (3) the junior college as an agency for extending educational facilities to the adults of the community, and (4) the accreditation of junior college terminal education. No discourse regarding terminal education would be adequate unless some discussion of these problems were included.

As this study is primarily concerned with the terminal aspect of the junior college, this chapter should provide the

reader an opportunity to make a more critical evaluation of the junior college as an agency concerned with promoting a more functional educational program for the members of the community in which it is established. It should serve as a frame of reference in the consideration of the results of this study.

GENERAL PLAN OF THE JUNIOR COLLEGE

The literature which treats the historical development of the junior college indicates that the junior colleges should provide two years of education beyond the high school. Considerable discussion arose as to whether the newly formed institution should be an adjunct of the high school, a separation of the first two years from the college program, or an independent institution. Eells¹ suggested that general cultural education be included in the first and second years of the junior college program because the usual first two years of college work were not serving the general education function. Further, he suggested that specialization begin in the third and fourth year of the university.

Junior colleges have actually developed into two types. First, there are the privately owned junior colleges, such as Ward-Belmont and Stephens College. Secondly, there are the publicly supported junior colleges, such as Jackson Junior College, and Benton Harbor Junior College. Our concern is with the publicly supported junior college.

¹

Walter Crosby Eells, The Junior College. New York: Houghton Mifflin Company, 1931. p. 45.

The public junior colleges may be classified into three groups, depending upon their degree of association with the high schools of the district. The classifications generally used are: (1) separate two-year institution, (2) association, and (3) four-year. The separate two-year junior college is a public junior college located in a building separated from the high school and supervised by a separate administrative staff. Both the Jackson Junior College and Benton Harbor Junior College are examples of this type. Although they have separate administrative staffs, these institutions are under direct supervision of the local boards of education and the superintendent of schools.

The junior college which is housed in the high school building and which utilizes some of the high school facilities, such as gymnasium, shops, laboratories, and other special classrooms, typifies the association junior college. Separate administrative officers, other than the high school administrators are responsible for the administration of this type of institution.

The four-year junior college, which is usually part of the 6-4-4 plan, has no counterpart in Michigan. The four grades encompassed in that plan are grades 11, 12, 13, and 14. An example of the plan is described by Harbeson and Sexson², and is in operation at Pasadena, California.

2

John W. Harbeson, John A. Sexson, The New American College. New York: Harper and Brothers, 1946. pp. v-312.

GENERAL ROLE OF THE JUNIOR COLLEGE

The popularizing (providing higher education for more people), preparatory, and terminal functions of the junior college have been, to some degree, successful. The preparatory function has been more successful than the popularizing and terminal functions. Although Eells³ cited the increase in student enrollment in the junior college as evidence of success of the popularizing function, some junior colleges have not been as successful in this respect. California, however, which has experienced a marked increase in enrollment in its junior colleges (as well as an increase in its number of junior colleges) has reduced the cost of education to the student and has extended its terminal program. The California experience may be evidence that, if the cost of education were reduced and more terminal courses were offered which more adequately met the needs of students, the enrollments might have increased to a greater degree in other junior colleges. The findings of Campbell⁴ substantiated the evidence that the preparatory function is considered of major importance. In referring to the preparatory function, Campbell writes:

Judged by frequency of mention in the catalogs studied, those responsible for the programs of the junior

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Eells, op. cit., pp. 227-228.

⁴

Doak S. Campbell, A Critical Study of the Stated Purposes of the Junior College. George Peabody College for Teachers, 1930. pp. 18-19.

colleges attach more importance to the preparatory function and purpose than to all other functions and purposes combined.⁵

Although more consideration is now being given to the popularizing and terminal functions, the emphasis of junior college administrators on the importance of the preparatory function may retard the progress of the other two.

The junior college also is concerned with the guidance function. That the junior colleges are striving to provide guidance for their students is affirmed by Eells⁶ in his description of the plans of 271 institutions which reported the existence of some form of student guidance. That the guidance and counseling function is a critical problem is supported by Bogue⁷. He declares:

The critical problem, however, remains in counseling and guiding many of these young men and women into fields of learning and training suitable to their abilities.

In general, college guidance programs have not been as effective as they could be. As recently as 1939 Brumbaugh indicated that the importance of the development of the college guidance program was being recognized and would become

⁵

⁶ Ibid., p. 19.

⁶ Walter Crosby Eells, Present Status of Junior College Terminal Education. Washington, D. C., American Association of Junior Colleges, 1941. p. 124.

⁷

Jesse Parker Bogue, The Community College. New York: McGraw-Hill Book Company, Inc., 1950. p. 321.

more extensive with the years. He⁸ said;

. . . There is a growing recognition of the importance of the development of student-personnel work in colleges and universities. There is a wide variation, however, in the direction in which these services have been developed. Seldom does one find a well-rounded and co-ordinated program of personnel activities, but the steps already taken along these lines indicated that in a few more years student-personnel programs fully developed and well co-ordinated with the educational program of the institution will be found in every reputable college and university.

In light of Bogue's declaration relative to the critical condition of the guidance and counseling function of the junior college, it appears that the program anticipated by Brumbaugh has been retarded.

The general cultural aspect of junior college education has perhaps been somewhat subordinated to its college preparatory function. The above statement is not an attempt to minimize the general cultural program of the junior college, because prior to the advent of the junior college, and during its early development, the high school curriculum then, as now, embodied courses which were to contribute to the general cultural education of its students. The junior college was placed in the position of providing more of the work done in the lower classes of the various departments of the university. This led to a rather rigid adherence to a prescribed program of education in order that minimum standards of accreditation

8

A. J. Brumbaugh. North Central Association Quarterly. "Student Personnel Work in Universities." XIII, (April, 1939). p. 528.

could be fulfilled. Instead of providing "general education," liberal education became, increasingly, specialized education. The President's Commission stated:

Present college programs are not contributing adequately to the quality of students' adult lives either as workers or as citizens. This is true in large part because the unity of liberal education has been splintered by overspecialization.⁹

To a great extent the plan of the junior college and the role it plays in the future will depend upon the college staff and those whose function involves the administration of the institution. The President's Commission declared:

The potential effects of the community college in keeping intellectual curiosity alive in out-of-school citizens, of stimulating their zest for learning, of improving the quality of their lives as individuals and as citizens are limited only by the vision, the energy, and the ingenuity of the college staff--and by the size of budget if the staff provides them with vital and worthwhile educational services.¹⁰

No doubt, barring economic or societal upheaval, considerable changes will occur in the junior college when the concept of the "community college" as outlined by the President's Commission¹¹ is more widely accepted. Perhaps the appropriate statements by Starrak and Hughes depict the condition of the junior college:

While already pretty well established as part of our educational system, the junior college movement is yet in

9

A Report of the President's Commission on Higher Education, "Higher Education for Democracy," Vol. I, Establishing the Goals. Washington, D. C., U. S. Government Printing Office, December, 1947. p. 47.

10

Ibid., pp. 69-70.

11

A Report of the President's Commission on Higher Education, "Higher Education for American Democracy," Vol. III, Organizing Higher Education. Washington, D. C., U. S. Government Printing Office, December, 1947. pp. 5-15.

a state of flux. Junior colleges are in the process of discovering their true purposes and their rightful place in the scheme of American education. Therefore, considerable variation exists between them in objectives, curricula, enrollments, and administrative practices. For much the same reason, reliable up-to-date information and statistics on the junior college movement are difficult to obtain and are soon outdated.¹²

THE VOCATIONAL-TECHNICAL ASPECT OF TERMINAL EDUCATION

Considerable concern has been evinced over the fact that some students did not complete two years of junior college education, and that some who did complete two years did not continue their academic careers. The courses taught in the junior college were, largely, the prerequisites for the junior and senior year of the senior college. Students who dropped out during the first two years or after having completed the two year program usually were not adequately prepared for an occupation, because, in most cases, the curricula did not include courses which trained students for a specific occupation. Recognition of the problem appeared early in the history of the junior college. Eells¹³ indicates that William Rainey Harper recognized the fact that some students ". . . would find it convenient to terminate

¹²

James A. Starrak and Raymond M. Hughes, The New Junior College. Ames, Iowa: The Iowa State College Press, 1948. pp. 20-21.

¹³

Eells, op. cit., p. 15.

their education after the sophomore year." This thought was expressed in Harper's decennial report in 1902, ten years after the advent of the junior college. Eells referred to the occupational training function of the junior college when he wrote:

The first statement of semiprofessional objectives to be made by a junior college executive seems to have come from C. L. McLane of Fresno, California. In his circular of May, 1910, prior to the organization of the first public junior college in California in September of that year, he stated that the new Fresno Junior College intended to emphasize all phases of agriculture, manual and domestic arts, and other technical work.¹⁴

The first junior college conference in the United States (held in St. Louis, Missouri, June 30 and July 1, 1920) brought forth expressions of concern relative to the terminal and vocational aspects of the junior college. Eells quotes President H. G. Noffsinger as follows:

To my mind the most important question before us is the function of the junior college. Is its function to prepare boys and girls for life or to prepare them for the junior year in the A.B. College? I want to know whether I must build courses in the junior college for the 90 percent or say 75 percent who are going no further, or for the 25 percent who are going on to the junior year of the standard four-year college. Shall we take care particularly of those who are going into life or those who are going to college.¹⁵

Evidence, as cited, indicates that individuals who were interested in the growth of the junior college and the development of its curriculum were concerned whether the curriculum

¹⁴

Eells, op. cit., p. 16.

¹⁵

Eells, op. cit., pp. 16-17.

provided sufficient education for the junior college students. Eells¹⁶ pointed out that the students' vocational training needs are being recognized and the terminal program is gradually being broadened to include courses which satisfy these needs.

Considerable skepticism still exists in reference to the vocational offerings of the junior college. The controversy appears to revolve about the relative merits of the so-called semiprofessional curricula and skilled-trade curricula. Sexson and Harbeson question:

. . . . 3. Should vocational education at the junior college level be general in character (i.e., preparing only for general orientation or adjustment within a major vocational field) or specific, (i.e., preparing for a particular vocational activity), or dual (i.e., some orientation or adjustment and some specific preparation for a particular vocation)?

4. Should vocational curricula in the junior college consist exclusively of vocational training or should they provide that some general or liberal courses be required?

5. Should short unit courses of from a few weeks to a year in length to prepare for specific jobs be set up in the junior college and be open to all?

6. Should courses of a trade character be set up at the junior college?

7. Are junior colleges justified, ignoring legal aspects, in offering vocational curricula which require more than two years above the high school for completion?¹⁷

¹⁶

Eells, op. cit., pp. 47-70.

¹⁷

John A. Sexson and John W. Harbeson, The New American College. New York: Harper and Brothers, 1946. pp. 277-78.

Relative to the semiprofessional programs, Fredenburgh writes:

The junior college has recognized and given academic respectability to the middle-level occupations falling between professions and trades, frequently referred to as 'semiprofessional'.¹⁸

Stoddard¹⁹ and Ward²⁰ also refer to semiprofessional vocational training which apparently does not approach the level of highly skilled trades but more that of a modification of professional rating.

A philosophy apparently has taken root which advocates a broadening of the junior college curriculum to include not only the semiprofessional training but also highly skilled trade training.

Eells²¹ points out that at Pasadena Junior College and Los Angeles College, where the terminal courses were carefully planned, the courses became increasingly popular and had enrolled by 1941 as many as two-thirds to three-fourths of the total student body. The nature of these courses, as

¹⁸

Alva F. Fredenburgh, "Experimental Role of the Junior College," Junior College Journal. XIX (November, 1948), p. 152.

¹⁹

George D. Stoddard, "New York's Plan for New Institutes," Junior College Journal. XV (October, 1944), p. 62.

²⁰

Phoebe Ward, Terminal Education in the Junior College. New York: Harper Brothers, 1947. p. 17

²¹

Eells, op. cit., pp. 65-66.

reported by a Committee of the California Junior College Federation²² in 1947, included: semi-professional, business, and technical courses. A resume of these types included: Accounting, Advertising, Art, Aircraft Mechanics, Bookkeeping, Business Management, Clerical Work, Drafting, Electricity, Machine Shop, Merchandising, Metal Work, Radio Production, Secretarial Practice, Wood Work. In some of the California junior colleges specific training could be secured in such courses as: Agriculture, Apparel Design, Building Trades, Cosmetology, Floriculture, Forestry, Hotel and Restaurant Management, Laboratory Technology, Nursing, Photography, Police Work, Printing, Radio Mechanics, Recreational Leadership, and Welding.

The approximate number of curricula reported for Pasadena Junior College, Pasadena, California, by Koos²³ was fifty. Within this total are included diploma curricula, which were identified as "non-university" or predominately terminal curricula. This category included Liberal Arts, Accounting, Art, Auto Mechanics, Aviation, Technology, Business Education, Civil Technology, Clerical, Cosmetology, Forestry, Landscape Design, Merchandising, Recreation, and Medical Assistant. As of March, 1950, the Report of the Reorgani-

²²

California's Public Junior Colleges. Sacramento, California: California State Department of Education, 1947. p. 15.

²³

Leonard V. Koos, Integrating High School and College. New York: Harper and Brothers, 1946. p. 72.

zation Committee of Pasadena City College (formerly Pasadena Junior College) recommended that the present curriculum be expanded in the following areas:

. . . Homemaking arts, child development, hospital service, food dispensing, agriculture, forestry, arts and crafts, music, drama, radio production, and industrial arts.²⁴

These recommendations were initiated in light of general principles formulated by a subcommittee concerned with curricular proposals for students not adequately served by the current curriculum. The general principles listed by this Committee were:

(1) As junior colleges enroll an increasingly representative cross-section of the community population, traditional curricula are less and less effective in meeting the needs of all students.

(2) The present junior college curriculum is not meeting adequately the needs of many terminal and divergent students. . . .²⁵

Compton Junior College (a four-year college, including grades 11, 12, 13, and 14) is another institution which may be cited as having provided industrial and trade training. A survey which was completed in June, 1949, included a description of the general design of the industrial and trade training programs. Morrisett and Sexson, the authors of the written

24

Report of the Reorganization Committee of Pasadena City College. Pasadena, California: Mimeographed by Board of Education, March, 1950. p. 105.

25

Ibid., p. vii.

report write:

This area of training deals with occupations in which the skill content is comprehensive enough to require considerable supervised instruction in basic hand skills, and some instruction in related technical knowledge. It is designed for students who qualify for the skilled occupations. This area covers those skilled occupations which require an extended period of craftsmanship training largely acquired by a term of apprenticeship on the job; but which may be accelerated for the benefit of both the student and industry by covering at least a two-year intensive experience course in the school.²⁶

The authors²⁷ concluded that enough available shops, laboratories, and necessary facilities were not at hand to meet the demands of some vocational courses. Haggard also supported the idea that the junior college should provide vocational training for the members of the community. He pointed out:

The junior college must meet the vocational needs of its community. There are other ways in which it can enrich the life of the community from which it draws its support, but there is none any more realistic than this one. Moreover, the services of this type can be identified. Vocational training will continue to be an essential element of our educational program.²⁸

It is imperative that the place of occupations in education and the place of education in occupational activities be

²⁶

Lloyd N. Morrisett and John A. Sexson, A Survey of the Compton Union High School District and Compton Junior College District. Compton, California: Compton College Press, 1949. p. 81.

²⁷

Ibid., p. 83.

²⁸

W. W. Haggard, "A Demand on the Junior College," Junior College Journal. XII (October, 1936), p. 2.

considered if a carefully conceived balance is to be achieved in providing manpower for our technical way of life. Somewhat in harmony with this assumption, Seashore writes:

But we are now facing a new awakening to the effect that below the strictly professional, we have the semi-professional and skilled occupations which demand education adapted to that large mass of our American people who are not going to be scholars but rather the workers in their respective fields in the countless avenues of industrial, governmental, social, artistic, and religious movements. These constitute a new unit which is clamoring for a recognition of its identity and a place in the universe. They demand for their level an effective background in general culture commensurate with what the traffic will bear; but this must be tinged with a vocational objective with an appeal to the vocational and the avocational urge. Whatever form of educational organization crops out, we must deal with it in those two years of adolescence which are covered at the junior college level. It is now generally recognized that social intelligence and vocational efficiency complement each other in our society. A good citizen is vocationally efficient partly because he is socially intelligent, and he is socially intelligent partly because he is vocationally efficient.²⁹

That there is an ever increasing number of occupations in our society for which technical training is a requisite can not be denied. In fact, our culture has become so predominantly technological that a few decades ago much concern was evinced over the advancement of technology and the possibility of wide scale unemployment due to machine-displaced manpower. The National Advisory Committee on Vocational Education of College Grade³⁰ submitted evidence, which showed that in those occupa-

²⁹

Carl E. Seashore, The Junior College Movement. New York: Henry Holt and Company, Inc., 1940. pp. 5-6.

³⁰

Vocational Education of College Grade. Federal Security Agency, U. S. Office of Education, Washington 25, D. C.: United States Printing Office, 1946. Bulletin 1946, No. 18. p.

tional categories which included large numbers of workers whose occupations required very little training, there had been a decline in the proportion of such workers. Groups, however, which required a higher level of training showed an increase in proportion.

Similarly the Commission on Higher Education in Minnesota³¹ noted an increase in non-agricultural industries in Minnesota during the period between 1940 and 1948.

The 1944 Report of the consulting Committee on Vocational-Technical Training³², appointed by the United States Commission of Education, wrote an exhaustive document which indicated that the current industrial situation warranted a large expansion of the vocational-technical training program.

Apparently the evolvement to a technological society has not led to extensive displacement of workers through mechanization, but has rather created occupations which require more training and skill in the production of needed commodities.

Reeves and others have suggested:

Technology in industry and business is expanding rapidly. The application of science to industry continuously brings forth new materials, new processes, new machines, new instruments. Greater precision in manufacturing is required. New sources of industrial power are being developed. Technology has spread to new geographical areas, rural as well as urban, previously little

31

Higher Education in Minnesota. Minneapolis, Minnesota: University of Minnesota Press, 1950. p. 152.

32

Vocational-Technical Training for Industrial Occupations, Vocational Division Bulletin No. 228. Washington: U.S. Office of Education, 1944. p. 277.

affected. Socio-economic and technological changes have an important bearing upon education programs for youth who have completed high school but who do not wish to secure a full four-year college education.³³

Not only has the number of skilled occupations increased but the number of workers has concomitantly increased because of an increasing population and lengthened life span of the total population. The lengthened life span has created a situation which causes considerable competition between older adults and the youths who are striving to secure suitable occupations. A lengthened period of education for youth has been suggested as one means to partially alleviate this condition. However, if no more general and vocational training were included than the high school now affords, no major progress could be credited to the expansion of the education of these young people. Strayer refers to the subject of expanded educational facilities as follows:

The history of the development of secondary education in the United States has been marked by the constantly lengthening period devoted to it as social and economic developments in the country made a higher general level of education necessary for the development of our democratic organization and economy. The one year high school gave way to two year high schools and these in turn were extended until the four year high school became the standard. This lengthened period of education was characterized by the introduction of new objectives and interpretations of functions that make the purposes of the modern high school much more varied than that of preparation for college entrance. The development of technological methods of production and the increasing complexity of

33

Floyd W. Reeves, Algo D. Henderson and Philip A. Cowan, "Matching Needs and Facilities in Higher Education," A Report to the Temporary Commission on the Need for a State University. Albany, New York: Williams Press, Inc., 1948. p. 67.

our social organization have united to make earlier short and relatively simple programs of secondary education inadequate to meet the needs of youth and national life.

For a number of years there has been a growing recognition that these developments have reached a point where it once more becomes necessary to extend the period of secondary education beyond that of the traditional four-year high school. This tendency has been accentuated by accelerated development of our technical economy and multiplication of our organized social and governmental activities that accompanied the war. It is now much more generally recognized that the preservation of our way of living demands a very much higher general level of educational accomplishment than was the case 25 years ago. Studies indicate that the labor market for untrained youth is becoming smaller as technical skills are refined and that the problems of government, community relations, social organization, and world relationships demand a more mature and well trained citizenry than the four years of secondary education are prepared to give. During the last 30 or 40 years there has been a rising tendency in the United States to meet this need by extending the period of secondary education through the development of the junior college.³⁴

In summarizing the material pertaining to the vocational-technical aspect of terminal education, one may conclude that the vocational-technical aspect of terminal education was not totally disregarded, at least on the verbal level, in the formative years of the junior college. A factor contributing to the increasing concern about the terminal program of the junior college is the number of students who leave the institutions vocationally unprepared. Of no less concern is the development of technology and its accompanying problem of supplying trained personnel to fill positions which were created by the machine. Junior Colleges which have given the matter of vocational preparation more consideration have expanded their offerings and

34

George D. Strayer, Director of the Survey. A Digest of a Report of a Survey of Public Education in the State of Washington. September 5, 1946. p. 151.

and included courses of a trade nature.

FINANCING A PROGRAM OF EDUCATION WHICH MORE
COMPLETELY MEETS THE NEEDS OF THE
MEMBERS OF A COMMUNITY

Elementary and secondary education have reached the stage in their development where it may be conceded that these phases of education should receive their entire financial support from public tax monies. School districts which provide text-books and other supplies free of charge to improve the educational opportunities of the children of their communities are not a rarity, but are becoming more numerous. The public junior college educational program has not met with similar success. Consequently, in a number of public junior colleges the major financial contribution for the support of this program depends upon students' fees. Data presented by Starrak and Hughes³⁵ indicate that, in a total of 29 states in 1937-38, variations as to the extent of student financial support existed in these states. In three states, Florida, Indiana, and Washington, all the financial support was contributed by the students. Five states received more than 50 percent of their financial support from the fees of students. The number of states which depended very little upon students' fees for the support of their public junior colleges were California, 4.5 percent;

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Starrak and Hughes, op. cit., p. 26.

Colorado, 2.6 percent; Illinois, 3.0 percent; and Kansas, 3.9 percent. Michigan reported eight institutions which derived 46.4 percent of their financial support from students. Conditions have changed somewhat in Michigan, so that in 1948-49 it was estimated by the finance division of the Department of Public Instruction that the per capita State Aid distributed in the second semester would be \$90.00³⁶. This was far from adequate to maintain these Michigan institutions. Consequently, as Bemer³⁷ pointed out in a survey based upon an investigation reported January 1, 1950, only one institution did not require tuition from the students who resided in the school district. The tuition charges for resident pupils of the remaining junior colleges varied from \$4.50 per semester hour to \$75.00 per semester.

There appears to be a growing sentiment in this country that junior colleges should be regarded as an integral part of the system of free public education of each state and, as such, should be tuition free. Since local districts are forced to rely upon property taxes which are in many instances already high, the major portion of the support may well have to come from the federal or state government. The President's

36

News of the Week. Lansing, Michigan: Department of Public Instruction, XVI, No. 28. (February 11, 1949), p. 56.

37

C. W. Bemer, Junior Colleges in Michigan. Unpublished survey of junior colleges in Michigan. Mimeographed in Muskegon, January 11, 1950.

Commission³⁸, in its consideration of financial support for higher education, recommended that free public school education be made available through the fourteenth grade for everyone. Strayer³⁹ suggested that the operation of the junior college should be financed by local revenues and supplemented by state financial support instead of depending upon students' fees. Similar recommendations relative to reduction or elimination of tuition have been made by Bogue⁴⁰, Eells⁴¹, the National Advisory Committee on Vocational Education of College Grade⁴², Carpenter⁴³, and Killian⁴⁴:

38

A Report of the President's Commission on Higher Education, "Higher Education for American Democracy," Vol. IV. Staffing Higher Education. Washington, D. C., U. S. Government Printing Office, December, 1947. p. 3.

39

Strayer, op. cit., p. 158.

40

Bogue, op. cit., p. 95.

41

Walter C. Eells, "Public Junior College as Agency for Democracy--The Financial Aspect," N.E.A. Bulletin, 1931. pp. 586-588.

42

Vocational Education of College Grade. Federal Security Agency, Bulletin 1946, No. 18. Washington: United States Printing Office. p. 56.

43

Werrett W. Carpenter, "Recent Development in Junior College Administration," N.E.A. Bulletin, 1933. pp. 523-524.

44

Franklin K. Killian, "Flint's Fiscal Capacity to Support Secondary and Advanced Education." (Unpublished Doctor's dissertation, University of Michigan, 1949). pp. 150.

The extent to which local and state financial support may be effective in establishing a financially sound system of free education through the 14th grade is described by Starrak and Hughes:

In those states in which a large share, 50 percent or more, of the cost of public education is already being born by the state, the present plans of school support could be extended to cover post-high school education. California, which far excels any other state in the number of enrollments of its junior colleges, has seemingly a quite successful plan of state support. There, the state pays a lump sum of \$2,000 per year to each properly established junior college, together with \$100 for each full-time student enrolled (\$120 after 1947). This amount approximates 50 percent of the entire cost per student of a really first-class program. This plan gives a small college generous assistance, enabling it to carry on a creditable program of post-high school education at a cost to the local district of \$100 or less per student. On the other hand, a wealthy community may carry on as elaborate a program as it wishes to support by increasing the proportion of local support.⁴⁵

Students' inability to finance a college education due to low family income has raised the question as to the advisability of providing a tuition-free junior college education as well as establishing scholarships to pay student living costs. Although the creation of scholarships to meet living costs may be more applicable to the student who must leave the home community to continue his education, the President's Commission⁴⁶ recognized the necessity of providing such aid even for the student who may be living at home.

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Starrak and Hughes, op. cit., p. 56.

⁴⁶

A Report of the President's Commission on Higher Education, "Higher Education for American Democracy." Vol. II, Equalizing and Expanding Individual Opportunity. Washington, D. C., U. S. Government Printing Office, December, 1947. p. 151

A recommendation for equalizing educational opportunities in the State of New York was made by Allen and Paige. They said:

Well qualified youth have been denied the opportunity of post-high school training in many instances if they come from lower income families. Twelve thousand scholarships at \$350.00 each were recommended annually.⁴⁷

The Maryland Commission on Higher Education⁴⁸ concurred that some system of scholarships should be designed to aid intellectually superior students to secure the education for which they were qualified. Tead also supports Federal scholarships for deserving individuals in the following statement:

To those who think that any such proposal for Federal scholarships is an unduly radical departure, it should be pointed out that the G.I. Bill of Rights itself has established a strong precedent; and the measure already adopted by the United States Navy for post-war training through college education of qualified material for future officers embodies these identical provisions with a \$1,200 grant per student. Also, legislation which includes features of this nature at the high-school level is being widely and actively advocated.

In short, a Federally supported and locally administered plan of scholarships and a national plan for fellowships is one of the most vital planks in a platform to equalize educational opportunity beyond the secondary school.⁴⁹

47

John Stuart Allen and John W. Paige, Must Thousands Leave New York State for College? Albany: The State Educational Department, 1946. p. 2.

48

Higher Education in Maryland. A Report of a survey by The American Council on Education with Recommendations of the Maryland Commission on Higher Education. Washington: American Council on Education, 1947. p. 311.

49

Ordway Tead, "Equalizing Educational Opportunities Beyond the Secondary School," The Inglis Lecture. Cambridge Harvard University Press, 1947. pp. 37-38.

Obviously, there is good reason for the recommendation of scholarships for worthy students from low-income families. That income is a factor definitely related to college attendance has been fairly well established. Other factors probably play an important part in the total picture relative to college attendance, but the parents faced with a restricted family budget hardly find it expedient to encourage their children to attend college.

An investigation reported by the Minnesota Commission on Higher Education⁵⁰ disclosed that the father's occupation had considerably bearing upon the opportunity for college attendance. The universities and liberal arts colleges draw their largest number of students, in order, from the children of professional people, executives, business men, and skilled workers. The children of the semi-skilled workers and small business owners composed the next largest group. The teachers' colleges draw their greatest proportion of students from farm families. The junior colleges are the only institutions which enroll, to any great degree, the students from families where the father is slightly skilled.

Goetsch⁵¹ made a study of 1,023 public high school graduates with I.Q.'s of 117 or over. This study disclosed that only 3.4 percent of the gifted children came from families whose income was \$5,000 or more. However, a large percent,

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Higher Education in Minnesota. op. cit., p. 69

⁵¹

Helen B. Goetsch, Parental Income and College Opportunities. Contributions to Education, No. 795. New York: Teachers College, Columbia University, 1940. p. 80.

69.7, were members of families whose annual income was under \$2,000. The data revealed that all the children of families whose income was \$8,000 or more attended college, but only 20.4 percent attended if the annual income was under \$5,000. The author concluded that a close correlation exists between parental income and post-high school educational opportunity.

THE JUNIOR COLLEGE AS AN AGENCY FOR EXTENDING
EDUCATIONAL FACILITIES TO THE ADULTS
OF THE COMMUNITY

The major portion of the discussion, so far, has considered the junior college primarily as an agency for the extension of educational facilities to youth, i.e., those members of the community whose high school graduation has been fairly recent and who normally would be considered as full-time students for one or more years. A much larger group, however, is the adult and employed older youth, composed primarily of students attending school on a part-time basis. Most of these are engaged in homemaking, part-time employment, full-time employment or seeking employment. To them may be added the growing list of unemployables and those who have reached retirement age. Recommendations for the education of adults at the junior college level may be considered as fairly recent. Adult education was given slight recognition by Eells in 1931. He devoted less than one-third of a page to his discussion of adult education. At that time he quoted W. J. Coope

as follows;

"The new junior college will take over the functions of the old liberal arts college and will extend the benefits of such college training to adults in their hours of leisure. . . . There will be classes in history, economics, finance, international affairs, etc., for those citizens who have had earlier benefits of high school and college education."⁵²

At the present time the literature relevant to adult education is profuse in its recommendations that the junior college accept the important function of providing education for the adult members of the community. The President's Commission on Higher Education⁵³ maintained that most adult education must be furnished by local agencies and suggested the community college as a logical center for such activity. Agreement with this general viewpoint, relevant to the adult education program was evinced in the Report of the Temporary Commission on the Need for a State University⁵⁴, the Regents Plan for Post-War Education in the State of New York⁵⁵, and the Report of the Carnegie Foundation for Advancement of Teaching⁵⁶.

⁵²

Eells, op. cit., p. 195.

⁵³

A Report of the President's Commission on Higher Education for American Democracy, Vol. III, "Organizing Higher Education." Washington, D. C., U. S. Government Printing Office, December, 1947. pp. 66-67.

⁵⁴

Report of the Temporary Commission on the Need for a State University, Legislative Document (1948), No. 30. February 16, 1948. Albany, New York: Williams Press, Inc., 1948. p. 28.

⁵⁵

Regents Plan for Postwar Education in the State of New York. The University of the State of New York. Albany, New York: The State Education Department, 1944. p. 11.

⁵⁶

Report of the Carnegie Foundation for the Advancement of Teaching. "State Higher Education in California." Sacramento, California: State Printing Office, 1932. pp. 35-36.

Specific reference has been made to the type of education which should be offered to adults in the junior colleges. The National Advisory Commission on Vocational Education of College Grade specified:

. . . (4) curricula to serve returning veterans and others with maturity and experience who need service in overcoming any educational deficiency for advanced vocational training; (5) curricula to provide vocational education of college grade for daytime employed adults, especially during evening hours.⁵⁷

Similarly Reeves et. al⁵⁸ ., referred to the educational needs of adults and indicated that the needs may be for general or specific vocational courses. The belief that the junior college should accept the responsibility for providing courses which will meet the needs of the adults of the community is agreed upon by Conant⁵⁹, Zook⁶⁰, and Starrak and Hughes⁶¹.

A joint publication of the Superintendent of Public Instruction of the State of Illinois and the University of Illinois, prepared by Griffith and Blackstone⁶², noted that the

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Vocational Education of College Grade, op. cit., p. 33.

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Reeves, Henderson and Cowen, op. cit., p. 69.

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James Bryant Conant, "Public Education and the Structure of American Society." Teachers College Record, XLVII (December, 1945). pp. 185-186.

⁶⁰

George F. Zook, "Changing Patterns of Junior College Education." Junior College Journal, XVI (May, 1946), p. 414.

⁶¹

Starrak and Hughes, op. cit., pp. 44-45.

⁶²

Coleman R. Griffith and Hortense Blackstone, "The Junior College in Illinois," A Joint Publication of the Superintendent of Public Instruction of the State of Illinois and the University of Illinois. Urbana, Illinois: University of Illinois Press, 1945. p. 161.

broadening curriculum of the junior college not only appealed to the youth of ages 18 to 20, but also had an appeal for the adults of the community. The publication further indicated that the adult program was carried on, mainly, in the evening, which resulted in increased efficiency in the use of the school plants. The authors of the publication, in referring to the extension of adult education programs, asserted:

. . . Evening classes for adults are offered extensively in the Chicago junior colleges and in a great many of the California institutions. More than half of the total junior college enrollment in the nation in 1944 were special students, and 3,232 specials were enrolled in the Chicago evening branches in 1943. The junior college, if it accepts the function of adult education--and apparently it has--will face possibilities of unlimited future growth.⁶³

Further support for this point of view was given by A Committee of the California Junior College Federation⁶⁴ which referred to the provision of junior college adult education in California and the continuous program of vocational and cultural training for adults. One of the most recent presentations of the position of adult education in junior colleges was prepared by Martorana⁶⁵. He sent inquiry blanks to 648 junior colleges listed in the Junior College Directory, 1947. Of the 337 replies received from junior colleges, 144 revealed that adult education programs were offered. A classification of

⁶³

Ibid., p. 161.

⁶⁴

California's Public Junior Colleges, op. cit., p. 6.

⁶⁵

S. V. Martorana, "Status of Adult Education in Junior Colleges." Junior College Journal. XVIII (November, 1947), pp. 322-323.

these 144 institutions indicated that there were 43 small public, 57 large public and 44 private junior colleges. The author used the enrollment figure of 300 as the dividing point between the small and the large public junior college. California had the largest number of public junior colleges which reported adult education programs; Texas was second and Illinois was third. Of the 84 small public junior colleges who answered the inquiry, 43 or 51.2 percent had adult education programs. A division was made between the large evening public junior colleges and the large day-time public junior colleges. Of the 75 large day-time junior colleges who answered the inquiry, 46 or 61.3 percent had adult education programs. All of the 11 evening junior colleges which reported indicated that they offered courses for adults. In summarizing, one may infer that the junior college adult education movement has been slow in developing, but present opinions seem to indicate that adult education should be an expanding and increasingly important function of the junior college.

THE ACCREDITATION OF JUNIOR COLLEGE TERMINAL EDUCATION

The junior colleges have been subject to tremendous pressure exerted upon them by standardizing agencies. Campbell, in summarizing the viewpoint of these agencies, said,

There seems to be general agreement among these agencies, so far as their practice goes, that the preparatory function of the junior college is its chief, if not its only function. The measure of the effectiveness of the operation of this function is the degree to which the junior college approximates the work of the first two years of the four-year college or university.⁶⁶

Although recent developments seem to indicate that junior colleges are increasing their offerings in terminal education, it is necessary that a broader viewpoint regarding terminal courses be adopted by the universities and accrediting agencies if this development is to continue. Apparently, the prevailing attitude of the universities and accrediting agencies still presents a barrier to the student who may, in a tryout period, have selected terminal courses and who later decided to continue his education in a senior institution. Tead also was concerned about college admission requirements when he stated:

There is still far too much reluctance in college admission offices to measure capacity for a profitable college experience in terms of over-all abilities rather than in terms of course credits.⁶⁷

Further evidence of the reluctance of colleges and accrediting agencies to accept terminal courses has been presented by Starrak and Hughes⁶⁸, and Griffith and Blackstone⁶⁹. Colleges and

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Doak S. Campbell, A Critical Study of the Stated Purposes of the Junior College. Nashville, Tennessee: George Peabody College for Teachers, 1930. pp. 56-57.

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Tead, op. cit., p. 11.

⁶⁸

Starrak and Hughes, op. cit., p. 34.

⁶⁹

Griffith and Blackstone, op. cit., p. 168.

universities should recognize that students who have not followed a prescribed college preparatory curriculum may be just as successful in the senior college as those who have taken courses which meet the prescribed curriculum for college entrance. Chamberlain and others⁷⁰ made a study which involved 3,583 men and women who were in college between 1936-1940. This study is significant for its relationship to the type of curricula students studied as prerequisite for college attendance. In 1932 thirty high schools were given permission to engage in experimental programs in secondary education and were allowed to establish programs which were not patterned after the usual college preparatory program.

In 1936 the first experimental class of 2,000 was graduated from high school. At the colleges, where the experimental students attended, comparative groups of students were chosen who had followed a program of the usual college prerequisites. Age, sex, race, and size and type of secondary school attended, etc., were criteria used for matching the experimental group and the comparative group. Comparable data on these matched pairs as to absolute achievement, achievement in relation to scholastic aptitude, performance on placement tests, probationary actions, academic honors, and graduation, indicated:

. . . that students having atypical high school programs do at least as well in college in terms of grades

70

Dean Chamberlain, et al., Did They Succeed in College? Adventure in American Education. Vol. IV. New York: Harper Brothers, 1942. pp. 291.

as do the graduates from schools whose programs automatically guarantee the accumulation of the proper number of units or examination points.⁷¹

Apparently, too much emphasis has been placed upon the necessity for high school students' to follow a college prescribed course of study.

Obviously, if the matter of accrediting terminal courses of junior college grade is not given more consideration in the future, the junior college function of providing or extending the terminal program will be greatly impeded.

SUMMARY

The information contained in this chapter was presented to assure a better understanding of the problems which confront individuals concerned about the functions of the junior college. It should serve as a frame of reference in the consideration of the results disclosed in this study.

Two types of institutions have developed: the privately owned junior colleges and the publicly supported junior colleges. The three general classifications of public junior colleges are the separate two-year institutions, the association, and the four-year.

Some of the recognized functions of the junior college have been the preparatory, the popularizing, the terminal, and the guidance function. It is usually conceded that the preparatory function has taken on greater importance in the past than

⁷¹

Ibid., p. 25.

the other three functions. However, the popularizing, the terminal, and the guidance functions are receiving more attention, and the possibilities of expanding them are of major concern to the individuals interested in the growth of the institution.

There appears to be a growing interest in the possibilities of broadening the vocational-technical program of the junior college curriculum. This interest concerns, not only the semi-professional occupations, but also the skilled occupations as being equally important in an expanding vocational-technical program.

A study was reported which concerned the effect financial distress had on college attendance. It was pointed out that gifted children in the lower income brackets usually are barred from college attendance. Recommendations were made that tuition should be "free" and that scholarships for living costs should be granted to students. It was suggested that the popularizing function would become more effective if those recommendations were accepted and carried out.

Another matter discussed in this chapter concerned the junior college as an agency for extending its educational facilities to the adults of the community. It was generally accepted that the junior college should extend its facilities to the adult community. One study indicated that all the evening junior colleges considered in the study offered adult

education. Approximately 50.0 percent of the small day-time junior colleges offered adult courses, and 60.0 percent of the large day-time junior colleges did likewise. The President's Commission on Higher Education considered the junior college the logical center for adult education and recommended that the institution accept the responsibility of providing such education.

It was pointed out that accrediting agencies and senior colleges have not looked with favor upon the terminal courses offered in the junior colleges. If the expansion of the terminal function is expected to continue, it is essential that the agencies and senior colleges re-evaluate terminal education.

CHAPTER IV

ANALYSIS OF THE DATA SECURED FROM BENTON HARBOR HIGH SCHOOL STUDENTS

A report of the findings of a questionnaire submitted to the high school students (grades 10, 11, and 12) of Benton Harbor High School, Benton Harbor, Michigan, is presented in this chapter. The information requested from the students involved, mainly, their educational and vocational plans. The intent was to determine if specific trends could be detected which had significance for the curriculum of the junior college, especially the vocational-terminal aspect of the curriculum. At the same time, information was requested which would reveal the vocational and educational aspirations of the respondents, the reasons they gave for planning not to attend the junior college, the respondents' knowledge of occupational opportunities and requirements, the effect junior college tuition charges would have in barring some students from continuing their education in the institution, and the desires of these students in regard to part-time education in the Junior College.

Occupational data collected from students' questionnaires was compared with the data in the United States Census Population Bulletin, 1940¹, and the Benton Harbor Community Job

¹ Sixteenth Census of the United States, 1940, loc. cit.

Index² in order to determine if there were marked differences in the respondents' pattern of desired occupations and the occupational pattern of their community as it was classified in the United States Census Data and the Benton Harbor Community Job Index. Student occupational desires were classified according to the occupational categories described in the Dictionary of Occupational Titles³.

The curricula of the junior college were investigated to determine what terminal-vocational curricula were offered. Students' occupational choices were analyzed in light of the curricula offered to determine if courses were available which would aid the students in their occupational preparation.

The method of selecting the subjects and the administration of the questionnaire are reported in Chapter I of this study (see page 8). Responses of 161 tenth grade students, 165 eleventh grade students, and 118 twelfth grade students were tabulated and analyzed to obtain the results. Three hundred thirty-two or 74.7 percent of the respondents live in the city, one hundred and ten or 25.0 percent are non-residents, and two, or .4 percent did not indicate where they live (see Table I). According to sex, (see Table I) the distribution of the subjects is as follows: tenth grade, seventy-nine

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Community Job Index, Benton Harbor-St. Joseph, Michigan, loc. cit.

3.

Dictionary of Occupational Titles Supplement, Edition II. Washington, D. C., United States Printing Office, 1945. p. ii-747.

or 49.1 percent are males and eighty-two or 50.0 percent females; eleventh grade, eighty-two or 49.7 percent are males and eighty-three or 50.3 percent females; twelfth grade, fifty-five or 46.6 percent are males, sixty-two or 52.5 percent females, and one or .8 percent "no response". Respondents were asked to check an item which concerned the ethnic classification of the individual. The results disclosed that of the tenth graders one hundred thirty-seven or 85.1 percent are white, and twenty-four or 14.9 percent are colored; of the eleventh graders one hundred fifty-eight or 95.8 percent are white, five or 3.0 percent colored, and two or 1.2 percent did not respond; and of the twelfth graders, one hundred and nine or 92.4 percent are white and nine or 7.6 percent are colored (see Table I). Relative to the ages of the students, ninety-six or a majority of the tenth grade students were fifteen years of age, thirty-eight were sixteen, 11 were fourteen, 11 were seventeen, two reported their age at 18 years, and three did not respond. The eleventh grade students denoted that a majority of them, i. e., 103, were sixteen years of age, 40 were seventeen, 14 were fifteen, five were 18, and three did not respond. The youngest twelfth grade student responding was 15 and the oldest was 20 (one each); the major portion, 71, were seventeen years old; 20 were eighteen; 14 were sixteen, and two were nineteen (see Table I).

TABLE I

CENSUS DATA OF 10th, 11th, AND 12th
GRADE HIGH SCHOOL STUDENTS
BENTON HARBOR, MICHIGAN

Census Data	10th No.	Grade %	11th No.	Grade %	12th No.	Grade %
Residence						
Benton Harbor-city	127	78.9	121	73.3	84	71.2
Benton Harbor (rural)						
non-res.	33	20.5	44	26.7	33	28.0
No response	1	.6	-	-	1	.8
Total	161	100.0	165	100.0	118	100.0
Sex						
Male	79	49.1	82	49.7	55	46.6
Female	82	50.9	83	50.3	62	52.5
No response	-	-	-	-	1	.8
Total	161	100.0	165	100.0	118	100.0
Age						
14	11	6.8	-	-	-	-
15	96	59.6	14	8.5	1	.8
16	38	23.6	103	62.4	14	11.9
17	11	6.8	40	24.2	71	60.2
18	2	1.2	5	3.0	29	24.6
19	-	-	-	-	2	1.7
20	-	-	-	-	1	.8
No response	3	1.9	3	1.8	-	-
Total	161	100.0	165	100.0	118	100.0
Racial Distribution						
White	137	85.1	158	95.9	109	92.4
Colored	24	14.9	5	3.0	9	7.6
No response	-	-	2	1.2	-	-
Total	161	100.0	165	100.0	118	100.0

EDUCATIONAL PLANS OF BENTON HARBOR HIGH SCHOOL STUDENTS

The first question asked of the students pertained to their educational plans. The directions, questions, and statements presented to them were as follows:

PLEASE READ ALL OF QUESTION ONE BEFORE YOU CHECK WHAT YOUR EDUCATIONAL PLAN IS. CHECK AS MANY ANSWERS AS NECESSARY TO SHOW WHAT YOUR PLAN IS.

1. What is your educational plan?
 - (a) Plan to finish high school_____.
 - (b) Plan to go to junior college_____.
 - (c) Plan to finish junior college_____.
 - (d) Plan to go to another college after finishing junior college_____.
 - (e) Do not plan to go to junior college, but plan to enroll in another college_____.
 - (f) If you have checked (e) which college do you plan to attend?_____.
 - (g) Again, if you have checked (e) why do you plan to attend another college instead of the junior college? Please write your answer in this space.
-

The results obtained from answers to question 1 (a) through (e) are presented in Table II. Noted in the findings is the fact that roughly 59.0 percent of the 10th grade students planned to continue their education after high school graduation; 49.0 percent of the 11th grade students had similar intentions; and 41.0 percent of the 12th grade students stated they planned to continue. These percentages are much greater than those reported by Allen⁴, Reynolds⁵, Lichty⁶, and Sower et al⁷, but the

⁴ Allen, op. cit., p. 213.

⁵ Reynolds, op. cit., pp. 54-55.

⁶ Lichty, op. cit., p. 135.

⁷ Sower et al, op. cit., p. 3.

findings of this study were similar to the data reported by Lean⁸. Of the number of students in each grade, 32.9 percent of the 10th, 21.2 percent of the 11th, and 21.2 percent of the 12th grade planned to attend the junior college. A greater percentage of the students in this study planned to attend the junior college than did those reported in Lichty's⁹ study. In the case of the 11th and 12th grade students, it was noted that a greater percentage of them planned to enroll in another college rather than the junior college. Similar findings were reported by Lichty¹⁰. Some students planned to continue their education after completing two years of the junior college. This was revealed in the figures which showed that 16.1 percent of the 10th grade, 9.7 percent of the 11th grade, and 11.9 percent of the 12th grade students expected to attend another college after completing junior college. Relative to the terminal aspect of the junior college, Table II shows that only 26 of the 63 tenth grade students expected to continue their education after completing junior college, 16 of 35 eleventh grade students had similar expectations, and 14 of 25 twelfth grade students planned to continue. In other words, the data make it evident that junior college education is conceived of as terminal by roughly 50.0 percent of the students

⁸Lean, op. cit., pp. 81-89.

⁹Lichty, op. cit., p. 135

¹⁰Lichty, op. cit., p. 135.

TABLE II

EDUCATIONAL PLANS BY GRADE OF BENTON
HARBOR HIGH SCHOOL STUDENTS
BENTON HARBOR, MICHIGAN

Plans	10th	%	11th	%	12th	%
Plan to finish high school	159	98.8	162	98.2	117	99.2
Plan to attend junior college	53	32.9	35	21.2	25	21.2
Plan to finish junior college	41	25.5	24	14.5	22	18.6
Plan to go to another college after completing junior college	26	16.1	16	9.7	14	11.9
Do not plan to go to junior college but plan to enroll in another college	42	26.1	46	27.9	39	33.1
Undecided about finishing high school	1	.6	-	-	-	-
Do not plan to finish high school	1	.6	1	.6	1	.8
Undecided about attending another college	-	-	1	.6	-	-
Total	161	100.0	165	100.0	118	100.0

who planned to enroll in the institution.

The expectations of the high school students relative to college attendance in the future were greater than the findings of Sower et al¹¹, who found that the students' educational expectations in their study were well above the national statistics of students who actually attended colleges. It appears that Benton Harbor High School students need more guidance as

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Sower, et al., op. cit., p. 3.

to what the factors are which determine whether a student should or could attend college in the future. The fact that approximately 50.0 percent of students who plan to attend junior college do not expect to continue their education after completing junior college should require a re-evaluation of the curriculum to determine its adequacy relative to the terminal function. Nine students who planned to attend junior college indicated they were interested in skilled occupations (see Table XVI). These students, no doubt, would expect to receive their training in the junior college.

COLLEGES STUDENTS PLANNED TO ATTEND

Answers to question 1. (f), If you have checked (e) which college do you plan to attend?, are tabulated and reported in Table III. Of the number of students who reported that they planned to attend another institution instead of the junior college, 35.0 percent of the 10th, 39.6 percent of the 11th, and 16.0 percent of the 12th grade students planned to attend either Michigan State College or the University of Michigan. A large number, 44.7 percent, of the 12th graders planned to attend a college in some other state. The percentages indicated (see Table III) that a few of the students planned to attend business colleges and institutions for nurses' training, and some were undecided about the institution they planned to attend. Business training, as well as prerequisites for nurses' training, are available in Benton

Harbor Junior College. Therefore, greater effort should be directed toward clarifying for the students the opportunities available to them in the junior college, specifically for the students who are interested in business training and nursing.

TABLE III

EDUCATIONAL INSTITUTIONS OTHER THAN JUNIOR COLLEGE
WHICH HIGH SCHOOL STUDENTS PLAN TO ATTEND

College	10th Grade	%	11th Grade	%	12th Grade	%
Michigan State College	8	20.0	11	25.6	4	10.5
University of Michigan	6	15.0	6	14.0	2	5.5
Out of state college	6	15.0	7	16.3	17	44.7
Other Michigan college	6	15.0	3	7.0	8	21.1
Nursing	3	7.5	5	11.6	3	7.9
Business College	2	5.0	4	9.3	1	2.6
Beauty school	-	-	1	2.3	-	-
Undecided	9	22.5	5	11.6	3	7.9
Other	-	-	1	2.3	-	-
Total	40	100.0	43	100.0	38	100.0

WHY STUDENTS PLANNED TO ATTEND ANOTHER COLLEGE

In order to determine why students planned to attend another college instead of the local junior college, this question was asked: 1. (g) Again, if you have checked (e) why do you plan to attend another college instead of the junior college? As shown in Table IV, one of the main reasons students gave for attending another college was: better occupational training could be secured and opportunities for securing employment would be better. The inability to secure training at the junior college was another reason which students gave

for not attending the institution. A desire for a change of environment seemed to take on greater importance as the student became older and approached a new educational experience. For example, 16.2 percent of the 12th grade students indicate that the reason they wanted to attend another institution was primarily, to leave home and the community; 9.8 percent of the 11th graders also stated this reason, while only 2.9 percent of the 10th graders did so. Lean's¹² findings, in reference to attending school outside of Flint, Michigan, also indicated that lack of courses and going away from home were the two most important reasons students gave for attending another institution. Some students maintained that an unbroken pattern of college attendance was preferable and were planning to attend another institution where four years of training would be available. A few wanted to attend a larger school and some "just do not want to attend junior college." "Other" reasons were combinations of the statements listed in the table. On the whole, the combined "other" reasons mentioned most were: better training and opportunity for occupation, unbroken pattern of college attendance, desire to leave home and community, can not secure training in the junior college, and business training takes too long.

Perhaps the prestige attached to upper college attendance was a factor upon which some students reflected when they sub-

¹²Lean, op. cit., pp. 81-89.

TABLE IV

REASONS THIRTY-FOUR OF THE 10th, FORTY-ONE OF THE 11th, AND THIRTY-SEVEN OF THE 12th GRADE STUDENTS STATE FOR ATTENDING ANOTHER COLLEGE INSTEAD OF JUNIOR COLLEGE
BENTON HARBOR, MICHIGAN

Reasons	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Better training and opportunity for occupation	11	32.4	15	36.6	6	16.2
Can not secure training at junior college	8	23.5	6	14.6	3	8.1
Desire to leave home and community	1	2.9	4	9.8	6	16.2
Unbroken pattern of college attendance is much better	3	8.8	4	9.8	4	10.8
Wish to attend a larger school	-	-	2	4.9	3	8.1
Just don't want to attend	-	-	-	-	3	8.1
Standards of junior college not high enough	-	-	1	2.4	2	5.4
Parents desire it	1	2.9	-	-	-	-
Religious	1	2.9	1	2.4	-	-
Dislike junior college	1	2.9	-	-	-	-
Junior college is a waste of time and money	1	2.9	-	-	-	-
A problem to transfer credits from junior college	-	-	-	-	1	2.7
Convenience	-	-	-	-	1	2.7
Other	7	20.6	8	19.5	8	21.6
Total	34	100.0	41	100.0	37	100.0

mitted answers to the question. A planned public relations program which stresses the academic prestige of the local junior college, its accessibility, and its reasonableness in respect to student financial outlay, may partially overcome such attitudes. Some students mentioned that they preferred business colleges instead of junior college because a shorter period of training with greater emphasis on business courses was possible in the former institutions. The students interested in nurses' training had accepted the view that on-the-job hospital training was better than taking junior college courses which were prerequisites for schools of nursing.

DATA REFERRING TO THE OCCUPATIONAL PLANS OF
BENTON HARBOR HIGH SCHOOL STUDENTS

The findings of students' responses to the last question (No. 3) of the questionnaire will be discussed in reference to their occupational plans. The question involved the reality of students' occupational choices, and was stated as follows: 3. What kind of work do you actually think you will do (not hope to do) when you look for a job in the future? The question was purposely submitted at the end of the questionnaire in order that students might be less likely to turn to question 2. (a) and repeat the kind of occupation they had stated there. In order to arrive at any conclusions relative to the occupational aspirations of the respondents, it

was necessary to consider both sets of data simultaneously. Question 2. (a) was stated as follows: Sometime in the future you probably will be looking for a job. For what job (as an example: carpenter, nurse, lawyer, tool and die maker, etc.) would you like to prepare? Many of the students hoped to engage in professional occupations, but of those only about 50.0 percent anticipated they would do so. The comparison of the students' aspired occupations with their anticipated occupations shows that there was a decrease in the percentages of those who anticipated professional and semiprofessional occupations (see Table V). More students stated they were "undecided" or did not respond when they were asked to state what work they actually expected to do. The comparison revealed no marked decrease in percentages in the clerical and kindred occupational classification. The semiprofessions interested about 7.0 to 8.0 percent of all respondents. This is noteworthy because, if the junior college offered terminal curricula in the semi-professions, some of these students could be expected to attend. Of equal importance was the number of students who were interested in the skilled occupational classification; e.g., 12.4 percent of the tenth grade students, 15.2 percent of the 11th grade students, and 13.6 percent of the twelfth grade students evinced an interest in that classification.

It is evident that the occupational aspirations of the youth of Benton Harbor High School were directed toward the

TABLE V

OCCUPATIONS FOR WHICH ONE HUNDRED SIXTY-ONE 10th, ONE HUNDRED SIXTY-FIVE
11th AND ONE HUNDRED EIGHTEEN 12th GRADE STUDENTS WOULD LIKE TO PREPARE
AND WHAT OCCUPATIONS THEY ACTUALLY THINK THEY WILL FOLLOW
BENTON HARBOR, MICHIGAN

Occupations	10th Grade				11th Grade				12th Grade			
	Would like		Actual		Would like		Actual		Would like		Actual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Professional	60	37.3	33	20.5	46	27.9	27	16.4	36	30.5	18	15.3
Semiprofessional	14	8.7	9	5.6	11	6.7	7	4.2	9	7.6	9	7.6
Managerial & Official Occupation	5	3.1	5	3.1	2	1.2	3	1.8	4	3.4	3	2.5
Clerical & Kindred Occup.	36	22.4	32	19.9	43	26.1	28	17.0	25	21.2	21	17.8
Sales & Kindred Occup.	2	1.2	7	4.3	5	3.0	9	5.5	4	3.4	2	1.7
Domestic Service, Occup.	1	.6	-	-	-	-	1	.6	-	-	-	-
Personal Service, Occup.	1	.6	2	1.2	3	1.8	3	1.8	2	1.7	1	.8
Protective Service Occupation	1	.6	3	1.9	7	4.2	6	3.6	-	-	1	.8
Agricultural, Horticul- tural, etc.	4	2.5	3	1.9	6	3.6	4	2.4	7	5.9	5	4.2
Skilled Occupation	20	12.4	11	6.8	25	15.2	12	7.3	16	13.6	12	10.2
Semi-skilled Occupation	-	-	-	-	1	.6	6	3.6	2	1.7	3	2.5
Unskilled Occupation	1	.6	6	3.7	1	.6	1	.6	-	-	7	5.9
Undecided	5	3.1	14	8.7	3	1.8	23	13.9	6	5.1	14	11.9
No response	11	6.8	34	21.1	12	7.3	35	21.2	6	5.1	20	17.0
Marriage	-	-	2	1.2	-	-	-	-	1	.8	2	1.7
Total	161	100.0	161	100.0	165	100.0	165	100.0	118	100.0	118	100.0

professional occupations and were similar to those of the youth studied by Bell¹³, Reynolds¹⁴, Todd¹⁵, Lean¹⁶, and Sower et al.¹⁷. The findings of those studies also indicated that the occupational aspirations of students were usually higher than their occupational expectations.

COMPARISON OF STUDENTS' OCCUPATIONAL CLASSIFICATIONS WITH UNITED STATES CENSUS DATA

The students' occupational classifications were compared with data secured from the United States Census Report, 1940¹⁸ (see Table VI) in order to illustrate to what extent student occupational choices deviated from the occupational pattern depicted by the United States Census figures. It is necessary to focus attention upon the fact that the census data includes all individuals 14 years and over in the labor market. It is possible that more students who graduated from high school would be employed in professional work than those who do not graduate. Many of the workers, no doubt, did not complete high

¹³ Bell, op. cit., p. 64.

¹⁴ Reynolds, op. cit., pp. 52-55.

¹⁵ Todd, op. cit., p. 181.

¹⁶ Lean, op. cit., p. 126.

¹⁷ Sower, et al, op. cit., p. 21.

¹⁸ Sixteenth Census of the United States, loc. cit.

TABLE VI

OCCUPATIONS FOR WHICH ONE HUNDRED SIXTY-ONE 10th, ONE HUNDRED SIXTY-FIVE 11th AND ONE HUNDRED EIGHTEEN 12th GRADE STUDENTS WOULD LIKE TO PREPARE, COMPARED WITH 1940 CENSUS FIGURES OF INDIVIDUALS EMPLOYED IN THE OCCUPATIONS, BENTON HARBOR, MICHIGAN*

Occupations	No. of students interested						No. of individuals engaged in occupations, 1940	
	No.	%	No.	%	No.	%		%
Professional	60	37.3	46	27.9	36	30.5	352	7.4
Semiprofessional	14	8.7	11	6.7	9	7.6	67	1.4
Managerial & Official Occupations	5	3.1	2	1.2	4	3.5	643	13.6
Clerical & Kindred Occup.	36	22.4	43	26.1	25	21.2	1073	22.6
Sales & Kindred Occup.	2	1.2	5	3.0	4	3.5	included	-
Domestic Service Occup.	1	.6	-	-	-	-	231	4.9
Personal Service Occup.	1	.6	3	1.8	2	1.7	494	10.4
Protective Service Occup.	1	.6	7	4.2	-	-	included	-
Agricultural, Horticultural, etc.	4	2.5	6	3.6	7	5.9	36	.8
Skilled Occupation	20	12.4	25	15.2	16	13.6	1118	23.6
Semi-skilled Occupation	-	-	1	.6	2	1.7	-	-
Unskilled Occupation	1	.6	1	.6	-	-	663	14.0
Not decided	5	3.1	3	1.3	6	5.1	-	-
No response	11	6.8	12	7.3	6	5.1	61	1.3
Marriage	-	-	-	-	1	.8	-	-
Total	161	100.0	165	100.0	118	100.0	4,738	100.0

*Sixteenth Census of the United States, 1940.

school, a fact which would make professional attainments impossible for them.

Table VI shows that roughly 30.0 percent of the students desired professional occupations, but the census data of 1940 revealed that only 7.4 percent of the workers in Benton Harbor were employed in that category. There were also discrepancies in the percentages of the managerial occupations, personal service occupations, skilled occupations, and unskilled occupations when they were compared with the census figures, because fewer workers were reported in the census data for the managerial occupations, and more were reported for the personal service, skilled and unskilled occupations. Although sales and kindred occupations were included in the clerical and kindred occupations of the census data, the percentages of the number of students desiring to engage in these occupations did not greatly deviate from the census data.

COMPARISON OF STUDENTS' OCCUPATIONAL DATA WITH THE BENTON HARBOR COMMUNITY JOB INDEX

Comparison of students' occupational choices was also made with the Benton Harbor Community Job Index¹⁹. Although the Job Index includes jobs in both the twin cities of Benton Harbor and St. Joseph, the data were pertinent because considerable shifting of employees occurs between the two cities.

¹⁹

Benton Harbor Community Job Index, loc. cit.

The Job Index did not include an enumeration of the number of individuals engaged in agrarian pursuits. Therefore, information related to farm employment was sought from the Unemployment Compensation Commission at Benton Harbor, and the County Agricultural Agent. However, information which would warrant its inclusion in this study was insufficient. A letter (see Appendix A) which briefly describes the agricultural situation of the Benton Harbor area was received from the agricultural agent. It stated that very few of the high school graduates accepted agricultural employment after high school graduation. Furthermore, as was indicated in the United States Census data, only a small percentage of the individuals in the immediate locality were employed in agriculture (see Table VI).

In comparing the students' occupational choices with the Job Index (see Table VII), it was noted that the Job Index included only 3.6 percent of the employed individuals in the Benton Harbor area in the professional occupations, while 37.3 percent of the 10th, 27.9 percent of the 11th, and 30.5 percent of the 12th grade students said they would like to prepare for the professions. Table VII also revealed that 60.1 percent of the employed workers in the area were engaged in either skilled, semi-skilled, or unskilled occupations, while only approximately 14.0 percent of all the students desired occupations in those classifications. The decline in the proportion of professional and administrative workers and the increase in the skilled and

TABLE VII

OCCUPATIONAL CHOICE OF ONE HUNDRED SIXTY-ONE 10th, ONE HUNDRED SIXTY-FIVE 11th AND ONE HUNDRED EIGHTEEN 12th GRADE HIGH SCHOOL STUDENTS, COMPARED WITH THE BENTON HARBOR COMMUNITY JOB INDEX*, BENTON HARBOR, MICHIGAN

Occupations	No. of students interested						Benton Harbor	
	10th Grade No.	%	11th Grade No.	%	12th Grade No.	%	Community Job Index	%
Professional	60	37.3	46	27.9	36	30.5	493	3.6
Semiprofessional	14	8.7	11	6.7	9	7.6	213	1.6
Managerial & Official Occup.	5	3.1	2	1.2	4	3.5	877	6.5
Clerical & Kindred Occup.	36	22.4	43	26.1	25	21.2	1549	11.4
Sales & Kindred Occup.	2	1.2	5	3.0	4	3.5	1001	7.4
Domestic Service Occup.	1	.6	-	-	-	-	1295	9.5
Personal Service Occup.	1.	.6	3	1.8	2	1.7	Included in	-
Protective Service Occup.	1	.6	7	4.2	-	-	Domestic	-
Agricultural, Horticultural, etc.	4	2.5	6	3.6	7	5.9	Data not available	
Skilled Occupations	20	12.4	25	15.2	16	13.6	3325	24.5
Semi-skilled Occupations	-	-	1	.6	2	1.7	3379	24.9
Unskilled Occupations	1	.6	1	.6	-	-	1448	10.7
Not decided	5	3.1	3	1.8	6	5.1	-	-
No response	11	6.8	12	7.3	6	5.1	-	-
Marriage	-	-	-	-	1	.8	-	-
Total	161	100.0	165	100.0	118	100.0	13,580	100.0

* Benton Harbor Community Job Index, Michigan. Unemployment Compensation Commission, Benton Harbor, Michigan. August 23, 1950.

semi-skilled workers in the Benton Harbor area (noted differences between the Census Data and Job Index in job classification) does not differ greatly from the findings of The National Advisory Committee on Vocational Education of College Grade²⁰.

The comparison of students' vocational plans with the Census Data and Job Index revealed that the vocational plans of the students did not compare favorably with the Census Data or the Job Index. This fact has implications for the guidance program of the schools because too many students are apparently planning to enter the professions. Unless many of them left the community, which would not likely be the case, employment in some occupational classifications would not be available to them; and, if they did move elsewhere, they would need to locate in a community where a shortage of workers existed in those occupations.

OCCUPATIONAL SELECTION OF STUDENTS PLANNING TO ATTEND JUNIOR COLLEGE

The occupational selection of the high school students who planned to attend the junior college at Benton Harbor was tabulated separately. According to occupational selection, as depicted in Table VIII, 49.1 percent of the 10th, 42.9 percent of the 11th, and 48.0 percent of the 12th grade students hoped to engage in professional occupations. Next in order of selec-

tion was the clerical and kindred occupational classification. The semi-professional and skilled occupational categories should not be overlooked as the students who were interested in these occupations would, no doubt, expect to secure appropriate training in the junior college. There was a range of 2.9 percent of the 11th grade students to 11.3 percent of

TABLE VIII

OCCUPATIONAL SELECTIONS OF STUDENTS WHO
PLAN TO ATTEND JUNIOR COLLEGE
BENTON HARBOR, MICHIGAN

Occupations	10th Grade No.	%	11th Grade No.	%	12th Grade No.	%
Professional	26	49.1	15	42.9	12	48.0
Semiprofessional	6	11.3	1	2.9	2	8.0
Managerial & Official Occupation	2	3.8	1	2.9	-	-
Clerical & Kindred Occup.	9	17.9	8	22.9	8	32.0
Sales & Kindred Occup.	2	3.8	-	-	1	4.0
Domestic Service Occup.	-	-	-	-	-	-
Personal Service Occup.	-	-	2	5.7	-	-
Protective Service Occup.	-	-	-	-	-	-
Agricultural, Horticul- tural, etc.	-	-	-	-	-	-
Skilled Occupation	6	11.3	2	5.7	1	4.0
Semi-skilled Occupation	-	-	-	-	-	-
Unskilled Occupation	-	-	-	-	-	-
Undecided	2	3.8	2	5.7	-	-
No response	-	-	4	11.4	1	4.0
Total	53	100.0	35	100.0	25	100.0

the 10th grade students who desired semiprofessional employment. For the skilled occupational classification the range was 4.0 percent for the 12th grade students to 11.3 percent

for the 10th grade students. Again, it may be stated that about 50.0 percent of the students who plan to attend the junior college would like to engage in occupations not classified as professional. This fact, plus the knowledge that 50.0 percent of the students who plan to attend junior college do not expect to continue their education after two years of junior college, places upon the junior college the burden of providing courses which would afford an opportunity for these students to secure satisfactory vocational training.

STUDENTS' OPINIONS RELATIVE TO SUCCESS IN FINDING
A JOB FOR WHICH THEY HAD PREPARED

Students were asked to check a question which pertained to their knowledge of employment opportunities in the occupation for which they expected to prepare: 1. (b) How good do you think your chance will be in finding a job after you have prepared yourself for it? Check one. 1. Excellent., 2. Fair., 3. Poor., 4. Do not know. Tables IX, X, and XI reveal that students interested in the service occupations, domestic, personal and protective, did not expect to experience a great deal of difficulty in finding employment. Nor is it likely that they will since about 10.0 percent of the workers, according to the occupational pattern of the community, are employed in these areas. The occupational pattern of the community also suggests that it should not be too difficult to secure employment in the clerical and skilled occupations

TABLE IX

ONE HUNDRED SIXTY-ONE 10th GRADE STUDENTS' OPINIONS RELATIVE
TO SUCCESS IN FINDING A JOB FOR WHICH THEY HAD PREPARED
BENTON HARBOR, MICHIGAN

Occupations	No. of Students	Excel- lent	%	Fair	%	Poor	%	Do not know	%	No re- sponse	%
Professional	60	21	35.0	12	20.0	1	1.7	26	43.3	-	-
Semiprofessional	14	5	35.7	2	14.3	-	-	6	42.9	1	7.1
Managerial & Official Occup.	5	-	-	2	40.0	-	-	3	60.0	-	-
Clerical & Kindred Occup.	36	3	8.3	10	27.8	-	-	23	63.9	-	-
Sales & Kindred Occup.	2	1	50.0	-	-	-	-	1	50.0	-	-
Domestic Service Occup.	1	1	100.0	-	-	-	-	-	-	-	-
Personal Service Occup.	1	1	100.0	-	-	-	-	-	-	-	-
Protective Service Occup.	1	1	100.0	-	-	-	-	-	-	-	-
Agricultural, Horticultural, etc.	4	2	50.0	1	25.0	-	-	1	25.0	-	-
Skilled Occupation	20	-	-	12	60.0	-	-	7	35.0	1	5.0
Semi-skilled Occupation	-	-	-	-	-	-	-	-	-	-	-
Unskilled Occupation	1	-	-	-	-	-	-	1	100.0	-	-
Undecided	5	1	20.0	-	-	-	-	4	80.0	-	-
No response	11	1	9.1	3	27.3	1	9.1	2	18.2	4	36.4

TABLE X

ONE HUNDRED SIXTY-FIVE 11th GRADE STUDENTS' OPINIONS RELATIVE
TO SUCCESS IN FINDING A JOB FOR WHICH THEY HAD PREPARED
BENTON HARBOR, MICHIGAN

Occupations	No. of Students	Excel- lent	%	Fair	%	Poor	%	Do not know	%	No re- sponse	%
Professional	46	15	32.6	15	32.6	-	-	16	34.8	-	-
Semiprofessional	11	4	36.4	3	27.3	-	-	4	36.4	-	-
Managerial & Official Occup.	2	2	100.0	-	-	-	-	-	-	-	-
Clerical & Kindred Occup.	43	6	13.9	20	46.5	-	-	16	37.2	1	2.3
Sales & Kindred Occup.	5	1	20.0	1	20.0	-	-	3	60.0	-	-
Domestic Service Occup.	-	-	-	-	-	-	-	-	-	-	-
Personal Service Occupa.	3	2	66.7	1	33.3	-	-	-	-	-	-
Protective Service Occup.	7	-	-	3	42.9	-	-	4	57.1	-	-
Agricultural, Horticultural, etc.	6	2	33.3	3	50.0	-	-	1	16.7	-	-
Skilled Occupation	25	7	28.0	10	40.0	-	-	7	28.0	1	4.0
Semi-skilled Occupation	1	-	-	-	-	-	-	1	100.0	-	-
Unskilled Occupation	1	-	-	1	100.0	-	-	-	-	-	-
Undecided	3	1	33.3	1	33.3	-	-	1	33.3	-	-
No response	12	1	8.3	5	41.7	-	-	5	41.7	1	8.3

TABLE XI

ONE HUNDRED EIGHTEEN 12th GRADE STUDENTS' OPINIONS RELATIVE
TO SUCCESS IN FINDING A JOB FOR WHICH THEY HAD PREPARED
BENTON HARBOR, MICHIGAN

Occupations	No. of Students	Excel- lent	%	Fair	%	Poor	%	Do not know	%	No re- sponse	%
Professional	36	14	38.9	11	30.6	-	-	11	30.6	-	-
Semiprofessional	9	4	44.4	4	44.4	-	-	1	11.1	-	-
Managerial & Official Occup.	4	1	25.0	2	50.0	-	-	1	25.0	-	-
Clerical & Kindred Occup.	25	3	12.0	14	56.0	1	4.0	7	28.0	-	-
Sales & Kindred Occup.	4	-	-	-	-	-	-	4	100.0	-	-
Domestic Service, Occup.	-	-	-	-	-	-	-	-	-	-	-
Personal Service Occup.	2	-	-	2	100.0	-	-	-	-	-	-
Protective Service Occup.	-	-	-	-	-	-	-	-	-	-	-
Agricultural, Horticultural, etc.	7	4	57.1	3	42.9	-	-	-	-	-	-
Skilled Occupations	16	3	18.8	6	37.5	-	-	7	43.8	-	-
Semi-skilled Occupations	2	-	-	2	100.0	-	-	-	-	-	-
Unskilled Occupations	-	-	-	-	-	-	-	-	-	-	-
Undecided	6	1	16.7	1	16.7	-	-	4	66.6	-	-
No response	6	-	-	3	50.0	-	-	3	50.0	-	-
Marriage	1	-	-	1	100.0	-	-	-	-	-	-

(38.0 percent of the workers were employed in those classifications) because the pattern of workers engaged in those classifications has not fluctuated greatly in the last ten years (see Tables VI and VII). Sixty percent of the 10th grade students who were interested in clerical occupations did not know what success they would have in finding employment in these occupations, and 35.0 percent of those interested in skilled occupations stated they did not know what success they would have. The situation varied for the 11th grade students interested in the clerical and skilled occupations, as 37.2 percent in the clerical classification did not know what success they would have securing employment in the clerical occupations and 28.0 percent in the skilled classification indicated they did not know. For the 12th grade, the results were: 25.0 percent did not know about employment possibilities in the clerical occupations, 43.8 percent did not know about employment possibilities in the skilled occupations. It is obvious that many students were poorly informed as to the success they might have in finding employment in the occupation they desired.

TRAINING STUDENTS THINK NECESSARY FOR OCCUPATIONS

Implications for individuals concerned with the school guidance program have been noted previously in the analysis of data derived from questions designed for another purpose. However, some of the questions submitted to students were so

structured that information of value for student guidance could be gained. One such question involved the amount of training students considered essential for a specific occupation. The phrasing of the question follows: 2. (2) How much training do you think you will need to prepare you for this job? 1. High school_____. 2. Junior college_____. 3. Other college training_____.

In general, students who planned to engage in the professional occupations thought that a college education (see Tables XII, XIII, and XIV) was necessary. However, 11.1 percent of the 12th grade students thought that a high school education was sufficient. On the other hand, 31.2 percent of the 12th grade students thought a college education essential for the skilled occupations. Twenty percent of the 11th graders and 5.0 percent of the 10th graders also thought college a requisite for skilled employment. A fairly large percent of the 10th grade students (35.7) thought that a high school education was sufficient for the semiprofessions. It is likely that some of the students who were "undecided" about an occupation were interested in the professions, as approximately one-third of them indicated that they thought a college education was necessary for vocational training. Students interested in clerical and kindred occupations thought a high school education adequate for these occupations. This was not alarming because, in actual practice, many students with high school clerical training can secure such employment. Students plan-

TABLE XII

AMOUNT OF TRAINING ONE HUNDRED SIXTY-ONE 10th GRADE
STUDENTS BELIEVE NECESSARY FOR VARIOUS OCCUPATIONS
BENTON HARBOR, MICHIGAN

Occupation	No. of Students	Amount of training								No re- sponse	%
		H.S.	%	J.C.	%	Other college	%	Don't know	%		
Professional	60	3	5.0	4	6.7	52	86.7	-	-	1	1.7
Semiprofessional	14	5	35.7	2	14.3	7	50.0	-	-	-	-
Managerial & Official Occup.	5	-	-	1	20.0	3	60.0	-	-	1	20.0
Clerical & Kindred Occup.	36	24	66.7	9	25.0	3	8.3	-	-	-	-
Sales & Kindred Occup.	2	-	-	2	100.0	-	-	-	-	-	-
Domestic Service Occup.	1	1	100.0	-	-	-	-	-	-	-	-
Personal Service Occup.	1	1	100.0	-	-	-	-	-	-	-	-
Protective Service Occup.	1	1	100.0	-	-	-	-	-	-	-	-
Agricultural, Horticultural, etc.	4	4	100.0	-	-	-	-	-	-	-	-
Skilled Occupation	20	12	60.0	4	20.0	1	5.0	-	-	3	15.0
Semi-skilled Occupation	-	-	-	-	-	-	-	-	-	-	-
Unskilled Occupation	1	1	100.0	-	-	-	-	-	-	-	-
Undecided	5	1	20.0	-	-	2	40.0	1	20.0	1	20.0
No response	11	7	63.6	1	9.1	-	-	-	-	3	27.3

TABLE XIII

AMOUNT OF TRAINING ONE HUNDRED SIXTY-FIVE 11th GRADE
STUDENTS BELIEVE NECESSARY FOR VARIOUS OCCUPATIONS
BENTON HARBOR, MICHIGAN

Occupation	No. of Students	Amount of training								No re- sponse	%
		H.S.	%	J.C.	%	Other college	%	Don't know	%		
Professional	46	1	2.2	2	4.3	41	89.1	1	2.2	1	2.2
Semiprofessional	11	2	18.2	1	9.1	8	72.7	-	-	-	-
Managerial & Official Occup.	2	-	-	-	-	2	100.0	-	-	-	-
Clerical & Kindred Occup.	43	25	58.1	9	20.9	6	14.0	-	-	3	7.0
Sales & Kindred Occup.	5	4	80.0	1	20.0	-	-	-	-	-	-
Domestic Service Occup.	-	-	-	-	-	-	-	-	-	-	-
Personal Service Occup.	3	1	33.3	-	-	2	66.7	-	-	-	-
Protective Service Occup.	7	4	57.1	-	-	3	42.9	-	-	-	-
Agricultural, Horticultural, etc.	6	5	83.3	-	-	1	16.7	-	-	-	-
Skilled Occupation	25	17	68.0	1	4.0	5	20.0	-	-	2	8.0
Semi-skilled Occupation	1	1	100.0	-	-	-	-	-	-	-	-
Unskilled Occupation	1	1	100.0	-	-	-	-	-	-	-	-
Undecided	3	1	33.3	1	33.3	1	33.3	-	-	-	-
No response	12	4	33.3	3	25.0	1	8.3	-	-	4	33.3

TABLE XIV

AMOUNT OF TRAINING ONE HUNDRED EIGHTEEN 12th GRADE
STUDENTS BELIEVE NECESSARY FOR VARIOUS OCCUPATIONS
BENTON HARBOR, MICHIGAN

Occupation	No. of Students	Amount of training									
		H.S.	%	J.C.	%	Other college	%	Don't know	%	No re- sponse	%
Professional	36	4	11.1	1	2.8	30	83.3	-	-	1	2.8
Semiprofessional	9	-	-	2	22.2	7	77.8	-	-	-	-
Managerial & Official Occup.	4	-	-	-	-	4	100.0	-	-	-	-
Clerical & Kindred Occup.	24	12	50.0	9	37.5	3	12.5	-	-	-	-
Sales & Kindred Occup.	4	3	75.0	1	25.0	-	-	-	-	-	-
Domestic Service Occup.	1	-	-	1	100.0	-	-	-	-	-	-
Personal Service Occup.	2	-	-	-	-	2	100.0	-	-	-	-
Protective Service Occup.	-	-	-	-	-	-	-	-	-	-	-
Agricultural, Horticultural, etc.	7	6	85.7	-	-	-	-	-	-	1	14.3
Skilled Occupation	16	10	62.5	1	6.2	5	31.2	-	-	-	-
Semi-skilled Occupation	2	2	100.0	-	-	-	-	-	-	-	-
Unskilled Occupation	-	-	-	-	-	-	-	-	-	-	-
Undecided	6	5	83.3	-	-	1	16.7	-	-	-	-
No response	6	4	66.6	-	-	1	16.7	-	-	1	16.7
Marriage	1	1	100.0	-	-	-	-	-	-	-	-

ning to engage in managerial occupations thought some college training was necessary--either junior college or another college.

As a whole, the students were fairly well informed about the training requirements of the occupations which they wished to pursue. However, there was evidence of need for further guidance relative to the training required for the semi-professions and skilled occupations.

INSTITUTIONS WHERE STUDENTS EXPECTED TO RECEIVE TRAINING

An attempt was made to find out at what institutions the Benton Harbor High School students expected to receive their occupational training. The question submitted to them was:

2. (d) What is the name of the institution where you expect to get your training? For example: Michigan State College, General Motors Institute, apprentice training on the job, etc._____.

Table XV shows that a large percent of the students did not respond to the question. It is possible that these students either took for granted that they would receive their training in high school or did not know what institutions could provide the necessary courses. Approximately 10.0 percent did indicate that they were undecided as to where they would receive training. Noteworthy is the fact that 5.6 percent of the 10th grade, 3.6 percent of the 11th grade, and 5.9 percent of the 12th grade students expected to receive training in a business college or nurses' school,

TABLE XV

NAME OF INSTITUTION WHERE ONE HUNDRED SIXTY-ONE 10th,
 ONE HUNDRED SIXTY-FIVE 11th AND ONE HUNDRED
 EIGHTEEN 12th GRADE STUDENTS EXPECT TO
 RECEIVE TRAINING
 BENTON HARBOR, MICHIGAN

Name of Institution	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Michigan State College	15	9.3	16	9.7	7	5.9
Benton Harbor Junior College	9	5.6	6	3.6	7	5.9
Out of state colleges	9	5.6	7	4.2	16	13.6
University of Michigan	8	5.0	11	6.7	3	2.5
Other Michigan colleges	7	4.3	7	4.2	7	5.9
General Motors Tech. Nursing	3	1.9	1	.6	1	.8
On the job training	3	1.9	8	4.8	7	5.9
in industry	2	1.2	5	3.0	3	2.5
Business college	2	1.2	6	3.6	1	.8
High School	1	.6	6	3.6	-	-
Other Tech.	-	-	1	.6	1	.8
Beauty School	-	-	2	1.2	-	-
Undecided	20	12.4	12	7.3	12	10.2
No response	74	46.0	69	41.8	48	40.7
Others	8	5.0	8	4.8	5	4.2
Total	161	100.0	165	100.0	118	100.0

in spite of the fact that all or some of the courses essential for their occupational training were available in the junior college. Some of the 12th grade students indicated that they had a definite interest in attending colleges in other states, since 13.6 percent said they expected to receive their training in an out-of-state college. One could conclude that, on the whole, students either were not certain as to where they might secure training for their occupations or had not made up their minds.

STUDENTS' KNOWLEDGE OF TRAINING AVAILABLE IN THE JUNIOR COLLEGE

How many students knew whether the junior college offered training for their occupations? The answer to this inquiry was sought by asking students to check this question:

2. (e) Do you know whether the junior college offers training for your job? Check one: Yes _____ No _____. Forty-seven or 29.2 percent of the 10th grade students indicated they knew whether training was available, 95 or 59.0 percent indicated they did not know and 11.8 percent did not respond (see Table XVI). The 11th grade students indicated that 24.8 percent of them knew that training was available, 63.0 percent did not know, and 12.2 percent did not respond. On the other hand, of the 12th grade students, 43.2 percent, a greater number than in either the 10th grade or 11th grade, indicated that they knew that training was available. Forty-four and

one-tenth percent disclosed that they did not know, and 12.7 percent did not respond. On the whole, there were more 10th, 11th, and 12th grade students who did not know whether training was available than there were who did (see Table XVI). It appears that the guidance program of the high school should provide more information which would give the students a better understanding of the courses available to them in the junior college. However, there was some indication that the guidance program of the high school might have been functioning in behalf of the 12th graders, because more 12th grade than 10th or 11th grade students knew what training was available in the junior college.

ANALYSIS OF STUDENTS WHO WOULD ATTEND THE JUNIOR COLLEGE IF TRAINING WERE AVAILABLE

Respondents were asked to check this question: 2. (f) If you could get training in the junior college, would you attend junior college? Yes _____. No _____. Eighty-nine or 55.3 percent of the 10th grade students denoted that they would attend the junior college if training were available, 43 or 26.7 percent said they would not, and 29 or 18.0 percent did not respond. Of the total number of 11th grade students, 38.8 percent would attend, 44.8 percent would not and 16.4 percent did not respond. The 12th grade respondents answered as follows: 39.8 percent would attend, 39.0 would not attend and 21.2 percent did not respond (see Table XVII).

TABLE XVI

TENTH, ELEVENTH, AND TWELFTH GRADE HIGH SCHOOL STUDENTS'
 KNOWLEDGE OF OCCUPATIONAL TRAINING AVAILABLE IN THE
 JUNIOR COLLEGE FOR THEIR DESIRED OCCUPATIONS
 BENTON HARBOR, MICHIGAN

Knowledge	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Knowledge of available training	47	29.2	41	24.8	51	43.2
No knowledge of available training	95	59.0	104	63.0	52	44.1
No response	19	11.8	20	12.1	15	12.7
Total	161	100.0	165	100.0	118	100.0

An analysis was made of the occupational aspirations of the 89 tenth, 64 eleventh and 47 twelfth grade students who stated they would attend the junior college if training for their occupation were available. Except for the 12th grade, the occupational classification which included the greatest number of those students who would attend the junior college was the professional (see Table XVII). Probably some of the students in that classification may have intimated that they would attend if a complete professional training (four years of college) could be obtained in the junior college. Although clerical courses were available in the junior college, it was not surprising that a good number of the students who desired clerical occupations said they would attend if training were available because, as was previously pointed out, a number of

TABLE XVII

CLASSIFICATION BY OCCUPATIONAL GROUPS OF EIGHTY-NINE 10th, SIXTY-FOUR 11th AND
 FORTY-SEVEN 12th GRADE STUDENTS WHO WOULD ATTEND JUNIOR COLLEGE IF TRAINING
 FOR OCCUPATION WERE AVAILABLE
 BENTON HARBOR, MICHIGAN

Occupations	No. who would attend if training were available					
	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Professional	40	44.9	20	31.2	13	27.7
Semiprofessional	11	12.4	5	7.8	3	6.4
Managerial & Official Occup.	3	3.4	-	-	1	2.1
Clerical & Kindred Occup.	14	15.7	15	23.4	16	34.0
Sales & Kindred Occup.	2	2.2	3	4.7	1	2.1
Domestic Service Occup.	-	-	-	-	1	2.1
Personal Service Occup.	1	1.1	2	3.1	1	2.1
Protective Service Occup.	-	-	6	9.4	-	-
Agricultural, Horticultural, etc.	1	1.1	1	1.6	1	2.1
Skilled Occupation	12	13.5	6	9.4	7	14.9
Semi-skilled Occupation	-	-	-	-	-	-
Unskilled Occupation	1	1.1	-	-	-	-
Undecided	3	3.4	2	3.1	1	2.1
No response	1	1.1	4	6.2	2	4.3
Total	89* 100.0		64* 100.0		47* 100.0	

*Represents 39.8 percent of the 118 12th grade students; 38.8 percent of the 165 11th grade students and 55.3 percent of the 161 10th grade students.

the students indicated that they did not know whether training was available. On the other hand, it is possible that students who did know that training was available could be influenced to enroll in the junior college if additional clerical curricula were offered. Of major concern was the number of students interested in the semiprofessional and skilled occupations who would attend the junior college if training were available. It appears that here lies the crux of the growth of the junior college enrollment. That growth, however, will depend largely upon the extent to which the curricular offerings are increased.

STUDENTS WHO WOULD ATTEND THE JUNIOR COLLEGE IF TRAINING
WERE AVAILABLE AND THEIR KNOWLEDGE OF AVAILABLE TRAINING

The above respondents, those who would attend the junior college if training were available, were classified according to occupational interests in order that a comparison could be made with their responses which indicated they knew that occupational training for their desired occupations was available in the junior college. It is evident (see Tables XVIII, XIX, and XX) that a large percent of the respondents who would attend the junior college if training were available for their occupations, did not know that such training was available. Respondents who desired clerical occupations, however, indicated that approximately 55.0 percent of them knew that training was available, yet they stated they would attend if training

TABLE XVIII

EIGHTY-NINE 10th GRADE STUDENTS, ACCORDING TO OCCUPATIONS, WHO WOULD
ATTEND JUNIOR COLLEGE IF TRAINING WERE AVAILABLE, COMPARED
WITH THEIR KNOWLEDGE OF AVAILABLE TRAINING
BENTON HARBOR, MICHIGAN

Occupations	Total aspiring to occupations	Know if training is available				No re- sponse	
		Yes	%	No	%		%
Professional	40	14	35.0	25	62.5	1	2.5
Semiprofessional	11	4	36.4	7	63.6	-	-
Managerial & Official Occup.	3	1	33.3	2	66.7	-	-
Clerical & Kindred Occup.	14	8	57.1	5	35.7	-	7.1
Sales & Kindred Occup.	2	1	50.0	1	50.0	-	-
Domestic Service Occup.	-	-	-	-	-	-	-
Personal Service Occup.	1	-	-	1	100.0	-	-
Protective Service Occup.	-	-	-	-	-	-	-
Agriculture, Horticulture, etc.	1	-	-	1	100.0	-	-
Skilled Occupations	12	3	25.0	9	75.0	-	-
Semi-skilled Occupations	-	-	-	-	-	-	-
Unskilled Occupations	1	-	-	1	100.0	-	-
Undecided	3	-	-	3	100.0	-	-
No response	1	-	-	1	100.0	-	-
Marriage	-	-	-	-	-	-	-

TABLE XIX

SIXTY-FOUR 11th GRADE STUDENTS, ACCORDING TO OCCUPATIONS, WHO WOULD
ATTEND JUNIOR COLLEGE IF TRAINING WERE AVAILABLE, COMPARED
WITH THEIR KNOWLEDGE OF AVAILABLE TRAINING
BENTON HARBOR, MICHIGAN

Occupations	Total aspiring to occupations	Know if training is available				No re- sponse	
		Yes	%	No	%		%
Professional	20	5	25.0	15	75.0	-	-
Semiprofessional	5	1	20.0	4	80.0	-	-
Managerial & Official Occup.	-	-	-	-	-	-	-
Clerical & Kindred Occup.	15	6	40.0	8	53.3	1	6.7
Sales & Kindred Occup.	3	-	-	3	100.0	-	-
Domestic Service Occup.	-	-	-	-	-	-	-
Personal Service Occup.	4	3	75.0	1	25.0	-	-
Protective Service Occup.	4	-	-	4	100.0	-	-
Agricultural, Horticultural, etc.	1	-	-	1	100.0	-	-
Skilled Occupations	6	-	-	6	100.0	-	-
Semi-skilled Occupations	-	-	-	-	-	-	-
Unskilled Occupations	-	-	-	-	-	-	-
Undecided	1	1	100.0	-	-	-	-
No response	4	-	-	3	75.0	1	25.0
Marriage	1	-	-	1	100.0	-	-

TABLE XX

FORTY-SEVEN 12th GRADE STUDENTS, ACCORDING TO OCCUPATIONS, WHO WOULD
ATTEND JUNIOR COLLEGE IF TRAINING WERE AVAILABLE, COMPARED
WITH THEIR KNOWLEDGE OF AVAILABLE TRAINING
BENTON HARBOR, MICHIGAN

Occupations	Total aspiring to occupations	Know if training is available				No re- sponse	%
		Yes	%	No	%		
Professional	13	8	61.5	5	38.5	-	-
Semiprofessional	3	2	66.7	-	-	1	33.3
Managerial & Official Occup.	1	-	-	1	100.0	-	-
Clerical & Kindred Occup.	17	12	70.6	5	29.4	-	-
Sales & Kindred Occup.	1	1	100.0	-	-	-	-
Domestic Service Occup.	-	-	-	-	-	-	-
Personal Service Occup.	1	-	-	1	100.0	-	-
Protective Service Occup.	-	-	-	-	-	-	-
Agricultural, Horticultural, etc.	1	-	-	1	100.0	-	-
Skilled Occupations	7	1	14.3	6	85.7	-	-
Semi-skilled Occupations	-	-	-	-	-	-	-
Unskilled Occupations	-	-	-	-	-	-	-
Undecided	1	-	-	1	100.0	-	-
No response	2	1	100.0	-	-	1	100.0
Marriage	-	-	-	-	-	-	-

were available. The comparison of the data suggests that the statements of the students relative to these two questions is contradictory. That may have been the case for some, but a few students who desired occupational training for clerical positions also stated that they did not plan to attend the junior college for the following reasons: not enough courses, can get training in a shorter period of time at another institution, or desire more advanced business machine instruction. In general, the prospective junior college students who would attend if training were available were uninformed about the availability of desired occupational training in the junior college.

REASONS STUDENTS GAVE FOR NOT ATTENDING JUNIOR COLLEGE EVEN THOUGH TRAINING WERE AVAILABLE

An endeavor was made to determine why students would not attend the junior college even though training for their desired occupation was available. Quite a number of the students did not respond to the question. However, those students who did plan to attend the junior college were not expected to respond. Others, no doubt, did not feel that their reason was sufficiently worthy and, therefore, did not respond.

As submitted to the student, the question read: (g) If you could get the training in the junior college, but do not plan to attend, please write the reason in this space_____.

Table XXI shows that the students who responded to the question gave, "Do not care to continue formal education," more than any other response. To this classification could be added the students who said that a high school education was sufficient, thus increasing the total number who actually did not care to continue their formal education. One reason which students gave for not attending junior college, even if occupational training courses were available, was lack of money: 14.6 percent of the tenth grade students who responded to the question gave that as the reason; 16.4 percent of the 11th and 13.9 percent of the 12th grade students who responded did likewise. "Better training and opportunity for occupation at another institution," "can not secure training in junior college," and "desire to leave home" were other reasons given by a number of the students.

ANALYSIS OF CURRICULAR OFFERINGS IN THE BENTON HARBOR JUNIOR COLLEGE

An examination of the Benton Harbor Junior College Course of Study and a consultation with the Dean of the institution disclosed that it was possible to secure the basic courses required for the professional occupations. Table B, Appendix B reveals that a long list of courses is included in the College Division of the institution. Similar results were reported by Colvert²¹ in his study of junior college curricula.

²¹Colvert, op. cit., p. 544.

TABLE XXI

REASONS FORTY-EIGHT 10th GRADE, SEVENTY-THREE 11th GRADE, AND SEVENTY-TWO 12th GRADE STUDENTS GAVE FOR NOT ATTENDING JUNIOR COLLEGE, EVEN IF TRAINING FOR OCCUPATIONS WERE AVAILABLE. BENTON HARBOR, MICHIGAN

Reasons	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Desire to leave home and community	-	-	5	6.8	4	5.6
Better training and opportunity for occupation at another institution	6	12.5	7	9.6	5	6.9
Unbroken pattern of college attendance better	-	-	2	2.7	2	2.8
Standards of junior college not high enough	1	2.1	1	1.4	2	2.8
Wish to attend larger school	2	4.2	2	2.7	3	4.2
Cannot secure training at junior college	4	8.3	2	2.7	1	1.4
Dislike junior college	2	4.2	1	1.4	-	-
Just do not want to attend junior college	2	4.2	3	4.1	1	1.4
Junior college a waste of time and money	1	2.1	1	1.4	1	1.4
More convenient to attend another institution	1	2.1	2	2.7	-	-
Poor marks	-	-	2	2.7	-	-
Finances	7	14.6	8	11.0	10	13.9
Do not care to continue formal education	7	14.6	12	16.4	5	6.9
Involves too much time	-	-	1	1.4	1	1.4
High school education insufficient	3	6.2	1	1.4	-	-
Help needed at home	1	2.1	1	1.4	-	-
Marriage	-	-	-	-	9	12.5
Other	11	22.9	22	30.1	9	12.5
Total	48	100.0	73	100.0	72	100.0

Most of the courses could be applied to practically any basic program for professional preparation. In any case, if two full years of training could not be secured, at least it would be possible to enroll in those courses which were available and which met the occupational requirements.

The semiprofessional offerings of the course of study appeared to be limited to curricula which would provide training for general engineering²², local public administration and at least one year of basic courses for nurses' training²³, optometry and mortuary science²⁴. Table A, Appendix B discloses that about 30.0 percent of the students desiring semiprofessional occupations were interested in drafting. The college permitted the students enrolled in general engineering to take courses from both the College Division and General Division of the bulletin²⁵. Table B, Appendix B shows that nine semester hours of Engineering Drawing were offered. Therefore students interested in preparing as draftsmen could secure suitable courses in the junior college. Laboratory technician was the next largest division of the semiprofessional occupations desired by the respondents (see Table A, Appendix B). Of importance is the disclosure that 44.4 percent of the 12th grade students desiring semiprofessional

²²J. C. Bulletin, op. cit., pp. 44-46.²³J. C. Bulletin, op. cit., p. 36.²⁴J. C. Bulletin, op. cit., p. 19.²⁵J. C. Bulletin, op. cit., p. 45.

occupations were interested in laboratory technician training. The response of this group, about to graduate from high school and having perhaps a better conception of the occupations they desired, had greater meaning than the 10th and 11th grade responses. A complete two year course of laboratory technician training was not in evidence, but Table B, Appendix B illustrates that courses in nurses' chemistry, microbiology and bacteriology were included in the curricular offerings. Although the amount of training available would not provide terminal vocational training, it did permit the students to receive a part of the training essential for the occupation of laboratory technician.

There was no evidence that terminal courses in aviation, decorator and window dressing, commercial art, designing, photography, and radio operation were offered in the Benton Harbor Junior College. To include some of these courses would doubtless not be feasible in light of the present junior college enrollment and the number of students who would select these courses in the near future.

Table A, Appendix B indicates that a few respondents were interested in the following occupational classifications: managerial, sales and kindred, domestic service, personal service, protective service, agriculture, and semi-skilled. In reference to the vocational-terminal aspect of the junior college, it is evident that practically no opportunity was afforded the student to secure training in the above-mentioned classi-

fications (see Table B, Appendix B). The findings reveal that approximately 20.0 percent of the respondents in the skilled classification desired tool and die making as an occupation. Carpentry was next in order; then followed machinist and auto mechanic. Again, Table B, Appendix B reveals that vocational-terminal training in these occupations was not available. However, the consultation with the Dean of the Junior College disclosed an item of importance for the future development of vocational-terminal courses. He said:

A new development will change our program somewhat. The Veteran's Institute will close July 1, 1951. This action opens the shops to us so that we shall be able to serve in that area this next school term.²⁶

If such developments became an actuality, the program would be of great interest to numerous junior college educators because it would present the possibility of producing results which heretofore have hardly been apparent in the junior colleges.

The clerical and kindred occupations, which had the second largest number of respondents, were considered in the final discussion of the desired occupations of high school students and the availability of vocational-terminal offerings. Table A, Appendix B shows that approximately 54.0 percent of the respondents who desired clerical occupations wanted secretarial work. On the other hand, 15 of

them preferred the stenographic and typing jobs. Most of the students interested in "other" clerical occupations were interested in general office work such as receptionist or "just office work." The clerical curricula (see Table B, Appendix B) appeared to be sufficient in number and the content seemed to be such as to provide the vocational-terminal training necessary for the clerical occupations.

THE EFFECT OF TUITION AND TEXTBOOK COSTS UPON STUDENTS' OPPORTUNITIES TO ATTEND THE JUNIOR COLLEGE

The effect junior college tuition and the financial outlay for textbooks had in restricting the educational pursuits of the respondents was investigated. The question was stated as follows: 1. (h) If it is a matter of money which keeps you from attending the junior college, do you think you might attend if you (check one) 1. Did not have to pay tuition _____. 2. Did not have to pay tuition and books were furnished _____. The findings indicate that of the total number of respondents in the 10th, 11th and 12th grades approximately 28.0 percent had checked one of the statements (see Table XXII).

Table XXII indicates that proportionately a greater percent of the 10th, 11th, and 12th grade students who would attend junior college if tuition or tuition and books were furnished were in the professional, semiprofessional, clerical, and skilled occupational classifications. The greatest percent was found in the professional group; the lowest, in

TABLE XXII

STUDENTS (ACCORDING TO OCCUPATIONAL SELECTION)
WHO WOULD ATTEND JUNIOR COLLEGE IF TUITION
OR TUITION AND BOOKS WERE PROVIDED
BENTON HARBOR, MICHIGAN

Occupations	10th Grade No.	%	11th Grade No.	%	12th Grade No.	%
Professional	16	37.2	11	23.9	13	33.3
Semiprofessional	6	14.0	4	8.7	2	5.1
Managerial & Official Occupations	1	2.3	-	-	1	2.6
Clerical & Kindred Occupations	7	16.3	16	34.8	11	28.2
Sales & Kindred Occup.	2	4.7	2	4.3	3	7.7
Domestic Service Occup.	1	2.3	-	-	-	-
Personal Service Occup.	-	-	1	2.2	1	2.6
Protective Service Occup.	-	-	2	4.3	-	-
Agricultural, Horticultural, etc.	-	-	3	6.5	-	-
Skilled Occupation	7	16.3	3	6.5	6	15.4
Semi-skilled Occup.	-	-	-	-	1	2.6
Unskilled Occupation	-	-	1	2.2	-	-
Undecided	1	2.3	1	2.2	-	-
No response	2	4.7	2	4.3	1	2.6
Total	43	100.0	46	100.0	39	100.0

the semiprofessions. It is significant that the number interested in the skilled occupations face the problem not only of securing training in the junior college but also of tuition or tuition and textbook costs as well. This would apply also to the students interested in the semi-professions.

A few students in the classification of sales and kindred occupations considered tuition or tuition and textbook costs restricting factors in college attendance. A very small percent of the students in the managerial, domestic

service, personal service, agricultural, semi-skilled, and unskilled occupational classifications checked one of the items. Students who had not responded to the question relative to the kind of occupation they desired indicated that 4.7 percent of the 10th grade, 4.3 percent of the 11th grade, and 2.6 percent of the 12th grade considered tuition or tuition and textbook costs a barrier to junior college attendance.

It is evident that the economic barrier, which involved tuition or tuition and textbook costs, did play an important part in the possibility of junior college attendance for students of Benton Harbor High School. Allen²⁷ also found that tuition appeared to bar students from attending junior college.

An analysis was made to determine if there was any marked difference between the percentages of white and colored students who considered cost of tuition or tuition and books a barrier to junior college attendance. Table XXIII shows that in the tenth grade 45.8 percent of the total number of colored students in the grade considered tuition or tuition and textbook costs an important item relative to junior college attendance. On the other hand, only 23.4 percent of the 10th grade white students considered these factors as barriers. In the 11th grade 60.0 percent of the colored and 27.2 percent of the white students were effected

²⁷Allen, op. cit., p. 219.

TABLE XXIII

TENTH, ELEVENTH, AND TWELFTH GRADE STUDENTS (BY RACE)
 WHO WOULD ATTEND JUNIOR COLLEGE IF TUITION OR
 TUITION AND BOOKS WERE FURNISHED
 BENTON HARBOR, MICHIGAN

White	Grade	Total no. in grade	No. who would attend J.C.	Percent of total in grade
	10th	137	32	23.4
	11th	158	43	27.2
	12th	109	35	32.1
<hr/>				
Colored				
	10th	24	11	45.8
	11th	5	3	60.0
	12th	9	4	44.4

by these factors. The distribution for the 12th grade was 44.4 percent colored and 32.1 percent white. It is evident that tuition or tuition and textbook costs was an item of greater importance for colored students than white students. It also appeared that the students faced with high school graduation became more conscious of college expense because the problem was more immediate to them than to the 10th and 11th graders.

Scholarships have been made available to a few of the prospective students. In light of the data which indicated that a number of students would attend the junior college if tuition of tuition and textbooks were furnished, it seems advisable to increase the numbers of scholarships and endeavor

to find a way of financing the institution without student tuition.

EXTENT TO WHICH STUDENTS WOULD ATTEND JUNIOR COLLEGE
ON A PART-TIME BASIS IF TRAINING WERE AVAILABLE

The last inquiry made of the students endeavored to secure information which would show to what extent students would attend the junior college on a part-time basis if they could secure training for the occupations they desired. Implications for adult education and a cooperative training program were looked for in the results obtained. The question submitted to the students was: 1. (j) Would you be interested in attending the junior college on a part-time basis? Check one: Yes . No . Table XXIV disclosed that eighty-eight of the 10th grade students said they would attend the junior college on a part-time basis if training for their occupation was available. This was approximately 48.4 percent of the total number of respondents. The occupational classifications which included the largest number of respondents were the professional, clerical, and skilled. The disclosure that about 30.0 percent of the students who desired professional occupations would attend on a part-time basis seemed to illustrate that these students had very little knowledge about the training requirements for professional occupations. On the other hand, it would seem that students who desired skilled occupations could profit if provision for adult education courses or a cooperative

TABLE XXIV

CLASSIFICATION BY OCCUPATIONAL GROUPS OF EIGHTY-EIGHT 10th, SIXTY-NINE 11th AND FIFTY-THREE 12th GRADE STUDENTS WHO WOULD ATTEND JUNIOR COLLEGE ON A PART-TIME BASIS IF COURSES FOR JOB TRAINING WERE AVAILABLE
BENTON HARBOR, MICHIGAN

Occupations	No. who would attend part-time					
	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Professional	32	36.4	15	21.7	16	30.2
Semiprofessional	8	9.1	3	4.3	4	7.5
Managerial & Official Occupation	3	3.4	-	-	1	1.9
Clerical & Kindred Occupation	20	22.7	22	31.9	19	35.8
Sales & Kindred Occupation	2	2.3	3	4.3	2	3.7
Domestic Service Occupation	1	1.1	-	-	1	1.9
Personal Service Occupation	1	1.1	2	2.9	2	3.7
Protective Service Occupation	-	-	5	7.2	-	-
Agricultural, Horticultural, etc.	2	2.2	5	7.2	-	-
Skilled Occupation	12	13.6	10	14.5	6	11.3
Semi-skilled Occupation	-	-	-	-	1	1.9
Unskilled Occupation	1	1.1	1	1.4	-	-
Undecided	3	3.4	1	1.4	-	-
No response	3	3.4	2	2.9	1	1.9
Total	88*	100.0	69*	100.0	53*	100.0

*The 88 respondents represented 48.4 percent of the total 10th grade students; the 69 respondents represented 41.8 percent of the total of 11th grade students; the 53 respondents represented 44.9 percent of the total of 12th grade students.

training program were made available. Table B, Appendix B discloses that no cooperative training program for the skilled trades was available and no business or skilled trade curricular offerings were evident in the adult educational program. Evidence²⁸ indicates that a course in time and motion study and better selling were offered to the adults of the community. Table XXIV shows that a few respondents in the managerial and sales occupational classifications would attend on a part-time basis if courses were available. Evidence seems to indicate that additional adult courses should be offered in the clerical and skilled occupations.

SUMMARY

The purpose of this chapter has been to determine: What implications the Benton Harbor High School students' educational and vocational plans might have for the curriculum of the junior college, especially the vocational-terminal aspect of the curriculum; what their educational and vocational aspirations were; what reasons students gave for not attending the junior college; what knowledge they had of occupational opportunities and requirements; what effect junior college tuition and textbook costs had in barring them from attending the institution; and what their desires were relative to part-time attendance at the junior college.

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J. C. Bulletin, op. cit., p. 53.

1. The respondents from whom information was sought included 161 tenth, 165 eleventh and 118 twelfth grade students of Benton Harbor High School. Of this number approximately 50.0 percent were males and 50.0 percent females. The ethnic classification of the group revealed that approximately 8.0 percent were colored and the rest white.

2. Fifty-nine percent of the 10th, 49.0 percent of the 11th, and 54.0 percent of the 12th grade students planned to continue their education after high school graduation. Of the total number of 10th, 11th, and 12th grade students, approximately 25.0 percent planned to attend the junior college. A larger percent of the 11th and 12th grade students planned to attend a college other than the junior college. It appeared that about 50.0 percent of the students who planned to attend junior college would terminate their formal education on completion of the two years of junior college. It would seem that the junior college curriculum should include courses which would make it possible for students to secure vocational training within the two-year period. The Benton Harbor High School students' educational expectations were above the national average of high school students who actually attended college. It appeared that further guidance was necessary to acquaint the student with the factors which determine whether he could or should attend college in the future.

3. Of the number of respondents who planned to attend institutions other than the junior college, 35.0 percent of

the 10th, 39.6 percent of the 11th, and 16.0 percent of the 12th grade students planned to attend either Michigan State College or the University of Michigan. However, a large number, 44.7 percent, of the 12th grade students planned to attend colleges in other states. Some students planned to attend business colleges and nurses' training institutions, even though all the training or part of it was available in the junior college. It seemed that further guidance and counseling could provide the students with a better understanding of the curricular offerings in the junior college.

4. The main reason students gave for attending a college other than the junior college was that the college they planned to attend afforded better training and opportunity for the occupations they desired. "Can not secure training at junior college," "desire to leave home and community," "an unbroken pattern of college attendance is much better," were other reasons which were mentioned. It seemed that the accessibility of the junior college for the student, the reasonableness of the cost, and acquaintance with the courses available should be stressed in order to assure the junior college an enrollment which will include more of the students who plan to attend college.

5. A large percent of the respondents desired employment in the professional occupations. The clerical and skilled occupational classifications also included a number of the respondents. When the students' statements of desired occupations were compared with statements which indi-

cated in what occupations they actually thought they would engage, a decrease was noted in the professional classification and an increase was evident in the statements which indicated "undecided" and "no response." However, not much difference was noted in the clerical classification when a like comparison was made. On the whole, the students had occupational aspirations which were patterned similarly to those reported in other studies.

A comparison of students' desired occupations was made with the United States Occupation Census Data, 1940, and the Benton Harbor Community Job Index. That comparison revealed that the percentages in the pattern of students' occupational aspirations were much greater than the percentages in the Occupational Census Data and the Job Index in the professional and semi-professional classifications, but were **somewhat** similar in the clerical occupations. The Census data and the Job Index included a larger percent of the workers in the managerial occupations than did the student occupational classifications of desired occupations.

A separate occupational classification of the students who planned to attend the junior college indicated that most of them were interested in professional or clerical occupations. Of major concern was the number of students interested in the semi-professional and skilled occupations. A range from 2.9 percent for the 11th grade students to 11.3 percent in the 10th grade indicated an interest in the semi-professions, while a range of 4.0 percent for the 12th grade

and 11.3 percent for the 10th grade students indicated an interest in the skilled occupations.

6. It appeared that the students interested in the service occupations, domestic, personal and protective, did not expect to experience much difficulty in finding employment in these occupations; and it is probable that they would have little difficulty, as 10.0 percent of the workers, according to the occupational pattern of the community, were employed in these categories. Many students interested in the clerical and skilled occupations did not know what success they might have finding employment in these areas. They should not experience too much difficulty, however, as approximately 38.0 percent of the workers were engaged in these classifications. Students, on the whole, were not too well informed about the possibilities of finding employment in occupations they desired.

7. In general, students who desired professional occupations stated that a college education was necessary training. About 18.0 percent of the students thought that a college education was required for the skilled occupations. The evidence indicated that further guidance should be provided for students in reference to occupational requirements.

8. A large percent of the students did not state at what institution they expected to receive training. No definite conclusion could be drawn about the omission of student response, but it could be assumed that students expected to finish high school and consequently they took for granted

that that institution would supply the needed occupational training. It appeared that students were not certain where they intended to secure the necessary occupational training.

9. It appeared that more information should be provided the students of Benton Harbor High School relative to the kind of occupational training available in the junior college because there were more students who did not know that training was available than did.

10. Approximately 45.0 percent of the respondents stated they would attend the junior college if training were available for their desired occupation. Of this total, the greatest percent of them desired professional occupations. A large number of students who desired clerical occupations stated they would attend if training were available. However, it appeared that these students did not actually know what training was available. Some qualifications could be granted, because a few of the students interested in clerical occupations had stated that the reasons they were not attending junior college were that not enough advanced courses were offered, and training could be secured in another institution in a shorter period of time. Also of importance was the number of students in the skilled occupations who would attend if training were available.

11. Of the number of students who stated reasons for not attending the junior college even if training were available, most of them indicated that finances, better training in other institutions, lack of interest in further formal

education and a desire to leave home and the community as the most important reasons for not attending the junior college.

12. The analysis of the Benton Harbor Junior College Course of Study disclosed that basic courses for professional occupations were available in the junior college. Courses offered for semiprofessional occupations were limited to two years of general engineering, local public administration and one year of nurses' training, optometry and mortuary science. A number of courses providing clerical training were available, and it seemed that an adequate two year terminal program was feasible for the student interested in preparing for the clerical occupations. The students desiring training in the managerial, sales, domestic service, agriculture, skilled and semi-skilled occupations had little prospect of securing training in these occupations.

13. Junior college tuition or tuition and textbook costs appeared to be a barrier to junior college attendance for some 28.0 percent of the respondents. Students in the skilled occupational group faced the problem not only of securing available training in the junior college, but also of tuition and textbook costs. The problem of tuition and textbook costs was of greater importance to the colored youth than the white.

14. About 45.0 percent of the students would attend the junior college on a part-time basis if training for their desired occupations were available. Most of the students who

would attend desired professional training. Students who desired skilled occupations could profit if part-time courses were offered in those fields. After examination of the adult education program, it appeared that the offerings would be insufficient in the clerical and skilled occupations if students' adult occupational training requirements were to be met.

CHAPTER V

ANALYSIS OF DATA SECURED FROM 1946 AND 1949 BENTON HARBOR HIGH SCHOOL GRADUATES

This chapter presents an analysis of questionnaires sent to 259 graduates of the Benton Harbor High School of the class of 1946, and 305 graduates of the class of 1949. Of the number of questionnaires mailed to the graduates, 116 or 44.8 percent were returned by the 1946 graduates and 129 or 42.2 percent were returned by the 1949 graduates.

The purpose of the follow-up study was to determine: in what vocations the former students of Benton Harbor High School were actually engaged; what educational experiences they had after high school graduation; what reasons they stated for attending or not attending the Benton Harbor Junior College; what knowledge they had of the curricula offered in the junior college; what their suggestions were relative to the courses which would be helpful to them in their present occupations; what degree of satisfaction they found in their present occupations; and what effect tuition and textbook costs had in preventing their attendance at the junior college. The basic reason for gathering the data relative to the above-stated purposes was to determine what implications the findings had for the vocational-terminal aspect of the junior college curriculum. The pattern of the follow-up questionnaire was

similar to the one submitted to the high school students of Benton Harbor so that the data secured from the graduates of the classes of 1946 and 1949 could be compared with that secured from the high school students to determine if any similarities existed.

Similarly, occupational data collected from the graduates was compared with the data in the United States Population Bulletin, 1940¹, and the Benton Harbor Community Job Index² in order to determine if there were marked differences in the respondents' pattern of occupational classification and the occupational pattern of Benton Harbor. Graduates' responses relative to the type of work in which they were engaged were classified according to the Dictionary of Occupational Titles³.

The curriculum of the junior college was studied to determine if it included the courses which former high school students suggested would be helpful in their present occupations.

The census data (see Table XXV) provided by the high school graduates indicated that the greatest percent of them resided in Benton Harbor, (55.8 percent of the class of 1949 and 36.3 percent of the class of 1946). Approximately 70.0 percent of the graduates of both classes lived in Berrien

¹ United States Population Bulletin, 1940, loc. cit.

² Benton Harbor Community Job Index, loc. cit.

³ Dictionary of Occupational Titles, loc. cit.

TABLE XXV
 CENSUS DATA OF THE CLASSES OF 1946 AND
 1949 GRADUATES OF BENTON HARBOR HIGH
 SCHOOL
 BENTON HARBOR, MICHIGAN

Census Data	Class of 1946		Class of 1949	
	No.	%	No.	%
<u>Residence</u>				
Benton Harbor-city	42	36.2	72	55.8
Berrien County	26	22.4	6	4.7
Benton Harbor, non-res. rural	12	10.3	17	13.2
Other communities of Michigan	11	9.5	8	6.2
Out of state	25	21.6	26	20.2
Total	116	100.0	129	100.0
<u>Sex</u>				
Male	51	44.0	56	43.4
Female	64	55.1	72	55.8
No response	1	.9	1	.8
<u>Marital status</u>				
Married	65	56.0	27	20.9
Single	50	43.1	101	78.3
No response	1	.9	1	.8
Total	116	100.0	129	100.0
<u>Courses completed in High School</u>				
College Preparatory	48	42.2	65	50.4
Commercial	25	21.6	22	17.1
Industrial Arts	2	1.7	4	3.1
Home Economics	5	4.3	2	1.6
Agriculture	5	4.3	7	5.4
General	17	14.7	22	17.1
Others	4	3.4	-	-
No response	9	7.8	7	5.4
Total	116	100.0	129	100.0

County. Thus a large percent resided near the community where they had attended and graduated from high school. However, more of the 1946 graduates had moved from Berrien County than had the graduates of the class of 1949. The armed services accounted for some of the students who had moved out of the state of Michigan.

A follow-up study of the 1940 and 1944 graduates of Benton Harbor was made by the sociology class of Benton Harbor High School under the direction of Mr. Joe Rogers in January, 1949. The results, relative to the place of residence of the 1940 and 1944 classes, indicated that no marked difference existed between the percentage of the 1940 and 1944 students who lived in Berrien County, and the 1946 and 1949 graduates who lived in the county.

Table I*

	Class of 1940		Class of 1944	
	No.	%	No.	%
Now live in Benton Harbor	36	47.4	76	56.3
Now live in Berrien Co. but not in Benton Harbor	10	13.2	15	11.1
Now live in Michigan but not in Berrien Co.	18	23.7	24	17.8
Now live out side Michigan	12	15.8	20	14.8
Total	76	100.0	135	100.0

*Adapted from Follow-up Study of the Classes of 1940 and 1944 of Benton Harbor High School. January, 1949.

The data in the present study suggested that a big proportion of the graduates of the classes of 1946 and 1949 could be expected to seek employment in the city of Benton

Harbor because many lived in Benton Harbor, and some who lived in the twin city, St. Joseph, also stated they were employed in Benton Harbor. The fact that a big proportion do live in the area imposes a specific community occupational pattern for them.

The response which pertained to the marital status of the graduates denoted that 56.0 percent of the class of 1946 and 20.9 percent of the class of 1949 were married (see Table XXV).

Table XXV shows that most of the graduates had completed the college preparatory course in high school. The next largest group indicated they had completed the commercial curriculum; then followed those who stated they had completed a general program. Very few said they had completed the industrial arts, home economics and agricultural course of study.

INDUSTRY GROUPS IN WHICH GRADUATES WERE EMPLOYED

Graduates were asked to write the name of their employer and the kind of business or service in which they were employed in order to determine in what classification of the industry groups they were now employed. The question asked of the respondents was: If you are now employed, give (a) Name of employer_____, (b) Business or service_____.

Table XXVI shows that the largest percent of the graduates in the class of 1946 were employed in manufacturing

TABLE XXVI
EMPLOYMENT OF 1946 AND 1949 GRADUATES
ACCORDING TO INDUSTRY GROUPS
BENTON HARBOR, MICHIGAN

Industry groups	No. of graduates		No. of graduates	
	1946	%	1949	%
Agriculture, forestry and fishery	4	3.4	3	2.3
Construction	3	2.6	1	.8
Manufacturing	20	17.2	34	26.4
Transportation, communication and other public service	4	3.4	4	3.1
Wholesale and retail trade	14	12.1	11	8.5
Finance, insurance and real estate	2	1.7	11	8.5
Business and repair service	4	3.4	2	1.6
Personal service	2	1.7	2	1.6
Amusement, recreation and related service	1	1.9	-	-
Professional and related service	13	11.2	2	1.6
Government	2	1.7	2	1.6
Armed Service	10	8.6	11	8.5
Other	-	-	2	1.6
No response	37	31.9	44	34.1
Total	116	100.0	129	100.0

industries. Other industry groups in which quite a number of those graduates were employed were the wholesale and retail, and professional and related service groups. Ten or 8.6 percent stated they were in the armed services.

The largest number of the class of 1949 also were employed in manufacturing industries. The wholesale and retail trade, and finance, insurance and real estate were other industry groups in which a fair proportion of the 1949 graduates were engaged. Almost identical to the 1946 graduates

8.5 percent were in the armed services. Many graduates did not respond to the question because they were still attending school and had no permanent employment. It appeared that facilities should be provided to train individuals for the occupations generally found in the professional, manufacturing, wholesale and retail, and insurance and real estate industries since most of the working graduates had found employment in these industries.

OCCUPATIONS IN WHICH GRADUATES WERE ENGAGED

An inquiry was made as to the kind of work in which the respondents were now engaged. The responses were classified according to the Dictionary of Occupational Titles⁴. Then, a comparison of graduates' occupational classification was made with the data in the United States Census Population Bulletin⁵ and the Benton Harbor Community Job Index⁶ in order to determine differences between the graduates' occupational pattern and the community occupational pattern. The inquiry requested the following information from the

⁴ Sixteenth Cehsus of the United States, 1940, loc. cit.

⁵ Benton Harbor Community Job Index, loc. cit.

⁶ Dictionary of Occupational Titles, loc. cit.

graduates:

Kind of work you do: (Check)	(Please describe the work you do)
1. _____	Clerical _____
2. _____	Professional _____
3. _____	Common Labor _____
4. _____	Managerial _____
5. _____	Executive _____
6. _____	Skilled Labor _____
7. _____	Other _____

Table XXVII reveals that 12.9 percent of the 1946 graduates were doing professional work, 31.0 percent clerical and 12.1 percent skilled. On the other hand, the table illustrates that only .8 percent of the 1949 graduates were in the professional classifications; 27.1 percent were employed in the clerical occupations, and 10.0 percent in the skilled occupations. Differences were noted in the number of the 1946 and 1949 graduates employed in the semi-skilled and unskilled occupations (see Table XXVII).

The occupational status of the graduates of 1940 and 1944 did not differ very much from the occupational status of the 1946 and 1949 graduates. More of the 1940 and 1944 graduates indicated they were engaged in professional occupations, but the difference was not startling (see Table IX adapted from 1940-1944 Follow-up Report)*.

TABLE IX

	Class of 1940		Class of 1944	
	No.	%	No.	%
Professional	2	2.2	2	1.5
Engineering	5	5.4	2	1.5

*Adapted from Follow-up Study of the Classes of 1940 and 1944 of Benton Harbor High School. January, 1949.

TABLE IX (CONTINUED)

	Class of 1940		Class of 1944	
	No.	%	No.	%
Teaching	5	5.4	7	5.1
Nursing	4	4.3	8	6.1
Skilled Labor	11	12.0	16	12.2
Semi-skilled Labor	5	5.4	14	10.2
Unskilled Labor	-	-	2	1.5
Proprietors	2	2.2	2	1.5
Managers	3	3.3	1	.8
Selling	8	8.7	11	8.3
Service Trades	4	4.3	10	7.6
Clerical (Office)	12	13.0	33	25.0
Banking and Accounting	1	1.1	4	3.0
Farming	4	4.3	3	2.2
Armed Services	1	1.1	3	2.2
Students	7	7.6	7	5.1
Housewives	13	14.1	7	5.1
Totals	92	100.0	132	100.0

More of the 1946 graduates than 1949 graduates were employed in the semi-professional and managerial occupations. About the same percent in each class were engaged in the protective service occupations. Most of the graduates in that classification were in the armed service. It appeared that, the longer the graduate had been out of high school, the greater success he had in securing employment in the professional, semi-professional, and managerial occupations; and, the shorter the period, the greater was the possibility that he would be employed in those occupations which did not require as much training and skill. This up-grading of occupational classification was probably the result of additional training. It also suggested that high school graduates did continue their schooling to receive their occupational training or

secured it through other means. Since a fair proportion of the graduates are performing skilled work, and others are doing semi-skilled and unskilled work, the junior college could render a much needed service if it provided curricula to train the individuals for skilled occupations.

OCCUPATIONAL CLASSIFICATIONS OF GRADUATES COMPARED WITH THE UNITED STATES CENSUS DATA

When the 1946 graduates' occupational classifications were compared with the 1940 Census data, the results indicated that the percentages of the graduates who were employed in the professional, semiprofessional, clerical and sales, and agriculture occupations were greater than the percentages reported for the corresponding classifications in the Census data (see Table XXVII). Fewer were engaged in the managerial, personal service, skilled and unskilled classifications. The table also reveals that only .8 percent of the 1949 graduates were engaged in professional occupations, while the Census data indicated that 7.4 percent of the workers in the city of Benton Harbor were employed in that category. The Census Report indicated that sales occupations were embodied in the figure reported for the clerical occupations; the same procedure prevailed in a combination of the personal service and protective service occupations--namely, protective services were included in the personal service occupations. No semi-skilled occupations were listed in the Census Report. Although combinations had been made, it was evident that the percentages of the 1949 graduates in the clerical and sales, the skilled and semi-skilled occupational classi

TABLE XXVII

OCCUPATIONS IN WHICH ONE HUNDRED SIXTEEN 1946 AND ONE HUNDRED TWENTY-NINE 1949 GRADUATES WERE ENGAGED COMPARED WITH THE NUMBER OF INDIVIDUALS EMPLOYED IN THESE OCCUPATIONS ACCORDING TO THE 1940 CENSUS DATA, BENTON HARBOR, MICHIGAN

Occupations	Number of graduates				Census	
	1946 No.	%	1949 No.	%	Date	%
Professional	15	12.9	1	.8	352	7.4
Semiprofessional	4	3.4	2	1.5	67	1.4
Managerial & Official Occupations	8	6.9	1	.8	643	13.6
Clerical & Kindred Occupations	36	31.0	35	27.1	1073	22.6
Sales & Kindred Occupations	3	2.6	4	3.1	included	
Domestic Service Occupations	-	-	1	.8	231	4.9
Personal Service Occupations	3	2.6	7	5.4	494	10.4
Protective Service Occupations	5	4.3	6	4.7	included	
Agricultural, horticultural, etc.	2	1.7	4	3.1	36	.8
Skilled Occupations	14	12.1	13	10.0	1118	23.6
Semi-skilled Occupations	8	6.9	18	14.0	-	-
Unskilled Occupations	1	.9	2	1.5	663	14.0
No response	15	12.9	35	27.1	61	1.3
Marriage	1	.9	-	-	-	-
Not employed	1	.9	-	-	-	-
Total	116	100.0	129	100.0	4,738	100.0

fications were not much greater than the percentages reported in the Census data. The Census figures indicated that 14.0 percent of the workers were in the unskilled classifications, while the 1949 graduates said not as many of them were thus employed (1.5 percent). The data suggested that the occupational pattern of the 1946 and 1949 graduates did not correspond in every respect with the occupational pattern depicted in the Census Report. Further, in light of the fact that the occupational pattern of graduates does differ from the community pattern, it could be expected that the high school students' occupational classification also would deviate from the representative occupational pattern reported in the 1940 Census (see Chapter IV)⁷.

OCCUPATIONAL CLASSIFICATIONS OF GRADUATES COMPARED WITH BENTON HARBOR COMMUNITY JOB INDEX

Comparison of graduates' occupational classification was also made with the Benton Harbor Community Job Index (as pointed out in Chapter IV, the Index included both Benton Harbor and St Joseph)⁸. Table XXVIII denotes that the percentage of 1946 graduates engaged in professional occupations was much greater than the percentage of workers employed in that classification. A difference was also noted in the clerical and kindred occupations (1946 graduates 31.0 percent, Job Index 11.4 percent).

⁷

Chapter IV, Table VI.

⁸

Benton Harbor Community Job Index, loc. cit.

TABLE XXVIII

OCCUPATIONS IN WHICH ONE HUNDRED SIXTEEN 1946 AND ONE HUNDRED TWENTY-NINE 1949
HIGH SCHOOL GRADUATES HAVE ENGAGED, COMPARED WITH THE COMMUNITY JOB INDEX, BEN-
TON HARBOR MARKET AREA, BENTON HARBOR, MICHIGAN

Occupations	Number of graduates				Benton Harbor Community Job	
	1946 No.	%	1949 No.	%	Index	%
Professional	15	12.9	1	.8	493	3.6
Semiprofessional	4	3.4	2	1.5	213	1.6
Managerial & Official Occupations	8	6.9	1	.8	877	6.5
Clerical & Kindred Occupations	36	31.0	35	27.1	1549	11.4
Sales & Kindred Occupations	3	2.6	4	3.1	1001	7.4
Domestic Service Occupations	-	-	1	.8	1295	9.5
Personal Service Occupations	3	2.6	7	5.4	Included in domestic	-
Protective Service Occupations	5	4.3	6	4.7	" " "	-
Agricultural, horticultural, etc.	2	1.7	4	3.1	Not available	-
Skilled Occupations	14	12.1	13	10.0	3325	24.5
Semi-skilled Occupations	8	6.9	18	14.0	3379	25.9
Unskilled Occupations	1	.9	2	1.5	1448	10.7
No response	15	12.9	35	27.1	-	-

The comparison also revealed that the percentage of graduates was less than the percentage of workers normally engaged in the unskilled, skilled, and semi-skilled occupations.

The comparison involving the 1949 graduates shows that fewer of these graduates were engaged in the professional occupations (see Table XXVIII). When the 1949 graduates' clerical occupational classification was compared with the Job Index, not as great a difference in percentages was evident for the 1949 graduates as for the 1946 graduates in these occupations. Further, the percent of the 1949 graduates employed in the semi-skilled and unskilled occupations was much greater than that of the 1946 graduates.

In retrospect, relative to high school students' occupational choices, it appeared that the students were optimistic in regard to occupational attainment. After considering the occupational data submitted by graduates, it was evident that it would not be likely that approximately 30.0 percent of the high school students would be employed in professional occupations. Fewer students could expect to enter the ranks of the semi-skilled workers. Little difference in percentage was noted for students and graduates in the skilled occupations (see Chapter IV)⁹. It appeared, however, that the ambitions of the students interested in the clerical occupations could be satisfied. On the whole, it appeared that the guidance program of the school should place considerable emphasis upon vocational guidance. In addition, the junior college could pro-

⁹
Table VI, Chapter IV, p. 83.

vide occupational training for more of the individuals engaged in the unskilled and semi-skilled occupations in order that some of them might become skilled workers.

NUMBER OF EMPLOYED MARRIED WOMEN GRADUATES

An assumption that a fairly large percent of the married women were employed was substantiated by the results obtained from the answers to the question: If married, female and not now employed, please check and describe above what work you did before marriage. Fifty-one and two tenths percent of the married women of the class of 1946 were employed and 68.7 percent of the class of 1949 were employed. The fact that so many of the married females work appeared to raise another issue for both the high school and junior college. If the percent of married women who work remains the same in the future or even becomes greater, more consideration will have to be given to the occupational preparation of the girls attending both the high school and the junior college.

COMMUNITIES WHERE GRADUATES WERE EMPLOYED

An effort was made to find out how many of the graduates of the classes of 1946 and 1949 were employed in Benton Harbor. Consequently, the respondents were asked the question: What is the name of the community where you are now employed? About 50.0 percent of the respondents did not answer the question (see Table XXIX). Many graduates were not regularly

employed, and were attending school. Therefore, no response was required. Others may have reasoned that it was not necessary to state the name of the community in which they were employed as long as they had stated their place of residence. However, of those who did respond, the biggest percent said they were employed in Benton Harbor. There were more graduates of the class of 1949 than the class of 1946 who indicated this. A larger percent of the 1946 than the 1949 graduates indicated that they were employed in other communities of Michigan and out of the state. It appeared that many of the graduates of Benton Harbor High School seek employment in Benton Harbor. Therefore, it seems that the occupational training program should include courses which train the individual to meet the occupational requirements of the community.

EDUCATIONAL EXPERIENCES OF HIGH SCHOOL

GRADUATES

Allen¹⁰ found that a larger percent of the high school students living in college cities were planning to attend college than was the case in non-college cities. The 1946 and 1949 graduates were requested to indicate to what extent they had continued their school experience after high school graduation: Have you attended school since you graduated from high school?_____. Fifty-seven and eight tenths percent of the 1946 respondents and 56.6 percent of the 1949 graduates had additional schooling beyond the high school. About the

¹⁰

Allen, op. cit., p. 213.

TABLE XXIX

LOCATION OF EMPLOYMENT OF ONE HUNDRED SIXTEEN 1946 GRADUATES
AND ONE HUNDRED TWENTY-NINE 1949 GRADUATES
BENTON HARBOR, MICHIGAN

Location	1946 Graduates		1949 Graduates	
	No.	%	No.	%
Benton Harbor	26	22.4	34	26.4
Berrien County	2	1.7	16	12.4
Other communities of Michigan	18	15.5	1	.8
Out of state	14	12.1	5	3.9
No response	56	48.3	72	55.8
Other	-	-	1	.8
Total	116	100.0	129	100.0

same percent of the 10th, 11th, and 12th grade Benton Harbor High School students planned to attend college (see Chapter IV)¹¹. Table III (adapted from the 1940 and 1944 Follow-up Study) indicated that 45.5 percent of the 1940 graduates and 47.4 percent of the 1944 graduates had formal training beyond the high school. These percentages are approximately 10.0 percent below those of the 1946 and 1949 graduates.

TABLE III*

Extent of formal education since leaving Benton Harbor High School

	Class of 1940		Class of 1944	
	No.	%	No.	%
Attend College-no degree	14	18.2	33	24.4
A. B. Degree	8	10.4	17	12.6
College beyond A.B.	8	10.4	3	2.2
Other schools	5	6.5	11	8.2
Did not attend	42	54.5	71	52.6
Total	77	100.0	135	100.0

*Adapted from Follow-up Study of the Classes of 1940 and 1944 of Benton Harbor High School, January, 1949.

¹¹

Table II, Chapter IV.

Additional information, in regard to the graduates' educational experiences beyond high school, was requested. A re-statement of the question follows:

<u>Give type and name of school</u>	<u>Length of time attended</u>
College_____	_____
Trade School_____	_____
Business School_____	_____
Adult Evening School_____	_____
Correspondence Course_____	_____
Employers' Training School_____	_____
Other_____	_____

Table ~~XXX~~ denotes the type of educational institutions in which the graduates had continued their education. Approximately 47.0 percent of the 1946 and 38.0 of the 1949 graduates attended a junior or senior college. There was a slight difference in percentage between the 1946, 1949 graduates, and the 1940, 1944 graduates in reference to junior and senior college attendance, as approximately 38.0 percent of the 1940, 1944 graduates attended that type of institution (see adapted Table III). Table ~~XXX~~ also revealed that approximately the same percent of the 1946 and 1949 graduates had attended colleges in another state. "Other" institutions included armed service training schools of a technical nature and evangelistic training institutions.

It appeared that a greater percent of the high school graduates of the classes of 1946 and 1949 attended college than was generally the case for high school graduates throughout the nation. The data also suggested that the longer graduates had been out of high school the larger was the percent of those who had attended a junior or senior college. In light of the fact

TABLE XXX

EDUCATIONAL INSTITUTIONS WHICH GRADUATES OF THE CLASSES OF
1946 AND 1949 ATTENDED AFTER HIGH SCHOOL GRADUATION
BENTON HARBOR, MICHIGAN

Institutions	1946 graduates		1949 graduates	
	No.	%	No.	%
Michigan State College	7	6.0	7	5.4
Michigan State College & Other	4	3.4	1	.8
University of Michigan	7	6.0	4	3.1
University of Michigan & Other	1	.9	1	.8
Other Michigan colleges	12	10.3	5	3.9
Other Michigan colleges & Other	2	1.7	1	.8
Business college	3	2.6	4	3.1
Other technical	-	-	1	.8
Beauty school	2	1.7	2	1.6
Nursing	1	.9	5	3.9
Out of state college	8	6.9	11	8.5
Out of state college & Other	4	3.4	2	1.6
Correspondence school	2	1.7	2	1.6
Benton Harbor Junior College	5	4.3	17	13.2
Benton Harbor Junior College & Other	7	6.0	3	2.3
Employers' Training School	2	1.7	3	2.3
Employers' Training School & Other	1	.9	-	-
Adult Evening School	1	.9	1	.8
Other	2	1.7	3	2.3
No response	55	47.4	56	43.4
Total	116	100.0	129	100.0

that 15.5 percent of the 1949 graduates had attended the junior college, it appeared likely that the percent of the high school students who indicated that they planned to attend the junior college was not abnormal. The fact that the junior college was organized shortly after the 1946 respondents had graduated from high school was no doubt one of the reasons only 10.0 percent of that class had attended the institution.

Table XXXI indicates that, of the sixty 1946 graduates who had continued their education, about 28.0 percent had attended for a span of time which varied from three months or less to one year and six months. Therefore, at the end of one and one-half years, about one-fourth of the 60 graduates had terminated their formal education. A number of students had completed three years and six months (33.3 percent). It is probable that a large percent of these graduates will complete four years of education, as Table XXXIII indicates that 17.2 percent of the 1946 graduates were still attending school. A few of the 1946 graduates had already completed four years of college: 3.3 percent had finished four years and 10.0 percent had experienced more than four years of education beyond high school (see Table XXXI).

Of the fifty-four 1949 graduates who had continued their education, 37.0 percent had attended for a period of time varying from three months or less to nine months (see Table XXXI). The major portion of them had attended one year and six months (44.4 percent). A number of these probably were

TABLE XXXI

LENGTH OF TIME SIXTY 1946 GRADUATES AND FIFTY-FOUR
1949 GRADUATES ATTENDED INSTITUTIONS OF LEARNING
AFTER GRADUATION FROM HIGH SCHOOL
BENTON HARBOR, MICHIGAN

Length of time	1946 graduates		1949 graduates	
	No.	%	No.	%
3 months or less	2	3.3	6	11.1
6 months	4	6.7	4	7.4
9 months	7	11.7	10	18.5
1 year 3 months	3	5.0	6	11.1
1 year 6 months	1	1.7	24	44.4
2 years	5	8.3	3	5.6
2 years 3 months	4	6.7	1	1.9
2 years 6 months	2	3.3	-	-
3 years	3	5.0	-	-
3 years 3 months	1	1.7	-	-
3 years 6 months	20	33.3	-	-
4 years	2	3.3	-	-
More than 4 years	6	10.0	-	-
Total	60	100.0	54	100.0

still attending because Table XXXIII revealed that forty-seven or 36.4 percent of the 1949 graduates were attending a school at the time they responded.

LENGTH OF TIME GRADUATES ATTENDED JUNIOR COLLEGE

An analysis of the length of time graduates of the classes of 1946, 1949 attended the junior college was made. Table XXXII shows that 23.0 percent of the 1946 graduates who attended the junior college had completed two years; 38.0 percent had completed no more than a year and a half; 23.0 percent did not respond, and 7.7 percent attended the junior college adult

program. Information which students wrote on their questionnaires indicated that one of the students who left after a year of junior college was in the armed service. One stated he had attended the University of Michigan for one and a half years. Then he had returned to the community and was now attending junior college (3 months or less).

TABLE XXXII

LENGTH OF TIME 1946 AND 1949 BENTON HARBOR HIGH SCHOOL
GRADUATES ATTENDED BENTON HARBOR JUNIOR COLLEGE*
BENTON HARBOR, MICHIGAN

Length of time attended	1946		1949	
	No.	%	No.	%
3 months	2	15.4	-	-
6 months	-	-	1	4.2
1 year	2	15.4	4	16.7
1½ years	1	7.7	-	-
2 years	3	23.0	-	-
Over 2 years	-	-	-	-
No response	3	23.0	1	4.2
Adult evening school	1	7.7	-	-
Now attending	1	7.7	18	75.0

Total 13 100.0 24 100.0

*1946: One student in army after 1 year; one student returned to Junior College for 1½ years after attending University of Michigan; one student who took 3 months or less took electives for graduation at another school.

1949: One student attended Western Michigan College of Education then returned to Junior College and is now attending Junior College; one student attended McMurray College for a year and then returned to Junior College and is now attending because it is cheaper; one student went to a senior institution after 1 year at Junior College; one student attended Michigan State College for one year then returned to Junior College for financial reasons.

TABLE XXXIII

GRADUATES OF THE CLASSES OF 1946 AND 1949
WHO WERE STILL ATTENDING SCHOOL
BENTON HARBOR, MICHIGAN

	Class of 1946		Class of 1949	
	No.	%	No.	%
Yes	20	17.2	47	36.4
No	91	78.4	80	62.0
No response	5	4.3	2	1.5
Total	116	100.0	129	100.0

Of the 1949 graduates who attended the junior college, 75.0 percent were attending the institution at the time they completed the questionnaire, 16.7 percent had attended one year, 4.2 percent six months and 4.2 percent did not respond. Data which would indicate that a large percent of the students left the junior college before they had completed the two years was not evident in the case of the 1949 graduates. It appeared that very few of the 1946, 1949 graduates who had attended the junior college terminated their educational program before they had completed two years of junior college education, and those who did usually continued their education in a senior college

REASONS GRADUATES GAVE FOR NOT ATTENDING THE JUNIOR COLLEGE

A few students who did not attend the junior college or another college responded to the question which inquired why they had attended another college instead of the junior col-

lege. They apparently felt that they should make some statement regarding their non-attendance at the institution. The request for information in reference to the reason respondents did not attend the junior college was phrased as follows: If you have attended school since graduating from high school and did not attend Benton Harbor Junior College, please state your reason for not attending:_____. The data in Table XXXIV reveals that a few of the 1946 respondents who attended another institution did not respond (10.6 percent). The largest percent of the sixty-six 1946 graduates stated that the junior college was not in existence in 1946 (19.7 percent). These students were mistaken because the junior college was in operation by September, 1946. Apparently, the public relations techniques employed at the time the institution began were not effective enough to impress the 1946 graduates with the importance of the institution, or the skepticism accompanying a new community educational venture may have been a factor. Some of the 1946 graduates stated that training was not available in the junior college (18.2 percent); others indicated that they attended another institution because better training and facilities were available (12.1 percent). The 1946 graduates may have drawn these conclusions because only a one year college curriculum was offered¹² the first year the junior college was established. A few of the 1946 graduates desired the influence of college

¹²
J.C. Bulletin, op. cit., p. 6.

TABLE XXXIV

REASONS GRADUATES OF 1946 STATED FOR NOT
ATTENDING BENTON HARBOR JUNIOR COLLEGE
BENTON HARBOR, MICHIGAN

Reasons	No. of graduates	%
J. C. was not in existence	13	19.7
Desired influence of college life away from home	6	9.1
Scholarship for another institution	3	4.5
Moved from Benton Harbor	3	4.5
Did not desire to continue education	1	1.5
Desired to attend a larger institution	4	6.1
Unbroken pattern of college attendance preferred	2	3.0
Other institution offered better training and facilities	8	12.1
Training not available in J.C.	12	18.2
Religious	1	1.5
Involved too much time	2	3.0
Finances	1	1.5
Accepted work after H.S. graduation	1	1.5
Marriage	1	1.5
Joined armed services	1	1.5
No response	7	10.6
Total	66	100.0

life away from home (9.1 percent). Other reasons stated by more than two 1946 graduates were: desire to attend a larger institution (6.1 percent); scholarship for another institution (4.5 percent); and moved from Benton Harbor (4.5 percent).

As a whole, the responses of the 1949 graduates regarding the reasons for not attending the junior college did not differ from those of the 1946 graduates. A few specific statements that 1949 graduates made were also included in Table XXX to illustrate the variation of factors which influenced non-

attendance at the junior college. The statement that money was one of the reasons for attending another institution was given by students who had attended neither the junior college nor another college (10.6 percent). One could assume that the statement was made because of faulty reading, or was intentionally included because the effect of the financial barrier to further educational opportunity was so keenly felt. Table XXXV shows that 15.2 percent of the 1949 graduates stated they desired the influence of college life away from home; 9.1 percent stated that other institutions offered better training and facilities; 7.6 percent said training was not available in the junior college; 6.1 percent desired to attend a larger institution, and 4.5 percent stated they had received a scholarship to another institution. It appeared that the junior college should be more emphatic in publicizing its program. Although only 4.5 percent of the graduates of 1949 stated that the junior college program was not publicized, it seemed that publicity should receive more attention from those charged with the promotion of the junior college as an educational agency.

Further, it appeared that the graduates of 1946, 1949 who attended other colleges were confessing that they did not know too well what the educational opportunities were in the junior college when they stated that training in the junior college was not available. A similarity in that respect existed in the statements of the high school students who gave reasons

TABLE XXXV

REASONS SIXTY-SIX GRADUATES OF 1949 STATED FOR NOT
ATTENDING BENTON HARBOR JUNIOR COLLEGE
BENTON HARBOR, MICHIGAN

Reasons	No. of graduates	%
Desired influence of college life away from home	10	15.2
Scholarship for another institution	3	4.5
Moved from Benton Harbor	1	1.5
Did not desire to continue education	3	4.5
Desired to attend a larger institution	4	6.1
Unbroken pattern of college attendance preferred	2	3.0
Other institution offered better training and facilities	6	9.1
Training not available in Junior College	5	7.6
Problem of transferring credits	1	1.5
Religious	1	1.5
Parents desired attendance at another institution	1	1.5
Finances	7	10.6
Grades in high school too low	1	1.5
Accepted work after H.S. graduation	3	4.5
Junior College program not publicized	3	4.5
Marriage	1	1.5
Went to school of nursing	1	1.5
Not interested	1	1.5
Did not take the course required to go to J.C.	1	1.5
I enlisted in Navy to go to school and be paid for it. Had too many debts to go to J.C.	1	1.5
Joined Navy after barber college	1	1.5
Entered Navy	1	1.5
No response	8	12.1
Total	66	100.0

for not attending the junior college (see Chapter IV)¹³. It seemed that more information about the junior college should be given to the high school students, and that an intensified enlightening program which points out the educational, social, and economic advantages of the junior college be conducted on a community-wide basis.

REASONS GRADUATES GAVE FOR ATTENDING THE JUNIOR COLLEGE

The reasons given by graduates who attended junior college could be used to advantage. They constitute evidence to support the educational, economic, and social advantages of the junior college. The question referring to the reason for attending the junior college was: If you did attend the Benton Harbor Junior College, please state your reason why you attended. The financial factor involved in college attendance was important to the graduates of the 1946, 1949 classes because approximately 20.0 percent said they had attended because the cost was less. About 16.0 percent indicated they attended because they could be at home, and the same percent said they attended in order to prepare for further college in the future. To prepare for a vocation was stated as a reason for attending junior college by 14.3 percent of the 1949 graduates.

It appeared that the junior college could and did perform some important functions for the graduates of the classes of 1946 and 1949 who attended the institution--namely, the

college preparatory function, the popularizing function (more students could attend because of lower cost of education) and the socializing function. It appeared that greater stress could be placed upon publicizing these functions.

GRADUATES' KNOWLEDGE OF COURSES TAUGHT IN THE JUNIOR COLLEGE

The knowledge that graduates had of the courses taught in the junior college could be another basis for deciding whether the program of the institution was adequately publicized. Consequently, the following question was submitted: Do you know whether this junior college teaches courses which would be helpful in training you for your present occupation? (Yes or No) _____. It was evident that more graduates did not know whether courses were available than did (see Table XXXVI). It is highly possible that those who did not respond also did not know whether courses were available. It was not surprising to discover that 46.6 percent of the 1946 graduates did not know the courses offered, but it was surprising that 35.7 percent of the 1949 graduates, who were not so long removed from the local educational experience, did not know what courses were available. The students of Benton Harbor High School also indicated that a very large percent of them did not know whether courses were available for occupational training (see Chapter IV, Table XVI). Seemingly, a more extensive guidance and counseling program should be established to improve the situation.

GRADUATES' STATEMENTS REFERRING TO JUNIOR COLLEGE ATTENDANCE
IF OCCUPATIONAL TRAINING HAD BEEN AVAILABLE

The effect that the lack of courses had in deterring some of the graduates from attending the junior college was investigated. Graduates were asked to check the question: If you did not attend this junior college do you think you might have attended if courses had been available to train you for your occupation? (Yes or No)_____ .

Table XXXVII illustrates that 17.2 percent of the 1946 graduates and 13.2 percent of the 1949 graduates would have attended the junior college if training had been available. Another 4.3 percent of the 1946 and .8 percent of the 1949 graduates indicated that "perhaps" they might have attended.

TABLE XXXVI

KNOWLEDGE OF COURSES BEING TAUGHT IN JUNIOR COLLEGE
WHICH WOULD BE HELPFUL IN TRAINING 1946 AND 1949
GRADUATES FOR PRESENT OCCUPATIONS
BENTON HARBOR, MICHIGAN

Knowledge	1946 Graduates		1949 Graduates	
	No.	%	No.	%
Know that courses are taught	25	21.6	42	32.6
Do not know whether courses are taught	54	46.6	46	35.7
No response	37	31.9	41	31.8
Total	116	100.0	129	100.0

A separate analysis was made of the questionnaires twenty 1946 graduates and seventeen 1949 graduates who stated they

would have attended the junior college if courses had been available to train them for their occupations. Tables

TABLE XXXVII

NUMBER OF GRADUATES OF THE CLASSES OF 1946 AND 1949 WHO WOULD HAVE ATTENDED JUNIOR COLLEGE IF COURSES HAD BEEN AVAILABLE TO TRAIN THEM FOR THEIR OCCUPATIONS
BENTON HARBOR, MICHIGAN

	1946 Graduates		1949 Graduates	
	No.	%	No.	%
Yes	20	17.2	17	13.2
No	51	44.0	56	43.4
No response	34	29.3	42	32.6
Perhaps	5	4.3	1	.8
No response required	6	5.2	13	10.1
Total	116	100.0	129	100.0

XXXVIII and XXXIX indicate the reasons they gave for not attending the junior college; the name of the college they attended (if any), and where they were employed. Table XXXVIII shows that one of the 1946 graduates was a cabinet maker, one an automatic screw machine operator, one an assembler of television kits, and one an employee on the assembly line. The lack of skilled trade offerings in the junior college, apparently, had suppressed an interest in the institution for the graduate who was employed on the assembly line. "Because it wasn't a trade school" was the reason the assembly-line employed graduate gave for not attending the junior college. That remark may be an indication that, generally, the junior college had not been considered a possible training center for the skilled

TABLE XXXVIII

REASONS TWENTY 1946 GRADUATES, WHO WOULD HAVE ATTENDED JUNIOR COLLEGE IF COURSES HAD BEEN AVAILABLE, GAVE FOR ATTENDING ANOTHER INSTITUTION; SCHOOLS THEY ATTENDED, AND OCCUPATIONS IN WHICH THEY WERE EMPLOYED, BENTON HARBOR, MICHIGAN

Reasons for not attending	School attended	Now employed
Business course	Business college	Charge of small business
2 yr. Rural Education	West. Mich. College	Gen. stenographi
College not in existence	Mercy Hospital	Lab. technician
" " " "	Business college	Stenographic
	Business college	Mgr. of Frozen foods Storage plant
J.C. just beginning	Pacific Bible College	Clerical
College too new	Student at U.ofM.	Student
Training not available	M.S.C.	Student
Not too well established	Beauty college	Beauty operator
Courses not available	Grinnel College	Teaching
	Theological Sem.	Assembler of TV kits
Joined Service	Navy school	Sonorman in Navy
Not in operation	West. Mich.Col.	Operating automa- tic screw machine
	Correspondence- Res. training	Ass't in Funeral home
	Did not attend any school	Married-desired Fashion and Il- lustrating
Courses not offered	Dramatic Radio School	In the Navy
	Did not attend any school	Cabinet maker
More advantage for music student	West. Mich. Col.	Student
Offered no variety in courses	West. Mich. Col.	Gen. Office Management
Because it wasn't a trade school	Did not attend any school	Work on an assemb- ly line

TABLE XXXIX

REASONS SEVENTEEN 1949 GRADUATES, WHO WOULD HAVE ATTENDED JUNIOR COLLEGE IF COURSES HAD BEEN AVAILABLE, GAVE FOR ATTENDING ANOTHER INSTITUTION; SCHOOLS THEY ATTENDED, AND OCCUPATIONS IN WHICH THEY WERE EMPLOYED, BENTON HARBOR, MICHIGAN

Reasons for not attending	School attended	Now employed
Financial reasons	Did not attend any college	Repair record changers
Wanted course in Banking	Now attending Banking class in local bank	Play basketball Bookkeeper
Wanted to go to State then	M.S.C.	No response re: employment
Tuition and transportation costs	Did not attend any college	Assembler on a line
No Bible training	Evangelistic school	Student
Finances	Did not attend any college	TV assembler & boss (desired drafting course)
Called to armed service	Barber college	Ships barber
Many credits not transferable	M.S.C.(now attending J.C.)	Student
Desired agricultural courses	Am. Banking Inst.	Bank teller
Financial reasons, brought about return to J.C.	Did not attend any college	Operator of farm
	U. of M. (now attending J.C.)	Student
	Correspondence Course (suggested electrical courses)	Electrician & Machinist
	Did not go to any college	Apprentice printing
Desire for agricultural courses	Did not go to any college (suggested machine shop courses)	Managing farm
Financial reason		Expeditior-chasing stock
Financial reason	Did not attend any college	Airforce-(desired drafting)

occupations. One student, now employed as a beautician, stated she didn't attend the junior college because training was not available. The lack of courses which would train individuals for skilled occupations seemed to present a handicap for a few of the twenty 1946 graduates who would have attended the junior college if training were available. The newness of the junior college (1946) seems to have been a factor in the non-attendance of a few 1946 graduates because they felt the program was too limited at that time.

Four of the 1949 graduates who would have attended the junior college if training had been available stated that finances had played an important part in non-attendance at the institution (see Table XXXIX). One student stated he was attending the junior college after having left the University of Michigan for financial reasons. Another student employed on an assembly line denoted that tuition and transportation costs had been the reason for not attending. One of the four graduates mentioned above, who was employed as an expeditor or "stock chaser," suggested that the junior college provide machine shop courses. Another student (not one of the four) stated he was employed as an electrician and machinist; he proposed that the junior college offer electrical courses to help individuals employed in the type of work he was doing.

JUNIOR COLLEGE CURRICULAR OFFERINGS SUGGESTED BY GRADUATES

The problem of establishing a curriculum which would serve prospective junior college students was the focus of attention

when respondents were asked to suggest courses the Benton Harbor Junior College could offer which would help them in the occupations in which they were employed. Suggestions were asked for because the curricula the individual proposed were apt to be biased by a suggestive check list of possible offerings. Tables C. and D, which can be found in Appendix B, present the suggested courses which graduates indicated would be helpful to them. A comparison was made with Table B, Appendix B in order to determine if the suggested courses were offered in the junior college.

The longest list of suggestions was made by the graduates of the class of 1946. Table C, Appendix B discloses that 22.2 percent of the total number of suggestions made by the 1946 graduates were in the area of business training. Except for advanced accounting, the suggested courses in this area were already offered in the junior college. Of the total number of times courses were suggested, agricultural courses were suggested 5.1 percent; shop courses, 4.3 percent; technical courses (welding, tool and die making, etc.), 8.5 percent. An analysis of the junior college curricula revealed that no courses were available in these areas. Some of the suggested courses arranged under "others" also were not available in the junior college.

Table D, Appendix B includes the suggestions of the class of 1949. The respondents in that class also proposed business courses the greatest number of times (25.0 percent). Courses

which they proposed, but which were not offered in the junior college included advanced training on International Business Machines and banking. Courses concerned with machine shop training and agricultural training were also suggested by the 1949 graduates. Courses listed under "others", e.g., electrical wiring and repair, geology, wood working, radio engineering, and assembly of television sets were not offered in the junior college.

The fact that high school students plan to enter skilled occupations similar to those for which graduates have suggested preparational curricula suggests that a re-evaluation of the junior college curriculum be made to determine the feasibility of providing some of the courses. (see Table B, Appendix B, and Tables C and D, Appendix B).

GRADUATES' OCCUPATIONAL SATISFACTION

To determine how well satisfied graduates were with their occupations, this question was asked: Is your present occupation the life work you have always wanted to do?_____. If not, what was your original choice of an occupation?_____. Table XL shows that more of the 1946 graduates than the 1949 graduates indicated that their present occupation was the one in which they always wanted to be employed. However, it was disturbing to discover that such a large percent (1946 graduates, 38.8 percent; 1949 graduates, 49.6 percent) were not engaged in the occupations they desired.

TABLE XL

EXPRESSION OF SATISFACTION AND DISSATISFACTION IN REGARD TO
PRESENT OCCUPATIONS BY ONE HUNDRED SIXTEEN 1946 GRADUATES
AND ONE HUNDRED TWENTY-NINE 1949 GRADUATES
BENTON HARBOR, MICHIGAN

	1946 Graduates		1949 Graduates	
	No.	%	No.	%
Present occupations desired	50	43.1	39	30.2
Present occupations not desired	45	38.8	64	49.6
No response	21	18.1	26	20.2
Total	116	100.0	129	100.0

The comparison of the occupational classification in which graduates were employed with their original choices of occupations indicated that over 50.0 percent of the graduates did not respond to the question (see Table XLI). That was expected, as quite a large percent of the respondents were attending school and had not made an occupational choice. An original choice of professional occupations was indicated by 19.9 percent of the 1946 graduates--12.9 percent were actually employed in that classification. A big difference was noted in the clerical occupations. None of the 1946 graduates had originally chosen the semi-skilled and unskilled classifications, and only .9 percent had chosen the skilled occupations. However, 19 percent were engaged in unskilled, 6.9 percent in semi-skilled and 12.9 percent in skilled occupations.

Table XLI illustrates that .9 percent of the 1949 graduates were engaged in professional occupations, but 19.8

TABLE XLI

COMPARISON OF THE OCCUPATIONS IN WHICH ONE HUNDRED SIXTEEN
GRADUATES OF 1946 AND ONE HUNDRED TWENTY-NINE GRADUATES OF
1949 ARE NOW ENGAGED WITH ORIGINAL CHOICE OF OCCUPATION
BENTON HARBOR, MICHIGAN

Occupations	1946 Graduates				1949 Graduates			
	Now en- gaged	%	Original choice	%	Now en- gaged	%	Original choice	%
Professional	15	12.9	23	19.8	1	.8	25	19.4
Semiprofessional	4	3.4	6	5.2	2	1.5	6	4.7
Managerial & Official Occup.	8	6.9	6	5.2	1	.8	4	3.1
Clerical & Kindred Occup.	36	31.0	3	2.6	35	27.1	9	7.0
Sales & Kindred Occup.	3	2.6	-	-	4	3.1	-	-
Personal Service Occup.	3	2.6	-	-	7	5.4	-	-
Domestic Service Occup.	-	-	-	-	1	.8	-	-
Protective Service Occup.	5	4.3	1	.9	6	4.7	-	-
Agricultural, horticultural, etc.	2	1.7	3	2.6	4	3.1	5	3.9
Skilled Occupations	14	12.1	1	.9	13	10.1	3	2.3
Semi-skilled Occupations	8	6.9	-	-	18	14.0	-	-
Unskilled Occupations	1	.9	-	-	2	1.5	-	-
Have not decided	-	-	2	1.7	-	-	10	7.6
No response	15	12.9	69	59.5	35	27.1	67	52.0
Marriage	1	.9	1	.9	-	-	-	-
Not employed	1	.9	1	.9	-	-	-	-
Total	116	100.0	116	100.0	129	100.0	129	100.0

percent originally had desired to enter the professions. A big difference, although not as great as for the 1946 graduates, was also noted in the clerical occupations. Only 2.3 percent of the 1949 graduates originally chose the skilled, semi-skilled and unskilled occupations, but approximately 25.0 percent were employed in these occupations.

The data was similar to the results obtained from the comparison of high school students' occupational desires and occupational expectations--namely, both high school students' and high school graduates' desires were on a "higher level" than the occupations in which they actually expected to engage or did engage (see Table V, Chapter IV).

THE EFFECT OF TUITION AND TEXTBOOK COSTS UPON GRADUATES' OPPORTUNITIES TO ATTEND THE JUNIOR COLLEGE

The last question in the follow-up questionnaires submitted to the Benton Harbor High School graduates requested information which would make it possible to determine to what extent tuition or tuition and textbook costs may have restricted the graduates from attending the junior college. Graduates were asked to respond to the following statements: Which of the following statements (check one) best describes your feelings about tuition charges and junior college attendance? 1. I would have gone if there had been no tuition charges. 2. I would have gone if there had been no tuition charges and books were furnished. 3. The financial problem was not

the main reason _____.

Approximately 7.0 percent of the 1946 graduates and 12.0 percent of the 1949 graduates indicated that either tuition or tuition and textbook costs did have a decisive effect upon the possibility of their attending the junior college (see Table XLII). The first item was checked oftener by graduates in each class than the second item. In light of the data it appears very important that serious consideration be given to the prospect of reducing tuition or eliminating it entirely.

TABLE XLII

NUMBER OF GRADUATES OF THE CLASSES OF 1946 AND 1949 WHO WOULD HAVE ATTENDED JUNIOR COLLEGE IF THERE HAD BEEN NO TUITION CHARGES OR TUITION AND BOOKS HAD BEEN GRATIS
BENTON HARBOR, MICHIGAN

	1946 Graduates		1949 Graduates	
	No.	%	No.	%
No tuition charges	5	4.3	13	10.0
Tuition and books gratis	3	2.6	2	1.6
Finances not the reason	83	71.6	85	65.9
No response	25	21.6	29	22.5
Total	116	100.0	129	100.0

SUMMARY

1. The follow-up questionnaire study included 564 Benton Harbor High School graduates of the classes of 1946 and 1949. Of the total number of mailed questionnaires, approximately 43.0 percent were returned. Fifty-five and eight-tenths percent of the respondents of the class of 1949 and 36.2 percent of the respondents of the class of 1946 were living in the city

of Benton Harbor, Michigan. Not many had moved any great distance from Benton Harbor, as about 70.0 percent were living in Berrien County. The sex distribution of the respondents included about 43.0 percent males and 55.0 percent females. Relative to marital status, 56.0 percent of the class of 1946, and 30.0 percent of the class of 1949 were married. Most of the graduates had completed the high school college preparatory course of study. The next largest group had completed the commercial course of study.

2. The largest percent of the respondents were employed in the manufacturing industries. The wholesale and retail, finance, insurance and real estate industries employed a fair proportion of them. It appeared that the major portion of the training offered in Benton Harbor should be for the occupations in manufacturing, wholesale and retail, finance, insurance and real estate industries.

3. More 1946 graduates than 1949 graduates were employed in occupations classified as professional. About an equal proportion were employed in the clerical occupations and the skilled occupations. More 1946 graduates than 1949 graduates were engaged in the semi-professional and managerial occupations. It appeared that the graduates who had been out of high school for a longer period of time did continue their occupational training and therefore an up-grading of occupational classifications was noted between the 1946 and 1949 graduates.

The comparison of graduates' occupational classifications

with the United States Census figures for Benton Harbor indicated that the percentages of the 1946 graduates who were employed in the professional, semi-professional, clerical and sales occupations were greater than the percentages reported for corresponding classifications in the census data. Fewer were engaged in the managerial, personal service, skilled and unskilled occupations. On the other hand, fewer 1949 graduates than workers reported in the Census data were engaged in the professional occupations. Similar percentages were evident for the clerical and sales, skilled and semi-skilled occupations.

A comparison of the graduates' occupational classifications with the Benton Harbor Community Job Index revealed that a larger percent of the 1946 graduates were engaged in professional occupations than the percent of the number of individuals employed in that classification reported in the Index. A larger percent were also engaged in the clerical and kindred occupations (1946 graduates, 31.0 percent; Job Index, 11.4 percent). Fewer graduates were engaged in the unskilled, skilled and semi-skilled occupations.

Comparison of the 1949 graduates' occupational classifications and the Job Index revealed that fewer 1949 graduates were employed in professional, skilled, semi-skilled and unskilled occupations, and more were employed in the clerical occupations. The data indicated that the desire of high school students to engage in professional occupations would be difficult to achieve because not so large a percent of the graduates

ad been able to engage in these occupations. However, the graduates' occupational classifications, the Census data, and Job Index suggest that the high school students desiring to engage in the clerical occupations were likely to find employment. It appeared that further guidance was essential to modify the situation in some occupational classifications.

4. About 60.0 percent of the married women graduates were employed. That condition suggested that occupational training for women should be essential not only in the junior college but the high school as well.

5. The major portion of the respondents, who were working, were employed in Benton Harbor. It appeared that the occupational training program should be structured to meet the occupational requirements of the community.

6. Approximately 56.0 percent of the graduates had additional schooling beyond high school. Of that number, about 22.0 percent had attended either the junior college or senior college. The percent of graduates who had attended the junior college was slightly less than the percent of high school students who planned to attend. If the high school students followed the educational pattern of the graduates, most of the high school students who planned to continue their educational experience after high school probably would do so. Data referring to the length of time graduates continued their education suggested that about one-fourth of the graduates terminate their formal education after a year and a half. That would suggest that many of these graduates had not completed a course of

study which provided vocational training. No evidence was found which would indicate that many students attending the junior college terminated their educational experience before completing two years.

7. In regard to reasons graduates gave for not attending the junior college, it appeared that the junior college should not lose sight of the fact that a functioning public relations program is necessary, because many 1946 graduates stated the junior college was not in existence. Graduates also stated that training was not available in the junior college for their occupations. This suggested that some of the graduates actually did not know what training was available in the junior college.

8. On the whole, graduates who attended junior college stated they did so because of lower costs; they could remain at home; and they could prepare for a vocation. The individuals charged with the promotion of the junior college should be cognizant of these advantages and attempt to make them better known.

9. The fact that 46.6 percent of the 1946 and 35.7 percent of the 1949 graduates did not know what courses were available in the junior college suggests that greater emphasis should be placed upon acquainting the community as well as the high school students with that knowledge.

10. Seventeen and two-tenths percent of the 1946 graduates and 13.2 percent of the 1949 graduates indicated they would have attended the junior college if training were available. A few of these graduates also indicated that finances were a restricting factor in college attendance. An analysis of the

type of occupation in which they were employed, the reasons they gave for not attending college, and the suggestions of courses they made for the junior college indicated that approximately one-third were interested in trade courses as pre-requisites for skilled occupations.

11. The comparison of courses suggested by the graduates with the courses offered in the junior college indicated that there were no courses available in the junior college in agriculture, machine shop training, electrical wiring, wood working, television assembly, welding, tool and die making, and radio engineering. It appeared that, if the high school students' needs for training in the skilled occupations were to be met, the suggestions of the graduates should be given major consideration. Courses should be provided for training individuals desiring to engage in skilled occupations. Most of the suggestions were made in the area of business training. Comparative data suggested that the junior college was providing a good program of business training.

12. Further development of the guidance program was suggested by the data which indicated that 38.8 percent of the 1946 graduates and 49.6 percent of the 1949 graduates did not desire the employment in which they were engaged. On the whole, a comparison of graduates' present occupations with their original choice of occupations suggested that their occupational desires were much greater than they had actually achieved. The results were similar to those of high school students' occupational desires and expectations.

13. Approximately 10.0 percent of the graduates indicated that either tuition or tuition and textbook costs did restrict them from attending the junior college. That revelation suggested that an attempt be made to reduce tuition or eliminate it entirely in order that the student who may be barred from the junior college because of tuition, may have an opportunity to attend.

CHAPTER VI

ANALYSIS OF THE DATA SECURED FROM JACKSON HIGH SCHOOL STUDENTS

The results obtained from a questionnaire submitted to the high school students (grades 10, 11, and 12) of Jackson High School, Jackson, Michigan, are presented in this chapter. The questionnaire was identical with the one submitted to the high school students of Benton Harbor High School, because an attempt was made to determine if there was any marked difference in the findings of the two high school groups. The information requested from the Jackson High School students also involved, mainly, their educational and vocational plans. The intent was to determine if specific trends could be detected which had implications for the curriculum of the Jackson Junior College, especially the vocational-terminal aspect of the curriculum. Also, information was requested which would reveal the vocational and educational aspirations of the respondents; the reasons they gave for not attending the junior college; their knowledge of occupational opportunities and requirements; the effect junior college tuition charges would have in barring students from continuing their education in the institution; and the desires of Jackson High School students in regard to part-time education in the junior college.

Occupational data collected from students' questionnaires also was compared with the data in the United States Census

Population Bulletin, 1940¹, and the Inventory of Occupational Index, Jackson Labor Market² in order to determine if there were any similarities. Student occupational desires were classified according to the occupational categories described in the Dictionary of Occupational Titles³.

The curricula of the Jackson Junior College were investigated to determine what terminal-vocational curricula were offered. Students' occupational choices were analyzed in reference to the curricula to determine if courses were available which would aid the students in their occupational preparations.

The method employed in selecting the subjects and the administration of the questionnaire was reported in Chapter I of this study (see page 8). Responses made to inquiries on questionnaires of 194 tenth grade students, 145 eleventh grade students, and 111 twelfth grade students were recorded and analyzed to obtain the results. Most of the respondents (96.0 percent) lived in the city of Jackson, Michigan (see Table XLIII). The remainder were non-residents. Responses relative to the sex of the respondents, indicated that 56.2 percent of the tenth grade students are males and 43.8 percent females; 42.1 percent of the eleventh grade students are males and 57.9 percent females; and 56.8 percent of the twelfth grade are males and 43.2 percent females (see Table XLIII). The greatest

¹

Sixteenth Census of the United States, 1940, loc. cit.

²

Inventory of Occupational Index Jackson Labor Market, loc. cit.

³

Dictionary of Occupational Titles, loc. cit.

TABLE XLIII
CENSUS DATA OF 10th, 11th AND 12th
GRADE HIGH SCHOOL STUDENTS
JACKSON, MICHIGAN

Census Data	10th No.	Grade %	11th No.	Grade %	12th No.	Grade %
<u>Residence</u>						
Jackson, city	187	96.4	142	97.9	104	93.7
Jackson, (rural) non- resident	7	3.6	3	2.1	7	6.3
Total	194	100.0	145	100.0	111	100.0
<u>Sex</u>						
Male	109	56.2	61	42.1	63	56.8
Female	85	43.8	84	57.9	48	43.2
Total	194	100.0	145	100.0	111	100.0
<u>Age</u>						
14	11	5.7	-	-	-	-
15	118	60.8	17	11.7	-	-
16	53	27.3	97	66.9	17	15.3
17	9	4.6	25	17.2	67	60.4
18	1	.5	3	2.1	19	17.1
19	-	-	1	.7	2	1.8
20	-	-	-	-	2	1.8
21	-	-	-	-	1	.9
22 and up	-	-	-	-	2	1.8
No response	2	1.0	2	1.4	1	.9
Total	194	100.0	145	100.0	111	100.0
<u>Racial Distribution</u>						
White	178	91.8	139	95.9	106	95.5
Colored	15	7.7	5	3.4	5	4.5
No response	1	.5	1	.7	-	-
Total	194	100.0	145	100.0	111	100.0

proportion of the tenth grade students were 15 years old (60.9 percent), the eleventh grade students 16 years old (66.9 percent), and the twelfth grade students 17 years old (60.4 percent). The youngest students were 14 years old (there were 11) and the oldest were 22 years or older (two responded thus). The respondents were also asked to check an item which would indicate their racial classification. The results disclosed that in the tenth grade one hundred seventy-eight or 91.8 percent are white, fifteen or 7.7 percent are colored and one or .5 percent did not respond; in the eleventh grade one hundred thirty-nine or 95.9 percent are white, five or 3.4 percent are colored and one or .7 percent did not respond; and in the twelfth grade one hundred six or 95.5 percent are white and five or 4.5 percent are colored (see Table XLIII).

EDUCATIONAL PLANS OF JACKSON HIGH SCHOOL STUDENTS

The first question asked of the Jackson High School students pertained to their educational plans. The directions, questions, and statements presented to them were as follows:

PLEASE READ ALL OF QUESTION ONE BEFORE YOU CHECK WHAT YOUR EDUCATIONAL PLAN IS. CHECK AS MANY ANSWERS AS NECESSARY TO SHOW WHAT YOUR PLAN IS.

1. What is your educational plan?
 - (a) Plan to finish high school_____.
 - (b) Plan to go to junior college_____.
 - (c) Plan to finish junior college_____.
 - (d) Plan to go to another college after finishing junior college_____.
 - (e) Do not plan to go to junior college, but plan to enroll in another college_____.
 - (f) If you have checked (e) which college do you plan to attend?_____.
 - (g) Again, if you have checked (e) why do you plan to attend another college instead of the junior college? Please write your answer in this space_____.

The results obtained from answers to question 1. (a) through (e) are presented in Table XLIV. The responses of the students indicated that 45.8 percent of the 10th, 42.7 percent of the 11th and 55.8 percent of the 12th grade students planned to continue their education after high school graduation. One student in the 10th grade and one in the 11th grade were undecided about further education after high school graduation. These percentages were about 10.0 to 15.0⁴ percent higher than the percentages reported by Reynolds , Lichty⁵, and Sower et al⁶, and about 20.0 percent higher than those reported by Allen⁷, but the findings of this study were similar to the results reported by Lean⁸. Of the number of students in each grade, 21.6 percent of the 10th, 19.3 percent of the 11th, and 27.9 percent of the 12th grade planned to attend the junior college after high school graduation. On the whole, about 8.0 percent more of the high school students of Jackson High School planned to attend the junior college than did those reported in Lichty's study⁹. In the case of the 12th grade students, 27.0 percent planned to enroll in

⁴ Reynolds, op. cit., pp. 54-55.

⁵ Lichty, op. cit., p. 135.

⁶ Sower et al, op. cit., p. 3.

⁷ Allen, op. cit., p. 213.

⁸ Lean, op. cit., pp. 31-89.

⁹ Lichty, op. cit., p. 135.

TABLE XLIV
EDUCATIONAL PLANS BY GRADE OF JACKSON
HIGH SCHOOL STUDENTS
JACKSON, MICHIGAN

Plans	10th	%	11th	%	12th	%
Plan to finish high school	191	98.5	143	98.6	111	100.0
Plan to attend junior college	42	21.6	28	19.3	31	27.9
Plan to finish junior college	36	18.6	24	16.6	24	21.6
Plan to go to another college after completing junior college	28	14.4	23	15.9	14	12.6
Do not plan to go to junior college, but plan to enroll in another college	47	24.2	34	23.4	31	27.9
Undecided about another college	1	.5	1	.7	-	-
Plan not to finish high school	3	1.5	1	.7	-	-
Total	194	100.0	145	100.0	111	100.0

a college other than the junior college. Roughly, about 3.0 percent more of the tenth grade students and 5.0 percent more of the 11th grade students planned to enroll in another college rather than the junior college. Lichty's findings revealed that a larger percent of the subjects in his study also planned to attend another college rather than the junior college. Only four students indicated that they did not plan to finish high school. Some students planned to continue their education after completing two years of the junior college. The data made evident that junior college education was conceived of as

terminal by roughly 22.0 percent of the tenth, 4.0 percent of the eleventh, and 41.0 percent of the 12th grade students who planned to enroll in the institution. Except for the twelfth grade, it appeared as if a large percent of the students were planning to attend the junior college in order to prepare for the senior college. On the other hand, when an educational program is terminal for 41.0 percent of the 12th grade youth, it seems that the junior college should accept the responsibility of investigating whether these students have received guidance and training for an occupation which is satisfying to them.

The expectations of the Jackson High School students relative to college attendance in the future were greater than the findings of Sower et al¹⁰, who found that the students' educational expectations in their study were well above the national statistics of students who actually attended college. It appears that students need more guidance as to what the factors are which determine whether they should or could attend college. If approximately 22.0 percent of the students who plan to attend the junior college expect to terminate their education after completing the usual two years, there appears to be a need for a re-evaluation of the curriculum to determine its adequacy in respect to the terminal function. The number may be even greater, for some of the students who planned to continue their education after completing the two

¹⁰Sower, et al, op. cit., p. 3.

years of junior college may find it impossible to continue.

COLLEGES STUDENTS PLANNED TO ATTEND

Answers to question 1. (f) If you have checked (a) which college do you plan to attend?, were tabulated and reported in Table XLV. A large percent of the students who reported that they planned to attend another institution instead of the junior college indicated as their choice either Michigan State College or the University of Michigan. A fair percent of the 10th grade students (21.7 percent) and the 12th grade students (24.2 percent) stated they planned to attend an out of state college. A noticeable percent (15.2 percent) of the 11th grade students responded that they planned to attend a business college; 6.5 percent of the 11th and 3.0 percent of the 12th grade students also planned to attend a business college. A few of the students planned to attend General Motors Technical Institute and institutions for nurses' training, and some indicated that they were undecided about the institution they planned to attend. It appears that something should be done to point out to the students the opportunities available to them in the junior college, specifically in business training and nursing.

WHY STUDENTS PLANNED TO ATTEND ANOTHER COLLEGE

In order to determine why Jackson High School students planned to attend another college instead of the Jackson Junior

TABLE XLV

EDUCATIONAL INSTITUTIONS OTHER THAN JUNIOR COLLEGE
WHICH HIGH SCHOOL STUDENTS PLAN TO ATTEND
JACKSON, MICHIGAN

College	10th Grade	%	11th Grade	%	12th Grade	%
Michigan State College	13	28.3	8	24.2	7	21.2
University of Michigan	10	21.7	8	24.2	7	21.2
Out of state college	6	13.0	3	9.1	8	24.2
Business college	3	6.5	5	15.2	1	3.0
Other Michigan colleges	1	2.2	3	9.1	5	15.2
General Motors Tech.	1	2.2	2	6.1	-	-
Nursing	1	2.2	1	3.0	1	3.0
Beauty school	-	-	-	-	1	3.0
Undecided	10	21.7	3	9.1	3	9.1
Other	1	2.2	-	-	-	-
Total	46	100.0	33	100.0	33	100.0

College, this question was asked: 1. (g) Again, if you have checked (e) why do you plan to attend another college instead of the junior college? Please write your answer in this space. Table XLVI shows that one of the main reasons the students in the three grades gave for attending another college was based on the general assumption that they could secure better training for their occupations, and secure employment more easily after graduation from another college. Approximately 10.0 percent of the students stated that they thought an unbroken pattern of college attendance would be preferable and were planning to attend another institution where four years of training would be available. Only 2.2 percent of the 10th grade respondents indicated they planned to attend

TABLE XLVI

REASONS FORTY-SIX OF THE 10th, THIRTY-THREE OF THE 11th, AND THIRTY-THREE OF THE 12th GRADE STUDENTS STATE FOR ATTENDING ANOTHER COLLEGE INSTEAD OF JUNIOR COLLEGE JACKSON, MICHIGAN

Reasons	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Desire to leave home or community	1	2.2	2	6.1	4	12.1
Better training and opportunity for occupation	12	26.1	7	21.2	5	15.2
Unbroken pattern of college attendance is much better	4	8.7	4	12.1	3	9.1
Parents desire it	-	-	-	-	2	6.1
Standards of J.C. not high enough	1	2.2	-	-	-	-
Wish to attend a larger school	1	2.2	2	6.1	1	3.0
Cannot secure training at J.C.	1	2.2	6	18.2	3	9.1
Just don't want to attend	3	6.5	2	6.1	2	6.1
J.C. is a waste of time and money	1	2.2	-	-	4	12.1
A problem to transfer credits from J.C.	-	-	1	3.0	2	6.1
Convenience	3	6.5	1	3.0	-	-
Religious	-	-	3	9.1	1	3.0
Dislike J.C.	-	-	1	3.0	-	-
No reason stated	11	23.9	3	9.1	3	9.1
Other	6	13.0	1	3.0	3	9.1
Total	46	100.0	33	100.0	33	100.0

another college because they could not secure training in the junior college, but 9.1 percent of the 11th and 9.1 percent of the twelfth grade students made that response. A desire for a change of environment seemed to become more important as the student became older and approached a new educational experience. For example, 12.1 percent of the 12th, 6.1 percent of the 11th and 2.2 percent of the 10th grade students indicated that the reason they wanted to attend another college was, primarily, to leave home and the community. Lean's¹¹ findings in reference to attending school away from home also indicated that lack of courses and going away from home were the two most important reasons students gave for attending another institution. A feeling seemed to exist on the part of a few students that the junior college was a waste of time and money. This feeling seemed to be more pronounced in the case of the 12th grade students (12.1 percent). It was mentioned by one student in the 10th grade and none in the 11th grade, but one student in the 11th grade stated he did not like the junior college. A few students mentioned that it would be more convenient to attend another institution because of the opportunity for part-time employment elsewhere and the possibility of living with relatives in a community where a four year college was located. Some wanted to attend a denominational college where it would be possible to study religion. A small percent mentioned that transferring credits which had been obtained at the junior college was a problem and that

¹¹Lean, op. cit., pp. 81-89.

standards of the junior college were not commensurate with the institution they planned to attend.

As was previously mentioned, perhaps the prestige attached to senior college attendance was a factor upon which some students reflected when they submitted answers to the question; others, apparently, have based their decisions upon unfounded beliefs. Certainly, a planned public relations program, which has as its major objective the function of providing information which stresses the prestige of the local junior college, the possibility of securing basic courses which are prerequisites for senior colleges, its accessibility, and its reasonableness in respect to student financial outlay, will be necessary if such attitudes are to be overcome. Some of the students mentioned that they preferred business colleges instead of the junior college because a shorter period of training with greater emphasis on business courses was possible in the former. It appears that, if students were given more detailed information about the Cooperative Office Training Program now available in the junior college, some of them might enroll in the junior college.

DATA REFERRING TO THE OCCUPATIONAL PLANS OF JACKSON HIGH SCHOOL STUDENTS

The responses of students to the last question (No. 3) of the questionnaire will be discussed in reference to the occupational plans of the students. The question involved the

the realistic evaluation of occupational choices and was stated as follows: 3. What kind of work do you actually think you will do (not hope to do) when you look for a job in the future? _____. The question was purposely submitted at the end of the questionnaire in order that students would be less apt to turn to question 2. (e) and repeat the kind of occupation they desired instead of stating in what occupation they actually expected to engage. In order to arrive at any conclusions, it was necessary to consider both sets of data simultaneously. Question 2. (a) was stated as follows: Sometime in the future you probably will be looking for a job. For what job (as an example: carpenter, nurse, lawyer, tool and die maker, etc.) would you like to prepare? Please write name of job in this space _____. Students' aspirations were somewhat optimistic when they were compared with the occupations in which they actually expected to engage. A proportionate decrease was noted in the percentage distribution of students' actual job statements in every professional and semiprofessional occupational classification of the 10th, 11th and 12th grade students (see Table XLVII). However, in the 10th and 11th grades the differences in the professional classifications were not large. On the other hand, quite a difference was noted in the 12th grade: 32.4 percent desired the professional occupations, but only 18.9 percent actually expected to be thus employed. No marked decrease was noted in the clerical and kindred occupational

TABLE XLVII

OCCUPATIONS FOR WHICH ONE HUNDRED NINETY-FOUR 10th, ONE HUNDRED FORTY-FIVE 11th, AND ONE HUNDRED ELEVEN 12th GRADE STUDENTS WOULD LIKE TO PREPARE AND WHAT OCCUPATIONS THEY ACTUALLY THINK THEY WILL FOLLOW
JACKSON, MICHIGAN

Occupations	10th Grade				11th Grade				12th Grade			
	Would like		Actual		Would like		Actual		Would like		Actual	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Professional	51	26.3	39	20.1	32	22.1	23	15.9	36	32.4	21	18.9
Semiprofessional	14	7.2	7	3.6	15	10.3	9	6.2	9	8.1	5	4.5
Managerial & Official Occupation	4	2.1	2	1.0	2	1.4	2	1.4	4	3.6	2	1.8
Clerical & Kindred Occup.	39	20.1	28	14.4	37	25.5	27	18.6	26	23.4	27	24.3
Sales & Kindred Occup.	13	6.7	22	11.3	9	6.2	12	8.3	6	5.4	8	7.2
Domestic Service Occup.	1	.5	2	1.0	-	-	1	.7	-	-	-	-
Personal Service Occup.	3	1.5	4	2.1	7	4.8	4	2.7	3	2.7	2	1.8
Protective Service Occup.	7	3.6	6	3.1	10	6.9	8	5.5	1	.9	3	2.7
Agricultural, horticultural, etc.	5	2.6	3	1.5	1	.7	1	.7	6	5.4	4	3.6
Building & Service Workers	-	-	-	-	1	.7	-	-	-	-	-	-
Skilled Occupation	37	19.1	23	11.9	20	13.8	11	7.5	14	12.6	6	5.4
Semi-skilled Occupation	3	1.5	5	2.6	-	-	-	-	2	1.8	4	3.6
Unskilled Occupation	1	.5	7	3.6	1	.7	2	1.4	-	-	2	1.8
Undecided	8	4.1	24	12.4	8	5.5	16	11.0	1	.9	9	8.1
No response	8	4.1	18	9.3	1	.7	28	19.3	3	2.7	18	16.2
Marriage	-	-	4	2.1	1	.7	1	.7	-	-	-	-
Total	194	100.0	195	100.0	145	100.0	145	100.0	111	100.0	111	100.0

classification. A considerable increase was evident in the "undecided" and "no response" classification when students were asked to state what work they actually expected to do. The semi-professions interested about 8.0 percent of the respondents in all the grades. This fact is noteworthy because, if the junior college offered terminal curricula for more of the semi-professional occupations, these students could be expected to attend. Of equal importance was the number of students who were interested in the skilled occupational classifications. There were 19.1 percent of the 10th, 13.8 percent of the 11th and 12.6 percent of the 12th grade students who evinced an interest in that classification. It is possible that, if courses were offered to train students interested in skilled occupations, and the availability of these courses was made known to the students, a portion of them would attend the institution.

It was evident that the occupational aspirations of the youth of Jackson High School were similar to those of the youth studied by Bell¹², Reynolds¹³, Todd¹⁴, Lean¹⁵, Sower et al¹⁶. The findings of those studies indicated that the occupational aspirations of the students were greater than their occupational expectations.

¹²

Bell, op. cit., p. 64.

¹³

Reynolds, op. cit., pp. 52-55.

¹⁴

Todd, op. cit., p. 181.

¹⁵

Lean, op. cit., p. 126.

¹⁶

Sower, et al, op. cit., p. 21.

COMPARISON OF STUDENTS' OCCUPATIONAL CLASSIFICATION
WITH UNITED STATES CENSUS DATA

The students' occupational classifications were compared with data secured from the United States Census Report, 1940¹⁷ in order to illustrate to what extent students' occupational choices deviated from the occupational pattern depicted by the United States Census figures (see Table XLVIII). It is necessary to focus attention upon the fact that the census data included individuals 14 years and over in the labor market. It is likely that more students who graduate from high school will be employed in professional work than will those who do not. Many of the workers, no doubt, did not complete high school, a fact which would preclude professional attainments for them.

A fairly large proportion of the respondents aspired to professional occupations. Table XLVIII reveals that about 29.0 percent of the Jackson High School students desired that type of occupation, but the census data show that only 8.1 percent of the workers in Jackson, Michigan are employed in that occupational classification. According to the census data only 1.3 percent of the workers are employed in the semi-professions, while 7.2 percent of the 10th, 10.3 percent of the 11th and 8.1 percent of the 12th grade students desired occupations in that classification. There was also a big difference in the percentages in the semi-skilled occupations, but the situation was reversed because there were, roughly, 23.0 percent of the workers engaged in that category while only 1.0 percent of the students

¹⁷

Sixteenth Census of the United States, 1940, loc. cit.

TABLE XLVIII

OCCUPATIONS FOR WHICH ONE HUNDRED NINETY-FOUR 10th, ONE HUNDRED FORTY-FIVE 11th AND ONE HUNDRED ELEVEN 12th GRADE STUDENTS WOULD LIKE TO PREPARE, COMPARED WITH 1940 CENSUS FIGURES OF INDIVIDUALS EMPLOYED IN THE OCCUPATIONS, JACKSON, MICHIGAN*

Occupations	No. of students interested						No. of individuals engaged in occupations, 1940	
	10th Grade No.	%	11th Grade No.	%	12th Grade No.	%		%
Professional	51	26.3	32	22.0	36	32.4	1475	8.1
Semiprofessional	14	7.2	15	10.3	9	8.1	241	1.3
Managerial & Official Occupation	4	2.1	2	1.4	4	3.6	1767	9.7
Clerical & Kindred Occup.	39	20.1	37	25.5	26	23.4	4084	22.4
Sales & Kindred Occup.	13	6.7	9	6.2	6	5.4	included	-
Domestic Service Occup.	1	.5	-	-	-	-	710	3.9
Personal Service Occup.	3	1.5	7	4.8	3	2.7	1797	9.8
Protective Service Occup.	7	3.6	10	6.9	11	.9	included	-
Building Service Workers	-	-	1	.7	-	-	-	-
Agricultural, horticultural, etc.	5	2.6	1	.7	6	5.4	44	.2
Skilled Occupation	37	19.1	20	13.7	14	12.6	2799	15.3
Unskilled Occupation	1	.5	1	.7	-	-	891	4.9
Undecided	8	4.1	8	5.5	1	.9	-	-
No response	8	4.1	1	.7	3	2.7	190	1.0
Marriage	-	-	1	.7	-	-	-	-
Total	194	100.0	145	100.0	111	100.0	18,252	100.0

*Sixteenth Census of the United States, 1940.

desired occupations in the semi-skilled classification. Although the sales and kindred occupations were included in the clerical occupations of the census data, not much difference existed when the students' corresponding classifications were compared with the census data. Comparison of the percentages of students who were interested in the managerial occupations with the percentages of the census data show a marked difference; e.g., the percentage of the 10th grade students was 2.1 percent, the census data was 9.7 percent; for the 11th grade the percentage was 1.4 percent and the census data was 9.7 percent; for the 12th grade the percentage was 3.6 percent and the census data was 9.7 percent. It was surprising to note that about 15.0 percent of the students were interested in skilled occupations because that was comparable to the percent of the workers engaged in that classification.

COMPARISON OF STUDENTS' OCCUPATIONAL DATA WITH THE INVENTORY OF OCCUPATIONAL INDEX, JACKSON LABOR MARKET

Comparison of Jackson High School students' occupational choices was also made with the Inventory of Occupational Index, Jackson Labor Market Area¹⁸. The Occupational Index classifications combined the semiprofessional and managerial occupations in the professional category; the sales and kindred occupations were included in the clerical classification, and the personal and protective services were included in the domestic service

¹⁸

Inventory of Occupational Index, loc. cit.

classification. Comparisons which refer to the professional, clerical, and domestic occupational classifications in the Occupational Index will refer to the combinations of the above occupational classifications.

According to the Occupational Index, 14.3 percent of the workers in Jackson were occupied in the combined professional classification, while about 34.0 percent of the 10th, 34.0 percent of the 11th and 40.0 percent of the 12th grade youth desired occupations in that classification (see Table XLIX). The combinations which are classified under the clerical occupations in the Occupational Index indicate that a total of 18.8 percent of the workers are in the clerical classification. The percentages of the students aspiring to these occupations were 27.0 percent of the 10th grade, 32.0 percent of the 11th grade and 29.0 percent of the 12th grade. The figures above show that a greater difference in percentages was evident in the comparison of students' clerical occupational choices and the Occupational Index than was evident in the comparison of the former with the Census data (see Tables XLVIII and XLIX). The percentage of workers employed in the combined domestic service occupational classification was larger than the percentage of students who were interested in the occupations thus classified. The Occupational Index reveals that 20.5 percent of the employees in Jackson were engaged in the skilled occupations. The percentage of youth who desired to enter the skilled occupations, however, was approximately 15.0 percent. A very large percentage of the workers were employed in the

TABLE XLIX

OCCUPATIONAL CHOICE OF ONE HUNDRED NINETY-FOUR 10th, ONE HUNDRED FORTY-FIVE 11th AND ONE HUNDRED ELEVEN 12th GRADE HIGH SCHOOL STUDENTS, COMPARED WITH THE INVENTORY OF OCCUPATIONAL INDEX, JACKSON LABOR MARKET AREA, JACKSON, MICHIGAN*

Occupations	No. of students interested						Jackson Occupa-	
	10th Grade		11th Grade		12th Grade		tional Index	
	No.	%	No.	%	No.	%	No.	%
Professional	51	26.3	32	22.0	36	32.4	5028	14.3
Semiprofessional	14	7.2	15	10.3	9	8.1	included	-
Managerial & Official Occup.	4	2.1	2	1.4	4	3.6	"	-
Clerical & Kindred Occup.	39	20.1	37	25.5	26	23.4	6618	18.8
Sales & Kindred Occup.	13	6.7	9	6.2	6	5.4	included	-
Domestic Service Occup.	1	.5	-	-	-	-	3450	9.8
Personal Service Occup.	3	1.5	7	4.8	3	2.7	included	-
Protective Service Occup.	7	3.6	10	6.9	1	.9	"	-
Building Service Workers	-	-	1	.7	-	-	"	-
Agricultural, horticultural, etc.	5	2.6	1	.7	6	5.4	138	.4
Skilled Occupations	37	19.1	20	13.7	14	12.6	7209	20.5
Semi-skilled Occupations	3	1.5	-	-	2	1.8	8725	24.8
Unskilled Occupations	1	.5	1	.7	-	-	4016	11.4
Not decided	8	4.1	8	5.5	1	.9	-	-
No response	8	4.1	1	.7	3	2.7	-	-
Marriage	-	-	1	.7	-	-	-	-
Total	194	100.0	145	100.0	111	100.0	35,184	100.0

*Inventory of Occupational Index Jackson Labor Market Area, Michigan Unemployment Compensation Commission, Jackson, Michigan. February, 1949. p. 44.

Table L shows that 42.9 percent of the 10th grade, 39.3 percent of the 11th, and 22.6 percent of the 12th grade students hoped to engage in professional occupations. Next in order of selection was the clerical and kindred occupational classification. Of specific importance were those students who planned to enter the semiprofessional and skilled occupations. They, no doubt, would expect to secure training for the occupations in the junior college. There was a range of 9.5 percent of the 10th grade students to 22.6 percent of the 12th grade students who desired semiprofessional employment (see Table L). For the skilled occupational classification the range was 3.2 percent for the 12th grade students to 10.7 percent of the 11th grade students. About 50.0 percent of the 10th, 57.0 percent of the 11th and 71.0 percent of the 12th grade students who plan to attend the Junior College desired occupations not classified as professional. They probably hoped to secure all, or at least, a major portion of their training for these occupations in the junior college. The fact that a major portion of these students expect to engage in occupations not requiring four years of college training suggests that courses to provide training for these occupations should be included in the junior college curriculum.

STUDENTS' OPINIONS RELATIVE TO SUCCESS IN FINDING

A JOB FOR WHICH THEY HAD PREPARED

Students were asked to check a question which pertained to their knowledge of employment opportunities: 2. (b) How

TABLE L

OCCUPATIONAL SELECTIONS OF STUDENTS WHO
PLAN TO ATTEND JUNIOR COLLEGE
JACKSON, MICHIGAN

Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Professional	18	42.9	11	39.3	7	22.6
Semiprofessional	4	9.5	4	14.3	7	22.6
Managerial & Official Occupation	-	-	1	3.6	2	6.5
Clerical & Kindred Occup.	9	21.4	3	10.7	8	25.8
Sales & Kindred Occup.	-	-	1	3.6	2	6.5
Domestic Service Occup.	-	-	-	-	-	-
Personal Service Occup.	-	-	1	3.6	-	-
Protective Service Occup.	3	7.1	3	10.7	-	-
Agricultural, Horticul- tural, etc.	1	2.4	-	-	2	6.5
Skilled Occupation	3	7.1	3	10.7	1	3.2
Semi-skilled Occupation	-	-	-	-	-	-
Unskilled Occupation	-	-	-	-	-	-
No response	2	4.8	-	-	1	3.2
Undecided	2	4.8	1	3.6	1	3.2
Total	42	100.0	28	100.0	31	100.0

good do you think your chance will be in finding a job after you have prepared yourself for it? Check one. 1. Excellent _____, 2. Fair _____, 3. Poor _____, 4. Do not know _____. Table LI reveals that, as a general rule, the tenth grade students are not very well informed about the possibilities of securing employment after they have prepared for a specific occupation. The occupational pattern of the community suggests that opportunities for securing employment in the clerical, sales, and skilled occupations would be excellent because, roughly, 40.0 percent of the workers employed in Jackson are engaged in that type of work. The percent of

the students who plan to enter these occupations compares favorably with the community occupational pattern (see Tables XLVIII and XLIX). But 51.3 percent of the 10th grade youth interested in the clerical occupations, 53.8 percent interested in the sales occupations and 43.2 percent interested in the skilled occupations did not know what the possibilities were of finding employment in these occupations. The situation was not the same for the 11th grade students, but there were some similarities; e.g., 40.5 percent of the 11th grade students who were interested in clerical occupations; 11.1 percent who were interested in the sales occupations; and 35.0 percent who were interested in the skilled occupations did not know what the possibilities of employment were (see Tables LII and LIII). Apparently, the 12th grade students who were interested in clerical and sales occupations had obtained some information because only 15.4 percent interested in the clerical, and 16.7 percent interested in the sales occupations indicated that they did not know what employment opportunities there were in these categories. Their situation was similar to the 10th and 11th grade students in the skilled occupational classification; i.e., 50.0 percent of the 12th grade youth also did not know what the possibilities were of securing employment as skilled workers (see Tables LI, LII, and LIII). Due to the uncertainty of world conditions which directly affect the labor market, it would be difficult for those in charge of the guidance function to provide, with

TABLE LI

ONE HUNDRED NINETY-FOUR 10th GRADE STUDENTS' OPINIONS RELATIVE
TO SUCCESS IN FINDING A JOB FOR WHICH THEY HAD PREPARED
JACKSON, MICHIGAN

Occupations	No. of Students	Excel- lent	%	Fair	%	Poor	%	Do not know	%	No re- sponse	%
Professional	51	18	35.3	13	25.5	1	2.0	18	35.3	1	2.0
Semiprofessional	14	2	14.3	4	28.6	1	7.1	6	42.9	1	7.1
Managerial & Official Occup.	4	3	75.0	-	-	-	-	1	25.0	-	-
Clerical & Kindred Occup.	39	8	20.5	9	23.1	1	2.6	20	51.3	1	2.6
Sales & Kindred Occup.	13	3	23.1	3	23.1	-	-	7	53.8	-	-
Domestic Service Occup.	1	-	-	1	100.0	-	-	-	-	-	-
Personal Service Occup.	3	-	-	1	33.3	-	-	2	66.7	-	-
Protective Service Occup.	7	1	14.3	4	57.1	-	-	1	14.3	1	14.3
Agriculture, Horticultural, etc.	5	-	-	2	40.0	-	-	3	60.0	-	-
Skilled Occupation	37	10	27.0	11	29.7	-	-	16	43.2	-	-
Semi-skilled Occupation	3	1	33.3	1	33.3	-	-	1	33.3	-	-
Unskilled Occupation	1	-	-	1	100.0	-	-	-	-	-	-
Undecided	8	-	-	1	12.5	-	-	6	75.0	1	12.5
No response	8	-	-	3	37.5	-	-	4	50.0	1	12.5

TABLE LII

ONE HUNDRED FORTY-FIVE 11th GRADE STUDENTS' OPINIONS RELATIVE
TO SUCCESS IN FINDING A JOB FOR WHICH THEY HAD PREPARED
JACKSON, MICHIGAN

Occupations	No. of Students	Excel- lent	%	Fair	%	Poor	%	Do not know	%	No re- sponse	%
Professional	32	11	34.4	10	31.2	1	3.1	10	31.2	-	-
Semiprofessional	15	4	26.7	6	40.0	-	-	5	33.3	-	-
Managerial & Official Occup.	2	1	50.0	1	50.0	-	-	-	-	-	-
Clerical & Kindred Occup.	37	2	5.4	18	48.6	1	2.7	15	40.5	1	2.7
Sales & Kindred Occup.	9	5	55.6	2	22.2	-	-	1	11.1	1	11.1
Domestic Service Occup.	-	-	-	-	-	-	-	-	-	-	-
Personal Service Occup.	7	2	28.6	1	14.3	-	-	4	57.1	-	-
Protective Service Occup.	10	3	30.0	4	40.0	-	-	2	20.0	1	10.0
Building Service Workers	1	1	100.0	-	-	-	-	-	-	-	-
Agricultural, Horticultural, etc.	1	1	100.0	-	-	-	-	-	-	-	-
Skilled Occupation	20	2	10.0	10	50.0	1	5.0	7	35.0	-	-
Semi-skilled Occupation	-	-	-	-	-	-	-	-	-	-	-
Unskilled Occupation	1	-	-	-	-	-	-	1	100.0	-	-
Undecided	8	-	-	1	12.5	-	-	7	87.5	-	-
No response	1	-	-	-	-	-	-	1	100.0	-	-
Marriage	1	-	-	-	-	-	-	1	100.0	-	-

TABLE LIII

ONE HUNDRED ELEVEN 12th GRADE STUDENTS' OPINIONS RELATIVE
TO SUCCESS IN FINDING A JOB FOR WHICH THEY HAD PREPARED
JACKSON, MICHIGAN

Occupations	No. of Students	Excel- lent	%	Fair	%	Poor	%	Do not know	%	No re- sponse	%
Professional	36	15	41.7	9	25.0	1	2.8	11	30.6	-	-
Semiprofessional	9	4	44.4	2	22.2	-	-	3	33.3	-	-
Managerial & Official Occup.	4	-	-	1	25.0	-	-	3	75.0	-	-
Clerical & Kindred Occup.	26	10	38.5	12	46.2	-	-	4	15.4	-	-
Sales & Kindred Occup.	6	4	66.6	1	16.7	-	-	1	16.7	-	-
Domestic Service Occup.	-	-	-	-	-	-	-	-	-	-	-
Personal Service Occup.	3	1	33.3	1	33.3	-	-	-	-	1	33.3
Protective Service Occup.	1	-	-	-	-	-	-	1	100.0	-	-
Agricultural, horticultural, etc.	6	4	66.6	2	33.3	-	-	-	-	-	-
Skilled Occupation	14	4	28.5	3	21.4	-	-	7	50.0	-	-
Semi-skilled Occupation	2	-	-	2	100.0	-	-	-	-	-	-
Unskilled Occupation	-	-	-	-	-	-	-	-	-	-	-
Undecided	1	-	-	1	100.0	-	-	-	-	-	-
No response	3	2	66.6	-	-	1	33.3	-	-	-	-

any certainty, knowledge of what the employment picture will be in the future. However, the data suggest that very little change has occurred in Jackson in the last ten years in the proportion of those workers employed in the clerical, sales and skilled occupations. It appears that better insight into the employment possibilities in these categories should be provided the students through the medium of the high school guidance program.

TRAINING STUDENTS THINK NECESSARY FOR OCCUPATIONS

Implications for individuals concerned with the school guidance program have been noted previously. Some of the questions submitted to students were so structured that information relative to student guidance could be gained. One question involved the amount of training Jackson High School students considered essential for a specific occupation. The question follows: 2. (c) How much training do you think you think you will need to prepare you for this job? 1. High school_____. 2. Junior college_____. 3. Other college training_____. Approximately 83.0 percent of the students thought a college education was necessary for the professional occupations (see Tables LIV, LV and LVI). However, 7.8 percent of the 10th, 9.4 percent of the 11th, and 2.8 percent of the 12th grade students who hoped to enter the professions thought a high school education was sufficient. Evidence revealed that by the time students had reached the 12th

grade, they were fairly well informed as to the amount of training professional occupations require. It may appear that the students in the 10th and 11th grades who desired occupations in the protective service occupations did not know what the training requirements for these occupations were when they stated it took four years to prepare for the protective services but some of them were interested in police administration and had indicated that they intended to secure their training (four years) at Michigan State College. Over 50.0 percent of the respondents in each grade believed a high school business education to be adequate for the clerical occupations. Generally, high school graduates who have completed a business training program have experienced little difficulty in their attempts to secure clerical employment. Students interested in the semi-professions do need additional information because 42.6 percent of the 10th, 20.0 percent of the 11th and 11.1 percent of the 12th grade students desiring occupations in that category thought a high school education would be sufficient training.

Except for the lack of knowledge of a few students interested in the professional, semi-professional, and skilled occupations, the students, as a whole, were fairly well informed about the training requirements for the occupations which they wished to pursue. Further guidance appeared to be needed in the three above-mentioned classifications.

TABLE LIV

AMOUNT OF TRAINING ONE HUNDRED NINETY-FOUR 10th GRADE
STUDENTS BELIEVE NECESSARY FOR VARIOUS OCCUPATIONS
JACKSON, MICHIGAN

Occupation	No. of Students	Amount of training									
		H.S.	%	J.C.	%	Other college	%	Don't know	%	No re- sponse	%
Professional	51	4	7.8	3	5.9	44	86.3	-	-	-	-
Semiprofessional	14	6	42.6	1	7.1	7	50.0	-	-	-	-
Managerial & Official Occup.	4	2	50.0	-	-	2	50.0	-	-	-	-
Clerical & Kindred Occup.	39	22	56.4	8	20.5	9	23.1	-	-	-	-
Sales & Kindred Occup.	12	11	91.7	-	-	1	8.3	-	-	-	-
Domestic Service Occup.	1	1	100.0	-	-	-	-	-	-	-	-
Personal Service Occup.	3	3	100.0	-	-	-	-	-	-	-	-
Protective Service Occup.	7	2	28.6	1	14.3	3	42.9	-	-	1	14.3
Agricultural, horticultural, etc.	5	4	80.0	-	-	1	20.0	-	-	-	-
Skilled Occupation	36	31	86.0	1	2.8	3	8.3	-	-	1	2.8
Semi-skilled Occupation	3	3	100.0	-	-	-	-	-	-	-	-
Unskilled Occupation	1	1	100.0	-	-	-	-	-	-	-	-
Undecided	10	4	40.0	1	10.0	3	30.0	1	10.0	1	10.0
No response	8	7	87.5	-	-	-	-	-	-	1	12.5

TABLE LV

AMOUNT OF TRAINING ONE HUNDRED FORTY-FIVE 11th GRADE
STUDENTS BELIEVE NECESSARY FOR VARIOUS OCCUPATIONS
JACKSON, MICHIGAN

Occupation	No. of Students	Amount of training								No re- sponse	%
		H.S.	%	J.C.	%	Other college	%	Don't know	%		
Professional	32	3	9.4	1	3.1	27	34.4	-	-	-	-
Semiprofessional	15	3	20.0	1	6.7	10	66.7	-	-	-	-
Managerial & Official Occup.	2	-	-	1	50.0	-	-	-	-	1	50.0
Clerical & Kindred Occup.	37	27	73.0	3	8.1	7	18.9	-	-	-	-
Sales & Kindred Occup.	9	7	77.8	1	11.1	1	11.1	-	-	-	-
Domestic Service Occup.	-	-	-	-	-	-	-	-	-	-	-
Personal Service Occup.	7	4	57.1	1	14.3	1	14.3	-	-	1	14.3
Protective Service Occup.	10	6	60.0	1	10.0	2	20.0	-	-	1	10.0
Building Service Workers	1	-	-	-	-	1	100.0	-	-	-	-
Agricultural, horticultural, etc.	1	-	-	-	-	1	100.0	-	-	-	-
Skilled Occupation	20	16	80.0	-	-	4	20.0	-	-	-	-
Semi-skilled Occupation	-	-	-	-	-	-	-	-	-	-	-
Unskilled Occupation	1	1	100.0	-	-	-	-	-	-	-	-
Undecided	8	1	12.5	1	12.5	1	12.5	-	-	5	62.5
No response	1	1	100.0	-	-	-	-	-	-	-	-
Marriage	1	1	100.0	-	-	-	-	-	-	-	-

TABLE LVI

AMOUNT OF TRAINING ONE HUNDRED ELEVEN 12th GRADE STUDENTS BELIEVE NECESSARY FOR VARIOUS OCCUPATIONS
JACKSON, MICHIGAN

Occupations	No. of Students	Amount of training								No re- sponse %	
		H.S.	%	J.C.	%	Other college	%	Don't know	%		
Professional	35	1	2.8	1	2.8	34	94.4	-	-	-	-
Semi-professional	9	1	11.1	8	88.9	-	-	-	-	-	-
Managerial & Official Occup.	4	1	25.0	2	50.0	1	25.0	-	-	-	-
Clerical & Kindred Occup.	26	15	57.7	8	30.8	3	11.5	-	-	-	-
Sales & Kindred Occup.	6	4	66.7	1	16.7	1	16.7	-	-	-	-
Domestic Service Occup.	-	-	-	-	-	-	-	-	-	-	-
Personal Service Occup.	3	3	100.0	-	-	-	-	-	-	-	-
Protective Service Occup.	1	1	100.0	-	-	-	-	-	-	-	-
Agricultural, horticultural, etc.	6	3	50.0	1	16.7	2	33.3	-	-	-	-
Skilled Occupation	14	10	71.4	1	7.1	1	7.1	1	7.1	1	7.1
Semi-skilled Occupation	2	2	100.0	-	-	-	-	-	-	-	-
Unskilled Occupation	-	-	-	-	-	-	-	-	-	-	-
Undecided	1	-	-	-	-	1	100.0	-	-	-	-
No response	3	1	33.3	-	-	2	66.6	-	-	-	-

INSTITUTIONS WHERE STUDENTS EXPECTED TO RECEIVE TRAINING

An attempt was made to find out at what institutions the Jackson High School students expected to receive their occupational training. The question submitted to them was: 2. (d) What is the name of the institution where you expect to get your training? For example: Michigan State College, General Motors Institute, apprentice training on the job, etc. Table LVII shows that a large percent of the students did not respond. It is possible that students who did not respond either took for granted that they would receive their training in high school or did not know what institutions could provide such training. Approximately 6.0 percent did indicate that they were undecided where they expected to receive training. A fairly large percent of the students expected to receive training either at Michigan State College or the University of Michigan (27.0 percent). A few students expected to receive their training either in a business college, a technical school or a nurses' training institution (7.0 percent). The fact that 1.5 percent of the 10th, 6.2 percent of the 11th and 4.5 percent of the 12th grade respondents expected to receive on-the-job training in industry raises the question as to the extent to which the junior college could render additional service to the community by including more on-the-job training programs. "Other" responses were difficult to analyze because of vagueness, but many of the students implied that a program involving apprentice

training would help them prepare for an occupation.

STUDENTS' KNOWLEDGE OF TRAINING AVAILABLE IN THE JUNIOR COLLEGE

How many of the Jackson High School students know whether the junior college offers training for their occupations? The question raised was: 2. (e) Do you know whether the junior college offers training for your job? Check one: Yes _____.
No _____. A large percent of the students indicated that they did not know whether the junior college offered courses which would train them for the occupations they desired. A separate analysis of each grade showed that 29.9 percent of the 10th grade students knew that training was available, 60.8 percent did not know and 9.3 percent did not respond; 33.8 percent of the 11th grade students knew that training was available, 56.6 percent did not know and 9.7 percent did not respond (see Table LVIII). More of the 12th grade students knew that courses were available (38.7 percent). But there still was a large percent who did not know if training were available (47.7 percent). Thus the data suggest that there were more students in the 10th, 11th and 12th grades who did not know whether the junior college offered training in their occupation than there were students who did. It appears that the guidance program of the high school should give the students a better understanding of the courses available in the junior college.

TABLE LVII

NAME OF INSTITUTION WHERE ONE HUNDRED NINETY-FOUR
10th, ONE HUNDRED FORTY-FIVE 11th AND ONE HUNDRED
ELEVEN 12th GRADE STUDENTS EXPECT TO RECEIVE
TRAINING, JACKSON, MICHIGAN

Name of Institution	10th Grade No.	%	11th Grade No.	%	12th Grade No.	%
Michigan State College	23	11.9	15	10.3	11	9.9
University of Michigan	18	9.3	15	10.3	10	9.0
Jackson Junior College	9	4.1	4	2.8	7	6.3
Out of state colleges	7	3.6	4	2.8	9	8.1
Business college	4	2.1	4	2.8	3	2.7
Nursing	4	2.1	5	3.4	3	2.7
On the job training in industry	3	1.5	9	6.2	5	4.5
Other Michigan colleges	2	1.0	4	2.8	8	7.2
General Motors Tech.	2	1.0	1	.7	1	.9
Other Tech.	2	1.0	2	1.4	-	-
Beauty School	-	-	1	.7	2	1.8
High School	11	5.7	8	5.5	1	.9
Undecided	16	8.2	6	4.1	5	4.5
No response	72	37.1	60	41.4	39	35.1
Others	21	10.8	7	4.8	-	-
Total	194	100.0	145	100.0	111	100.0

ANALYSIS OF STUDENTS WHO WOULD ATTEND THE JUNIOR COLLEGE IF TRAINING WERE AVAILABLE

Respondents were asked to check this question: 2. (f) If you could get the training for your job in the junior college, would you attend the junior college? Yes _____ No _____. The difference in the percentages of the three grades was very slight for the students who said they would attend the junior college if training were available. An analysis of the occupational aspirations was made of the 86 tenth, 54 eleventh, and 47 twelfth grade students who stated they would attend the junior college if training for their occupation were available.

TABLE LVIII

TENTH, ELEVENTH, AND TWELFTH GRADE HIGH SCHOOL STUDENTS'
KNOWLEDGE OF OCCUPATIONAL TRAINING AVAILABLE IN THE
JUNIOR COLLEGE FOR THEIR DESIRED OCCUPATIONS
JACKSON, MICHIGAN

Knowledge	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Knowledge of available training	58	29.9	49	33.8	43	38.7
No knowledge of available training	118	60.8	82	56.6	53	47.7
No response	18	9.3	14	9.7	15	2.7
Total	194	100.0	145	100.0	111	100.0

Except for the 12th grade, the occupational classification which included the greatest number of those students was the professional (see Table LIX). Probably some of the students in that classification may have meant that they would attend if

TABLE LIX

CLASSIFICATION BY OCCUPATIONAL GROUPS OF EIGHTY-SIX 10th, FIFTY-FOUR 11th AND
 FORTY-SEVEN 12th GRADE STUDENTS WHO WOULD ATTEND JUNIOR COLLEGE IF TRAINING
 FOR OCCUPATIONS WERE AVAILABLE
 JACKSON, MICHIGAN

Occupations	No. who would attend if training were available					
	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Professional	30	34.9	13	24.1	10	21.3
Semiprofessional	7	8.1	7	13.0	7	14.9
Managerial & Official Occup.	1	1.2	1	1.9	2	4.3
Clerical & Kindred Occup.	17	19.8	8	14.0	11	23.4
Sales & Kindred Occup.	4	4.7	3	5.6	2	4.3
Domestic Service Occup.	1	1.2	-	-	-	-
Personal Service Occup.	1	1.2	2	3.0	1	2.1
Protective Service Occup.	3	3.5	5	9.3	-	-
Agricultural, Horticultural, etc.	1	1.2	-	-	4	8.5
Skilled Occupation	14	16.3	10	18.0	9	19.1
Semi-skilled Occupation	-	-	-	-	-	-
Unskilled Occupation	-	-	1	1.9	-	-
Undecided	4	4.6	2	3.0	1	2.1
No response	3	3.4	1	1.9	-	-
Marriage	-	-	1	1.9	-	-
Total	86* 100.0		54* 100.0		47* 100.0	

*Represents 44.3 percent of the 194 10th grade students; 37.2 percent of the 145 11th grade students; and 42.3 percent of the 111 12th grade students.

complete professional training (four years) could be obtained in the junior college. It is not surprising that a good number of students who aspired to clerical occupations said they would attend if training were available because, as was previously pointed out, a number of the respondents did not know whether training was available. Of major concern was the number of students interested in the semiprofessional and skilled occupations who would attend the junior college if training were available.

STUDENTS WHO WOULD ATTEND THE JUNIOR COLLEGE IF TRAINING
WERE AVAILABLE AND THEIR KNOWLEDGE OF AVAILABLE TRAINING

A large percent of the respondents who would attend the junior college if training were available for their occupations said they did not know that such training was available (see Tables LX, LXI and LXII). Some of the students who aspire to professional and clerical occupations apparently did know what courses were available inasmuch as the junior college did offer the basic courses for most of the professional occupations, and offered a fairly well rounded business training program. On the other hand, some of the students desired to attend a business college where it was possible to secure their training in a shorter period of time. The evidence suggests that students need to be informed about the occupational training offered in the junior college.

REASONS STUDENTS GAVE FOR NOT ATTENDING JUNIOR COLLEGE EVEN THOUGH TRAINING WERE AVAILABLE

An effort was made to determine why students would not attend the junior college even though training for their desired occupation could be secured. Quite a number of the students did not respond to the question. The students who plan to attend the junior college were not expected to respond.

The question submitted to the students read: 2. (g) If you could get the training in the junior college, but do not plan to attend, please write the reason in this space

Table LXIII shows that some considered finances as paramount, since 12.2 percent of the 10th grade, 12.5 percent of the 11th grade and 7.3 percent of the 12th grade students who responded to the question gave that answer. The largest percentage of the 10th grade students (17.7 percent) indicated that they did not care to continue their formal education while only 8.9 percent of the 11th grade and 7.3 percent of the 12th grade students gave that response. "Better training and opportunity for occupation at another institution," "can not secure training in junior college," "desire to leave home and community," "unbroken pattern of college attendance better," and "just do not want to attend junior college" were other responses of a number of the students.

ANALYSIS OF CURRICULAR OFFERINGS IN THE JACKSON JUNIOR COLLEGE

An examination of the Course of Study and interviews with

TABLE LX

EIGHTY-SIX 10th GRADE STUDENTS, ACCORDING TO OCCUPATIONS, WHO WOULD
ATTEND JUNIOR COLLEGE IF TRAINING WERE AVAILABLE, COMPARED
WITH THEIR KNOWLEDGE OF AVAILABLE TRAINING
JACKSON, MICHIGAN

Occupations	Total aspiring to occupations	Know if training is available				No re- sponse	%
		Yes	%	No	%		
Professional	30	9	30.0	21	70.0	-	-
Semiprofessional	7	3	42.9	4	57.1	-	-
Managerial & Official Occupation	1	1	100.0	-	-	-	-
Clerical & Kindred Occupation	17	12	70.6	4	23.5	1	5.9
Sales & Kindred Occupation	4	1	25.0	3	75.0	-	-
Domestic Service Occupation	1	-	-	-	-	1	100.0
Personal Service Occupation	1	1	100.0	-	-	-	-
Protective Service Occupation	3	2	66.7	1	33.3	-	-
Agricultural, Horticultural, etc.	1	1	100.0	-	-	-	-
Skilled Occupation	14	3	21.4	9	64.3	2	14.3
Semi-skilled Occupation	-	-	-	-	-	-	-
Unskilled Occupation	-	-	-	-	-	-	-
Undecided	4	1	25.0	3	75.0	-	-
No response	3	1	33.3	2	66.7	-	-

TABLE LXI

FIFTY-FOUR 11th GRADE STUDENTS, ACCORDING TO OCCUPATIONS, WHO WOULD
ATTEND JUNIOR COLLEGE IF TRAINING WERE AVAILABLE, COMPARED
WITH THEIR KNOWLEDGE OF AVAILABLE TRAINING
JACKSON, MICHIGAN

Occupations	Total aspiring to occupations	Know if training is available				No re- sponse	
		Yes	%	No	%		%
Professional	13	6	46.2	7	53.8	-	-
Semiprofessional	7	4	57.1	2	28.6	1	14.3
Managerial & Official Occup.	1	1	100.0	-	-	-	-
Clerical & Kindred Occup.	8	5	62.5	3	37.5	-	-
Sales & Kindred Occup.	3	2	66.7	1	33.3	-	-
Domestic Service Occup.	-	-	-	-	-	-	-
Personal Service Occup.	2	-	-	2	100.0	-	-
Protective Service Occup.	5	-	-	4	80.0	1	20.0
Agricultural, Horticultural, etc.	-	-	-	-	-	-	-
Skilled Occupation	10	2	20.0	8	80.0	-	-
Semi-skilled Occupation	-	-	-	-	-	-	-
Unskilled Occupation	1	-	-	1	100.0	-	-
Undecided	2	-	-	2	100.0	-	-
No response	1	1	100.0	-	-	-	-
Marriage	1	1	100.0	-	-	-	-

TABLE LXII

FORTY-SEVEN 12th GRADE STUDENTS, ACCORDING TO OCCUPATIONS, WHO WOULD
ATTEND JUNIOR COLLEGE IF TRAINING WERE AVAILABLE, COMPARED
WITH THEIR KNOWLEDGE OF AVAILABLE TRAINING
JACKSON, MICHIGAN

Occupations	Total aspiring to occupations	Know if training is available				No re- sponse	%
		Yes	%	No	%		
Professional	10	3	30.0	7	70.0	-	-
Semiprofessional	7	3	42.9	4	57.1	-	-
Managerial & Official Occupation	2	-	-	1	50.0	1	50.0
Clerical & Kindred Occupation	11	9	81.8	2	18.2	-	-
Sales & Kindred Occupation	2	2	100.0	-	-	-	-
Domestic Service Occupation	-	-	-	-	-	-	-
Personal Service Occupation	1	-	-	1	100.0	-	-
Protective Service Occupation	-	-	-	-	-	-	-
Agricultural, Horticultural, etc.	4	-	-	4	100.0	-	-
Skilled Occupation	9	1	11.1	8	88.9	-	-
Semi-skilled Occupation	-	-	-	-	-	-	-
Unskilled Occupation	-	-	-	-	-	-	-
Undecided	1	1	100.0	-	-	-	-

TABLE LXIII

REASONS NINETY 10th GRADE, FIFTY-SIX 11th GRADE, AND FORTY-ONE 12th GRADE
STUDENTS GAVE FOR NOT ATTENDING JUNIOR COLLEGE, EVEN IF TRAINING FOR
OCCUPATION WERE AVAILABLE, JACKSON, MICHIGAN

Reasons	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Desire to leave home & community	3	3.3	2	3.6	3	7.3
Better training & opportunity for occupation at another institution	8	8.8	7	12.5	2	4.9
Unbroken pattern of college attendance better	1	1.1	5	8.9	2	4.9
A problem to transfer credits from J.C.	-	-	1	1.8	1	2.4
Standards of J.C. not high enough	1	1.1	-	-	1	2.4
Wish to attend a larger school	2	2.2	1	1.8	1	2.4
Can not secure training at J.C.	3	3.3	1	1.8	5	12.2
Dislike junior college	1	1.1	-	-	1	2.4
Religious	-	-	2	3.6	1	2.4
Just do not want to go to junior college	4	4.4	5	8.9	3	7.3
J.C. a waste of time and money	1	1.1	-	-	1	2.4
More convenient to attend another institution	3	3.3	1	1.8	1	2.4
Poor marks	1	1.1	3	5.4	-	-
Finances	11	12.2	7	12.5	3	7.3
Do not care to continue formal education	16	17.7	5	8.9	3	7.3
Involves too much time	3	3.3	-	-	-	-
High school education insufficient	10	11.1	5	8.9	4	9.8
Help needed at home	2	2.2	1	1.8	-	-
Other	20	22.2	10	17.9	8	19.5
Sports	-	-	-	-	1	2.4
Total	90	100.0	56	100.0	41	100.0

the Dean and Assistant Dean of the Junior College produced results which should prove of value to those concerned with curriculum construction.

The results indicated that the Jackson Junior College curriculum included practically all basic curricula required for the professional occupations. Table F, Appendix B shows a compilation of the curricula offered in the Announcement of the Jackson Junior College¹⁹. A fairly comprehensive description of each course was given in the section of the Announcement which included the curricular offerings. The required curricula for colleges and universities were outlined to illustrate how they could be applied to the various pre-professional programs of the Junior College. A communication from the Dean of the college, indicated that the establishment of a two-year program of nurses' training in collaboration with Foote Hospital, Jackson, Michigan, was highly probable²⁰. The data in the Announcement indicated that students aspiring to professional occupations could secure at least two years of their training in the junior college.

The semiprofessional offerings appeared to be limited to curricula which would provide training for technical engineering and homemaking. It did appear, however, that students interested in medical service occupations could secure some of the basic training at the junior college. Although students

¹⁹

Announcement of Jackson Junior College, op. cit., pp. 40-55.

²⁰

Letter from Dean Atkinson, see Appendix A.

interested in commercial art could secure some training in the junior college, it would probably be impractical to enroll for only the short time required to study the available courses. It was also questionable to what extent a satisfactory program could be planned for the students interested in designing (see Table E and F, Appendix B). Table E, Appendix B shows that approximately 20.0 percent of the students aspiring to semi-professional occupations were interested in drafting. As a very large percent of the students did not have knowledge of the available courses in the junior college, it is likely that students interested in drafting or surveying were not aware of the technical engineering program offered in the junior college.

A few students desired managerial occupations. It was possible that the cooperative retailing program could eventually lead to a managership in a retail business. The Dean of the junior college stated that an increase of offerings was anticipated in the vocational department, since the promotion of a cooperative industrial management curriculum was now in progress.²¹

The clerical and kindred occupational group was of major importance because it had the second largest number of respondents. Table E, Appendix B reveals that approximately 54.0 percent of the respondents who desired clerical occupations wanted secretarial work, 17.0 percent preferred the stenographic and

²¹

See letter from Dean Atkinson, Appendix A.

typing positions, and 5.5 percent wanted general clerical work. The greatest interest in bookkeeping positions was manifested by the 10th grade students (12.8 percent). Receptionists and combination clerical and sales positions were included in the division of "other" clerical occupations. The analysis of the clerical curricula offered in the junior college revealed that the students desiring to train for clerical occupations would experience no difficulty in securing the required training in the junior college. The junior college curriculum also offered a cooperative vocational office training program. The program was so planned that a student could be gainfully employed half-time and continue his schooling the other half. This should be an inducement for those faced with the problem of financing their own education (see Table F, Appendix B).

Most of the 10th and 11th grade students (69.2 percent of the 10th, and 55.6 percent of the 11th grade) aspiring to sales occupations indicated that being sales clerks was their sole ambition (see Table E, Appendix B). An excellent opportunity to secure training for general sales work was offered the student in the junior college's cooperative retailing program. The curriculum was adaptable to a college preparatory program. Consequently, the student who desired advanced training could transfer all or part of his credits to a four-year college (see Table F, Appendix B).

Table E, Appendix B indicates that a few respondents were

interested in the following occupational classifications: domestic service, personal service, protective service, agriculture and semi-skilled. In reference to the vocational-terminal aspect of the junior college, it would be possible to arrange a vocational-terminal program for the students interested in serving as waiters and waitresses, but it seemed that the possibility of structuring a program which could serve the students who were interested in the other categories was slight or impossible. The Institute Division²², although mainly concerned with the training of veterans, makes available the resources of the institute to individuals interested in on-the-job apprenticeship training in agriculture and some of the trades. It is possible that the program lacks appeal for the student who has graduated from high school inasmuch as it may conflict with his conception of what a college program should be.

Quite a number of the respondents were interested in skilled occupations. The findings revealed that approximately 20.0 percent of the students aspiring to skilled occupations desired to be carpenters. Occupations which were selected more often by the 10th grade students interested in the skilled classification were carpenter, 18.9 percent; printer 16.2 percent; tool and die maker 13.5 percent and auto mechanic, 10.3 percent. The 11th grade respondents also indicated that carpentry attracted more of them than any of the other skilled

²²Announcement of Jackson Junior College, op. cit., p. 38.

occupations (20.0 percent). Another skilled occupation of major interest to the 11th graders was tool maker (10.0 percent). Of the 14 twelfth grade students interested in skilled occupations, 35.7 percent desired to be auto mechanics; 21.4 percent wanted to be carpenters; and 14.3 percent hoped to be machinists. In reference to the junior college's skilled occupational preparatory program, it appeared that the only courses available were those which emphasized production machinery. Although students could secure training for a number of trades in the Institute Division of the college, the fact that the training was carried on through the Institute's apprenticeship program and did not represent a college atmosphere for the student may have kept students from enrolling in the Institute Division of the college. As was previously stated in this study, some of the students who plan to attend the junior college aspire to skilled occupations. Unless more skilled trade curricula were added to the list of junior college offerings, it would be impossible for these youth to obtain the training required for the work they wish to do. In general, the curriculum of the Jackson Junior College appears to offer a variety of curricula which students could utilize for the purpose of securing training for a number of occupations. Nevertheless, the data suggest that an expanded skilled occupations program would be of service to the high school graduates. Although the Announcement²³ contains information re-

²³Ibid., pp. 1-56.

garding the advantages of attending Jackson Junior College and provides a comprehensive description of the functions of the institution, it appears that other means of communication with the prospective student and the layman must be utilized, if large numbers of individuals are not to remain uninformed about the occupational training available in the junior college. Roughly, 55.0 percent of the Jackson High School students in this study did not have a knowledge of available courses.

THE EFFECT OF TUITION AND TEXTBOOK COSTS UPON STUDENTS' OPPORTUNITIES TO ATTEND THE JUNIOR COLLEGE

The effect junior college tuition and the financial outlay for textbooks had in restricting the educational pursuits of the respondents was investigated. The question was stated as follows: 2. (h) If it is a matter of money which keeps you from attending the junior college, do you think you might attend if you (check one) 1. Did not have to pay tuition 2. Did not have to pay tuition and books were furnished. Approximately 17.0 percent of all respondents checked one of the statements (see Table LXIV). Table LXIV indicates that proportionately a greater percent of the 10th, 11th, and 12th grade students, who would attend the junior college if tuition of tuition and textbooks were furnished, were in the professional and clerical occupational classifications. Also, many of the students were interested in the semiprofessional and skilled occupations. Furthermore, 10.4 percent of the 10th grade youth were interested in the sales occupations. It is significant that those interested in attending the college to secure train-

TABLE LXIV

STUDENTS (ACCORDING TO OCCUPATIONAL SELECTION)
WHO WOULD ATTEND JUNIOR COLLEGE IF TUITION
OR TUITION AND BOOKS WERE PROVIDED
JACKSON, MICHIGAN

Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Professional	15	31.3	4	17.4	6	33.3
Semiprofessional	2	4.2	3	13.0	3	16.7
Managerial & Official Occup.	-	-	-	-	-	-
Clerical & Kindred Occup.	14	29.2	4	17.4	6	33.3
Sales & Kindred Occup.	5	10.4	1	4.3	-	-
Domestic Service Occup.	-	-	-	-	-	-
Personal Service Occup.	1	2.1	2	8.7	1	5.6
Protective Service Occup.	2	4.2	2	8.7	1	5.6
Agricultural, Horticultural, etc.	-	-	-	-	-	-
Skilled Occupation	7	14.6	6	26.1	1	5.6
Semi-skilled Occupation	-	-	-	-	-	-
Unskilled Occupation	-	-	-	-	-	-
No response	2	4.2	-	-	-	-
Marriage	-	-	1	4.3	-	-
Total	48	100.0	23	100.0	18	100.0

ing in the skilled occupations face not only the problem of securing training in the junior college, but also the problem of tuition or tuition and textbook costs as well. That 17.0 percent of the students consider tuition or tuition and textbook costs a restricting factor to junior college attendance does not seem excessive, but it still presents a problem, if one accepts the premise that free public school education should be made available through the fourteenth grade for everyone regardless of race, creed, color, sex or economic or social status²⁴.

²⁴

President's Commission, op. cit., p. 3.

A distribution according to race was made of those who would attend the junior college if tuition or tuition and books were furnished. Table LXV shows that 46.7 percent of the tenth grade, 20.0 percent of the 11th grade and 20.0 percent of the 12th grade colored youth considered tuition or tuition and textbook costs an important item relative to junior college attendance. On the other hand, only 23.0 percent of the 10th, 15.8 percent of the 11th and 17.0 percent of the 12th grade white youth considered these factors as barriers. Although not much difference in percentages was evident in the 11th and 12th grades, a large difference was noted in the 10th grade colored and white students. As a whole, the data suggested that, in proportion, more colored students than white students considered tuition or tuition and textbook costs an item of great importance in restricting future educational opportunities.

TABLE LXV

TENTH, ELEVENTH, AND TWELFTH GRADE STUDENTS (BY RACE)
WHO WOULD ATTEND JUNIOR COLLEGE IF TUITION OR
TUITION AND BOOKS WERE FURNISHED
JACKSON, MICHIGAN

White	Grade	Total no. in grade	No. who would attend J.C.	Percent of total in grade
	10th	178	41	23.0
	11th	139	22	15.8
	12th	106	18	17.0
Colored				
	10th	15	7	46.7
	11th	5	1	20.0
	12th	5	1	20.0

EXTENT TO WHICH STUDENTS WOULD ATTEND JUNIOR COLLEGE
ON A PART-TIME BASIS IF TRAINING WERE AVAILABLE

The last inquiry made of the Jackson High School students endeavored to secure information as to what extent students would attend the junior college on a part-time basis if they could secure training for the occupations they desired. Implications for adult education and a cooperative training program were looked for in the results. The question submitted to the students was: 2. (1) Would you be interested in attending the junior college on a part-time basis after you graduate from high school if you could take courses which would train you to do your job better? Check one: Yes No .

Table LXVI shows that 46.9 percent of the 10th, 41.4 percent of the 11th and 40.5 percent of the 12th grade respondents said they would attend the junior college on a part-time basis if training for their occupation were available. About 15.3 percent of these students were in the professional occupational classification. This suggests that these students lack knowledge of the training required for the professions, since they thought it possible to secure training on a part-time basis. A very large percentage of the students were in the clerical and skilled occupational classifications. The Announcement of the Jackson Junior College indicates that:

Sections of regular classes are scheduled for evening meetings whenever there is sufficient demand. This permits students with daytime employment to continue college on a part-time basis. In addition, a number of special or

TABLE LXVI

CLASSIFICATION BY OCCUPATIONAL GROUPS OF NINETY-ONE 10th, SIXTY 11th, AND FORTY-FIVE 12th GRADE STUDENTS WHO WOULD ATTEND JUNIOR COLLEGE ON A PART-TIME BASIS IF COURSES FOR JOB TRAINING WERE AVAILABLE

Occupations	No. who would attend part-time					
	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Professional	24	26.4	7	11.7	8	17.8
Semiprofessional	6	6.6	6	10.0	5	11.1
Managerial & Official Occup.	2	2.2	1	1.7	3	6.7
Clerical & Kindred Occup.	21	23.1	15	25.0	12	26.7
Sales & Kindred Occup.	6	6.6	4	6.7	4	8.9
Domestic Service Occup.	-	-	-	-	-	-
Personal Service Occup.	1	1.0	5	8.3	1	2.2
Protective Service Occup.	4	4.4	5	8.3	-	-
Agricultural, Horticultural, etc.	2	2.2	-	-	2	4.4
Skilled Occupation	21	23.1	13	21.7	7	15.6
Semi-skilled Occupation	-	-	-	-	1	2.2
Unskilled Occupation	-	-	1	1.7	-	-
Undecided	1	1.1	2	3.3	1	2.2
No response	3	3.3	1	1.7	1	2.2
Total	91* 100.0		60* 100.0		45* 100.0	

*The 91 respondents represented 46.9 percent of the total 10th grade students; 60 respondents represented 41.4 percent of the total 11th grade students; the 45 respondents represented 40.5 percent of the total of 12th grade students.

short courses are offered in cooperation with the Adult Education Center. These may be taken with or without credit, as arranged at registration.²⁵

Also, the Institute Division²⁶ affords the opportunity of securing training for the skilled occupations through the medium of the apprenticeship training program. Again, the data suggest that high school students are not too well informed about the facilities the junior college offers.

SUMMARY

The purpose of this chapter has been to determine: what implications the Jackson High School students' educational and vocational plans might have for the curriculum of the Jackson Junior College, especially the vocational-terminal aspect of the curriculum; what their educational and vocational aspirations were; what reasons students gave for not attending the junior college; what knowledge they had of occupational opportunities and requirements; what effect junior college tuition and textbook costs had in barring them from attending the institution; and what their desires were relative to part-time attendance at the junior college.

1. The respondents from whom information was obtained included 194 tenth, 145 eleventh and 111 twelfth grade students of Jackson High School. Of this number 51.7 percent were males and 48.3 percent were females. Of the group, 5.2

²⁵

Announcement of Jackson Junior College, op. cit., p. 8.

²⁶

Announcement of Jackson Junior College, op. cit., p. 38.

percent were colored, 94.4 percent were white and .5 percent did not respond.

2. The responses of the students indicated that 45.8 percent of the 10th, 42.7 percent of the 11th and 55.8 percent of the 12th grade students planned to continue their education after high school graduation. Approximately 22.9 percent of the students planned to attend the junior college, and 25.2 percent planned to attend a college other than the junior college. Only four students indicated that they did not plan to finish high school. Roughly, junior college would terminate the formal education of 22.0 percent of the tenth, 4.0 percent of the eleventh and 41.0 percent of the 12th grade students who planned to enroll in the institution. The data suggest that the junior college is confronted with the problem of providing guidance and training for quite a number of students who plan to terminate their formal education after one or two years of junior college education. Jackson High School students' educational expectations were above the national statistics for students who actually attended colleges. It appeared that further guidance would be necessary to acquaint the student with the factors which determine whether he should or could attend a college.

3. A large number of respondents who planned to attend institutions other than the junior college planned to attend either Michigan State College or the University of Michigan. About one-fourth of the 12th grade students planned to attend colleges in other states.

4. One of the main reasons students gave for attending a college other than the junior college was that the college they planned to attend offered better training and job opportunities for the occupations they desired. Approximately 10.0 percent of the students stated that they thought an unbroken pattern of college attendance would be preferable, and were planning to attend another institution where four years of training would be possible. About 7.0 percent of the students indicated that they planned to attend another college because they could not secure training in the junior college. "Desire to leave home or community," "Junior College is a waste of time and money," "Unbroken pattern of college is much better" were other reasons which were mentioned more often than those reasons which involved convenience, religion, standards of the junior college, and attendance at a larger institution. Quite a few students who planned to attend other colleges did not say why they were planning to do so. It appears that the junior college should engage in a community-wide public relations program in an attempt to educate its public relative to the junior colleges' educational program.

5. A decided decrease was noted in the 12th grade students' professional occupational classification when they were asked to state in what occupation they actually expected to engage (32.4 percent aspired to the professions, but 18.8 percent actually thought they would achieve their goal). On the other hand, very little difference of percentages was noticed in that classification for the 10th and 11th grade students. No

outstanding difference of percentages was noted for any of the grades when the comparison was made in the clerical occupations. As a rule, when the students' statements of desired occupations were compared with statements which indicated in what occupations they actually thought they would engage, a decrease was noted in most of the classifications. On the whole, the students had occupational aspirations which were similar to those reported in other studies.

The comparison of students' desired occupations with the United States Occupational Census Data, 1940, and the Inventory of Occupational Index, Jackson Labor Market, revealed that the percentages in the pattern of students' occupational aspirations were much greater than the percentages in the Occupational Census Data and the Occupational Index in the professional and semiprofessional classifications. When the percentages of students aspiring to clerical occupations were compared with the Census data, a very slight difference was noted, but when the clerical occupational aspirants were compared with the Occupational Index, quite a difference in percentages was noted (12.0 percent). The Census data and the Occupational Index included a larger percent of the workers in semi-skilled and unskilled occupations than did the student occupational classifications of desired occupations.

A separate occupational classification of the students who planned to attend the junior college indicated that most of them were interested in professional and clerical occupations. Approximately 15.0 percent were interested in the semi-profess-

ional occupations. Those students would expect to receive training for their occupations in the junior college. Also of special interest was the number of students who desired skilled occupations (7.0 percent). About 50.0 percent of the 10th, 57.0 percent of the 11th and 71.0 percent of the 12th grade students who plan to attend the junior college desired occupations not classified as professional. Most of these students, no doubt, expect to receive most or all of their training in the junior college.

6. In general, the uncertainty of economic conditions would cause some doubt in the respondent's mind as to what job opportunities existed for him, but the constant number of Jackson workers employed in the clerical occupations in the last ten years should have been brought to the attention of the high school students. It was evident also that approximately 42.0 percent of the students interested in skilled occupations did not know what success they would have in finding a job. The data suggest that students need more information about the possibilities of securing employment in the various occupations.

7. In reference to the amount of training the respondents considered necessary for specific occupations, it was noted that 7.8 percent of the 10th, 9.4 percent of the 11th and 2.8 percent of the 12th grade students thought a high school education was sufficient preparation for the professional occupations. Over 50.0 percent of the respondents in each grade

believed a high school business education adequate for the clerical occupations. Students with high school business training in the past have experienced little difficulty in securing clerical employment, so these respondents probably were justified in their assumptions. Except for the lack of knowledge of a few students interested in the professional, semiprofessional, and skilled occupations, the students, as a whole, were fairly well informed about the requirements of the occupations they wished to pursue. Further guidance appeared to be needed in the three above-mentioned classifications.

8. A large percentage of the students did not respond to the question which asked them at what institution they expected to secure their occupational training. Apparently, those who had not planned to attend college after high school graduation thought that it was not necessary to respond. However, quite a number did indicate that they expected to receive their training either at Michigan State College or the University of Michigan (27.0 percent). A few students expected to receive their training either in a business college, a technical school or a nurses' training institution (7.0 percent). As a rule, students were not certain where they intended to secure the necessary occupational training.

9. It appeared that more information should be provided the students relative to the kind of occupational training available in the junior college, since 55.0 percent of them said they did not know what courses were available.

10. Except for the 12th grade students, most students who would attend the junior college if training were available were interested in the professional occupations. Both the clerical and skilled occupational classifications also interested a number of the respondents. As the junior college offered a well-rounded program of business training the students interested in clerical occupations who stated they would attend the junior college if training were available did not actually know that such training was available. However, some students probably did know because a few had stated they were interested in attending another institution because they could complete their training in a shorter period of time. Interpretation of responses from students interested in the professional occupations indicated they actually did not know if they could secure training, even though they said they knew. It is imperative that high school students be enlightened about the curricular offerings of the junior college.

11. Of those who stated the reason they would not attend the junior college, even if training were available, 11.0 percent indicated that lack of money was the reason. Quite a number indicated that they did not care to continue their formal education (11.0 percent). Some indicated a high school education was sufficient. "Better training and opportunity for occupation at another institution," "can not secure training in junior college," "desire to leave home and community," "unbroken pattern of college attendance better," and "just

do not want to attend junior college" were other reasons given.

12. The analysis of the Jackson Junior College Curricula disclosed that the curricula included practically all the basic courses required for the professional occupations. There appeared to be very little opportunity for the student to complete a two-year semiprofessional curriculum (The Announcement of the Jackson Junior College included only a program for technical engineering and homemaking). However, a few of the basic courses for the semiprofessions were available. The anticipated cooperative industrial management curriculum should attract the interest of a number of students, and provide another training program for the semiprofessions. The program of business training appeared to be very complete and even included a cooperative on-the-job training program for the student who desired to learn and earn at the same time. Although on-the-job apprenticeship training could be secured in the skilled trades and agriculture, the fact that the Institute Division of the college had previously functioned as a Veterans' Institute may have created the impression that it was not a college program. The cooperative retailing program offers an excellent opportunity for the students interested in sales occupations.

13. Approximately 17.0 percent of the respondents indicated that tuition or tuition and textbook costs would be a barrier to their attendance at the junior college. The problem appeared to be of greater importance to the colored youth than the white. Although a few scholarships were offered for

deserving students, it seems that either the number of scholarships should be increased or a reduction or elimination of tuition be considered.

14. Students who were interested in professional occupations and who stated they would attend the junior college on a part-time basis seemed to lack knowledge of the occupational requirements for the professions. The number of respondents interested in part-time education was 46.9 percent of the 10th, 41.4 percent of the 11th, and 40.5 percent of the 12th grade. The junior college expressed a willingness to extend any of its services to the community through the medium of the Adult Center. It also provided an opportunity in the Institute Division for part-time training. The cooperative on-the-job training programs also afforded an opportunity for part-time school and work experience. It seemed that, as a rule, the students had very little knowledge of the programs now available.

CHAPTER VII

ANALYSIS OF DATA SECURED FROM 1946 AND 1949 JACKSON HIGH SCHOOL GRADUATES

This chapter presents an analysis of questionnaires sent to 484 graduates of the Jackson High School, class of 1946, and 480 graduates of the class of 1949. Of the questionnaires mailed to the graduates, 193 or 37.8 percent were returned by the 1946 graduates and 214 or 44.6 percent by the 1949 graduates.

The purpose of the follow-up study was to determine: in what vocations the former students of Jackson High School were actually engaged; what educational experiences they had after high school graduation; what reasons they stated for attending or not attending the Jackson Junior College; what knowledge they had of the curricula offered in the junior college; what their suggestions were relative to the courses which would be helpful to them in their present occupations; what degree of satisfaction they found in their present occupations; and what effect tuition and textbook costs had in preventing their attendance at the junior college. The main reason for gathering these data was to determine what significance the findings had for the vocational-terminal aspect of the junior college curriculum. The pattern of the follow-up questionnaire was similar to the one submitted to the Jackson High School students

in order that the data secured from the graduates of the classes of 1946 and 1949 could be compared with the data secured from the high school students to determine if any similarities existed.

Similarly, occupational data collected from the graduates was compared with the data in the United States Population Bulletin, 1940¹, and the Inventory of Occupational Index, Jackson Labor Market², in order to determine if there were marked differences between them. Graduates' responses were classified according to the Dictionary of Occupational Titles³.

The curriculum of the junior college was studied to determine if it included the courses which former high school students suggested would be helpful in their present occupations.

The census data (see Table LXVII). provided by the high school graduates indicated that quite a large percent of them resided in Jackson (48.6 percent of the class of 1946 and 62.1 percent of the class of 1949). Approximately 62.0 percent of the 1946 respondents and 71.0 percent of the 1949 respondents lived in Jackson County. The figures illustrate that, the longer the graduate had been out of high school, the greater was the possibility that he might have moved out of the county

¹ Sixteenth Census of the United States, 1940, loc. cit.

² Inventory of Occupational Index, Jackson Labor Market, loc. cit.

³ Dictionary of Occupational Titles, loc. cit.

TABLE LXVII

CENSUS DATA OF THE CLASSES OF 1946 AND 1949
GRADUATES OF JACKSON HIGH SCHOOL, JACKSON
MICHIGAN

Census Data	Class of 1946		Class of 1949	
	No.	%	No.	%
Residence				
Jackson, city	89	48.6	133	62.1
Jackson County	2	1.1	4	1.9
Jackson, non-res., rural	23	12.6	16	7.5
Other communities of Michigan	35	19.1	25	11.7
Out of state	34	18.6	36	16.8
Total	183	100.0	214	100.0
Sex				
Male	69	37.7	94	43.9
Female	114	62.3	120	56.1
Total	183	100.0	214	100.0
Marital Status				
Married	108	59.6	46	21.5
Single	72	39.3	164	76.6
No response	3	1.6	4	2.0
Total	183	100.0	214	100.0
Courses completed in High School				
College Preparatory	91	49.7	101	47.2
Commercial	34	18.6	39	18.2
Industrial Arts	4	2.2	8	3.7
Home Economics	2	1.1	1	.5
Agriculture	-	-	1	.5
General	45	24.6	54	25.2
Others	3	1.6	4	1.9
No response	4	2.2	6	2.8
Total	183	100.0	214	100.0

and located in some other county or state. The armed services accounted for 7.6 percent of the 1946 graduates and 9.8 percent of the 1949 graduates who had moved out of the state of Michigan (see Table LXVIII).

Except for the graduates who were attending the Jackson Junior College in preparation for a senior college, the data given above suggested that a large number of the graduates of the classes of 1946 and 1949 could be expected to seek employment in the city of Jackson. The fact that such a large proportion live in the area imposes a specific community occupational pattern on them.

Of those who returned questionnaires, 37.7 percent of the 1946 graduates are males and 62.3 percent females, and 43.9 percent of the 1949 class are males and 56.1 percent are females (see Table LXVII).

Table LXVII shows that almost one-half of the graduates in each class had completed the high school college preparatory course of study. The next largest group in each class indicated that they had completed a general course of study; then followed those who said they had completed a commercial course. Only a few students in each class had studied the curricula which constituted the industrial arts, home economics, and agricultural course of study.

INDUSTRY GROUPS IN WHICH GRADUATES WERE EMPLOYED

Graduates were asked the name of their employer and the kind of business or service in which they were employed in

TABLE LXVIII

EMPLOYMENT OF 1946 AND 1949 GRADUATES
 ACCORDING TO INDUSTRY GROUPS
 JACKSON, MICHIGAN

Industry groups	No. of graduates		No. of graduates	
	1946	%	1949	%
Agriculture, forestry and fishery	-	-	1	.5
Mining	1	.5	-	-
Construction	3	1.6	1	.5
Manufacturing	33	18.0	27	12.6
Transportation, communication, and other public service	12	6.6	23	10.7
Wholesale & retail trade	15	8.2	25	11.7
Finance, insurance & real estate	5	2.7	6	2.8
Business & repair service	2	1.1	4	1.9
Personal Service	1	.5	-	-
Amusement, recreation & related service	1	.5	-	-
Professional & related service	20	10.9	12	5.6
Government	10	5.5	3	1.4
Armed Service	14	7.6	21	9.8
No response	41	22.4	21	9.8
Student	25	13.7	70	32.7
Total	183	100.0	214	100.0

order to determine in what classification of the industry groups they were now employed. The question asked of the respondents was: If you are now employed, give (a) Name of employer
(b) Business or service.

Table LXVIII shows that the largest percent of the graduates of the class of 1946 were employed in the manufacturing industries (18.0 percent). The next largest group was employed in the professional and related service industries (10.9 percent). Transportation, communication and other public service, whole-

sale and retail trade, and government service industries engaged about 20.0 percent of them. As was previously stated, 7.6 percent were in the armed service. Some of the 1946 graduates stated that they were still students (13.7 percent). Quite a number (22.4 percent) of the 1946 graduates did not respond. A part of the "no response" could be attributed to the women who were married and were not then employed.

The greatest number of the class of 1949 also were employed in manufacturing industries (12.6 percent). A larger percentage of the 1949 graduates than the 1946 graduates were employed in the transportation, communication and other public services, and in wholesale and retail trade (see Table LXVIII). A much larger percent of the 1949 graduates also indicated that they were students (32.7 percent). More of the 1949 graduates were also in the armed service (9.8 percent). It appeared that facilities should be provided to train individuals for the occupations generally found in the manufacturing, transportation, wholesale and retail trades, and professional and related service industries, since most of the employed graduates had found work in those industries.

OCCUPATIONS IN WHICH GRADUATES WERE ENGAGED

An inquiry was made relative to the kind of work in which the respondents were engaged. The responses were classified according to the Dictionary of Occupational Titles⁴. Then,

⁴

Dictionary of Occupational Titles, loc. cit.

a comparison of graduates' occupational classification was made with the data in the United States Census Population Bulletin⁵ and the Inventory of Occupational Index, Jackson Labor Market⁶ in order to determine what differences existed between the graduates' occupational pattern and the community occupational pattern. The inquiry requested the following information from the graduates:

Kind of work you do: (Check)	(Please describe the work you do)
1. _____	Clerical _____
2. _____	Professional _____
3. _____	Common Labor _____
4. _____	Managerial _____
5. _____	Executive _____
6. _____	Skilled Labor _____
7. _____	Other _____

Table LXIX reveals that 15.8 percent of the 1946 graduates were doing professional work, 6.6 percent semiprofessional, 35.5 percent clerical, 6.6 percent skilled and 6.0 percent semi-skilled. On the other hand, Table LXIX illustrates that only 2.8 percent of the 1949 graduates were in the professional classification; 3.3 percent were employed in the semi-professions; 30.3 percent were engaged in the clerical occupations; 9.3 percent were in the skilled classifications; and 6.0 percent were employed in semi-skilled occupations. The fairly large percentages of "no response" for each class were expected, since some of the graduates were attending school and had accepted no permanent employment.

⁵ Sixteenth Census of the United States, loc. cit.

⁶ Inventory of Occupational Index, Jackson Labor Market, loc. cit.

TABLE LXIX

OCCUPATIONS IN WHICH ONE HUNDRED EIGHTY-THREE 1946 AND TWO HUNDRED FOURTEEN 1949 GRADUATES WERE ENGAGED COMPARED WITH THE NUMBER OF INDIVIDUALS EMPLOYED IN THESE OCCUPATIONS ACCORDING TO THE 1940 CENSUS DATA, JACKSON, MICHIGAN

Occupations	Number of graduates				Census	
	1946		1949		Data	%
	No.	%	No.	%		
Professional	29	15.8	6	2.8	1475	8.1
Semiprofessional	12	6.6	7	3.3	241	1.3
Managerial & Official Occup.	3	1.6	-	-	1767	9.7
Clerical & Kindred Occup.	65	35.5	66	30.8	4084	22.4
Sales & Kindred Occup.	9	4.9	12	5.6	included	-
Domestic Service Occup.	1	.5	-	-	710	3.9
Personal Service Occupa.	5	2.7	5	2.3	1797	9.8
Protective Service Occup.	5	2.7	7	3.3	included	-
Building Service Workers	-	-	1	.5	"	-
Agricultural, horticultural, etc.	-	-	1	.5	44	.2
Skilled Occupations	12	6.6	20	9.3	2799	15.3
Semi-skilled Occupations	11	6.0	13	6.0	4254	23.3
Unskilled Occupations	1	.5	3	1.4	891	4.9
Marriage	-	-	1	.5	-	-
Not employed	-	-	1	.5	-	-
No response	30	16.4	71	33.2	190	1.0
Total	183	100.0	214	100.0	18,252	100.0

OCCUPATIONAL CLASSIFICATIONS OF GRADUATES COMPARED
WITH THE UNITED STATES CENSUS DATA

The percentages of the 1946 graduates who were employed in the professional, semiprofessional, and clerical occupations were greater than the percentages reported for the corresponding classifications in the 1940 Census data (see Table LXIX). Fewer were engaged in the managerial, domestic service, personal service, agricultural, skilled, semi-skilled and unskilled classifications. The 15.8 percent of 1946 graduates engaged in professional occupations was about twice that of the number of workers (8.1 percent) reported in that category in the Census Report. Although the sales occupations were classified under the clerical occupations in the Census Report, the difference in percentages in the clerical classification was also noteworthy. The percentage of 1946 graduates in clerical and sales occupations was 40.4 percent, while the workers reported in these occupations, according to the Census Report, was 22.4 percent.

Table LXIX shows that 15.3 percent of the workers in Jackson were engaged in skilled occupations, 23.3 percent in semi-skilled and 4.9 percent in unskilled occupations, while 6.6 percent of the 1946 graduates were employed in the skilled occupations, 6.0 percent in the semiskilled and .5 percent in the unskilled occupations.

Table LXIX reveals that only 2.8 percent of the 1949 respondents were engaged in the professional occupations. There

was a smaller percentage of 1949 than 1946 graduates engaged in the semiprofessional and clerical occupations. Approximately 3.0 percent more of the 1949 than the 1946 graduates were employed in the skilled occupations. A large number (33.2 percent) of the 1949 graduates did not respond to the question because they were still attending school. It appeared that the graduates who had been out of school for a longer period of time apparently had acquired sufficient training to admit them to those occupations which required more training and skill.

OCCUPATIONAL CLASSIFICATIONS OF GRADUATES COMPARED WITH THE
INVENTORY OF OCCUPATIONAL INDEX, JACKSON LABOR
MARKET

The Inventory of Occupational Index probably gives a better picture of the actual labor force in Jackson. Its recent compilation, no doubt, included the expanded labor figures which characterized every industrial city during the last war. The data show that the percentage of 1946 graduates engaged in the combined professional, semiprofessional and managerial occupations exceeded the percentages of workers in those classifications reported in the Occupational Index (see Table LXX). A large difference was noted in the combined clerical and sales occupations (1946 graduates, 40.9 percent; Occupational Index, 18.8 percent). A comparison also revealed that the percentages of workers were much greater than the percentages of the graduates engaged in the skilled, semi-skilled and unskilled occupations.

TABLE LXX

OCCUPATIONS IN WHICH ONE HUNDRED EIGHTY-THREE 1946 AND TWO HUNDRED FOURTEEN 1949
HIGH SCHOOL GRADUATES HAVE ENGAGED, COMPARED WITH THE INVENTORY OF OCCUPATIONAL
INDEX, JACKSON MARKET AREA, JACKSON, MICHIGAN

Occupations	Number of graduates				Jackson Occupa-	
	1946		1949		tional Index	
	No.	%	No.	%		%
Professional	29	15.8	6	2.8	5028	14.3
Semiprofessional	12	6.6	7	3.3	included	-
Managerial & Official Occup.	3	1.6	-	-	"	-
Clerical & Kindred Occup.	65	35.5	66	30.8	6618	18.8
Sales & Kindred Occup.	9	4.9	12	5.6	included	-
Domestic Service Occup.	1	.5	-	-	3450	9.8
Personal Service Occup.	5	2.7	5	2.3	included	-
Protective Service Occup.	5	2.7	7	3.3	"	-
Building Service Workers	-	-	1	.5	"	-
Agricultural, horticultural, etc.	-	-	1	.5	138	.4
Skilled Occupations	12	6.6	20	9.3	7209	20.5
Semi-skilled Occupations	11	6.0	13	6.0	8725	24.8
Unskilled Occupations	1	.5	3	1.4	4016	11.4
Marriage	-	-	1	.5	-	-
Not employed	-	-	1	.5	-	-
No response	30	16.4	71	33.2	-	-

The comparison involving the 1949 graduates shows that fewer of these graduates were engaged in the professional, semiprofessional, and managerial occupations (see Table LXX). A big difference in percentages between the graduates engaged in the clerical and sales occupations and the Occupational Index was also noted. Only 16.7 percent of the 1949 graduates stated they were employed in the skilled, semi-skilled and unskilled occupations while the Occupational Index showed that 55.7 percent of the workers in Jackson were employed in these occupations.

Relative to high school students' occupational choices, it appeared that the Jackson High School students were somewhat optimistic. An examination of the occupational data submitted by graduates made it evident that as many as 26.6 percent of the high school students would not be employed in professional occupations. Except for the big difference in percentages in the skilled, semi-skilled and unskilled occupational classification, the graduates' occupational selection is patterned somewhat along the lines of the community occupational design.

NUMBER OF EMPLOYED MARRIED WOMEN GRADUATES

If it becomes an economic necessity that large numbers of married women seek employment outside of the home, there arises a problem for the country's educational system. This problem concerns a broader occupational training program for women. Although occupational training for women has been recognized

by educators as a necessity, the problem of providing it for large numbers of women to permit them to be gainfully employed after marriage, needs to be given more attention. In order to find out how many of the married women graduates were employed, the following question was asked: If married, female and not now employed, please check and describe above what work you did before marriage. Forty-three and one tenths percent of the married women of the class of 1946 and 59.3 percent of the class of 1949 were employed. Some of these women stated they were not employed in occupations they desired, and expressed a wish for training in another occupation. It appears that the problem of vocational guidance and vocational training for women should be given more attention.

COMMUNITIES WHERE GRADUATES WERE EMPLOYED

An effort was made to ascertain how many of the graduates of the classes of 1946 and 1949 were employed in Jackson. Consequently, the respondents were asked: What is the name of the community where you are now employed? About 57.0 percent of the respondents did not answer the question (see Table LXXI). Many graduates were not regularly employed and were attending school. Therefore, no response was required. Others may have reasoned that it was not necessary to state the name of the community in which they were employed as long as they had stated their place of residence. Table LXXI shows that the biggest percentage of them were employed

TABLE LXXI

LOCATION OF EMPLOYMENT OF ONE HUNDRED EIGHTY-THREE 1946 AND
TWO HUNDRED FOURTEEN 1949 GRADUATES
JACKSON, MICHIGAN

Location	1946 Graduates		1949 Graduates	
	No.	%	No.	%
Jackson	45	24.6	60	28.0
Jackson County	3	1.6	3	1.4
Other communities of Michigan	17	9.3	11	5.1
Out of state	14	7.6	12	5.6
No response	104	56.8	126	58.9
Other	-	-	2	9.3
<u>Total</u>	<u>183</u>	<u>100.0</u>	<u>214</u>	<u>100.0</u>

in Jackson. A larger percent of the 1946 than the 1949 graduates indicated that they were employed in other communities of Michigan and out of the state. It appeared that many of the graduates of Jackson High School seek employment in Jackson. Therefore, these graduates need training to meet the occupational requirements of the community.

EDUCATIONAL EXPERIENCES OF HIGH SCHOOL GRADUATES

Allen⁷ found that a larger percentage of the high school students living in college cities were planning to attend college than was true in non-college cities. One could expect that a large percentage of the Jackson High School graduates

⁷ Allen, op. cit., p. 213.

would continue their formal education because a junior college had been in existence in Jackson for over 20 years. The 1946 and 1949 graduates were asked if they had continued their school experience after high school graduation. Sixty-seven and two tenths percent of the 1946 respondents and 67.8 percent of the 1949 respondents had additional schooling beyond the high school. These percentages were somewhat higher than the 48.1 percent of the 10th, 11th and 12th grade Jackson High School students who aspired to college attendance after graduation (see Table LXIV, Chapter VI). However, the graduates' educational experiences beyond high school included adult evening school, armed service school, correspondence school, etc. It appears that the percentage of 1946 and 1949 graduates who had continued their education may not have been excessive because the high school students did not contemplate educational experiences which included evening school, armed service school, correspondence school, etc.

Additional information in regard to the graduates' educational experiences beyond high school was requested. A restatement of the question follows:

<u>Give type and name of school</u>	<u>Length of time attended</u>
College_____	_____
Trade School_____	_____
Business School_____	_____
Adult Evening School_____	_____
Correspondence Course_____	_____
Employers' Training School_____	_____
Other_____	_____

Table LXXII denotes the type of educational institutions in which the graduates had continued their education. Approxi-

mately 64.0 percent of the 1946 and 74.8 percent of the 1949 respondents who attended an educational institution after high school graduation enrolled at either a junior or a senior college. The biggest percentage of them attended the junior college. Table LXXII reveals that 17.2 percent of the 1946 respondents who continued their educational experiences sought additional education from correspondence school, on-the-job training, adult evening school and armed service school. On the other hand, only 8.9 percent of the 1949 graduates had continued their education by utilization of these educational services. It appears that, the longer the lapse of time after high school graduation, the more likely is the possibility that students utilize the correspondence school, adult evening school services, etc., to receive additional education.

It appeared that a greater percent of the Jackson High School graduates of the classes of 1946 and 1949 attended college than was normally the case for high school graduates throughout the nation. The fact that a large percent of the graduates do attend college may be partially due to the nearness of an institution of higher learning.

Table LXXIII shows the length of time 98 graduates of the class of 1946 had attended institutions of learning after graduating from high school. Twenty-one and four tenths percent of the ninety-eight 1946 graduates had completed four years of education and 6.1 percent had completed more than four years. It was also noted that 29.6 percent of the 1946 respondents

TABLE LXXII

EDUCATIONAL INSTITUTIONS WHICH ONE HUNDRED TWENTY-EIGHT
GRADUATES OF THE CLASS OF 1946 AND ONE HUNDRED FORTY-
SIX GRADUATES OF THE CLASS OF 1949 ATTENDED AFTER
HIGH SCHOOL GRADUATION
JACKSON, MICHIGAN

Institutions	1946 graduates		1949 graduates	
	No.	%	No.	%
Michigan State College	6	4.7	3	2.1
Michigan State College & other	3	2.3	-	-
University of Michigan	4	3.1	10	6.8
University of Michigan & other	1	.8	-	-
Other Michigan college	3	2.3	9	6.2
Other Michigan college & other	2	2.3	-	-
Business college	4	3.1	2	1.4
Other Technical	3	2.3	2	1.4
Beauty School	2	1.6	2	1.4
Beauty School & other	-	-	1	.7
Nursing	7	5.5	9	6.2
Nursing & other	1	.8	2	1.4
Out of state college	4	3.1	9	6.2
Out of state college & other	2	1.6	3	2.1
Correspondence school	4	3.1	3	2.1
On the job training	2	1.6	-	-
Jackson Junior College	15	11.7	60	41.1
Jackson Junior College & other	42	32.8	15	10.3
Employers' training school	3	2.3	1	.7
Adult Evening school	6	4.7	4	2.7
Adult Evening school & other	2	1.6	1	.7
Armed Service School	8	6.2	5	3.4
Trade School	1	.8	-	-
Other	3	2.3	5	3.4
Total	128	100.0	146	100.0

had completed only a year or less.

Of the one hundred and nineteen 1949 graduates who indicated how long they attended institutions of learning after graduation from high school, 16.0 percent had attended two years and .8 percent had attended more than two years. No doubt some of those who indicated that they had attended one year and six months were still attending, as Table LXXV shows that 41.6 percent of the 1949 graduates were attending school at the time they completed the questionnaire. Some of the 1949 graduates did not continue their education beyond six months (19.3 percent). It seems, in the case of the 1946 and 1949 graduates that at least one-fifth of the graduates who continued their education may not have attended long enough to secure adequate training for occupations requiring considerable skill.

LENGTH OF TIME GRADUATES ATTENDED JUNIOR COLLEGE

An analysis of the length of time graduates of the classes of 1946 and 1949 attended the junior college was made. Table LXXIV shows that 38.6 percent of the 1946 graduates who attended the junior college had completed two or more years; 33.3 percent had completed a year or less; and 21.1 percent did not respond. Eleven of the 12 individuals who did not respond had attended another institution after attending the junior college. Therefore, junior college education was not terminal for them. Seven of the graduates who attended the junior college for one year also attended another institution, and one accepted a

TABLE LXXIII

LENGTH OF TIME NINETY-EIGHT GRADUATES OF 1946 AND ONE
HUNDRED NINETEEN GRADUATES OF 1949 ATTENDED INSTI-
TUTIONS OF LEARNING AFTER GRADUATING FROM HIGH
SCHOOL, JACKSON, MICHIGAN

Length of time	1946 graduates		1949 graduates	
	No.	%	No.	%
3 months or less	13	13.3	9	7.5
6 months	7	7.1	14	11.8
9 months	9	9.2	15	12.6
1 yr. 3 months	2	2.0	3	2.5
1 yr. 6 months	5	5.1	58	48.7
2 years	9	9.2	19	16.0
2 yrs. 3 months	2	2.0	1	.8
2 yrs. 6 months	4	4.1	-	-
3 years	12	12.2	-	-
3 years 3 months	1	1.0	-	-
3 years 6 months	7	7.1	-	-
4 years	21	21.4	-	-
More than 4 years	6	6.1	-	-
Total	98	100.0	119	100.0

clerical position after one year. This left seven graduates who terminated their education after one year of junior college plus those who had attended less than a year. This number amounted to about 21.0 percent of all the graduates who had attended the junior college. One respondent stated he discontinued his attendance at the junior college after three months when he discovered he could not secure training required for a printer.

Of the number of 1949 graduates who attended the junior college, 50.7 percent were attending the institution at the time they completed the questionnaire, 34.7 percent had attended a year or less, and 4.0 percent did not respond (see

TABLE LXXIV

LENGTH OF TIME 1946 AND 1949 JACKSON HIGH SCHOOL
GRADUATES ATTENDED JACKSON JUNIOR COL-
LEGE*, JACKSON, MICHIGAN

Length of time attended	1946 graduates		1949 graduates	
	No.	%	No.	%
3 months or less	2	3.5	3	4.0
6 months	4	7.0	9	12.0
1 year	13	22.8	14	18.7
1½ years	3	5.3	8	10.7
2 years	19	33.3	-	-
Over 2 years	3	5.3	-	-
No response	12	21.1	3	4.0
Adult Evening	-	-	-	-
Now attending	-	-	38	50.7

Total	57	100.0	75	100.0
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*1946: Two students accepted employment as stenographers after 1½ years in junior college; 1 student accepted employment as a stenographer after 1 yr. in junior college. Eleven "no response" individuals also had attended other institutions; 2 students attended 6 months--had other responsibilities; 7 students attended junior college for a year, then continued at another institution; 1 student attended one semester to "brush up" on commercial studies; 1 student went into the army after 1½ years of junior college; 1 student attended 6 months--accepted employment; 1 student left after three months--could not secure training as a printer.

1949: Five students attended 1 yr., then continued education in another institution; 2 students attended 6 months, now in army; 4 students attended 1½ years, now employed in clerical work; 2 students attended 6 months, then attended business school; 1 student attended 3 months, now employed in clerical work; 1 student attended 6 months, took cooperative office training, then accepted clerical employment; 4 students attended 1½ years, now in army; 1 student attended 6 months, now employed operating tabulating machines; 1 student attended 6 months, then attended another school; 1 student attended 6 months, then was employed in clerical work; 2 students attended 1 year, now in the army; 1 student attended 3 months, took cooperative retailing course.

TABLE LXXV

GRADUATES OF THE CLASSES OF 1946 AND 1949
WHO WERE STILL ATTENDING SCHOOL
JACKSON, MICHIGAN

	Class of 1946		Class of 1949	
	No.	%	No.	%
Attending	41	22.4	89	41.6
No attending	130	70.0	116	54.2
No response	12	6.5	9	4.2
Total	183	100.0	214	100.0

Table LXXIV). The Korean War apparently disrupted the educational pursuits of some of the graduates as two students who attended six months, four who attended one and a half years, and two who attended one year were in the armed service. Five of the graduates who attended one year transferred to another institution and four had accepted employment in clerical occupations. It appeared that the 1949 graduates who discontinued their attendance at the junior college after one year or less did so because they were forced to do so, they attended another institution or accepted employment. In most cases, those who accepted employment did so in occupations for which they apparently had been trained, because they were employed in occupations which required considerable skill and training.

REASONS GRADUATES GAVE FOR NOT ATTENDING THE JUNIOR COLLEGE

A few students who did not attend the junior college or another college responded to the question which inquired why

they had attended another college instead of the junior college. The request for information was phrased as follows: If you have attended school since graduating from high school and did not attend Jackson Junior College, please state your reason for not attending:_____. Table LXXVI reveals that 32.9 percent of the 1946 graduates did not respond to the question. Reasons which 21.9 percent of the 1946 graduates gave for attending another institution were: desired influence of college life away from home; other institutions offered better training and facilities; training was not available in the junior college. Some of the students said, "Problem of transferring credits," "Accepted work after graduation," and "Entered the armed service" (14.7 percent). Finances appeared to be the reason why some of the 1946 graduates did not attend the junior college (3.7 percent). That reason was stated by students who had not attended either the junior college or another institution.

Only 18.1 percent of the 1949 graduates who were asked to give reasons why they attended another college did not respond (see Table LXXVII). Apparently the prestige of attending a college away from home was a definite factor, as 15.7 percent of the 1949 graduates stated they desired the influence of college life away from home. Some of the 1949 graduates also stated that training was not available in the junior college (8.4 percent); others indicated that they attended another institution because better training and facilities were available (6.0 percent). Induction in the armed service was the reason given

by 6.0 percent of the 1949 respondents. Lack of money was also mentioned by 6.0 percent of them. The problem of transferring credit was mentioned by 2.4 percent.

Reduction of tuition should be given some consideration because the graduates who gave finances as their reason for not attending the junior college might have attended the institution if tuition were nominal or eliminated. A few of the graduates appeared to consider the matter of transferring credit from the junior college to a senior college a problem. Perhaps the problem does not exist. Nevertheless, if it exists in the minds of some of the former high school students, it may have a decided effect upon the junior college enrollment in the future. It seemed that the 1946, 1949 graduates who attended other colleges were confessing that they did not know very well what the educational opportunities were in the junior college when they stated that training was not available in the junior college.

REASONS GRADUATES GAVE FOR ATTENDING THE JUNIOR COLLEGE

Reasons junior college students give for attending the junior college may be helpful in determining what functions the junior college does perform. The question referring to the reason for attending the junior college was: If you did attend the Jackson Junior College, please state your reason why you attended_____. Table LXXVIII illustrates that the financial factor involved in college attendance was important to

TABLE LXXVI

REASONS EIGHTY-TWO GRADUATES OF 1946 STATED FOR NOT ATTENDING JACKSON JUNIOR COLLEGE
JACKSON, MICHIGAN

Reasons	No. of graduates	%
J. C. was not in existence	2	2.4
Desired influence of college life away from home	7	8.5
Desired to attend a larger institution	1	1.2
Other institution offered better training and facilities	6	7.3
Training not available in J.C.	5	6.1
Problem of transferring credits	4	4.9
Religious	3	3.7
Involved too much time	3	3.7
Finances	3	3.7
Accepted work after H.S. graduation	4	4.9
J. C. program not publicized	1	1.2
Marriage	2	2.4
Others	4	4.9
No response	27	32.9
Took post-graduate	1	1.2
Athletics	2	2.4
Was not interested	3	3.7
Armed services	4	4.9
Total	82	100.0

the 1946 graduates because 27.4 percent of that class who attended the junior college said they did so because the cost was less. A large number also stated that they attended the junior college because they could remain at home (19.2 percent). Other reasons stated were: to prepare for a vocation (11.0 percent), and to prepare for further college in the future (11.0 percent).

A large percent of the 1949 graduates who attended the junior college also stated that they continued their education

TABLE LXXVII

REASONS EIGHTY-THREE GRADUATES OF 1949 STATED FOR
NOT ATTENDING JACKSON JUNIOR COLLEGE
JACKSON, MICHIGAN

Reasons	No. of graduates	%
Desired influence of college life away from home	13	15.7
Scholarship for another institution	3	3.6
Moved from Jackson	2	2.4
Desired to attend a larger institution	3	3.6
Unbroken pattern of college attendance preferred	2	2.4
Other institution offered better training and facilities	5	6.0
Training not available in J.C.	7	8.4
Problem of transferring credits	2	2.4
Religious	2	2.4
Involved too much time	1	1.2
Finances	5	6.0
Accepted work after H.S. graduation	1	1.2
Marriage	2	2.4
Others	6	7.2
No response	15	18.1
Took post-graduate	1	1.2
Was not interested	8	9.6
Armed services	5	6.0
Total	83	100.0

in the junior college because the cost was less (22.4 percent) (see Table LXXVIII). Other reasons which a number of the 1949 graduates gave for attending the junior college were: to be at home (10.6 percent); to prepare for a vocation (9.4 percent); to prepare for further college in the future (11.8 percent), and "try-out" for college (9.4 percent).

It appeared that the Jackson Junior College did perform some important functions for the graduates of the classes of

TABLE LXXVIII

REASONS SEVENTY-THREE GRADUATES OF THE CLASS OF 1946
AND EIGHTY-FIVE GRADUATES OF THE CLASS OF 1949 GAVE
FOR ATTENDING JACKSON JUNIOR COLLEGE
JACKSON, MICHIGAN

Reasons	Class of 1946		Class of 1949	
	No.	%	No.	%
To be at home	14	19.2	9	10.6
Part-time employment available	-	-	2	2.4
To prepare for a vocation	8	11.0	8	9.4
Cost was less and finances	20	27.4	19	22.4
To prepare for further college in the future	8	11.0	10	11.8
Received scholarship at junior college	-	-	1	1.2
Cooperative training program	1	1.4	2	2.4
Others	1	1.4	3	3.5
No response	12	16.4	8	9.4
Try-out for college	2	2.7	8	9.4
Part of hospital training received there	1	1.4	5	5.9
Housing shortage in other Michigan institutions	2	2.7	2	2.4
More personal attention	2	2.7	2	2.4
Convenience	1	1.4	3	3.5
Reputation of college	1	1.4	3	3.5
Total	73	100.0	85	100.0

of 1946 and 1949 who attended the institution, e.g., the college preparatory function, the popularizing function (more students could attend because of lower cost of education), the vocational preparatory function (some students were receiving vocational training in the junior college) and the socializing function.

GRADUATES' KNOWLEDGE OF COURSES TAUGHT IN THE JUNIOR COLLEGE

The knowledge graduates had of curricula taught in the junior college could be another basis for deciding whether the program of the institution was adequately publicized. The following question was submitted to the respondents: Do you know whether this junior college teaches courses which would be helpful in training you for your present occupation? (Yes or No)_____. Approximately 35.0 percent of the 1946 and 1949 graduates did not respond to the question (see Table LXXIX). It is highly possible that these respondents did not know whether courses were available. Twenty-eight and four tenths percent of the 1946, and 26.6 percent of the 1949 graduates indicated that they did not know whether courses were available. Although the percentage of the graduates who did not know if courses were available was not as large as that of the Jackson High School students who did not know, it did illustrate that a large number of graduates as well as high school students were uninformed about the junior college educational program (see Chapter VI, Table LVIII). An extensive guidance and counseling program in the high school would probably help a great deal to remedy the situation.

GRADUATES' STATEMENTS REFERRING TO JUNIOR COLLEGE ATTENDANCE
IF OCCUPATIONAL TRAINING HAD BEEN AVAILABLE

The lack of available courses for occupational training was investigated to determine what effect this had in deterring

TABLE LXXIX

KNOWLEDGE OF COURSES BEING TAUGHT IN JUNIOR COLLEGE
WHICH WOULD BE HELPFUL IN TRAINING 1946 AND 1949
GRADUATES FOR PRESENT OCCUPATIONS
JACKSON, MICHIGAN

Knowledge	1946 Graduates		1949 Graduates	
	No.	%	No.	%
Know what courses are taught	68	37.2	82	38.3
Do not know whether courses are taught	52	28.4	57	26.6
No response	63	34.4	75	35.0
Total	183	100.0	214	100.0

some of the graduates from attending the junior college.

Graduates were asked: If you did not attend this junior college do you think you might have attended if courses had been available to train you for your occupation? (Yes or No)_____.

No response was given by large numbers of the 1946 and 1949 graduates because they had attended the junior college. Approximately 4.9 percent of the 1946 and 7.0 percent of the 1949 graduates would have attended the junior college if training had been available. Another 2.2 percent of the 1946 and .5 percent of the 1949 graduates indicated that "perhaps" they might have attended.

Although the junior college does provide the possibility of an apprenticeship training program in a number of skilled trades, the program did not make much of an impression upon the former Jackson High School students. The emphasis placed upon the college preparatory function of the institution may

have a tendency to minimize some of the other functions the college can perform. Again, much of the reasoning students gave for attending another institution was based upon inadequate information relative to the functions the junior college carries out.

JUNIOR COLLEGE CURRICULAR OFFERINGS SUGGESTED BY GRADUATES

The creation of a broadened curriculum was the focus of attention when respondents were asked to suggest courses the Jackson Junior College could offer which would help them in the occupations in which they were employed. Suggestions were asked for because the curricula individuals proposed were apt to be biased by a suggestive check list of possible offerings. Tables G and H, which can be found in Appendix B, present the suggested courses which graduates indicated would be helpful to them. A comparison was made with Table F, Appendix B in order to determine if the suggested courses were offered in the junior college curriculum.

The longest list of suggestions was made by the class of 1949. The number of times each course was suggested was recorded in order to determine what importance each course had in proportion to the total number of suggestions. Table G, Appendix B reveals that 20.0 percent of the total number of suggestions made by the 1946 graduates were in the area of business training. Except for a suggested course dealing with investments and a terminal program in business management, the suggested courses in business training were already offered. The

technical courses suggested by the 1946 graduates ranked second in the list. Except for a modified form of machine operation training program, the remainder of the suggested courses were not listed in the curriculum. The only indication that they might be offered was given in the Announcement⁸ which stated that apprenticeship training could be secured in some of the trades. Except for the courses offered in the Institute Division, there were no courses available in agriculture. Furthermore, no teacher-training courses were taught.

Table H. Appendix B included the suggestions of the class of 1949. The respondents in that class proposed technical courses the greatest number of times (17.8 percent). Except for the suggested course for skilled machinist and on-the-job training, none of the suggested courses were listed in the junior college Announcement. A few suggestions listed in the biological science category included dermatology, pharmacology, and bacteriology. If the proposed nurses' training program is carried out in the future, those courses, no doubt, will be included in the curriculum⁹. Except for the suggestions of more advanced courses which are usually taught in a senior college, most of the proposed courses were included in the junior college curriculum.

The comments that graduates made suggest that those who attended the junior college for the purpose of preparing for

⁸

Announcement of Jackson Junior College, op. cit., p. 38.

⁹

See Dean Atkinson's letter, Appendix A.

senior college were, on the whole, well satisfied. There was some indirect suggestion that the junior college could offer courses of a "practical nature."

From the standpoint of the graduates' suggestions, it seems that the junior college should re-evaluate its curriculum in order to determine to what extent a broadening of the curriculum is needed. If broadening of the curriculum is not required, then, certainly, emphatic publicizing of the curriculum is needed.

GRADUATES' OCCUPATIONAL SATISFACTION

To determine how well satisfied graduates were with their occupations, this question was asked: Is your present occupation the life work you have always wanted to do?
If not, what was your original choice of an occupation?

Approximately 27.0 percent of the 1946 and 1949 graduates did not respond to this question since they were still attending school and had accepted no permanent employment. A slightly larger percentage of the 1946 graduates than the 1949 graduates indicated that their present occupations were not the ones in which they wanted to be employed (1946 graduates, 37.2 percent; 1949 graduates, 34.6 percent). Although the percentages did not seem large, the matter is of concern. It raises the question as to what extent the high school guidance and counseling function could be more effective in eliminating some of the occupational dissatisfaction.

The comparison of the occupational classification in which

graduates were employed with their original choices of occupations revealed that over 55.0 percent of the graduates did not indicate what their original choice of occupation had been (see Table LXXX). That was expected because quite a large percent of the respondents were attending school and had not been engaged in a permanent occupation. The table illustrates that an original choice of professional occupations was indicated by 22.9 percent of the 1946 graduates--15.8 percent were actually employed in that classification. Apparently very few of the 1946 graduates expected to be employed in the clerical occupations, as only 1.6 percent stated that clerical occupations were their original choice. However, 35.5 percent of those graduates were engaged in clerical work. Very few originally had selected the skilled occupations and none had chosen the semi-skilled occupations, but 6.5 percent of the 1946 respondents were engaged in skilled and 6.0 percent in semi-skilled occupations.

Comparison of the occupations in which the 1949 graduates are now engaged with the original choice of occupation shows that 17.3 percent originally had desired professional occupations, while 2.8 percent were actually engaged in that classification (see Table LXXX). A big difference, although not as great as for the 1946 graduates, was also noted in the clerical occupations. Only 1.3 percent of the 1949 graduates originally had chosen the skilled, semi-skilled and unskilled occupations, but approximately 17.0 percent were employed in those occupations.

TABLE LXXX

COMPARISON OF THE OCCUPATIONS IN WHICH ONE HUNDRED EIGHTY-THREE
GRADUATES OF 1946 AND TWO HUNDRED FOURTEEN GRADUATES OF 1949 ARE
NOW ENGAGED WITH ORIGINAL CHOICE OF OCCUPATION
JACKSON, MICHIGAN

Occupations	1946 Graduates				1949 Graduates			
	Now en- gaged	%	Original choice	%	Now en- gaged	%	Original choice	%
Professional	29	15.8	42	22.9	6	2.8	37	17.3
Semiprofessional	12	6.5	5	2.7	7	3.3	8	3.7
Managerial & Official Occup.	3	1.6	3	1.6	-	-	9	4.2
Clerical & Kindred Occup.	65	35.5	3	1.6	66	30.8	10	4.7
Sales & Kindred Occup.	9	4.9	2	1.1	12	5.6	3	1.4
Domestic Service Occup.	1	.5	-	-	-	-	-	-
Personal Service Occup.	5	2.7	-	-	5	2.3	1	.5
Protective Service Occup.	5	2.7	1	.5	7	3.3	2	.9
Building & Service Workers & Porters	-	-	-	-	1	.5	-	-
Agricultural, horticultural, etc.	-	-	6	3.3	1	.5	6	2.8
Skilled Occupations	12	6.5	6	3.3	20	9.3	4	1.8
Semi-skilled Occupations	11	6.0	-	-	13	6.1	-	-
Unskilled Occupations	1	.5	-	-	3	1.4	-	-
Have not decided	-	-	10	5.5	-	-	5	2.3
No response	29	15.8	104	56.8	71	33.2	123	57.5
Marriage	-	-	1	.5	1	.5	6	2.8
Not employed	1	.5	-	-	1	.5	-	-
Total	183	100.0	183	100.0	214	100.0	214	100.0

The data relative to the original occupational choice of graduates and their present employment was similar to the results obtained from the comparison of Jackson High School students' occupational desires and occupational expectations; i.e., both high school students' and high school graduates' occupational desires were on a "higher level" than the occupations in which they actually expected to engage or did engage (see Table XLVII, Chapter VI).

THE EFFECT OF TUITION AND TEXTBOOK COSTS UPON GRADUATES' OPPORTUNITIES TO ATTEND THE JUNIOR COLLEGE

The last question in the questionnaire requested information which would make it possible to determine to what extent tuition or tuition and textbook costs may have restricted the graduates from attending the junior college. Graduates were asked to respond to the following statements: Which of the following statements (check one) best describes your feelings about tuition charges and junior college attendance? 1. I would have gone if there had been no tuition charges_____, 2. I would have gone if there had been no tuition charges and and books were furnished_____ 3. The financial problem was not the main reason_____. According to Table LXXXI some of the 1946 graduates indicated that tuition or tuition and textbook costs did have a decisive effect upon the possibility of their attending the junior college (6.6 percent). Another 2.7 percent said that lack of money, on the whole, was the reason they did not attend. Approximately 6.6 percent of the

1949 graduates were also effected by tuition or tuition and textbook costs, and 3.3 percent indicated that finances, on the whole, were instrumental in restricting them from attending the junior college (see Table LXXXI). In light of the data collected from high school students and high school graduates, it appeared that the matter of tuition should be given serious consideration to determine if there were any prospect of reducing the tuition or eliminating it entirely.

TABLE LXXXI

NUMBER OF GRADUATES OF THE CLASSES OF 1946 AND 1949 WHO WOULD HAVE ATTENDED JUNIOR COLLEGE IF THERE HAD BEEN NO TUITION CHARGES OR TUITION AND BOOKS HAD BEEN GRATIS
JACKSON, MICHIGAN

	1946 Graduates		1949 Graduates	
	No.	%	No.	%
No tuition charges	8	4.4	10	4.7
Tuition & books gratis	4	2.2	4	1.9
Finances not the reason	97	53.0	126	58.9
Other*	5	2.7	7	3.3
No response	69	37.7	67	31.3
Total	183	100.0	214	100.0

* Those students indicated that finances, on the whole, were a problem for them.

SUMMARY

1. The follow-up questionnaire study included 964 Jackson High School graduates of the classes of 1946 and 1949. Of the total number of mailed questionnaires, approximately 41.2 percent were returned. Forty-eight and six tenths percent of the respondents of the class of 1946 and 62.1 percent of the re-

spondents of the class of 1949 were living in the city of Jackson, Michigan. Not many had moved any great distance as about 66.3 percent were living in Jackson County. If so many graduates remained in Jackson or Jackson County, it would suggest that the vocational training of these graduates should be such that the students could meet the occupational requirements of the community. The sex distribution of respondents included about 40.8 percent males and 59.2 percent females. Relative to marital status, 59.6 percent of the class of 1946 and 21.5 percent of the class of 1949 were married. Most of the graduates had completed the high school college preparatory course. The next largest group in each class indicated they had completed a general course of study; then followed those who had completed a commercial course of study.

2. The largest percent of the respondents was employed in the manufacturing industries group (15.3 percent). The professional and related service industries, the transportation and communication, and the wholesale and retail trade industries employed a fair proportion of them. It appeared that the major portion of the training offered in Jackson Junior College should be for the occupations in manufacturing, transportation, wholesale and retail trade; and professional and related service industries.

3. More 1946 graduates than 1949 graduates were employed in occupations classified as professional (1946 graduates, 15.8 percent; 1949 graduates, 2.8 percent). A slightly larger per-

centage of the 1946 graduates than the 1949 graduates were employed in clerical occupations. Fewer 1946 graduates than 1949 graduates were employed in the skilled occupations.

The comparison of graduates' occupational classifications with the United States Census figures for Jackson indicated that the percentages of the graduates employed in the professional, semiprofessional, and clerical occupations were greater than the percentages reported for the corresponding classifications in the Census data. Fewer were engaged in the managerial, domestic service, personal service, agricultural, skilled, semi-skilled and unskilled classifications.

A comparison of the graduates' occupational classifications with the Inventory of Occupational Index, Jackson Labor Market revealed that the percentages of 1946 graduates engaged in the combined professional, semiprofessional and managerial occupations exceeded the percentages of workers in these classifications as reported in the Occupational Index. A large differences was noted in the combined clerical and sales occupations (1946 graduates, 40.9 percent; Occupational Index, 13.8 percent). According to the Occupational Index, the percentages of the workers engaged in the skilled, semi-skilled and unskilled occupations were much greater than the percentages of the 1946 graduates employed in these occupations.

The comparison of the 1949 graduates' occupational classification with the Occupational Index revealed that fewer of these graduates were employed in the professional, semipro-

professional and managerial occupations. A big difference in percentages between the 1949 respondents engaged in clerical and sales occupations and the Occupational Index was also noted. Sixteen and seven-tenths percent of the 1949 graduates were engaged in the skilled, semi-skilled, and unskilled occupations, while the Occupational Index illustrated that 55.7 percent of the workers in Jackson were employed in these occupations.

The data indicated that the desire of high school students to engage in professional occupations would be difficult to achieve, because so few of the graduates had been able to engage in these occupations. It appeared that further guidance was essential to modify the situation in some occupational classifications.

4. About 51.2 percent of the married women graduates were employed. That condition suggested that occupational training for women should be available not only in the junior college but the high school as well.

5. Many respondents did not answer the questions in reference to their present employment because they were still attending school. Those who did respond indicated that the biggest percent of them were employed in Jackson. It appeared that the occupational training program should be structured to meet the occupational requirements of the community.

6. Approximately 67.5 percent of the graduates of the classes of 1946 and 1949 had additional schooling beyond the high school. This was somewhat higher than the 48.1 percent

of the 10th, 11th and 12th grade Jackson High School students who aspired to college attendance after graduation. However, the graduates' educational experiences beyond high school included adult evening school, armed service school, correspondence school, etc. Approximately 64.0 percent of the 1946 and 74.8 percent of the 1949 respondents who attended an educational institution after high school graduation enrolled at either a junior or senior college, the biggest percent of them attending the junior college. Data referring to the length of time graduates continued their education suggested that 29.6 percent of the 1946 graduates had attended a year or less. Some of the 1949 respondents did not continue their education beyond six months (19.3 percent). It was evident, in the case of the 1946 and 1949 graduates, that at least one-fifth of the graduates who continued their education may not have attended long enough to secure adequate occupational training in fields requiring considerable skill. About 21.0 percent of the students who attended the junior college terminated their education after they had attended a year or less.

7. In regard to reasons graduates gave for not attending the junior college, it seemed that they desired the influence of college life away from home; they thought other institutions offered better training and facilities; and they thought training was not available at the junior college. Some gave finances and others the problem of transferring credits to another institution as their reasons for not attending the junior college.

8. On the whole, graduates who attended the Jackson Junior College stated that the lower cost of attending was the reason they had gone to the junior college. Some said they attended because they could remain at home; they could prepare for a vocation; and they could prepare for further college work in the future. A few of the 1949 graduates stated that they attended the junior college as a "try-out" for college.

9. There was very little difference in the percentages of the 1946 and 1949 graduates who stated that they did not know whether courses were available in the junior college which would be helpful in their present occupations (24.8 percent of the 1946 and 26.6 percent of the 1949 graduates said they did not know).

Approximately 35.0 percent of the 1946 and 1949 graduates did not respond to the question. It is likely that many of these students also did not know what courses the junior college offered. It seems that the high school students should receive more adequate information as to the type of training the junior college can offer.

10. No response was given by a large proportion of the students as to whether they would have attended the junior college if training for their occupation were available, because many had attended the junior college. Of the number of graduates who did respond, 4.9 percent of the 1946 graduates and 7.0 percent of the 1949 graduates said they would have attended if training had been available. About 3.0 percent said, "perhaps".

An analysis of the type of occupation in which these graduates were employed, the reasons they gave for not attending college, and the suggestions of courses they made for the junior college indicated that some had been interested in receiving training in beauty culture, auto-mechanics, radio and television, and printing.

11. The comparison of courses suggested by graduates for the junior college with the courses which are now offered indicated that the 1946 graduates named business courses the greatest number of times (20.0 percent). The 1949 graduates suggested the technical courses the greatest number of times (17.8 percent). Except for a course in investments and a terminal course in business management, the suggested business courses were offered by the junior college. This was not the case for the technical courses. Unless some form of apprenticeship training program could be structured for the student, it was possible to receive only a modified training program of machine operation. Agricultural courses were also suggested. Except through the Institute Division, these courses were not available.

12. Further development of the guidance program was suggested by the data which indicated that 37.2 percent of the 1946 respondents and 34.6 percent of the 1949 respondents did not desire the employment in which they were engaged. On the whole, a comparison of graduates' present occupations with their original choice of occupations suggested that their occupational desires were much greater than they had actually achieved.

13. Approximately 6.6 percent of the graduates indicated that either tuition or tuition and textbook costs did restrict them from attending the junior college. Another 3.0 percent said that finances, on the whole, were instrumental in barring them from attending the junior college. The results, plus the data obtained from the high school students relative to tuition or tuition and textbook costs, suggested that an attempt should be made to reduce tuition or eliminate it entirely.

CHAPTER VIII

GENERAL SUMMARY AND CONCLUSIONS

Inasmuch as the evidence presented in this study has been summarized in detail at the conclusion of each chapter, it will not be duplicated here. Instead, the major conclusions will be stressed with special attention being given to the implications which grew out of the findings.

The writer realizes that every attempt at objectivity may be subject to bias because the study involved, mainly, an analysis of the data in reference to the vocational-terminal aspect of the junior colleges located at Benton Harbor and Jackson, Michigan. Therefore, it is important that the writer indicate his belief that the future growth of the junior colleges depends upon the expansion of the vocational-terminal aspect of the curriculum in order that it may meet the needs of more individuals in the community. This viewpoint does not preclude other functions of the junior colleges, but assumes that such other important functions will be continued in the future.

The general summary and conclusions in reference to the data secured from the respondents of Benton Harbor and Jackson are presented separately. Then, a comparison of data secured from the two communities was made to determine what similarities or disparities exist. Further, implications

of this study for further studies are also included in this chapter.

SUMMARY OF DATA SECURED FROM BENTON HARBOR

1. The Benton Harbor High School students' educational expectations were well above the national average of high school graduates who actually attended college. The number of graduates of the Benton Harbor High School who continued their education was also greater than the national average. The location of an institution of higher learning in the city of Benton Harbor appeared to stimulate a demand for further education after high school graduation. The data showed that a fairly large percentage of the high school students expected to attend the junior college. Others also stated they would attend if the junior college offered courses to train them for desired occupations. It also appeared that the junior college was now serving the needs of students interested in a two-year educational program previous to attendance at a senior college.

2. Further, it seemed that, if the Benton Harbor Junior College offered additional vocational training, especially for the semi-professional and skilled occupations, more high school graduates could be expected to attend. Also, an increase of curricula offered on a part-time, out-of-school basis could be expected to enhance the value of the institution to the community, and, incidentally, expand the enrollment.

3. It appeared that increased facilities for guidance

and counseling were necessary for the Benton Harbor High School students because: a large percentage of them aspired to professional occupations; former students of Benton Harbor High School had similar aspirations but were now engaged in occupations of another classification; on the whole, high school students were not well informed about the possibilities of finding employment in the occupations they desired; high school students were not well informed regarding occupational requirements; high school students were not certain where they intended to secure the necessary occupational training; more high school students did not know whether the Benton Harbor Junior College offered training for the occupations they desired than did know; the students' pattern of intended occupations differed considerably from that reported in the Sixteenth Census of the United States and the Benton Harbor Community Job Index; and some students who thought they knew what training the junior college offered actually did not know.

4. It seems that the junior college should consider the possibility of reducing tuition or eliminating it, for many students and graduates of the Benton Harbor High School stated that tuition and textbook costs prevented them from attending the Junior College. If a reduction of tuition is impossible, the granting of additional scholarships to worthy students should be considered.

5. Another factor responsible for the non-attendance of

many students who were planning to attend another institution or had done so was that training was not available in the junior college. Training for the desired occupations of many of these students and graduates actually was offered in the junior college. It appears that an intensified public relations program is necessary to enlighten the community in reference to the training the junior college now offers.

6. The circumstances which appeared to influence the high school graduates to attend the junior college were the reduced financial costs, the desirability of remaining at home, and the possibility of preparing for a vocation. It would seem that considerable stress should be placed upon local publication of the reasons high school graduates give for attending the junior college. The fact that reduced financial costs was mentioned as one of the main reasons for attending the junior college lends support to the conclusion already drawn that the economic factor was an important one.

SUMMARY OF DATA SECURED FROM JACKSON

1. Approximately half the students of Jackson High School expected to continue their education after graduation. Although the percent who planned to do so was greater than the national average of those who actually do attend college, it appears that many of them may realize their ambitions, for a large percent of the graduates of Jackson High School do continue their educations. About half the students who planned to continue their education expected to attend the Jackson Junior

College. Many of the high school graduates also had attended the junior college. It appeared that a large number of the high school students who planned to enroll in the junior college were interested in the curricula preparatory for the senior college.

An analysis of the curricula revealed that the needs of most of the students who planned to continue their educations after two years of junior college could be met. However, it appeared that prospective junior college students who were interested in securing occupational training in the semi-professional and skilled occupations were limited in their selection of curricula.

2. A number of the high school students who were interested in preparing for the skilled occupations expected to attend the junior college. In addition, there were those who stated they would attend if they could secure training for the skilled occupations they desired. Although the junior college does offer training for agriculture and a number of trades in the Institute Division, it appeared that further explanation was needed in the Announcement of the Junior College relative to the specific skilled trade training offered in the Institute Division. The fact that the Institute was formerly an institution to facilitate the training of veterans makes it appear as an adjunct of the Jackson Junior College. Further, it seemed that more emphasis should be placed upon making known to the Jackson High School students the vocational opportunities the junior college can offer, not only those opportunities

available for professional occupational training, but for all occupations.

3. The high school students' and high school graduates' lack of knowledge of available courses taught in the junior college, and the high school students' lack of knowledge of occupational requirements and occupational opportunities indicates that the guidance and counseling department could profit from an expanded program in order to facilitate their work with a greater number of students than can now be served.

4. The junior college expressed a willingness to provide courses at the adult center if enough requests were made for a specific course. A large percent of the high school students stated they would attend school on a part-time basis in the future if they could secure training for the occupations they desired. However, the data were rather misleading because many of the high school students who said they would attend junior college on a part-time basis were interested in the professions. Obviously they were not informed in regard to the training necessary for the professions. Here, too, is a problem for the guidance department. The junior college was also offering its prospective students a service which involved on-the-job apprenticeship training. High school students interested in clerical and retail occupations could secure training in these areas on a part-time basis. It appears necessary to publicize more extensively the apprenticeship program.

5. A reduction or elimination of tuition apparently would permit a greater number of high school students to

attend the Jackson Junior College. Some of the high school students and the graduates stated that both tuition and text-book costs were a factor in hindering their attendance at the institution. The possibility of an increase in scholarships for worthy students should be investigated and acted upon.

6. Both the Jackson High School students and graduates appear to have insufficient knowledge in reference to the curriculum now offered in the junior college. Many gave "training not available in the junior college" as a reason for not attending the institution. A few of the graduates stated they did not attend the junior college because they thought they would suffer a loss of credit when they transferred to another college or university. Many basic college courses are available in the junior college, but, apparently, this fact was not known to students and graduates. The data suggested that a gain in enrollment in the junior college could be expected if prospective students were provided a better knowledge of the services of the institution.

7. Jackson High School graduates stated that the factors which influenced them to attend the junior college were: the lower cost of attending the institution; they could remain at home; they could prepare for a vocation; they could prepare for further college in the future, and they could "try-out" for college. It seems that the above-mentioned factors are indices of some of the functions the junior college performs. Consequently, no effort should be spared in making known to prospective junior college students the functions which the college does perform.

COMPARISON OF DATA SECURED FROM BENTON HARBOR
AND JACKSON

The comparison of the data secured from Benton Harbor and Jackson, Michigan, indicated that there was a similarity in the educational plans of the high school students and the educational experience of high school graduates. The data reveal that the educational expectations of the Benton Harbor and Jackson High School students were well above the national average. Further, the number of graduates of the two high schools who continued their education was also greater than the national average. Of these, many had attended the junior college. In both communities a large percentage of the high school students also expected to attend the junior college. Still others stated they would attend if the junior college offered courses to train them for desired occupations.

Another similarity in the data indicated that more high school students would attend the junior college if vocational training were offered in the semi-professional and skilled occupations, and even more would do so if more curricula were offered on a part-time, out-of-school basis.

The comparison of data also showed that an improvement in the high school guidance program should be considered by those charged with the guidance functions because: a large percentage of high school graduates who had aspired to professional occupations were now engaged in occupations of another classification; a large percentage of high school students also aspired to professional occupations; high school

students were not well informed about the possibilities of finding employment in the occupations they desired; they were not well informed regarding occupational requirements; they were not certain where they intended to secure the necessary occupational training; more of them did not know whether the junior college offered training for occupations they desired than did know; the students' pattern of intended occupations differed considerably from that of the community occupational pattern; and some students who thought they knew what training the junior college offered actually did not know.

A similarity was noted in the data secured from the students and graduates of Benton Harbor and Jackson High School who stated that tuition and textbook costs prevented them from attending the junior college.

The primary reason most graduates of the two high schools gave for not attending the junior college was that the training they desired was not available in the junior college.

The data secured from the graduates of Benton Harbor and Jackson High School were in agreement in reference to the factors which influenced graduates to attend the junior college. These factors were the low cost of attending the institution, the desirability of remaining home, and the possibility of preparing for a vocation.

The comparison of the data secured from Benton Harbor and Jackson revealed that there was a difference in the on-the-job apprenticeship training program and adult education program of

the junior colleges in these communities. It appeared that the on-the-job apprenticeship training program at Jackson included more occupations for which individuals could secure training. Further, the facilities and possibilities for adult education seemed to be greater in Jackson than in Benton Harbor.

IMPLICATIONS OF THIS STUDY FOR FUTURE STUDIES

1. It seems desirable that a study be made of the motivating factors and family traditions with respect to education beyond high school, specifically those related to religious, racial, and social status.

2. A comprehensive study should be made of the junior colleges which appear to offer a well-rounded program of vocational-terminal curricula in order to determine if these institutions are producing successful trainees.

3. What percentage of the junior college students who complete the vocational-terminal program transfer to senior colleges? How successful are these junior college transfer students? Answers to these questions should assist those students who have completed the terminal program, but desire to continue their education.

4. A comprehensive investigation of junior college student personnel programs to ascertain whether these programs are used as nuclei for curriculum development.

5. A study concerned with prescribing criteria for establishing junior colleges in Michigan seems desirable.

6. What do parents recommend the junior college teach? What are the factors which are responsible for the recommendations? A study involving these questions should produce results of value to those concerned with junior college curriculum development and public relations.

7. The general education classes should not be omitted in a vocational-terminal program. Therefore, a study should be made of the types of general education classes that have been successful in various junior colleges.

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APPENDICES

APPENDIX A

COPY

July 10, 1951

Mr. L. W. Redemsky
Assistant Professor
Department of Effective Living
Basic College
Michigan State College
East Lansing, Michigan

Dear Mr. Redemsky:

Under separate cover we are sending a copy of the 1951-52 catalog. I believe the only courses it contains which were not listed in the '50-'51 catalog are Chemistry 11 and Secretarial Science 33. These are found on pages 45 and 44 of the catalog. The curriculum in Medical Secretarial Studies, listed on pages 31-32 was established last year and I believe was not included in the catalog.

For the coming year we are expecting to reduce our preparatory work in the Institute Division, perhaps continuing with a course in Mathematics and another in English. We anticipate an increase in the vocational department and are working this summer on the promotion of a Cooperative Industrial Management curriculum. It seems probable also that our nursing program will be extended so that students taking nursing training at Foote Hospital will spend an entire year on the campus rather than only a semester as they have in the past.

Yours truly,

W. N. Atkinson
Dean

COPY

DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
WASHINGTON 25

April 23, 1951

Professor L. W. Redemsky
Department of Effective Living
Michigan State College
East Lansing, Michigan

Dear Professor Redemsky:

The Director has asked me to reply to your request of April 12, for data on the population of Jackson and Benton Harbor, Michigan, by major occupation groups.

I regret to say that it will be several months before the completion of the tabulations which will provide such data for counties and urban places. They will be published in the preprint of the Michigan section of the 1950 edition of Population Volume II, early next year. A copy of this preprint will be available in your school reference library shortly after publication.

We are enclosing a press release of preliminary 1950 population figures for Michigan, which contains population totals for Jackson and Benton Harbor.

Sincerely yours,

Howard G. Brunsman, Chief
Population and Housing Division
Bureau of the Census

Enclosure

COPY

April 19, 1951

Mr. L. W. Redemsky
Assistant Professor
Michigan State College
East Lansing, Michigan

Dear Mr. Redemsky:

I have your letter of April 12 requesting information on farm population in the Benton Harbor area. Two townships around Benton Harbor, Benton and Hagar, have a population of approximately 18 thousand. However, a large percentage of these are suburban dwellers who work in the Twin City area.

I would estimate that there are approximately 12 hundred farms in the two townships. Most of these farms are small ranging from 5 to 25 acres..

Only a small percentage, possibly 5% - 10% of the farm youth remain on the farm after high school graduation. We have a vocational agricultural department at the Benton Harbor high school with approximately 75 - 80 students in the tenth, eleventh and twelfth grades.

These students, however, come from a rather large area including Benton and Hagar townships plus St. Joe, Lincoln, Royalton, Sodus, Pipestone and Bainbridge townships.

If I can be of further help to you at any time, be sure and let me know.

Sincerely,

J. D. Johnson
County Agricultural Agent

APPENDIX B

APPENDIX B
TABLE A

DESIRED OCCUPATIONS OF 10th, 11th, AND 12th GRADE STUDENTS
OF BENTON HARBOR HIGH SCHOOL
BENTON HARBOR, MICHIGAN

Classified Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Professional Occupations						
Accountants and auditors	-	-	-	-	1	2.8
Artists and sculptors	-	-	1	2.3	-	-
Authors, editors, reporters	3	5.0	3	6.5	-	-
Chemists, assayers, and metallurgists	2	3.3	-	-	1	2.8
Clergymen	1	1.7	-	-	-	-
County Agents & farm demonstrators	1	1.7	-	-	-	-
Dentists	-	-	3	6.5	-	-
Engineers, chemical	-	-	-	-	1	2.8
Engineers, civil	2	3.3	4	8.7	3	8.3
Engineers, electrical	-	-	1	2.3	-	-
Engineers, mechanical	-	-	1	2.3	2	5.6
Engineers, mining	-	-	-	-	1	2.8
Lawyers	5	8.3	4	8.7	-	-
Librarians	1	1.7	-	-	-	-
Musicians, teachers of music	6	10.0	2	4.3	4	11.1
Pharmacists	1	1.7	1	2.3	-	-
Physicians and surgeons	1	1.7	1	2.3	1	2.8
Social and Welfare Workers	1	1.7	-	-	2	5.6
Teachers, primary & kindergarten	1	1.7	1	2.3	2	5.6
Teachers, secondary & principals	-	-	-	-	2	5.6

TABLE A (CONTINUED)

Classified Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Teachers and instructors	11	18.3	6	13.0	6	16.7
Trained nurses	13	21.6	14	30.4	8	22.2
Other professional	11	18.3	4	8.7	2	5.6
Total	60	100.0	46	100.0	36	100.0
<u>Semiprofessional Occupations</u>						
Aviators	-	-	1	9.1	-	-
Decorators & window dressers	1	7.1	1	9.1	1	11.1
Commercial artists	2	14.2	1	9.1	-	-
Designers	1	7.1	-	-	-	-
Draftsmen	5	35.7	3	27.3	2	22.2
Laboratory technicians & assistants	-	-	3	27.3	4	44.4
Healers & medical service occupations	1	7.1	-	-	-	-
Photographers	1	7.1	-	-	-	-
Radio operators	-	-	-	-	2	22.2
Showmen	-	-	1	9.1	-	-
Embalmers and undertakers	1	7.1	-	-	-	-
Technicians, except laboratory	-	-	1	9.1	-	-
Other semi-professional occupations	2	14.2	-	-	-	-
Total	14	100.0	11	100.0	9	100.0
<u>Managerial & Official Occupations</u>						
Hotel & Restaurant Managers	1	20.0	1	50.0	-	-
Retail Managers	1	20.0	-	-	1	25.0
Buyers & Department heads, stores	-	-	1	50.0	-	-
Other managerial & official Occupations	3	60.0	-	-	3	75.0
Total	5	100.0	2	100.0	4	100.0

TABLE A (CONTINUED)

Classified Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
<u>Clerical & Kindred Occupations</u>						
Bookkeepers and cashiers	1	2.8	2	4.7	-	-
Secretaries	27	75.0	21	48.8	10	40.0
Stenographers & typists	-	-	11	25.6	4	16.0
Telephone operators	1	2.8	1	2.3	1	4.0
Other clerical occupations	7	19.4	8	18.6	10	40.0
Total	36	100.0	43	100.0	25	100.0
<u>Sales & Kindred Occupations</u>						
Sales clerks	1	50.0	3	60.0	2	50.0
Other sales occupations	1	50.0	2	40.0	2	50.0
Total	2	100.0	5	100.0	4	100.0
<u>Domestic Service Occupations</u>						
Maids, general	1	100.0	-	-	-	-
Total	1	100.0	-	-	-	-
<u>Personal Service Occupations</u>						
Barbers, beauticians & manicurists	1	100.0	1	33.3	2	100.0
Practical nurses	-	-	2	66.7	-	-
Total	1	100.0	3	100.0	2	100.0

TABLE A (CONTINUED)

Classified Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Protective Service Occupations						
Firemen, fire department	-	-	1	14.3	-	-
Policemen, & detectives	-	-	3	42.9	-	-
Soldiers, sailors, marines & coast guards	1	100.0	3	42.9	-	-
Total	1	100.0	7	100.0	-	-
Agricultural, Horticultural & Kindred Occupations						
Dairy farmers	1	25.0	-	-	-	-
General farmers	2	50.0	5	83.3	7	100.0
Nursery Operators & Florists	1	25.0	-	-	-	-
Other agricultural occupations	-	-	1	16.7	-	-
Total	4	100.0	6	100.0	7	100.0
Skilled Occupations						
Tailor	-	-	-	-	1	6.2
Machinist	3	15.0	2	8.0	1	6.2
Tool & die maker	4	20.0	7	28.0	2	12.5
Electrician	1	5.0	-	-	1	6.2
Carpenter	4	20.0	7	28.0	1	6.2
Plumber	-	-	-	-	1	6.2
Airplane Mechanic	-	-	1	4.0	1	6.2
Auto Mechanic	2	10.0	3	12.0	3	18.8
Radio Repairman	-	-	-	-	1	6.2
Foreman	-	-	-	-	1	6.2
Other skilled occupations	6	30.0	5	20.0	3	18.8
Total	20	100.0	25	100.0	16	100.0

TABLE A (CONTINUED)

Classified Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
<u>Semi-skilled Occupations</u>						
Truck driver	-	-	-	-	1	50.0
Other semi-skilled occupations	-	-	1	100.0	1	50.0
Total	-	-	1	100.0	2	100.0
<u>Unskilled Occupations</u>						
Laborer	1	100.0	1	100.0	-	-
Total	1	100.0	1	100.0	-	-
<u>Miscellaneous</u>						
Have not decided	5	31.2	3	20.0	6	46.2
No response	11	68.8	12	80.0	6	46.2
Marriage	-	-	-	-	1	7.7
Total	16	100.0	15	100.0	13	100.0

APPENDIX B

TABLE B

COURSES OFFERED AT BENTON HARBOR JUNIOR COLLEGE*

<u>Courses of Instruction in the College Division</u>	<u>Credit hours</u>
<u>Contemporary Art</u>	6
<u>Biological Science</u>	
General Botany	4
Principles of Animal Biology	4
<u>Chemistry</u>	
Inorganic Chemistry	4
Qualitative Chemistry	4
Introduction to Organic Chemistry	3
" " " " , Laboratory	1
<u>English and Literature</u>	
English Composition	3
" " , continued	3
Masterpieces of English Literature	3
Introduction to Shakespeare	3
Modern Drama	3
<u>Health Education</u>	
Personal Hygiene	2
Community Hygiene	2
Mental Hygiene	3
<u>History</u>	
History of Western Civilization	4
" " " " , continued	4
American History	4
" " , continued	4
Civil War and Reconstruction	2
Recent History of the United States	2
England and the British Commonwealth	3
" " " " " , continued	3
<u>Mathematics</u>	
Intermediate Algebra	4
Business Arithmetic	-
Mathematical Analysis	4
" " , continued	4
Spherical Trigonometry	1
Solid Analytical Geometry	2
Mathematics of Finance	4
Theory of Equations	3
Calculus	4
" , continued	4

*Adapted from Official Bulletin of the Junior College of Benton Harbor, Volume 5, No. 1, April, 15, 1950.

TABLE B (CONTINUED)

<u>Courses of Instruction in the College Division</u>	<u>Credit hours</u>
<u>Music</u>	
Chorus	1
" , continued	-
Harmony and Theory	3
Music Appreciation	3
" " , continued	3
<u>Meteorology</u>	3
<u>Physical Education</u>	-
<u>Physics</u>	4
" , continued	4
" , continued	4
<u>Political Science</u>	
Political Science	4
" "	4
<u>Psychology</u>	
Elementary General Psychology	3
Applied Psychology	3
<u>Romance Languages</u>	
Elementary French	4
" " , continued	4
Second Year French	4
" " " , continued	4
Spanish-Elementary	4
" " , continued	4
Second Year Spanish	4
" " " , continued	4
<u>Social Science</u>	
Regional Geography	3
Economic Geography	3
<u>Sociology</u>	
Principles of Sociology	3
Social Problems	3
Family Problems	3
<u>Speech</u>	
Elements of Speech	3
Public Speaking	3
<u>Business Administration</u>	
Accounting, Principles	3
" " , continued	3

TABLE B (CONTINUED)

<u>Courses of Instruction in the College Division</u>	<u>Credit hours</u>
<u>Business Administration</u> , continued	
Principles of Economics	3
" " " , continued	3
Salesmanship	3
Business Organization	3
Business Arithmetic	2
Mathematics of Finance	4
<u>Engineering</u>	
Engineering Lectures	1
Engineering Problems	2
Engineering Drawing	3
" " , continued	3
" " , Advanced	3
Engineering Mechanics	3
" " , continued	3
Civil, Elementary Surveying	2
<u>Department of Secretarial Science</u>	
Beginning Typing	2
Advanced Typing	3
Beginning Shorthand	4
" " , continued	4
Advanced Shorthand	4
" " and Specialized Dictation	4
Medical Dictation	2
Introduction to Secretarial Practice	3
Secretarial Practice, continued	3
Filing and Indexing	1
Cooperative Office Training	3
<u>Courses Available in General Engineering and Local Public</u>	
<u>Administration</u>	
Drawing	9
Lectures and Problems	3
Surveying	2
<u>Science</u>	
Chemistry	3
Mathematics	3
Physics	9
<u>General</u>	
English	6
Political Science	2
Speech	3
Electives	20

TABLE B (CONTINUED)

<u>Courses of Instruction--General Division</u>	<u>Credit hours</u>
<u>Art</u>	
Contemporary Art	3
" " , continued	3
<u>Bookkeeping</u>	
Advanced Bookkeeping	3
" " and Accounting	3
<u>Business</u>	
Introduction to Business	3
Salesmanship	3
<u>Chemistry</u>	
Basic Chemistry	2
" " , continued	1
Nurses Chemistry	3
Microbiology	1
Bacteriology	1
<u>Citizenship</u>	
Modern American Citizenship	2
Comparative Cultures	2
<u>Communications</u>	
Communication Skills; Vocabulary Study	2
Journalism Workshop	2
" "2 , continued	2
<u>Health Education</u>	
Personal Hygiene	2
Community Hygiene	2
Mental Hygiene	3
<u>Mathematics-</u>	
Basic Mathematics	2
" " , continued	2
Business Arithmetic	2
Industrial Mathematics	2
" " , continued	2
Music Appreciation	3
Physics-Introductory	2
Social Growth and Development	2
Spanish-Conversational	2
" " , continued	2

TABLE B (CONTINUED)

<u>Courses of Instruction--General Division</u>	<u>Credit hours</u>
<u>Adult Education</u>	
History, Enjoyment and Criticism of the Movies	8 sessions
Home Planning Institute	5 "
Ceramics	6 "
Home Mechanics for Women	8 "
Spring Institute of Flower Arrangement	4 "
Time and Motion Study	18 "
Refresher Mathematics	12 "
Better Selling	5 "
Psychology for Living	10 "

APPENDIX B

TABLE C

COURSES WHICH GRADUATES OF THE CLASS OF 1946 SUGGESTED
THE JUNIOR COLLEGE COULD OFFER WHICH WOULD AID THEM
IN THEIR PRESENT OCCUPATIONS, COMPARED WITH THE
PRESENT CURRICULUM OF THE JUNIOR COLLEGE
BENTON HARBOR, MICHIGAN

Courses	No. of times suggested	%	Now offered by Junior College
Agriculture			
General Agriculture	3		-
Farm Management	1		-
Plant pathology	1		-
Other	1		-
Total	6	5.1	-
Art			
Interior Decorating	1		-
Elementary Design & Crafts	1		*
Drawing & Design	1		*
Modern Designing	1		-
Total	4	3.4	-
Biological Science			
Biology	2		*
Zoology	1		*
Botany	1		*
Anatomy & Physiology	1		*
Mortuary Science	1		*
Laboratory Technician	1		*
Total	7	6.0	-
Business Training			
Advanced Accounting	2		-
Comptometry	3		*
Bookkeeping	2		*
Shorthand	4		*
Typewriting	4		*
Business Machines	1		*
Secretarial Science	1		*
Business Organization	2		*
Office Management & Advanced Bookkeeping	1		*
Business Education	1		*
Business Law	1		-
Business Administration	1		*
Psychology of Selling & Advertise.	3		*
Total	26	22.0	-

TABLE C (CONTINUED)

Courses	No. of times suggested	Now offered by Junior College
Chemistry		
General Chemistry	3	*
Organic Chemistry	1	*
More actual experience & Lab.	1	*
Total	5	4.3
Economics		
Principles of Economics	1	*
College Economics	1	*
Current Economics & Study of Labor Legislation	1	-
Total	3	2.6
Education		
Education Courses	3	-
Total	3	2.6
Machine Drawing		
Mechanical & Machine Drawing	1	*
Drafting	1	*
Other	1	-
Total	3	2.6
English		
Preparatory English	1	*
Business Communication	2	-
Journalism	1	*
American, European, Asiatic & Classic Literature	1	*
Total	5	4.3
History		
Advanced History	1	*
Total	1	.9
Languages		
Latin or Greek	1	-
Total	1	.9
Machine Shop		
General Machine Shop	1	-
Machine Shop Operation	3	-
Production Machinery	1	-
Total	5	4.3

TABLE C (CONTINUED)

Courses	No. of times suggested	%	Now offered by Junior College
Mathematics-Preparatory	2		*
Business Mathematics	3		*
Total	5	4.3	-
Music			
Music Theory	1		*
Ear Training	1		*
Instrumental Ensemble	1		-
Band, orchestra & instrumental classes	1		-
Applied Music	1		-
Sight singing	1		*
Total	6	.7	-
Physics			
Physics-heat, sound, light, etc.	1		*
Total	1	.9	-
Psychology			
Personal Adjustment	1		*
Elementary Gen. Psychology	2		*
Psychological test administration & psychological testing & measurement	1		-
Advanced Psychology	1		*
Total	5	4.3	-
Religion	1		-
Total	1	.9	-
Sociology			
Modern Social Problems	1		*
The Home & Family Living	2		*
Problems of Newly Married	1		*
Total	4	3.4	-
Public Speaking			
Public Speaking	3		*
Fundamentals of Speech	1		*
Total	4	3.4	-
Advanced Surveying	1		*
Total	1	.9	-
Home Economics	1		-
Total	1	.9	-

TABLE C (CONTINUED)

Courses	No. of times suggested	%	Now offered by Junior College
Other Technical			
Electronics	1		-
Electric Wiring & Repair	1		-
Welding	2		-
Air-conditioning & refrigera- tion	1		-
Pattern making	1		-
Tool & die making	2		-
Trade Courses	1		-
General Carpentry	1		-
Total	10	8.5	-
Others			
R.O.T.C.	1		-
Logic	1		-
Engineering, electrical & civil	1		*
Engineering courses	2		*
Evening courses in Interior Decorating, Music Apprecia- tion, and Landscaping	1		*
Markets and Marketing	1		-
Industrial Arts	1		-
Adult Education course in Shorthand	1		-
Total	9	7.7	-
Grand Total	117	100.0	-

Note: - indicates courses not offered.

* indicates courses offered in the junior college curriculum.

APPENDIX B

TABLE D

COURSES WHICH GRADUATES OF THE CLASS OF 1949 SUGGESTED
THE JUNIOR COLLEGE COULD OFFER WHICH WOULD AID THEM
IN THEIR PRESENT OCCUPATIONS, COMPARED WITH THE
PRESENT CURRICULUM OF THE JUNIOR COLLEGE
BENTON HARBOR, MICHIGAN

Courses	No. of times suggested	%	Now offered by Junior College
Agriculture			
Horticulture	2		-
Farm Management	2		-
Total	4	7.4	-
Art			
Drawing and Design	1		*
Art & Sign Lettering	1		*
Total	2	3.7	-
Biological Science			
Zoology	1		*
Botany	1		*
Anatomy & Physiology	1		*
Bacteriology	1		*
Total	4	7.4	-
Business Training			
Accounting	1		*
Bookkeeping	3		*
Salesmanship	1		*
Shorthand	1		*
Typewriting	1		*
Business Machines	1		*
Secretarial Science	3		*
Advanced Training on I.B.M. machines	1		-
Banking	1		-
Teach how to use calculators, etc.	1		*
Total	14	25.9	-
Chemistry			
Inorganic chemistry	1		*
Qualitative analysis	1		*
More advanced science	1		*
Total	3	5.6	-

TABLE D (CONTINUED)

Courses	No. of times suggested		Now offered by Junior College
Economics			
Economic Problems	1		-
Agricultural Economics	1		-
Total	2	3.7	-
Education Courses	1		-
Total	1	1.9	-
Mechanical & Machine Drawing	1		*
Total	1	1.9	-
Business Communication	1		-
Total	1	1.9	-
German	1		-
Total	1	1.9	-
Machine Shop			
Machine Shop Operation	1		-
Production Machinery	2		-
Machine Tool Inspection	1		-
Total	4	7.4	-
Mathematics			
Business Mathematics	2		*
Calculus	1		*
Total	3	5.6	-
Music			
Music Theory	1		*
Music Appreciation	1		*
String instruments-training	1		-
Literature of music & accoustics	1		-
Total	4	7.4	-
Physical Education	2		*
Total	2	3.7	-
Personal Adjustment	1		*
Religion	2		-
Total	2	3.7	-

TABLE D (CONTINUED)

Courses	No. of times suggested	%	Now offered by Junior College
Others			
Electric wiring and repair	1		-
Geology	1		-
Assembly of TV sets	1		-
Radio Engineering	1		-
Wood working	1		-
Total	5	7.4	--
Grand Total	54	100.0	-

Note: - indicates courses not offered.

* indicates courses offered in the junior college curriculum.

APPENDIX B

TABLE E

DESIRED OCCUPATIONS OF 10th, 11th AND 12th GRADE STUDENTS OF JACKSON HIGH SCHOOL, JACKSON, MICHIGAN

Classified Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Professional Occupations						
Accountants and Auditors	3	5.9	-	-	-	-
Authors, Editors and Reporters	2	3.9	1	3.1	-	-
Chemists, assayers & metallurgists	1	2.0	-	-	-	-
Clergymen	-	-	-	-	1	2.8
Dentists	1	2.0	-	-	3	8.3
Engineers, chemical	1	2.0	-	-	1	2.8
Engineers, civil	3	5.9	-	-	-	-
Engineers, electrical	1	2.0	4	12.5	1	2.8
Engineers, mechanical	2	3.9	-	-	3	8.3
Lawyers	4	7.8	-	-	1	2.8
Musicians & teachers of music	2	3.9	3	9.4	1	2.8
Pharmacists	2	3.9	2	6.2	-	-
Physicians & Surgeons	3	5.9	2	6.2	3	8.3
Social & Welfare workers	2	3.9	-	-	3	8.3
Teachers, primary school & kindergarten	1	2.0	-	-	1	2.8
Teachers, secondary school & principals	1	2.0	1	3.1	1	2.8
Teachers & instructors	2	3.9	8	25.0	5	13.9
Trained nurses	8	15.7	5	15.6	7	19.4
Veterinarians	1	2.0	1	3.1	-	-
Other professional	11	21.6	5	15.6	5	13.9
Total	51	100.0	32	100.0	36	100.0

TABLE E (CONTINUED)

Classified Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
Aviators	1	7.1	1	6.2	1	11.1
Decorators & window dressers	1	7.1	-	-	-	-
Commercial Artists	-	-	4	25.0	2	22.2
Designers	1	7.1	2	12.5	1	11.1
Draftsmen	4	23.6	3	9.4	2	22.2
Laboratory technicians & assistants	2	14.3	1	6.2	-	-
Healers & medical service occupation	-	-	1	6.2	1	11.1
Radio operators	-	-	2	12.5	-	-
Surveyors	-	-	-	-	1	11.1
Technicians, except laboratory	-	-	1	6.2	-	-
Other semi-professional occupations	5	35.7	1	6.2	1	11.1
Total	14	100.0	16	100.0	9	100.0
Managerial & Official Occupations						
Retail Managers	3	75.0	-	-	2	50.0
Other managerial & official occupations	1	25.0	2	100.0	2	50.0
Total	4	100.0	2	100.0	4	100.0
Clerical & Kindred Occupations						
Bookkeepers & cashiers	5	12.8	-	-	1	3.8
Clerks, general	3	7.7	3	8.1	1	3.8
File clerks	-	-	-	-	1	3.8
Secretaries	25	64.1	21	56.8	12	42.2
Stenographers & typists	6	15.4	9	24.3	3	11.5
Telephone operators	-	-	-	-	1	3.8
Other clerical occupations	-	-	4	10.8	7	3.8
Total	39	100.0	37	100.0	26	100.0

TABLE E (CONTINUED)

Classified Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
<u>Sales & Kindred Occupations</u>						
Salesman, brokerage & commission	-	-	1	11.1	-	-
Sales Clerks	9	69.2	5	55.6	1	16.7
Salesman, to consumers	2	15.4	1	11.1	1	16.7
Salesmen & sales agents, except to consumers	1	7.7	1	11.1	-	-
Other sales occupations	1	7.7	1	11.1	4	66.7
Total	13	100.0	9	100.0	6	100.0
Other domestic service	1	100.0	-	-	-	-
Total	1	100.0	-	-	-	-
<u>Personal Service Occupations</u>						
Waiters, waitresses, except private family	2	66.7	1	14.3	-	-
Barbers, beauticians & manicurists	1	33.3	1	14.3	2	66.7
Practical nurses	-	-	2	28.6	1	33.3
Other personal service occupations	-	-	3	42.9	-	-
Total	3	100.0	7	100.0	3	100.0
<u>Protective Service Occupations</u>						
Policemen & detectives, public service	1	14.3	4	40.0	-	-
Soldiers, sailors, marines, & coast guards	3	42.9	3	30.0	1	100.0
Other protective service	3	42.9	3	30.0	-	-
Total	7	100.0	10	100.0	1	100.0

TABLE E (CONTINUED)

Classified Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
<u>Agricultural, Horticultural Occupations, etc.</u>						
Dairy farmers	1	20.0	1	100.0	-	-
General farmers	2	40.0	-	-	4	66.7
Stablenen	1	20.0	-	-	-	-
Other agricultural occupations	-	-	-	-	2	33.3
Forestry occupations	1	20.0	-	-	-	-
Total	5	100.0	1	100.0	6	100.0
<u>Skilled Occupations</u>						
Tailor	-	-	1	5.0	-	-
Machinist	2	5.4	1	5.0	2	14.3
Tool & Die maker	5	13.5	-	-	1	7.1
Tool maker	3	8.1	2	10.0	-	-
Engine-lathe operator	-	-	-	-	1	7.1
Welder	1	2.7	1	5.0	-	-
Electrician	1	2.7	2	10.0	1	7.1
Carpenter	7	13.9	4	20.0	3	21.4
Painter	2	5.4	1	5.0	-	-
Plumber	1	2.7	-	-	-	-
Dry cleaner	-	-	1	5.0	-	-
Airplane mechanic	-	-	1	5.0	-	-
Auto mechanic	4	10.8	1	5.0	5	35.7
Radio repairman	1	2.7	1	5.0	-	-
Printer	6	16.2	2	10.0	-	-
Other skilled occupations	4	10.8	2	10.0	1	7.1
Total	37	100.0	20	100.0	14	100.0

TABLE E (CONTINUED)

Classified Occupations	10th Grade		11th Grade		12th Grade	
	No.	%	No.	%	No.	%
<u>Semi-skilled Occupations</u>						
Truck driver	-	-	-	-	1	50.0
Attendants filling station & parking lot	1	33.3	-	-	-	-
Trade apprentices	1	33.3	-	-	-	-
Other semi-skilled occupations	1	33.3	-	-	1	50.0
Total	3	100.0	-	-	2	100.0
<u>Unskilled Occupations</u>						
Laborer	1	100.0	1	100.0	-	-
Total	1	100.0	1	100.0	-	-
<u>Miscellaneous</u>						
Have not decided	3	50.0	3	80.0	1	25.0
No response	3	50.0	1	10.0	3	75.0
Marriage	-	-	1	10.0	-	-
Total	16	100.0	10	100.0	4	100.0

APPENDIX B

TABLE F

COURSES OFFERED AT JACKSON JUNIOR COLLEGE

<u>SUBJECT</u>	<u>CREDIT HOURS</u>
<u>Accounting</u>	
21. General	4
41. Principles	4
42. Principles	4
<u>Art</u>	
21. Drawing and Design	3
22. History of Art, Design & Composition	3
23. Elementary Design and Crafts	3
24. Art Education	3
<u>Biology</u>	
11. Microbiology	3
12. Medical-Secretary Laboratory	4
21. General Biology	3
22. " "	3
21. Elements of Botany	4
21. Hygiene-Personal, Family and Community Living	3
11. Zoology-Anatomy & Physiology	4
21. Principles of Animal Biology	4
43. Anatomy & Physiology	2
44. " " "	2
<u>Business and Secretarial Science Courses</u>	
11. Advertising	3
11. Salesmanship	3
11,12. Business Law	3
Business Mathematics--see Mathematics 11.	
11. Shorthand	4
12. "	4
11. Typewriting	2
12. "	2
Business Machines 31-Applied Typewriting	2
Cooperative Office Training 11,12. Related Instruction	2
Cooperative Office Training 11W, 12W Work Experience	2
Cooperative Office Training-31W, 32W. Work Experience	2

TABLE F (CONTINUED)

<u>SUBJECT</u>	<u>CREDIT HOURS</u>
Cooperative Retailing 11-Related Instruction	2
Cooperative Retailing 12-Related Instruction-2nd Semester	2
Cooperative Retailing 11W, 12W- Work Experience	2
Cooperative Retailing 31. Merchandise Information: Textiles	2
Cooperative Retailing 32-Merchandise Information: Non-textiles	2
Cooperative Retailing 31W, 32W-Work Experience	2
Secretarial Science 31-Transcription	6
" " 32-Secretarial Practice	6
" " 33-Medical Office Techniques	3
Business Organization-31	3
<u>Chemistry</u>	
General Chemistry for Nurses	3
General & Inorganic Chemistry	4
Qualitative Analysis	4
Organic Chemistry	4
Organic Chemistry-Laboratory	2
<u>Economics</u>	
11. Economics of Consumption	3
21. Economic Problems	3
41,42. Principles of Economics	3
<u>Engineering Drawing</u>	
21. Mechanical & Machine Drawing	3
22. Descriptive Geometry	3
41. Mechanism & Sketching	2
<u>English</u>	
3,4. Preparatory English	2
5. Refresher English	3
6. " "	3
21,22. English Composition	3
24. Exposition	2
33. Business Communication	3
41. Introduction to Literature	3
42. " to English Literature	3
27,28. Adv. Composition & Rhetoric	3
Publications--one hour credit each semester	

TABLE F (CONTINUED)

<u>SUBJECT</u>	<u>CREDIT HOURS</u>
<u>Geography</u>	
21. Elements of Geography	3
22. " " " , continued	3
<u>History</u>	
21. A Survey of European Civilization to 1648	4
22. " " " " " from 1648 to the Present	4
21M, 22M. A Survey of European Civilization (Modified)	3
41. The Development of the United States, 1763-1865	3
42. The Development of the United States from 1865 to the Present	3
<u>Languages</u>	
21. Elementary French	4
22. " " , continued	4
41. Intermediate French	4
42. " " , continued	4
21. Elementary German	4
22. " " , continued	4
41. Intermediate German	4
42. " " , continued	4
21. Elementary Spanish	4
22. " " , continued	4
41. Intermediate Spanish	4
42. " " , continued	4
<u>Machine and Trade</u>	
Machine Shop 11-General Machine Shop	2
Machine Shop 12-Machine Shop Operation	2
Machine Shop 31. Production Machinery	2
Trade and Industry	2
" " " W	2
<u>Mathematics</u>	
1, 2, 3. Preparatory Mathematics	2
11. Business Mathematics	3

TABLE F (CONTINUED)

<u>SUBJECT</u>	<u>CREDIT</u>	<u>HOURS</u>
21. Intermediate Algebra	2	
22. Plane Trigonometry	2	
25. College Algebra and Introduction to Analytic Geometry	4	
26. Plane & Solid Analytic Geometry	5	
41. Differential Calculus	5	
42. Integral Calculus	4	
<u>Music</u>		
21. Music Theory	3	
22. " " , 2nd Semester	3	
21L. Ear Training Laboratory	1	
22L. " " " , 2nd Semester	1	
23. Music Literature	3	
24. " " , continued	3	
Concert Chorus	1	
Madrigal Singers	1	
Instrumental Ensemble	1	
Applied Music	-	
<u>Physical Education</u>		
Physical Education for Men	1	
" " " Women	1	
<u>Physics</u>		
41. Mechanics, Heat & Sound	4	
42. Electricity and Light	4	
43. Problems-Mechanics, Heat, and Sound	1	
44. Problems: Electricity and Light	1	
45. Engineering Mechanics-Statics	3	
47. Applied	4	
<u>Political Science</u>		
5. Principles of American Government	no credit	
21. American National Government	4	
22. American State & Local Government	4	
21M, 22M. American Government (modified)	3	
<u>Psychology</u>		
11. Personal Adjustment	3	
41. Elementary General	3	
42. Abnormal	-	

• TABLE F (CONTINUED)

<u>SUBJECT</u>	<u>CREDIT HOURS</u>
<u>Social Science</u>	
21,22. Social Science	3
<u>Sociology</u>	
41. Principles	3
42. Modern Social Problems	3
43. The Home & Family Living	3
<u>Speech</u>	
11,12. Radio Speech	2
15,16. Play Production	2
21. Oral English for Beginners	1
22. Public Speaking	2
41. Fundamentals of Speech	3
42. " " " , continued	3
<u>Surveying</u>	
21. Elementary Surveying	3
21K. Elementary Surveying, continued	2

A REPORT FROM THE CLASS OF 19__, JACKSON HIGH SCHOOL

Name: _____

Present Address: _____

Date of High School Graduation: _____

Circle one: Male Female

Circle one: Married Single

Course completed: (check one) 1. College Preparatory _____
2. Commercial _____
3. Industrial Arts _____
4. Home Economics _____
5. Agriculture _____
6. General _____
7. Others (describe) _____

I. _____
II. _____
III. _____
IV. _____
V. _____

If you are now employed, give (a) Name of employer _____ VI. _____
(b) Business or service _____ VII. _____

Kind of work you do:
(Check) _____ (Please describe the work you do) VIII. _____

1. _____ Clerical _____
2. _____ Professional _____
3. _____ Common Labor _____
4. _____ Managerial _____
5. _____ Executive _____
6. _____ Skilled Labor _____
7. _____ Other _____

If married female and not now employed, please check and describe above IX. _____
what work you did before marriage.

What is the name of the community where you are now employed? _____

Have you attended school since you graduated from high school? _____ X. _____
XI. _____

Give type and name of school Length of time attended

College _____ XII. _____

Trade School _____

Business School _____

Adult Evening School _____

Correspondence Course _____

Employers' Training School _____

Other _____ XIII. _____

Are you now attending school? (yes or no) _____ XIV. _____

If you have attended school since graduating from high school and did not attend Jackson Junior College, please state your reason for not attending: _____ XV. _____

If you did attend the Jackson Junior College, please state your reason why you attended _____ XVI. _____

Do you know whether this junior college teaches courses which would be helpful in training you for your present occupation? (Yes or no) _____ XVII. _____

If you did not attend this junior college do you think you might have attended if courses had been available to train you for your occupation? (Yes or no) _____ XVIII. _____

Please suggest courses which this junior college could offer which would help people like yourself in your present occupation. XIX. _____

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Is your present occupation the life work you have always wanted to do? (Yes or no) _____. If not, what was your original choice of an occupation? _____ XX. _____ XXI. _____

Which of the following statements (check one) best describes your feelings about tuition charges and junior college attendance? XXII. _____

1. I would have gone if there had been no tuition charges. _____
2. I would have gone if there had been no tuition charges and books were furnished. _____
3. The financial problem was not the main reason. _____

BENTON HARBOR HIGH SCHOOL
C. A. Semler, Principal
Benton Harbor, Michigan

January 5, 1951

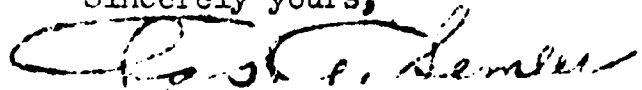
To the Members of the Classes of 1946-1949:

Probably the best way which a school can find out how well it is doing its job is to inquire of its graduates. Benton Harbor High School is anxious to offer its students the best possible educational program. We value your opinion as to what this shall be very highly.

We have been very fortunate in securing the assistance of Professor L. W. Redemsky of Michigan State College in making a follow-up study of the classes of 1946 and 1949. You can assist us greatly by answering the enclosed questionnaire. I am sure we can count on your assistance in this as we always could when you were in school.

May I offer my best wishes for a happy and prosperous New Year and continued success in your chosen work.

Sincerely yours,



Chas. A. Semler, Principal

Dear Graduate:

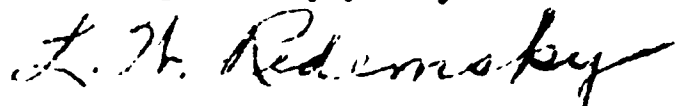
Enclosed is a simple questionnaire. Your cooperation is needed for a one hundred percent response. It will only take you ten minutes to fill it out, and I hope you will do it now for if you lay it aside, it will probably be forgotten.

This is a real opportunity for you to help in improving the type of education which will be offered in the Benton Harbor Schools.

Please put the questionnaire in enclosed stamped, self-addressed envelope and mail it back to me at once.

I wish to express my appreciation to you for this help.

Respectfully yours,



L. W. Redemsky, Ass't Professor

A REPORT FROM THE CLASS OF 19____, BENTON HARBOR HIGH SCHOOL

Present Address: _____

Date of High School Graduation _____

Circle one: Male Female

Circle one: Married Single

Course completed: (check one) 1. College Preparatory _____
2. Commercial _____
3. Industrial Arts _____
4. Home Economics _____
5. Agriculture _____
6. General _____
7. Others (describe) _____

I. _____
II. _____
III. _____
IV. _____
V. _____

If you are now employed, give (a) Name of employer _____ VI. _____
(b) Business or service _____ VII. _____

Kind of work you do:

(Check) _____ (Please describe the work you do) VIII. _____

1. _____ Clerical _____
2. _____ Professional _____
3. _____ Common Labor _____
4. _____ Managerial _____
5. _____ Executive _____
6. _____ Skilled Labor _____
7. _____ Other _____

If married female and not now employed, please check and describe above IX. _____
what work you did before marriage.

What is the name of the community where you are now employed? _____

Have you attended school since you graduated from high school? _____ X. _____
XI. _____

Give type and name of school _____ Length of time attended _____

College _____

Trade School _____

Business School _____

Adult Evening School _____

Correspondence Course _____

Employers' Training School _____

Other _____

XIII. _____

Are you now attending school? (yes or no) _____ XIV. _____

If you have attended school since graduating from high school and did not attend Benton Harbor Junior College, please state your reason for not attending: _____ XV. _____

If you did attend the Benton Harbor Junior College, please state your reason why you attended _____ XVI. _____

Do you know whether this junior college teaches courses which would be helpful in training you for your present occupation? (Yes or no) _____ XVII. _____

If you did not attend this junior college do you think you might have attended if courses had been available to train you for your occupation? (yes or no) _____ XVIII. _____

Please suggest courses which this junior college could offer which would help people like yourself in your present occupation. ~~XIX.~~

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Is your present occupation the life work you have always wanted to do? (yes or no) _____. If not, what was your original choice of an occupation? _____ XX. _____ XXI. _____

Which of the following statements (check one) best describes your feelings about tuition charges and junior college attendance? XXII. _____

1. I would have gone if there had been no tuition charges. _____
2. I would have gone if there had been no tuition charges and books were furnished. _____
3. The financial problem was not the main reason. _____

DEAR STUDENT:

This is an attempt to gather some information which it is hoped will benefit you and other students in the future.

You are in a position to make a big contribution. Will

you please answer the questions on the following pages

with utmost care and as completely as possible. It is

hoped that from the information supplied by you that

something may be done to aid you in solving some of your

problems of the future. You can be most helpful.

Thank you for your help.

STUDENT QUESTIONNAIRE

- | | | | |
|-------|---|-------|-------|
| I. | NAME_____ | I. | _____ |
| II. | ADDRESS_____ | II. | _____ |
| III. | NAME OF HIGH SCHOOL_____ | III. | _____ |
| IV. | CITY_____ | IV. | _____ |
| V. | BOY OR GIRL_____ VI. AGE <u>LAST</u> BIRTHDAY_____ | V. | _____ |
| VII. | GRADE IN SCHOOL 10 11 12 PLACE CIRCLE AROUND <u>ONE</u> | VI. | _____ |
| VIII. | CHECK ONE: RACE: WHITE_____ COLORED_____ | VII. | _____ |
| | | VIII. | _____ |

PLEASE READ ALL OF QUESTION ONE BEFORE YOU CHECK WHAT YOUR EDUCATIONAL PLAN IS. CHECK AS MANY ANSWERS AS NECESSARY TO SHOW WHAT YOUR PLAN IS.

1. What is your educational plan?

- | | | | |
|-------|---|-------|-------|
| IX. | (a) Plan to finish high school_____. | IX. | _____ |
| X. | (b) Plan to go to junior college_____. | X. | _____ |
| XI. | (c) Plan to finish junior college_____. | XI. | _____ |
| XII. | (d) Plan to go to another college after finishing junior college_____. | XII. | _____ |
| XIII. | (e) Do not plan to go to junior college, but plan to enroll in another college_____. | XIII. | _____ |
| XIV. | (f) If you have checked (e) which college do you plan to attend?_____. | XIV. | _____ |
| XV. | (g) Again, if you have checked (e) why do you plan to attend another college instead of the junior college? Please write your answer in this space_____ | XV. | _____ |

- | | | | |
|------|--|------|-------|
| XVI. | 2. (a) Sometime in the future you probably will be looking for a job. For what job (as an example: carpenter, nurse lawyer, tool and die maker, etc.) would you like to prepare? Please write name of job in this space_____ | XVI. | _____ |
|------|--|------|-------|

- | | | | |
|-------|--|-------|-------|
| XVII. | (b) How good do you think your chance will be in finding a job after you have prepared yourself for it? Check <u>one</u> . | XVII. | _____ |
| | 1. Excellent_____ 3. Poor_____ | | |
| | 2. Fair_____ 4. Do not know_____ | | |

STUDENT QUESTIONNAIRE

- XVIII. (c) How much training do you think you will need to prepare you for this job? XVIII. _____
1. High school _____.
 2. Junior college _____.
 3. Other college training _____.
- XIX. (d) What is the name of the institution called where you expect to get your training? For example: Michigan State College, General Motors Institute, apprentice training on the job, etc. _____ XIX. _____
-
- XX. (e) Do you know whether the junior college offers training for your job? Check one: Yes _____ No _____ XX. _____
- XXI. (f) If you could get the training for your job in the junior college, would you attend the junior college? XXI. _____
- Yes _____ No _____.
- XXII. (g) If you could get the training in the junior college, but do not plan to attend, please write the reason in this space _____ XXII. _____
-
- XXIII. (h) If it is a matter of money which keeps you from attending the junior college, do you think you might attend if you (check one) XXIII. _____
1. Did not have to pay tuition _____.
 2. Did not have to pay tuition and books were furnished _____.
- XXIV. (i) Would you be interested in attending the junior college on a part-time basis after you graduate from high school if you could take courses which would train you to do your job better? Check one: Yes _____ No _____ XXIV. _____
- XXV. 3. What kind of work do you actually think you will do (not hope to do) when you look for a job in the future? _____ XXV. _____
-