

UN3
B
1932
17
3

PART-TIME SECONDARY SCHOOLS



BULLETIN, 1932, No. 17

+

MONOGRAPH No. 3

LIBRARY OF THE
UNIVERSITY OF WISCONSIN

UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION

NATIONAL SURVEY OF SECONDARY EDUCATION

DIRECTIONAL STAFF

- WILLIAM JOHN COOPER, *United States Commissioner of Education, Director.*
LEONARD V. KOOS, *Professor of Secondary Education, The University of Chicago, Associate Director.*
CARL A. JESSEN, *Specialist in Secondary Education, United States Office of Education, Coordinator.*

BOARD OF CONSULTANTS

- H. V. CHURCH, *Superintendent, J. Sterling Morton High School, Cicero, Ill.*
ELLWOOD P. CUBBERLEY, *Dean, School of Education, Leland Stanford University, Stanford University, Calif.*
JAMES B. EDMONSON, *Dean, School of Education, University of Michigan, Ann Arbor, Mich.*
CHARLES H. JUDD, *Dean, School of Education, The University of Chicago, Chicago, Ill.*
CHARLES R. MANN, *Director, American Council on Education, Washington, D. C.*
A. B. MEREDITH, *Professor of Education, School of Education, New York University, New York, N. Y.*
JOHN K. NORTON, *Professor of Education, Teachers College, Columbia University, New York, N. Y.*
JOSEPH ROEMER, *Director of Instruction, Junior College Demonstration School, George Peabody College for Teachers, Nashville, Tenn.*
WILLIAM F. RUSSELL, *Dean, Teachers College, Columbia University, New York, N. Y.*

MONOGRAPHS

1. Summary. Leonard V. Koos and Staff. 15 cents.
2. The Horizontal Organization of Secondary Education—A Comparison of Comprehensive and Specialized Schools. Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake. 20 cents.
3. Part-Time Secondary Schools. Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake. 10 cents.
4. The Secondary-School Population. Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake. 10 cents.
5. The Reorganization of Secondary Education. Francis T. Spaulding, O. I. Frederick, and Leonard V. Koos. 40 cents.
6. The Smaller Secondary Schools. Emery N. Ferriss, W. H. Gaumnitz, and P. Roy Brammell. 15 cents.
7. Secondary Education for Negroes. Ambrose Caliver. 10 cents.
8. District Organization and Secondary Education. Fred Engelhardt, William H. Zeigel, jr., William M. Proctor, and Scovel S. Mayo. 15 cents.
9. Legal and Regulatory Provisions Affecting Secondary Education. Ward W. Keesecker and Franklin C. Sewell. 10 cents.
10. Articulation of High School and College. P. Roy Brammell. 10 cents.
11. Administration and Supervision. Fred Engelhardt, William H. Zeigel, jr., and Roy O. Billett. 15 cents.
12. Selection and Appointment of Teachers. W. S. Deffenbaugh and William H. Zeigel, jr. 10 cents.
13. Provisions for Individual Differences, Marking, and Promotion. Roy O. Billett. 40 cents.
14. Programs of Guidance. William C. Reavis. 10 cents.
15. Research in Secondary Schools. William H. Zeigel, jr. 10 cents.
16. Interpreting the Secondary School to the Public. Belmont Farley. 10 cents.
17. The Secondary-School Library. B. Lamar Johnson. 10 cents.
18. Procedures in Curriculum Making. Edwin S. Lide. 10 cents.
19. The Program of Studies. A. K. Loomis, Edwin S. Lide, and B. Lamar Johnson. 15 cents.
20. Instruction in English. Dora V. Smith. 10 cents.
21. Instruction in the Social Studies. William G. Kimmel. 10 cents.
22. Instruction in Science. Wilbur L. Beauchamp. 10 cents.
23. Instruction in Mathematics. Edwin S. Lide. 10 cents.
24. Instruction in Foreign Languages. Helen M. Eddy. 10 cents.
25. Instruction in Music and Art. Anne E. Pierce and Robert S. Hilpert. 10 cents.
26. Nonathletic Extracurriculum Activities. William C. Reavis and George E. Van Dyke. 15 cents.
27. Intramural and Interscholastic Athletics. P. Roy Brammell. 10 cents.
28. Health and Physical Education. P. Roy Brammell. 10 cents.

[Silhouette on cover by WALTER J. GAMMELRAAF]

UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES : SECRETARY

OFFICE OF EDUCATION : WILLIAM JOHN COOPER
COMMISSIONER

PART-TIME
SECONDARY SCHOOLS

BY

GRAYSON N. KEFAUVER, VICTOR H. NOLL
AND C. ELWOOD DRAKE

BULLETIN, 1932, NO. 17

NATIONAL SURVEY OF SECONDARY EDUCATION
MONOGRAPH NO. 8



UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1933

For sale by the Superintendent of Documents, Washington, D.C. . . . Price 10 cents

NOTE

Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake are specialists in school organization of the NATIONAL SURVEY OF SECONDARY EDUCATION. During the period of the Survey, Doctor Kefauver in addition held a position as associate professor of education at Columbia University. William John Cooper, United States Commissioner of Education, is director of the Survey; Leonard V. Koos, professor of secondary education at the University of Chicago, is associate director; and Carl A. Jessen, specialist in secondary education of the Office of Education, is coordinator.

421525

JUL 11 1935

~~TKS3~~
L
AS
1932
3-5

CONTENTS

	Page
<i>LETTER OF TRANSMITTAL</i>	v
CHAPTER I : GENERAL ACCEPTANCE OF PART-TIME SECONDARY EDUCATION	1
1. The traditional conception of the secondary school	1
2. The inability of many to complete the full-time school.	1
3. The collapse of the "cold storage" conception of edu- cation	2
4. Part-time schools as extensions of the program of sec- ondary education	4
CHAPTER II : THE PREVALENCE AND PROGRAMS OF CONTINUATION SCHOOLS	5
1. The prevalence of continuation schools	5
2. Purposes of continuation schools	6
3. Legal provisions for continuation schools	8
4. Scope of present investigation	9
5. The program of continuation schools	10
6. The administration of continuation schools	20
7. Summary	25
CHAPTER III : CHARACTERISTICS OF PUPILS ENROLLED IN CONTINUATION SCHOOLS	27
1. Scope of investigation	27
2. Personal and family data	28
3. Past educational experience	31
4. Past vocational experience	34
5. Sources of help in obtaining first job	36
6. Amount of time in continuation schools	37
7. Present employment	39
8. Summary statement of characteristics of pupils	41
CHAPTER IV : PREVALENCE AND PROGRAMS OF EVENING SCHOOLS	44
1. Development of evening schools	44
2. Scope of the study	45
3. The programs of evening schools	48
4. Enrollments of evening schools included in the inves- tigation	59
5. The administration of evening schools	60
6. Summary statement concerning prevalence and pro- grams of evening schools	65



CONTENTS

	Page
<i>CHAPTER V : CHARACTERISTICS OF PUPILS EN- ROLLED IN EVENING SCHOOLS</i>	69
1. Scope of investigation	69
2. Personal and family data	71
3. Past educational experience	76
4. Vocational experiences of evening-school pupils	81
5. Present vocational status	84
6. Motives and opinions of evening-school pupils	90
7. The typical pupil in evening schools	95
<i>CHAPTER VI : CONCLUDING COMMENTS ON CON- TINUATION AND EVENING SCHOOLS.</i>	97

LETTER OF TRANSMITTAL .

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., June, 1933.

SIR: Within a period of 30 years the high-school enrollment has increased from a little over 10 per cent of the population of high-school age to more than 50 per cent of that population. This enrollment is so unusual for a secondary school that it has attracted the attention of Europe, where only 8 to 10 per cent attend secondary schools. Many European educators have said that we are educating too many people. I believe, however, that the people of the United States are now getting a new conception of education. They are coming to look upon education as a preparation for citizenship and for daily life rather than for the money return which comes from it. They are looking upon the high school as a place for their boys and girls to profit at a period when they are not yet acceptable to industry.

In order that we may know where we stand in secondary education, the membership of the North Central Association of Colleges and Secondary Schools four years ago took the lead in urging a study. It seemed to them that it was wise for such a study to be made by the Government of the United States rather than by a private foundation; for if such an agency studied secondary education, it might be accused either rightly or wrongly of a bias toward a special interest. When the members of a committee of this association appeared before the Bureau of the Budget in 1928, they received a very courteous hearing. It was impossible, so the Chief of the Budget Bureau thought, to obtain all the money which the commission felt desirable; with the money which was obtained, \$225,000, to be expended over a 3-year period, it was found impossible to do all the things that the committee had in mind. It was possible, however, to study those things which pertained strictly to secondary education, that is, its organization; its curriculum, including some of the more fundamental subjects, and particularly those subjects on which a comparison could be made between the present and earlier periods; its extracurriculum, which is almost entirely new in the past 30 years; the pupil population; and administrative and supervisory problems, personnel, and activities.

LETTER OF TRANSMITTAL

The handling of this survey was intrusted to Dr. Leonard V. Koos, of the University of Chicago. With great skill he has, working on a full-time basis during his free quarters from the University of Chicago and part time during other quarters brought it to a conclusion.

This manuscript was written by Grayson N. Kefauver, a part-time specialist, and Victor H. Noll and C. Elwood Drake, full-time specialists engaged on the National Survey of Secondary Education. It deals with pupils who attended the part-time continuation schools four or more hours a week and also with those who attended evening high schools.

It was found that as a group, pupils who attended the continuation schools are slightly lower in intelligence and slightly older in chronological age than are those in the full-time high school. Because they come from a lower socio-economic group, the reason for leaving the full-time school was frequently the necessity for earning a living for themselves or for their relatives. In general, the enrollment in these continuation schools seems to have reached its peak about 1928 and to have declined somewhat after that time.

The objectives of the evening schools relate chiefly to vocational education where the schools are federally aided. There are a great number of courses some of which are exceedingly short. There seems to be closer integration with the full-time high school and its purposes where the courses are not federally aided. The enrollment in these evening schools has gone steadily up from the beginning and has increased very rapidly in the years immediately preceding 1930. These schools differ from the regular full-time high school in that very few of their pupils are preparing for college.

When considered in connection with full-time high schools these evening schools and part-time continuation schools seem to make up a system well adapted to a democracy.

I think the monograph will prove helpful in the further development of these special schools and I recommend that it be published as one of the monographs in the National Survey of Secondary Education series.

Respectfully submitted.

WM. JOHN COOPER,

The SECRETARY OF THE INTERIOR.

Commissioner.

PART-TIME SECONDARY SCHOOLS

CHAPTER I : GENERAL ACCEPTANCE OF PART-TIME SECONDARY EDUCATION

1. THE TRADITIONAL CONCEPTION OF THE SECONDARY SCHOOL

The development of secondary education has involved the extension of the program of the schools to serve pupils not formerly served. In its earliest organization secondary education was concerned only with those who were interested in preparing for college and for the ministry. As the college program expanded, the secondary school included in its offering subjects preparatory for new forms of college and professional education. Also, many of the new pupils were not interested in preparing for college and lacked the capacity to succeed in the more academic college preparatory subjects. This program of expansion has continued until it is generally accepted that the secondary school should provide a program sufficiently varied to serve the needs of all pupils who seek admission, or of practically all adolescents. In the past, however, secondary education has been associated with full-time attendance at school. Pupils were generally assumed to have left school when they obtained employment. -The school was thought to have responsibility only for those on favorable economic levels and with the inclination to give their full time to the activities of the school.

2. THE INABILITY OF MANY TO COMPLETE THE FULL-TIME SCHOOL

It has been assumed by many that a fully democratic secondary school has been achieved in the United States. The facts do not support this assumption. The school has been open to all who desire admission, but the conditions have not been made equally favorable for all groups to attend. Pupils at the lower levels of ability have met with failure in courses with standards set for their brighter brothers and sisters. Through failure and advice and the absence of subject matter adapted to their interests and abilities, the pupils less favored intellectually have in large proportions

NATIONAL SURVEY OF SECONDARY EDUCATION

been eliminated from school. Comparisons of intelligence measure of pupils who drop out of full-time schools with the measures for those who remain show striking differences in the measures of central tendency for the two groups.

Secondary education has been considered to be democratic because of the absence of tuition charges. By removal of charges for tuition the school was thought to have been made as available for the poor as for the rich. This objective has been only partly attained. Many pupils leave school because their earnings are needed to support the family or themselves, or because they and their families are unable to provide the funds for clothing and other items of expense associated with attendance at a modern secondary school. Pupils unable to dress as well as their fellows and unable to participate in the activities of the school often become conscious of their unfavorable situation, lose interest in school work, and seek employment. Comparisons of adolescents in school with those who have left school disclose marked contrasts in the economic status of their parents. Those low in economic status are often low also in mental status, but it can hardly be doubted that economic condition plays an important part in the educational careers of many pupils.

It is not the purpose at this point to analyze in detail the causes of the elimination of pupils from school. Whatever the explanation, many young people do not enter, or do not complete after entering, the program of training provided by full-time secondary schools. They leave school with levels of training that would be generally recognized as inadequate to prepare them to carry the responsibilities which rest on the members of our present-day complex society.

3. THE COLLAPSE OF THE "COLD STORAGE" CONCEPTION OF EDUCATION

The period of childhood has been accepted as the period for schooling, and in the past it has sometimes been assumed that one can acquire during this period enough facts and skills to serve throughout life. Content of subjects often has its justification in the use which pupils will make of it later in life. There is here an assumption now generally questioned, namely, that pupils will develop a satisfactory mastery of the materials that are not of present interest and worth to them

PART-TIME SECONDARY SCHOOLS

and which have only deferred values, and that pupils will still possess those learnings when needed, even though a considerable period of time elapses between the time of learning and time of use. Critics are now seriously questioning whether the systematic study during the period of childhood is adequate education in a rapidly changing society for the responsibilities to be met throughout life. It is true that some skill in the fundamentals is acquired and that the beginnings are made in the acquirement of an understanding of the problems associated with various phases of living. Systematic study of the different problems met at the various times in life should enable one to handle those problems more intelligently and provide the basis for continuous development.

Conditions in society and the interests and plans of the individual change so that we can not predict with a high degree of certainty the probable nature of the activity of an individual at different periods in his life. Data presented in the monograph on the Horizontal Organization of Secondary Education (Monograph No. 2 of the Report of the National Survey of Secondary Education) indicate that many pupils in high school prepare for occupations while in school but fail to enter the occupations prepared for. Changes may take place in one's occupation which require training for new activities in the occupation or for a shift to another occupation. New social and economic problems arise which are complex and which will require instruction to enable many to understand them. Such instruction, in whatever field, should improve the success and happiness of the individual and increase his value to society.

It is obvious that the school often fails to adapt its program to the capacities and interests of some pupils. Many of the pupils attending the continuation school were unhappy and unsuccessful in the tasks which the full-time school set for them. One often hears from workers in continuation schools stories of salvaging individuals who were disorganized by their failures in the full-time school.

Experiences outside the school have educational potentialities which are often neglected. The values of vocational experiences in a cooperative program of training are presented in Monograph No. 2, entitled "The Horizontal Organization of Secondary Education." It may be desirable to release

NATIONAL SURVEY OF SECONDARY EDUCATION

from full-time attendance at school the pupils who do not respond to the best program that can be developed for them, to supervise their activities in the community, and to have them return to school for brief periods of direct instruction. A part-time program may be more beneficial for some than full-time attendance at schools.

4. PART-TIME SCHOOLS AS EXTENSIONS OF THE PROGRAM OF SECONDARY EDUCATION

The school provisions treated in this monograph are attempts to serve pupils who have left the full-time school. The continuation schools are day schools serving pupils during part of the time, mostly during four or eight hours a week. These are treated in Chapters II and III. The evening schools meet, as their name indicates, in the evening, and serve persons who are employed during the day. These schools serve mostly persons who, for various reasons, have not enjoyed a full secondary-school training. They are treated in Chapters IV and V. In many ways the development of these part-time schools represents a democratization of the program of secondary education.

CHAPTER II : THE PREVALENCE AND PROGRAMS OF CONTINUATION SCHOOLS

1. THE PREVALENCE OF CONTINUATION SCHOOLS

Number of communities with continuation schools.—Complete data are not available on the number of communities with continuation schools. The most complete information is contained in the reports of the Federal Office of Education. In Table 1, data are given for the cities of 10,000 population and more which made report to the Office of Education. In 1930, reports were obtained from 217 cities. This number is somewhat less than those for 1926 and 1928. It is about the same as the number for 1922. Slight variations in numbers might be explained by the failure of a larger number of schools to make a report in 1930, but large differences are probably to be explained by differences in number of cities with continuation schools. One can say with certainty that there has not been an increase in the number of cities with continuation schools; there has probably been some decrease.

TABLE 1.—Data concerning continuation schools in cities of 10,000 population and more ¹

Item	1922	1926	1928	1930
1	2	3	4	5
Cities reporting.....	215	249	241	217
Schools reporting.....	314	337	335	282
Enrollment.....	177,618	295,507	355,115	310,214

¹ Cities only for which reports were sent to the Federal Office of Education are included.

Number of continuation schools reported.—The data on the number of schools tell much the same story as those presented for the number of cities with continuation schools. The number for 1930 is smaller than that for the earlier periods, even less than that for 1922. There has evidently been some consolidation of the schools in the cities with continuation schools, as the decrease in the number of schools is much greater than the decrease in the number of cities with schools.

NATIONAL SURVEY OF SECONDARY EDUCATION

Number of pupils enrolled in continuation schools.—Nearly a third of a million (310,214) were enrolled in the 282 continuation schools in 1930. This number is larger than those for 1922 and 1926, but smaller than the number reported for 1928.

The continuation school provides for those who leave the full-time day school before certain ages and before they have completed certain levels of training. As pupils remain in school longer, fewer are required to continue their education on a part-time basis. That is, larger proportions of those leaving full-time school have attained the age or educational status which excuses them from the requirement to attend the continuation school. There has been a rapid increase in the proportions of children of high-school age in the full-time high school; consequently a decrease is to be expected in enrollments in continuation schools.

1. PURPOSES OF CONTINUATION SCHOOLS

General purposes similar to purposes of full-time secondary schools.—The continuation schools have been organized to serve those young people who have found it necessary or who have considered it desirable not to continue in the full-time high school. It has aimed to serve all aspects of their education. The following statement by Prosser comprehends the social, health, recreational, and vocational aims:

1. Give every youth as a fundamental service, the necessary minimum of *ability to use the fundamental arts* of reading, writing, and figuring.
2. Help him *remove those removable physical defects* that are a handicap to him for life and for work.
3. Some help in his problem of *keeping physically fit*.
4. Some help in his *economic problem* of getting and holding a juvenile job and planning for a more permanent career.
5. Some help in *planning and carrying out activities for his leisure time*.
6. Some help in *acquiring a love of reading*.
7. Some help in *acquiring interests, appreciations, and hobbies*.
8. Some help in *selecting and practicing desirable social and economic habits*.
9. Some help in *acquiring interest and initiative in social affairs*.
10. Some help in *acquiring desirable social attitudes and working ideas*.¹

¹ Prosser, C. A. Introduction to Franklin J. Kaller's *Day Schools for Young Workers*. New York, The Century Co., 1924. p. xx.

PART-TIME SECONDARY SCHOOLS

Certain objectives stressed in some situations.—Not all the statements of aims of continuation schools are so comprehensive as the one just quoted. Even though all the aims may be included, greater emphasis is frequently placed on some aims than on others. The program in the State of California stressed citizenship training, as is indicated by the following quotation from a bulletin of the California State Board of Education: "The underlying purpose of compulsory part-time education is to train as far as may be possible in the short time allowed, for the most important duties and responsibilities of citizenship."² In Massachusetts, chief emphasis is placed on vocational training, aiming to provide that training formerly offered through apprenticeship but which can not be furnished by that method under modern conditions. Civic training was considered secondary to and a by-product of the vocational training.³

In New York, the emphasis is placed on citizenship and vocational guidance.

The part-time school is not an institution intended to provide training to make up for deficiencies in the general education of boys and girls who leave the regular schools between the ages of 14 and 18, nor is it to be regarded as a substitute for the regular school. Obviously it is impossible to accomplish in from 4 to 8 hours of instruction a week that which the full-time schools find it difficult to do in from 25 to 30 hours of work a week. Rather the part-time school will attempt to make the break between the school life of the child and the work life of the child less difficult through some properly adjusted plan of vocational guidance and vocational training which will take into consideration the practical aspects of an individual's duty as a citizen and his potentialities as a worker. To this end the part-time school will concern itself with the explanation in an elementary way of the various institutions which society has developed for its own protection and perpetuation and for the welfare of the individuals who constitute that society. It will help the child to choose a vocation, to improve his leisure and will serve to make him generally a better citizen. Inasfar as it may be possible, it will give definite training for the vocation which the child chooses and engages in.⁴

¹ Vocational Education Bulletin No. 23, Part-Time Education, California State Board of Education, p. 25.

² Compulsory Continuation Schools, Bulletin of the Department of Education of Massachusetts, No. 111.

³ Organization and Administration of Part-time Schools, University of the State of New York, Bulletin No. 697., p. 21.

NATIONAL SURVEY OF SECONDARY EDUCATION

3. LEGAL PROVISIONS FOR CONTINUATION SCHOOLS

First legislation concerning part-time education.—The first law relating to compulsory part-time education was passed by the Wisconsin Legislature in 1911. Massachusetts and New York followed in 1913 and Pennsylvania in 1915. The Smith-Hughes Act of 1917 gave much momentum to the movement, for it provided—

... that at least one-third of the sum appropriated to any State (by the Federal Government) for the salaries of teachers of trade, home economics, and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over 14 years of age who have entered upon employment, and such subjects in a part-time school or class may mean any subject to enlarge the civic or vocational intelligence of such workers over 14 and less than 18 years of age. . . .

The Smith-Hughes Act also set up minimum standards which the States are required to meet to receive the Federal aid.

Legal provisions in the various States.—Compulsory part-time attendance laws had been enacted in 27 States by 1928. Fifteen of these States required attendance at part-time schools for minors up to 16 years of age, one up to 17 years of age, and 11 up to 18 years of age. The lower limits of the continuation-school period is determined by the limits of compulsory full-time attendance. Fourteen is the common age at which pupils are permitted to leave the full-time day school, although in several States they can not leave the full-time school until they are 16 years of age. The attainment of a certain grade level serves to exempt pupils from this requirement on the basis of age. In four States, namely, New York, Nebraska, Nevada, and Ohio, a child must have completed the high-school course before he is exempt from the compulsory attendance requirement.

Wisconsin has a somewhat unique program in requiring half-time attendance for pupils from 14 to 16 years of age.

Any person between 14 and 18 who has completed the period of compulsory full-time education and who has not completed the equivalent of 4 years of school work above the elementary grades, must either attend a public, private, or parochial school, at least half time, or attend the vocational school half time in the day time until 16 and thereafter 8 hours per week for 8 months a year until

PART-TIME SECONDARY SCHOOLS

18; provided such schools are provided within 2 miles and said persons are physically able to attend.⁵

The amount of time pupils are required to spend in the continuation school varies in other States from 4 to 8 hours per week.

4. SCOPE OF PRESENT INVESTIGATION

Schools approached in canvass of practice.—A mailing list of part-time continuation and cooperative schools was made up from three sources: (1) The directory of federally aided schools published by the Federal Board for Vocational Education, (2) State directories, and (3) responses to a preliminary inquiry form which was sent to city school systems in the early part of the period of the National Survey of Secondary Education. A questionnaire was sent to 973 schools that had signified they offered part-time continuation or cooperative work; 367 replies were received, which is 37.6 per cent of the number sent out. Of these, 335 were usable. Two hundred and eighty-three stated that they offered continuation work only, 29 offered both continuation and cooperative work, and 23 offered cooperative work only. In this section of the report we are concerned with the 312 schools which devote either all or part of their attention to continuation work. Schools offering cooperative courses are discussed in the monograph on the Horizontal Organization of Secondary Education (Monograph No. 2).

Classification of the schools canvassed.—The 312 schools offering continuation work were next grouped according to whether or not they received aid from the Federal Government under the provisions of the Smith-Hughes Act. This seems a logical classification, since those receiving Federal aid are somewhat controlled by the regulations governing the distribution of such aid. For convenience the two groups will sometimes be referred to subsequently as Group A and Group B. There were 220 schools (Group A) receiving Federal aid as contrasted with 92 (Group B) without such aid. The canvass of the federally aided schools was probably more complete than that for the other schools, since all receiving Federal aid were approached.

⁵ Keesecker, Ward W. *Laws Relating to Compulsory Education*. U. S. Department of the Interior, Bureau of Education, Bulletin 1928, No. 20, p. 69.

NATIONAL SURVEY OF SECONDARY EDUCATION

Location of schools included in study.—The schools included in the canvass are located in 40 different States, although they are somewhat concentrated in certain States. (Table 2.) The numbers are large in California (38 schools), Massachusetts (31 schools), New Jersey (28 schools), New York (35 schools), and Pennsylvania (64 schools). Most of the schools not receiving Federal aid are located in California, New Jersey, New York, and Pennsylvania.

TABLE 2.—Number of continuation schools in the various States included in the investigation

State	Group A (with Federal aid)	Group B (without Federal aid)	Total	State	Group A (with Federal aid)	Group B (without Federal aid)	Total
1	2	3	4	1	2	3	4
Alabama.....	1		1	Nebraska.....	1		1
California.....	18	20	38	New Jersey.....	13	15	28
Colorado.....	1		1	New York.....	25	10	35
Connecticut.....		1	1	North Carolina.....	3		3
Delaware.....	2		2	Ohio.....	12	1	13
Florida.....	3		3	Oklahoma.....	1	1	2
Georgia.....	2		2	Oregon.....	1		1
Illinois.....	7	1	8	Pennsylvania.....	33	31	64
Indiana.....	1	1	2	Rhode Island.....	1	1	2
Iowa.....	4	2	6	South Carolina.....	1		1
Kansas.....	1		1	Tennessee.....	3		3
Kentucky.....	1		1	Texas.....	5		5
Louisiana.....	1	1	2	Utah.....	2	3	5
Maryland.....	1		1	Vermont.....	1		1
Massachusetts.....	30	1	31	Virginia.....	3		3
Michigan.....	15	1	16	Washington.....	2	1	3
Minnesota.....	3		3	West Virginia.....	1		1
Mississippi.....	4		4	Wisconsin.....	13		13
Missouri.....	4		4	Total.....	220	92	312
Montana.....		1	1				

5. THE PROGRAM OF CONTINUATION SCHOOLS

Programs include a great variety of subjects.—A total of 341 different subjects were reported by the 312 schools. It should be recognized that some of these subjects cover the same materials even though they carry different titles, and some subjects with the same label may vary greatly in content. Some of the different subjects listed might have been combined, but it was decided to present a list of the subjects as given by the respondents even though the procedure caused some duplication of courses. This fact should be kept in mind in the consideration of the number of subjects offered in continuation schools.

PART-TIME SECONDARY SCHOOLS

The subjects which appear in 10 or more schools are listed in Table 3. These 50 subjects represent the major divisions of subject matter—academic, industrial, commercial, and household arts. Only two of these subjects, home economics and dressmaking, appear in as many as a third of the schools. The percentages of schools offering the subjects in the different fields (industrial, academic, commercial, and household arts), are much similar, indicating about equal recognition of the different types of courses. The courses with highest frequency appear in from a fourth to a third of the schools included in the canvass. A fact not shown in Table 3 is that some of the continuation schools have a program largely voca-

TABLE 3.—Percentages of schools offering the subjects appearing in 10 or more continuation schools

Course	Group A (with Federal aid, 220)	Group B (with- out Federal aid, 92)	Total (312)	Course	Group A (with Federal aid, 220)	Group B (with- out Federal aid, 92)	Total (312)
1	2	3	4	1	2	3	4
<i>Industrial arts</i>				<i>Commercial—Con.</i>			
Woodwork.....	22.3	26.1	23.4	Shorthand.....	14.5	9.8	13.1
Machine shop.....	17.3	10.9	15.4	Commercial.....	10.0	5.4	8.7
Electrical shop.....	16.8	8.7	14.4	Salesmanship.....	8.6	3.3	7.1
Mechanical drawing.....	15.5	16.3	15.7	Spelling.....	8.6	8.7	8.7
Printing.....	13.6	5.4	11.2	Business arithmetic.....	8.2	6.5	7.7
Auto mechanics.....	12.3	13.0	12.5	Business practice.....	6.8	3.3	5.8
General shop.....	9.5	7.6	9.0	Business English.....	6.4	7.6	6.7
Sheet metal.....	6.8	4.3	6.1	Office practice.....	4.1	3.3	3.8
Drafting.....	5.9	2.2	4.8	Commercial geogra- phy.....	3.6	2.2	3.2
Plumbing.....	5.5	.....	3.8	<i>Household arts</i>			
Home mechanics.....	5.0	.....	3.5	Home economics.....	35.9	30.4	34.3
General metal work.....	4.5	.....	3.2	Dressmaking.....	32.7	37.0	34.0
Manual training.....	4.5	7.6	5.4	Cooking.....	16.4	18.5	17.0
Trade try-out.....	2.7	9.8	4.8	Home nursing.....	9.1	6.5	8.3
<i>Academic</i>				Foods and nutrition.....	6.8	2.2	5.4
English.....	28.2	29.3	28.5	Millinery.....	4.1	1.1	3.2
Civics.....	15.0	17.4	15.7	<i>Related subjects</i>			
Arithmetic.....	12.7	21.7	15.4	Industrial geography.....	3.6	6.5	4.5
Hygiene.....	11.4	15.2	12.5	Trade mathematics.....	2.7	4.3	3.2
Science.....	8.2	4.3	7.1	<i>Music, arts, and crafts</i>			
Mathematics.....	7.3	9.8	8.0	Commercial art.....	5.5	6.5	5.8
Social science.....	6.4	5.4	6.1	Music.....	3.6	6.5	4.5
Current events.....	5.4	5.4	5.4	Drawing.....	2.7	10.9	5.1
Citizenship.....	4.1	10.9	6.1	<i>Specials</i>			
General continua- tion.....	3.6	6.5	5.4	Occupations.....	6.8	1.1	5.1
Geography.....	3.6	4.3	3.8	Physical education.....	5.0	12.0	7.1
Reading.....	3.2	5.4	3.8	<i>Commercial</i>			
<i>Commercial</i>				Typing.....	27.7	26.1	27.2
Typing.....	27.7	26.1	27.2	Bookkeeping.....	20.0	12.0	17.6
Bookkeeping.....	20.0	12.0	17.6				

NATIONAL SURVEY OF SECONDARY EDUCATION

tional while the programs of other schools are academic, with emphasis on English and the social studies. Among the different subjects comprehended by the social studies, history appears infrequently. Civics and current events are more commonly offered.

Subjects that appear in fewer than 10 schools have been listed in Table 4. All the subjects that appear in the full-time day school appear in one or more of the schools. The different academic subjects appear as well as the various lines of vocational training. A total of 291 titles are listed. There are 198 subjects offered only by the schools receiving Federal aid, 66 offered only by schools not receiving Federal aid, and only 27 offered by both types of schools.

TABLE 4.—Subjects offered by fewer than 10 continuation¹ schools

<i>Academic</i>	
Algebra.**	Industrial relations.
American history.	Industrial science.
American history and civics	Italian.
Appreciative English.*	Language.*
Biology.	Latin.
Chemistry.	Literature.
Civics and history.**	Oral English.
Community arithmetic.*	Pennsylvania history.*
Community life and civics problem.	Pharmacy.
Current events and civics.*	Physics.
Dramatics.*	Physiography.
Economics.**	Physiology.
Elementary subjects.**	Related health and civics.
English and citizenship.	Rhetoric.
English and spelling.	Science.*
French.*	Social customs.
Geography.*	Spanish.
Geography and general science.*	Spelling and English.*
Geometry.**	Study of industry.
History.	Travel geography.
Household mathematics.*	Trigonometry.
Hygiene and occupations.	United States history.**
Industrial physics.	United States history and civics.*

¹In the following lists, subjects which do not carry asterisks are offered only by federally aided schools; those carrying single asterisks (*) are offered only by schools not federally aided and those carrying double asterisks (**) are offered by both groups.

PART-TIME SECONDARY SCHOOLS

TABLE 4.—Subjects offered by fewer than 10 continuation schools—Con.

Industrial arts

Airport mechanics.	Molder.
Architectural drafting.	Newspaper presswork.*
Auto electricity.**	Ornamental iron.
Auto ignition.	Painting.
Battery.*	Painting and decorating.
Beauty culture.**	Pattern shop practice.
Blacksmith.	Plastering.
Blueprint reading.**	Power machine.*
Boilermaking.	Power machine (sewing and oper- ating).
Bricklaying.	Public and shop safety.
Cabinet making.**	Reed work.
Carpentry.	Sheet metal.*
Carpet manufacturing.*	Shoe bottoming and repairing.
Drafting.*	Shoe cutting and fitting.
Electric wiring.	Shoemaking.*
Elementary mechanics.	Shop practice.
Engraver.	Shop sketching and blueprint read- ing.
Erecting.	Special engineering operator.
Farm mechanic.	Spindle carving.
Forging and welding.	Steam engineering.
Furniture finishing.	Stonecutter.
Hand composition.*	Textiles.**
Ignition and electricity.	Toolmaking.
Industrial arts.**	Trade dressmaking.
Job and commercial presswork.*	Trade millinery.
Joiner.	Turning.
Linotype operator and repair.*	Upholstery.
Lithography.	Weaving.*
Manufacturing.	Wood finishing.
Masonry.*	Wood turning and cabinet shop.*
Metallurgy.	
Millwork.	

Commercial

Banking.	Commercial law.**
Bookkeeping and commercial arithmetic.*	Comptometer.
Bookkeeping and typing.*	Dictaphone.
Brokerage.*	Elliott Fischer.
Business correspondence.**	Filing.**
Business practice.*	General clerical.
Business science.	Insurance.*
Commercial and industrial geog- raphy.*	Introductory, business methods.
Commercial geography.*	Journalism.
	Junior business training.**
	Machine bookkeeping.*

NATIONAL SURVEY OF SECONDARY EDUCATION

TABLE 4.—*Subjects offered by fewer than 10 continuation schools—Con.*

Commercial

Machine calculation.	Penmanship.**
Marketing.	Penmanship and spelling.
Meat marketing.	Salesmanship.*
Millwork.	Secretarial practice.*
Mimeographing and multigraphing.*	Stencil cutting.*
Office machines.*	Store system.
Office practice.*	Store work.*
Patternmaking.	Typing and commercial English.*
	Western Union messenger.

Music, arts, and crafts

Applied art.	Hooked rugs.
Applied design.	Interior decoration.
Art.	Jewelry.
Art glass.	Jewelry design.*
Art metal.	Leatherwork.*
Band*	Millinery design.
Basketry.	Music (vocal)*
Cartooning.	Needlecraft.
Chorus.	Orchestra.
Color theory.	Pewter.
Costume design.	Poster and sign drawing.
Design.**	Poster work.*
Furniture design.	Showcard.**
Garment design.	Stencil design.*
Glee club.	

Household arts

Baking.**	Home planning.*
Budgeting.	Home projects.
Child care.**	Household management.
Child training.	Household practice.
Clothing and textiles.*	Housekeeping and cleaning.
Dietetics.	Housemaids.
Family relationship.	Hygiene and home care of sick.
Food study.	Millinery.*
Foods and nutrition.*	Nursing education.
Health and child care.	Pattern alteration.
Home budgeting.*	Table service.*
Home decoration.	Tailoring.**
Home management.*	Tailoring and millinery.

PART-TIME SECONDARY SCHOOLS

TABLE 4.—*Subjects offered by fewer than 10 continuation schools—Con.*

Related subjects

Apprentice or related drawing.	Related work (general).*
Chemistry for nurses.	Sheet-metal drawing.
Drafting for plumbers.	Shop mathematics.
Related civics.	Trade drawing.
Related commercial and academic subjects.*	Trade extension: Bricklayers. Machinists.
Related drafting and art.	Trade and industrial history.
Related English.	Trade mathematics.*
Related hygiene.	Trade science.
Related mathematics.**	Vocational civics.**
Related plumbing.	
Related science.	

Specials

Agriculture.	Health ethics.
Americanization.	Health hygiene.
Animal feeding.	Hygiene and physics.
Barbering.	Hygiene for workers.**
Basket ball.	Job analysis.
Cafeteria management.	Job ethics.
Civil service.**	Lamp shade making.
Club work.	Library.*
Commercial and political geography.	Lip reading.
Courtesy.	Manners and conduct.
Dairy husbandry.	Marketing of textiles.
Draping.	Meat cutting.
Embroidery design.	Mechanical dentistry.
Embroidery machine shop.	Nature study.
English for foreigners.	Novelties.
Every-day manners.	Occupations.*
Exploratory.	Orthography.
Fabric analysis.	Personal affairs.*
Fiber.	Personal appearance.
Floral.	Personal improvement.
Fur cutting.	Personal problems.
Fur finishing.	Photography.
Fur operating.	Physical science.*
Garment cutting.	Physical training.
Garment machine operator.	Prevocational.
General improvement.	Pulp and paper.
Glove making.*	Radio.**
Hat blocking.	Recreation.
Health.*	Reed work.*
Health education.	Silk class.*
	Silk industry.

NATIONAL SURVEY OF SECONDARY EDUCATION

TABLE 4.—*Subjects offered by fewer than 10 continuation schools—Con.*

Specials—Continued

Social period reading.	Vocational guidance.
Straw machine operator.	Watch making and engraving.
Swimming.	Watch repairing.
Swine.	Weaving.
Telegraphy.*	Word study.

Provision for correspondence courses.—A small proportion of the continuation schools supplemented the regular offering of the schools by the use of correspondence courses. The percentage following this practice was 6.8 for the federally aided schools and 6.5 for those not receiving Federal aid. The courses offered by correspondence include drawing, short-story writing, dressmaking, cartooning, plumbing and heating, salesmanship, aviation engines, bookkeeping, agriculture, chicken raising, house wiring, and pharmacy. Cartooning was the only subject reported by more than one school and it was reported by only two schools. The enrollment in these courses is almost negligible and they are apparently offered for only the occasional pupil who has a desire for some course that could not be provided advantageously in the local situation. The Metropolitan High School of Los Angeles provided general continuation work of an academic nature by correspondence for approximately 60 pupils who found it impossible to attend the regular classes because of home conditions or the nature of their employment.

Provision for part-time cooperative training.—The great majority of continuation schools limit the training program to the time pupils spend in the classroom. Only 13 per cent of the federally aided schools reported that they provided part-time cooperative training and none of the schools not receiving Federal aid reported this practice. The courses offered by the cooperative method, the enrollment, and other details of cooperative training are given in the monograph on the Horizontal Organization of Secondary Education already referred to.

Provision for full-time short-unit vocational courses.—Many workers have felt the need, especially in recent years, for full-time short-unit courses to secure training in some new development or process in their occupation or to prepare themselves for a new occupation. Such courses are offered

PART-TIME SECONDARY SCHOOLS

in nearly half (47.2 per cent) of the schools receiving Federal aid and in 4.3 per cent of those without aid. This large difference between the two groups may be accounted for in a number of ways. First, the offering of the federally aided schools is much more vocational than the program of those without Federal aid, in which the emphasis is more on the general continuation and academic work. Vocational courses by their very nature are more adaptable to short-time units, and unemployed men may come in and learn to operate a new machine in a brief period of time without going through a comparatively long period of training or practice. Second, the schools in Group A are allowed financial aid by the Federal Government for short-unit courses in the industrial, home economics, or agricultural fields of work, and are thus encouraged to provide this type of service, whereas the schools in Group B must depend on a local appropriation or State aid only. It is significant that nearly half of the Group A schools are prepared to aid men already engaged in some specific line of work to keep up with the new developments in that field and assist them in bettering their training.

Schools receiving Federal aid offer full-time short-unit courses in 60 different subjects as compared to 13 subjects offered by the schools not receiving such aid. These subjects are listed below.

Group A (federally aided) subjects offered by five or more schools

Auto mechanics.	Machine shop.
Commercial work.	Printing.
Drafting.	Welding.
Electricity.	

Subjects offered by fewer than five schools

Agriculture.	Commercial art.
Architectural drafting.	Comptometer.
Beauty culture.	Cooking.
Bookbinding.	Costume design.
Bookkeeping.	Dictaphone.
Bricklaying.	Draping.
Business letter writing.	Dressmaking.
Cabinetmaking.	Dry cleaning.
Carpentry.	Farm work and farm mechanics.
Cleaning and pressing.	Fresco painting.
Clerical work.	Furniture craft.

NATIONAL SURVEY OF SECONDARY EDUCATION

and enrollment was so meager for both Group A and Group B schools that it is impossible to present a typical picture of them.

From a study of the reports it is apparent that most attempts of continuation schools to provide short-unit courses for persons temporarily out of employment have been experimental in nature. Future recognition of the increasing need for this type of training may cause it to be made a part of the regular program for all continuation schools, or may lead to the development of separate institutions for that purpose.

6. THE ADMINISTRATION OF CONTINUATION SCHOOLS

Housing of continuation schools.—Thirty-four per cent of the federally aided continuation schools are housed in separate buildings, 44 per cent of them carry on their work in the high-school buildings, and 9 per cent are housed in elementary schools. Of the schools not federally aided, 25 per cent have separate buildings, 53 per cent are carried on in the high schools, and 12 per cent are in elementary schools. A few schools conduct continuation classes in factories or stores where they are in direct contact with the workers and where they can more readily sense the young workers' needs and problems.

The principal of the continuation school.—Most of the principals of continuation schools do not give full time to this administrative assignment. Thirty-five per cent of the schools with Federal aid have full-time principals as compared with 23 per cent of the schools without aid. This would be expected because the schools of Group A have a larger enrollment on the average and they are more often in separate buildings. In 20 per cent of the schools of Group A and 32 per cent of Group B, high-school principals also serve as principals of the part-time continuation schools. This is almost certain to be the practice in those situations where the continuation school is housed in the high-school building. Other positions held by principals of part-time continuation schools in both groups include director of vocational education, superintendent of schools, director of trade schools, supervisor of industrial education, director of attend-

PART-TIME SECONDARY SCHOOLS

ance, director of guidance and placement, teacher, and combinations of these employments.

Hours spent in school by continuation-school pupils.—In both the Group A and the Group B schools the number of hours spent in continuation school depends on whether the pupil is employed full time, half time, or is unemployed. Table 5 compares the two groups of schools in this regard.

TABLE 5.—Numbers of hours continuation pupils are in school each week

Employment status	Group A (federally aided)		Group B (not federally aided)	
	Median	Range	Median	Range
1	2	3	4	5
If employed full time.....	4	4-24	4	4
If employed half time.....	20	15-20	16	8-30
If unemployed.....	20	8-44	16	8-30

In the federally aided schools the typical continuation pupil goes to school 20 hours a week if he is unemployed or if he only works a few hours a week. However, once he becomes employed on a full-time or nearly full-time job he goes to continuation school only 4 hours a week. In the schools of Group B he also goes only 4 hours a week if he is employed, but attends 16 hours a week if he is temporarily out of work or does not work at all. Some pupils attend only the amount required by law even though they are not employed. These data would suggest that many of them remain in school for a large fraction of their time if they are not employed.

Length of class period and number of subjects studied.—Class periods in both groups of schools have a median length of 60 minutes, but in Group A the range is from 15 to 240 minutes, whereas in Group B the range is from 30 to 120 minutes. When asked the number of courses that pupils were permitted to take at one time, 131 schools receiving Federal aid showed a median of one course, with a range of 1-8; in 45 schools not receiving Federal aid the median was three courses, with the same range of 1-8. This would tend to show that in the federally aided schools, where business and industrial education is particularly emphasized, pupils concentrate on one particular line of work, whereas in the

NATIONAL SURVEY OF SECONDARY EDUCATION

and enrollment was so meager for both Group A and Group B schools that it is impossible to present a typical picture of them.

From a study of the reports it is apparent that most attempts of continuation schools to provide short-unit courses for persons temporarily out of employment have been experimental in nature. Future recognition of the increasing need for this type of training may cause it to be made a part of the regular program for all continuation schools, or may lead to the development of separate institutions for that purpose.

6. THE ADMINISTRATION OF CONTINUATION SCHOOLS

Housing of continuation schools.—Thirty-four per cent of the federally aided continuation schools are housed in separate buildings, 44 per cent of them carry on their work in the high-school buildings, and 9 per cent are housed in elementary schools. Of the schools not federally aided, 25 per cent have separate buildings, 53 per cent are carried on in the high schools, and 12 per cent are in elementary schools. A few schools conduct continuation classes in factories or stores where they are in direct contact with the workers and where they can more readily sense the young workers' needs and problems.

The principal of the continuation school.—Most of the principals of continuation schools do not give full time to this administrative assignment. Thirty-five per cent of the schools with Federal aid have full-time principals as compared with 23 per cent of the schools without aid. This would be expected because the schools of Group A have a larger enrollment on the average and they are more often in separate buildings. In 20 per cent of the schools of Group A and 32 per cent of Group B, high-school principals also serve as principals of the part-time continuation schools. This is almost certain to be the practice in those situations where the continuation school is housed in the high-school building. Other positions held by principals of part-time continuation schools in both groups include director of vocational education, superintendent of schools, director of trade schools, supervisor of industrial education, director of attend-

PART-TIME SECONDARY SCHOOLS

ance, director of guidance and placement, teacher, and combinations of these employments.

Hours spent in school by continuation-school pupils.—In both the Group A and the Group B schools the number of hours spent in continuation school depends on whether the pupil is employed full time, half time, or is unemployed. Table 5 compares the two groups of schools in this regard.

TABLE 5.—Numbers of hours continuation pupils are in school each week

Employment status	Group A (federally aided)		Group B (not federally aided)	
	Median	Range	Median	Range
1	2	3	4	5
If employed full time.....	4	4-24	4	4
If employed half time.....	20	15-20	16	8-30
If unemployed.....	20	8-44	16	8-30

In the federally aided schools the typical continuation pupil goes to school 20 hours a week if he is unemployed or if he only works a few hours a week. However, once he becomes employed on a full-time or nearly full-time job he goes to continuation school only 4 hours a week. In the schools of Group B he also goes only 4 hours a week if he is employed, but attends 16 hours a week if he is temporarily out of work or does not work at all. Some pupils attend only the amount required by law even though they are not employed. These data would suggest that many of them remain in school for a large fraction of their time if they are not employed.

Length of class period and number of subjects studied.—Class periods in both groups of schools have a median length of 60 minutes, but in Group A the range is from 15 to 240 minutes, whereas in Group B the range is from 30 to 120 minutes. When asked the number of courses that pupils were permitted to take at one time, 131 schools receiving Federal aid showed a median of one course, with a range of 1-8; in 45 schools not receiving Federal aid the median was three courses, with the same range of 1-8. This would tend to show that in the federally aided schools, where business and industrial education is particularly emphasized, pupils concentrate on one particular line of work, whereas in the

NATIONAL SURVEY OF SECONDARY EDUCATION

schools not federally aided, where the training is more often general and academic, they may take a greater variety of courses at one time with less specialization.

Relation of continuation school pupil to full-time school pupil.—In those systems where the continuation work is administered in connection with the high school, the continuation pupils are sometimes permitted to work in shops along with the regular pupils. Of 95 schools in Group A answering this question, 35 per cent stated that continuation pupils were permitted to work in the same classes with the regular pupils, but 65 per cent stated they were not. Of 49 Group B schools replying to this question, 43 per cent permitted the practice but in 57 per cent of the schools it was not permitted. This again indicates the tendency for federally aided schools to favor segregation of groups of continuation pupils concentrating on their own problems.

Credit for work done in continuation schools.—Since pupils sometimes return to the full-time high school after spending some time in the continuation school, the question of credit for work done in the continuation school naturally arises. In most communities credit is not allowed. However, 38 per cent of the schools in Group A and 27 per cent of the schools in Group B reported that credit is allowed by the high school for the work done by pupils in the continuation school. The bases for assigning the credit vary. Some of the bases mentioned are examination, credit in equivalent hours or amount of work, individual achievement, and recommendation of the principal or teacher of the continuation school.

Attendance at continuation school beyond the compulsory age limit.—It is a compliment to the work of the continuation schools that pupils are attracted to the program of the school so that they spend more time at the school than is required, and that they sometimes continue to attend the continuation school after they have attained the age which relieves them of the requirement to attend. They are permitted to continue in nearly all, 91 per cent, of the schools of Group A and 71 per cent of the schools of Group B, and practically all schools encourage pupils to continue if their employers do not object. Nearly half of the respondents (43 per cent) indicated that employers were favorable to attendance at the

PART-TIME SECONDARY SCHOOLS

continuation school even after the pupils had passed the compulsory attendance age. An unfavorable attitude of the employer was reported by 27 per cent of Group A and 44 per cent of Group B. Since the programs of the federally aided schools are more largely vocational in nature, the value of the vocational training in enhancing the value of worker to his employer may explain the difference between the two groups of responses. The judgments reported here probably reflects the attitude of the majority.

Attempts to relate vocational training to community.—Continuation schools maintain contacts with the community in varying degrees and in various ways. As a group, the federally aided schools were more active, as shown by the data reported in Table 6. The practices consist of attempts to help the pupils to secure desirable employment and to utilize the judgment and information that can be obtained from the employer better to serve the pupil. Nearly half of the schools report use of these procedures. A much smaller proportion of the schools have permanent advisory committees or make systematic study of the success of students and the work they do after leaving school. While many of the schools are putting forth much effort to articulate the work of the school with the work done by the pupil outside of school, some of the schools are doing very little.

TABLE 6.—Percentages of schools reporting various efforts to relate vocational training to opportunities and conditions of work in the community

Nature of effort	Group A (federally aided)	Group B (not fed- erally aided)
Provide organized placement service.....	49 ^o	36
Provide follow-up of pupils after they enter occupations.....	54	42
Obtain judgment of employers on the educational needs of pupils in their employ.....	57	47
Obtain judgment of employers on the nature of training needed for positions in their establishments.....	58	42
Obtain judgments of employees on the nature of training needed for their occupations.....	53	38
Have permanent advisory committees.....	22	15
Make systematic study of success of pupils.....	25	11
Make systematic analysis of activities carried on by employees working in positions trained for in the school.....	10	10

NATIONAL SURVEY OF SECONDARY EDUCATION

TABLE 7.—Percentages of schools recording various items of information concerning present and former pupils, with the median number of years each item has been kept, and the percentages of schools making studies of the recorded data

Item of Information	Percentages of schools recording item		Median years item has been recorded		Percentages of schools making study of data	
	Group A	Group B	Group A	Group B	Group A	Group B
1	2	3	4	5	6	7
Age.....	49	40	9	9	11	9
Grade location of pupils when they left regular day school.....	41	37	8	8	11	10
Nationality.....	37	34	7	10	10	19
Occupation of father.....	37	29	6	9	9	8
Health.....	33	25	7	6	7	8
Vocational plans of pupils.....	33	24	5	6	11	8
Occupation entered at time of leaving school.....	33	27	7	6	9	9
Race.....	31	29	7	9	7	8
Interests.....	31	25	6	6	8	11
Home conditions.....	31	23	6	5	11	11
Educational plans of pupils.....	29	23	5	4	9	8
Personal traits.....	26	17	5	5	7	8
Different occupations engaged in since leaving school.....	26	24	8	5	7	8
School marks.....	25	21	9	10	5	9
Name of mental test.....	18	14	5	3	6	9
Intelligence quotient.....	18	17	4	5	4	8
Mental age.....	16	14	5	4	4	8
Test score.....	16	15	5	4	4	8
Date test was given.....	15	15	5	3	4	8

Items of information concerning present and former pupils kept by the schools.—Most of the continuation schools (Table 7) accumulate relatively little information about the pupils they are serving. The most frequently used items are recorded by less than half of the schools and most of the items are recorded by less than a third of the schools. Mental test data are being used by a still smaller proportion of the schools. There is some variation in the length of time the different items of information have been kept. Age, nationality, school marks were among the first items to be recorded. Many of the items most serviceable in guidance have not been included in the collection of data concerning the pupils. A very small proportion of the schools reported that they had made a study of the data to give a better basis for dealing with pupils of the school. It is clear that many of the schools do not make a systematic attempt to measure and analyze the educational needs of the pupils that come to them.

PART-TIME SECONDARY SCHOOLS

7. SUMMARY

(1) Continuation schools showed a rapid growth in enrollment from the time of passage of the Smith-Hughes Act of 1917, providing Federal aid for part-time education, until 1928. Figures of the United States Office of Education indicate about 355,000 enrolled at the latter date. Since that time there has been somewhat of a decrease both in enrollment and in the number of continuation schools. Up to 1928, 27 States had enacted laws regarding compulsory school attendance for employed minors, most of these requiring attendance up to 16 years of age.

(2) Approximately 70 per cent of the continuation schools considered in the Survey are receiving some aid from the Federal Government. These schools have larger enrollments than those not receiving Federal aid and have a median enrollment of 85 as contrasted with 65 for the latter group.

(3) Great variety is characteristic of the program of studies of these continuation schools. The 312 schools in the study reported 341 different names of subjects offered, most of these being in the industrial arts and academic fields. The subjects most commonly offered are home economics, dressmaking, English, typing, and woodwork.

(4) A small percentage of the continuation schools are supplementing their regular work by correspondence courses, particularly when there is a demand for subjects desired by only one or two individuals. Thirteen per cent of the Federally aided schools are making provision for part-time cooperative training where approximately half of the time is spent on the job itself and the other half is spent in school in studies related to the job. About half of the schools receiving Federal aid are also providing full-time short-unit courses for persons temporarily out of employment who desire further training in their lines of work, but this feature is practically neglected by the schools not receiving Federal aid.

(5) About a third of the federally aided schools are housed in separate buildings as contrasted with about a fourth of the schools not federally aided. About 50 per cent of both types carry on their work in the high-school building. Thirty-five per cent of the former have a full-time principal as compared with 23 per cent of the latter group. In schools not receiving

NATIONAL SURVEY OF SECONDARY EDUCATION

Federal aid the principal of the full-time high school is more often the principal of the continuation school also.

(6) Generally, the class period in both types of continuation schools is 60 minutes long. If the pupil is employed he attends 4 hours a week; if not, he attends about 20 hours a week until he obtains another position.

(7) Federally aided schools appear to favor strongly the segregation of their pupils from the full-time pupils. Concerning the granting of credit in the regular high school for work done in the continuation school, 38 per cent of schools receiving Federal aid report that high schools give credit for their work as compared with 27 per cent of schools not receiving Federal aid. Employers of pupils in the former type of school tend to be more favorable toward having their pupils remain in continuation school beyond the compulsory age limit than do the employers of pupils in schools not receiving Federal aid.

(8) Many of the schools are making various efforts to relate the vocational training to the needs of the community. Placement service is provided to help pupils become located in a desirable occupation and there is a follow-up to help them succeed in the occupation in which they are located. This follow-up service also provides the basis for adapting the school work to the needs of the pupils. The second general type of effort to relate the program to the community consists of cooperation with employers in obtaining from them judgments of the nature of the training needed by workers in their establishments. Only about half of the schools report these practices; the percentages are higher for the federally aided schools.

(9) Most of the schools keep few data concerning their pupils. Less than half of the schools report having recorded the items most frequently used in the whole group of schools. Most of the items are recorded by less than a third of the schools. Items most commonly recorded are age, grade location when leaving full-time school, nationality, and the occupation of the father.

(10) In some of the continuation schools, the program is very similar to that offered in the regular full-time high school; in others, there is evidence of progress in adapting the program to the needs of the types of pupils enrolled in the continuation school.

CHAPTER III: CHARACTERISTICS OF PUPILS ENROLLED IN CONTINUATION SCHOOLS

1. SCOPE OF INVESTIGATION

Characteristics of pupils important factor in considering an educational institution.—A school can scarcely be understood without a knowledge of the characteristics of the pupils which it serves. While the features of the program of studies and of administration are of interest, they have their justification in the contribution they make to the development of individuals. Consequently, a canvass of the characteristics of continuation-school pupils will help to explain the features of the program described in the preceding chapter and show further the nature of the educational service of continuation schools.

Schools and pupils included in the study.—A check list prepared by the survey staff was administered in 10 continuation schools in 7 cities of the United States distributed as follows: 4 schools in Detroit, 1 each in Joliet, La Crosse, Los Angeles, Milwaukee, Tulsa, and Springfield (Mass.). Three of the schools in Detroit are for boys only, and the other is for girls only; the schools in other cities are coeducational. In each of these schools an attempt was made to get a representative sampling of the continuation pupils so that those enrolled in all types of courses would be included. When pupils from a certain type of industry or trade came only on 1 day a week, arrangements were made either for a member of the survey staff to meet this group personally or to have the check list administered by one of the staff of the school. In general, the check list was administered to all continuation pupils who attended on the 1 day of the week which, in the opinion of the administrative officer of the school would give the most representative cross section of the pupil enrollment. In a few cases it was necessary to take a sampling even of that 1 day's enrollment because of the large numbers enrolled.

NATIONAL SURVEY OF SECONDARY EDUCATION

The continuation pupil check list was filled out by 1,547 boys and 1,445 girls, a total of 2,992 cases. Although the median enrollment for girls for continuation schools in the United States is slightly higher than that for boys, the higher number of boys in the intensive study of pupils may be explained by the inclusion of three continuation schools for boys only as compared with one for girls only in Detroit.

No attempt was made to divide the pupils into different groups according to the type of work they were taking in continuation school. This is because major specialization is not attempted in most of the schools. These pupils are not classified by grade, and, therefore, such a division was not possible. In the following tables, some of the data will be grouped by sex.

2. PERSONAL AND FAMILY DATA

Ages of pupils.—The pupils in continuation schools have approximately the same age as the pupils in the regular full-time high school. (See Table 8.) The boys are slightly older than the girls, but both sexes have a median age about comparable to the normal age of pupils in the eleventh grade.

TABLE 8.—Percentages of pupils in continuation schools at various age levels

Age	Boys (1,547)	Girls (1,445)	Age	Boys (1,547)	Girls (1,445)
14 and under.....	0.9	2.0	Over 18.....	24.9	6.5
15.....	7.2	15.6	Median age.....	17.7	17.0
16.....	22.9	32.4	First quartile.....	16.7	16.2
17.....	27.3	28.9	Third quartile.....	19.0	17.9
18.....	16.8	14.6			

A fourth of the boys are at or above 19 years of age. The third quartile for the girls is about 18 years of age. The greater number of those 18 years or over are found in the Milwaukee Vocational School, the Metropolitan Continuation School of Los Angeles, and the Wright Cooperative School of Detroit. In the school last named there is a senior-trade division which is adapted to the needs of industry in training young men already employed who show promise of becoming skilled mechanics. Employers having men who they believe can profit by further related school training are invited to send them to this school, where the classes meet 4 hours a week. Trades represented are metal work,

PART-TIME SECONDARY SCHOOLS

steam engineering, drafting, automotive service, electroplating, printing, and toolmaking.

It is very significant that these ages run so high, particularly when we realize that compulsory attendance laws do not require attendance after pupils have reached 18 years of age. More than two-fifths of the boys and one-fifth of the girls are 18 years and over. The presence of such a large number seeking further education either in their present fields of work or in new occupations on their own initiative is a challenge to schools to provide beneficial forms of education. These young men and women entered the business and industrial worlds at an early age. Once out on their own responsibility in competition with adults they have come to realize more fully their educational and vocational needs. Being unable or unwilling to return to full-time school, they use the continuation school to obtain additional training in the lines of work in which they are engaged, or to obtain training in some new and more profitable line of work in which they are interested. The continuation school also offers opportunity for those who are temporarily unemployed to come back to school and concentrate on some selected field of training. This return of former pupils for further training illustrates the continuous nature of the educational service of the public schools. Public education is now available in some communities throughout the life of an individual if there is an expressed need for it. The ages of the continuation-school pupils and of the evening-school pupils, presented in Chapter IV of this monograph, indicate that pupils are taking the opportunity when it is provided for them.

Country of birth and race.—Practically nine-tenths of the boys and girls in continuation schools were born in the United States, and the remainder came from other countries, with the British Empire and Germany being most frequently represented. Although such a large majority of the pupils are American-born, more than half of the fathers of these pupils were foreign-born. Only 47 per cent of the fathers were born in the United States. Fourteen per cent were born in Poland, 7 per cent in Germany, 7 per cent in the British Empire, 6 per cent in Italy, and the remainder in other countries. The continuation-school pupils are about equally divided between American-born children of foreign-born

NATIONAL SURVEY OF SECONDARY EDUCATION

parents and American-born children of American-born parents. Practically all pupils (98 per cent) in the group studied were white.

Occupation of fathers.—The occupations of the fathers of continuation-school pupils were taken as an index of their socio-economic status. These data presented in Table 9 have been combined for boys and girls, because there is little difference in the distribution when the sexes are kept separate.

TABLE 9.—Percentages of fathers of continuation-school pupils engaged in different occupational fields

Occupational field	Per cent	Occupational field	Per cent
Professional.....	2.5	Semiskilled owners and trades.....	36.6
Large owners and proprietors.....	.3	Manufacturing, mechanical, and	
Professions.....	.9	production workers.....	14.9
Executives.....	1.3	Transportation and communication	
Semiprofessional.....	7.7	workers (semiskilled).....	3.4
Middle owners and proprietors.....	1.6	Semiskilled owners and proprietors.....	10.0
Semiprofessional workers.....	.8	Small agents and managers.....	3.5
Managerial workers.....	5.3	Public service.....	2.6
Skilled owners and trades.....	31.5	Personal service.....	2.2
Skilled small owners.....	4.8	Common labor.....	11.0
Supervisory workers.....	4.9	Manual workers.....	11.0
Commercial workers.....	1.8	Unclassified and others.....	10.7
Clerical workers.....	1.0	Unclassified owners.....	.5
Building trades.....	7.4	Unclassified managers.....	4.0
Machine and related trades.....	10.3	All others.....	6.2
Printing trades.....	.4		
Transportation and communication			
workers (skilled).....	.9		

NOTE.—Through error, clerks (salesclerks) in stores were included in the public-service group. Consequently, the correct percentages would be somewhat smaller for public service and larger for commercial service than reported above.

The occupations engaged in most frequently by fathers of the continuation pupils are, in order, the semiskilled manufacturing, mechanical, and production trades (14.9 per cent), unskilled manual labor (11 per cent), the skilled machine and related trades (10.3 per cent), and those whose fathers are owners or proprietors of small stores or businesses on the semiskilled level (10 per cent). These four groups account for nearly half of all the pupils giving the desired information. The remainder are widely distributed in the other 22 classifications. Only a few are engaged in professional and semiprofessional occupations, whereas the greatest number of continuation pupils have fathers engaged in the semiskilled occupations.

PART-TIME SECONDARY SCHOOLS

3. PAST EDUCATIONAL EXPERIENCE

Highest grade completed in full-time school.—The educational problems of the continuation school are affected greatly by the educational level attained by its pupils before enrolling. Data obtained from pupils on the grade completed are reported in Figure 1. In some cases, pupils may have reported the grade attained rather than the grade completed, but, for the most part, these data can be accepted as accurate.

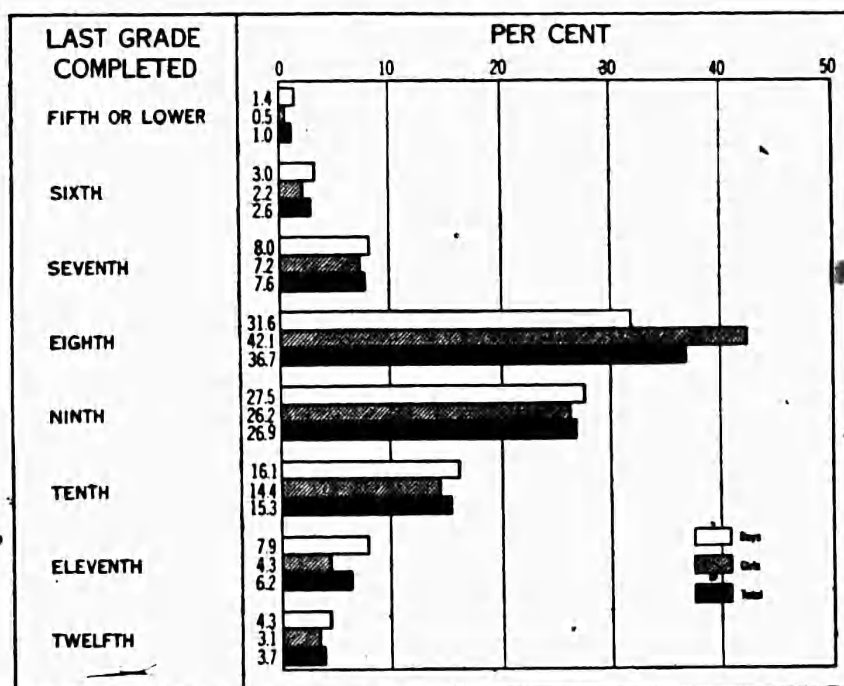


FIGURE 1.—Percentages of continuation-school pupils who reported each grade as the highest completed in the full-time school

More pupils drop out of full-time school at the end of the eighth grade than at any other time, for one-third of the boys and two-fifths of the girls state that this grade was the last they completed before coming to continuation school. Only 12 per cent of the boys and 7 per cent of the girls leave before this time, and approximately half of both boys and girls have at least one complete year beyond the eighth grade in full-time school before leaving. Thus, about half complete the junior high school. Many of these pupils in the ninth grade attain the age which is beyond the compulsory attendance period. About a fourth of the boys and girls have had at

NATIONAL SURVEY OF SECONDARY EDUCATION

least two years of high-school training, and a very small proportion have had as much as four years. Nearly 90 per cent of all pupils in continuation schools have completed at least the eighth grade. This would indicate that the major problem of the continuation school is not one of giving additional training in the general elementary subjects but rather of offering training in subjects at the secondary level. However, the policy of having different promotional standards for pupils of different levels of ability makes it possible for pupils to advance through the eighth grade without having achieved an adequate mastery of the fundamental operations.

Repetition of grades and failure of courses in full-time school.—That continuation-school pupils have experienced difficulty with their work in school is suggested by their repetition of grades and their failures in courses. Two-fifths of the boys and three-tenths of the girls stated they had repeated a grade or part of a grade in full-time school. Furthermore, approximately a fourth of the continuation pupils stated that they had failed in one or more subjects during their last full semester in full-time school. Of this failing group, approximately three-fifths of both boys and girls failed in one subject, a fourth in two subjects, and a tenth in three or more subjects. However, in giving their most important reason for leaving full-time school, only small proportions of both sexes, 2.4 per cent of the boys and 1 per cent of the girls, state that it was because of failure in school work. Whether or not these small percentages are reliable, or whether or not the pupils assigned their reason for leaving to some other cause, even though failure in school work may have been a primary motivation, it is impossible to say. These data on failure suggest that pupils in continuation schools come more largely from the lower than from the upper levels of ability.

Reasons for leaving full-time day school.—The reason most commonly given for leaving full-time day school was an economic one, namely, that it was "necessary to help support family." (See Fig. 2.) The second reason most commonly checked by the boys was "lack of interest in school work," and the third was a "desire to be earning money for self." The girls gave as the second most important reason that it was "necessary to help with work at home," and as their

PART-TIME SECONDARY SCHOOLS

third most common reason a "lack of interest in school work." Two out of three of the reasons most frequently mentioned in both sex groups are economic. The three reasons most commonly stated by the continuation-school boys are exactly the same three most important reasons that 1,252 males in the follow-up study of former pupils of full-time high schools gave for dropping out of school. (See Monograph No. 2 of the Survey on Horizontal Organization of Secondary Education.)

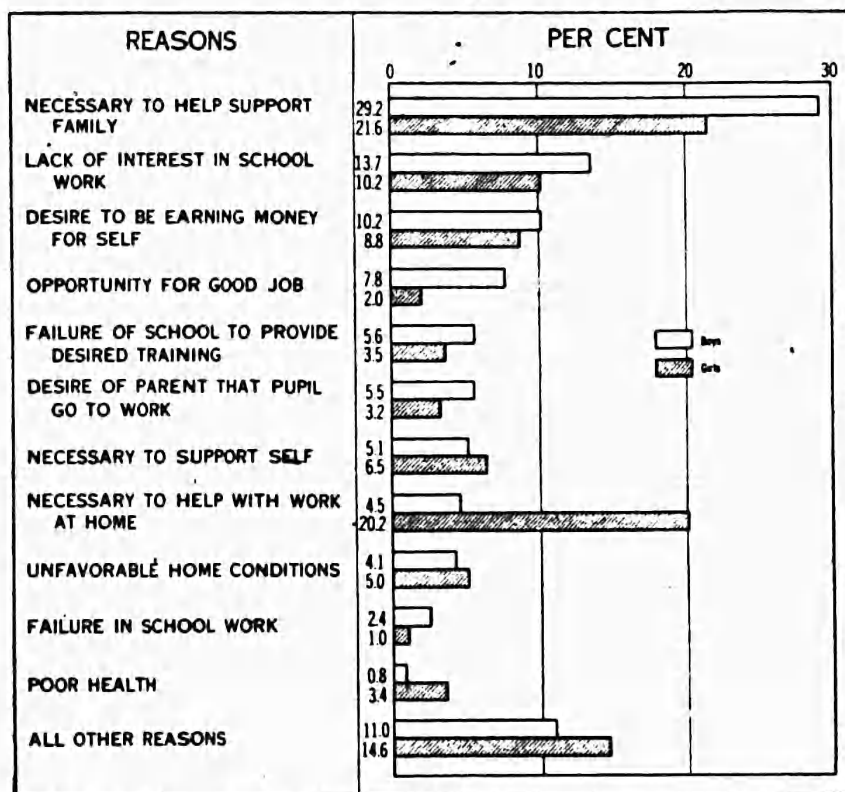


FIGURE 2.—Percentages of continuation-school pupils who reported each reason as the most important for leaving full-time day school

The reason most commonly given by 622 girls in the follow-up study is the same as that of the continuation girls, namely, that it was "necessary to help with work at home," but the second most important of this group was "poor health" and the third was the "desire to be earning money for self." It is to be noted that only a small percentage of the pupils stated that "failure in school work" was the most important reason for leaving school and that very few state that it was because their parents wanted them to go to work.

NATIONAL SURVEY OF SECONDARY EDUCATION

4. PAST VOCATIONAL EXPERIENCE

Occupation entered.—Most of the pupils in continuation schools have not had extended vocational experience, since they have been out of the full-time school for a short period of time. However, the type of work entered by these pupils when they leave school is significant and the present occupation affects the form of training needed. (See Table 10.)

TABLE 10.—Percentages of pupils in continuation schools entering the different fields of work on their first jobs

Fields of work	Boys	Girls	Fields of work	Boys	Girls
Proprietors and owners.....	0.3	0.1	Miscellaneous trades in manu- facturing, mechanical, and production industries.....	1.36	13.1
Professional service.....	.4	.8	Public service.....	11.3	10.2
Managers and supervisors.....	.5	.1	Personal service.....	8.4	59.0
Commercial workers.....	.4	-----	Agricultural service.....	4.4	.1
Clerical workers.....	5.7	9.5	Miners, lumbermen, and fisher- men.....	.6	-----
Building trades.....	1.1	-----	Common labor.....	22.7	2.0
Machine and related trades.....	1.2	-----	Housewives and homemakers.....	-----	3.6
Printing trades.....	.4	.3			
Transportation and communi- cation.....	28.9	1.2			

NOTE.—The footnote appended to Table 9 applies also to Table 10.

More than half of the boys leaving full-time school enter occupations in the field of transportation and communication (28.9 per cent) or go into common labor jobs (22.7 per cent). In the former they become messengers, office boys, delivery clerks, gas and oil station attendants, and work at other transportation and communication jobs which require little skill; while in common labor jobs they are doing work which requires practically no special skill. The next most common fields which boys enter are the miscellaneous jobs connected with the manufacturing, mechanical, and production industries which require semiskilled operatives and the field of public service which includes such jobs as store clerks, newsboys, and ushers. These four fields of work absorb more than three-fourths of the boys; the remainder are distributed to the other 11 categories, with very small percentages in those which demand a high degree of skill or work of a managerial or professional nature.

Fifty-nine per cent of the girls in continuation school state that their first job was in the field of personal service, which includes such occupations as nursemaids, housekeepers, hairdressers, nurses (untrained), and waitresses. Second most common of the fields entered by girls was that of the

PART-TIME SECONDARY SCHOOLS

miscellaneous trades in manufacturing, mechanical, and production industries; the third was the field of public service which principally includes clerks in stores; and the fourth was the field of clerical service which includes clerks in offices, stenographers, typists, and the like. The first three of these fields are on the semiskilled occupational level. These four fields account for 91.8 per cent of the jobs which girls enter when they leave full-time schools, and the remainder are scattered over eight remaining fields of work, practically all on the semiskilled or unskilled levels.

Number of hours worked per week on first job.—Most of the continuation-school pupils (74 per cent of the boys and 67 per cent of the girls) were first employed in full-time jobs. By full time is meant that the pupil spent the major part of the working day on the job, the only time off during the week being those hours spent attending the continuation school. These jobs varied in the number of hours of work required. The median number of hours worked per week by the boys was 36. A fourth of the boys worked less than 24 hours, or less than half time, and another fourth worked more than 45 hours. The girls worked somewhat fewer hours than the boys. The median number of hours for girls was 30, in contrast with 36 for boys. A fourth of the girls worked less than 21 hours and another fourth worked as much as 41 or more hours. The amount of time continuation-school pupils are employed when they first leave school ranges from a few hours to full-time employment with long hours. Most of them have more than half-time employment.

Pay per week on first job.—The median pay for boys on their first job was \$12.21 per week, or about \$50 per month. A fourth received less than \$8.23 per week. The upper fourth received \$16.09 or more per week. The median weekly pay for the girls was only \$6.24 and the lowest fourth earned less than \$4.76. The amount of pay exceeded by a fourth of the girls was only \$10.43. The median pay for the boys is nearly twice as great as the median pay for the girls, even though, as was pointed out in the last paragraph, girls work nearly as many hours a week as do the boys. Considering the median number of hours of work and the median wage it would appear that the boys earned about 34 cents an hour

NATIONAL SURVEY OF SECONDARY EDUCATION

and the girls about 21 cents an hour on their first jobs. It is to be noted that the third quartile for the girls is lower than the median for the boys and that the median for girls is lower than the first quartile for boys. It is well known that girls and women generally receive less pay than boys and men. Another possible explanation here is that most of the girls are in personal-service occupations, such as nursemaids, housemaids, waitresses, and the like, where there would be a tendency for them to stay at the homes of their employers, and therefore they would receive pay plus board which would tend to reduce the actual monetary return.

5. SOURCES OF HELP IN OBTAINING FIRST JOB

The most commonly reported source of help in obtaining the first job was through personal friends or friends of the family, whereas the second most mentioned is "personal search." (See Table 11.) "Personal search" may be thought of as lack of help; however, it is introduced to complete the picture of how these first jobs were obtained. The teacher or placement service of the school is reported by a small percentage, 7.1 per cent for boys and 15 per cent for girls. It would seem that this phase of the guidance program

TABLE 11.—Percentages of pupils reporting various sources of help in obtaining first jobs

Source of help	Boys	Girls	Source of help	Boys	Girls
Personal friends or friends of family.....	35.2	41.8	Persons worked for before leaving school.....	5.9	2.7
Personal search.....	32.9	16.1	Employment agency.....	2.6	6.5
Family business.....	9.6	6.5	Advertising by self in paper.....	1.2	3.6
Teachers of school or school placement service.....	7.1	15.0	Former pupils of school.....	.7	.2
			Other means.....	4.5	6.4

is functioning very little; or if it is functioning, pupils are unconscious of its benefits. These pupils are, for the most part, below average in ability and they are from homes least able to provide effective guidance and placement service for them. The school should give careful consideration and study to the possible need of helping these pupils to make the transition from school to the occupation by providing placement service and supervision during early employment. It is pertinent that many continuation schools have vigorous developments of the guidance program, thereby compensat-

PART-TIME SECONDARY SCHOOLS

ing for the lack of guidance in schools previously attended by continuation-school pupils.

Most important reason for choosing type of work of first job.—Approximately two-fifths of the continuation pupils state that they took the type of work of their first jobs because they had been unable to find any other jobs. (See Table 12.) The second most important reason is a special interest in the type of work of the first jobs. The third most common reason for the boys was the belief that the job had good prospects for the future, whereas the third for the girls was that they thought they would like the type of work entered. The reasons so far listed account for about two thirds of both boys and girls, and the other third are scattered over eight other categories. Of special note is the fact that only 2.6 per cent of the boys and 3.3 per cent of the girls reported that they entered their first job because they had specifically trained for this work in school. A larger percentage (boys, 17 per cent, and girls, 38 per cent) believed that they had some training which proved useful on their first job. Information was not obtained on the nature of the training which they believed was helpful.

TABLE 12.—Percentages of pupils reporting various reasons as most important for choosing type of work of first jobs

Reason	Boys	Girls	Reason	Boys	Girls
Had not been able to find any other job.....	35.8	40.3	Was carrying out parents' desire.....	5.3	8.7
Had special interest in this type of work.....	14.2	16.3	Had special ability for it.....	4.2	4.5
Had good prospects for future.....	12.4	3.4	Was near home.....	4.0	6.5
Had thought I might like this type of work.....	9.9	10.2	Had trained for this work in school.....	2.6	3.3
Had good beginning pay.....	5.5	1.0	Had good opportunity to travel.....	.9	.3
			Other reasons (not specified).....	5.1	5.4

6. AMOUNT OF TIME IN CONTINUATION SCHOOLS

Months in attendance at continuation school.—Many of the continuation-school pupils leave school as soon as the law permits. Consequently, one would not expect the length of stay to be very extended. The median number of months of attendance at continuation school for the boys was approximately 9, whereas the median for the girls was approximately 8. This means that the periods of training extended over about 1 full school year. A fourth of the boys have been enrolled 2 years or more, and a fourth of the girls have been

NATIONAL SURVEY OF SECONDARY EDUCATION

enrolled about a year and a half or more. These periods of enrollment are of sufficient length to carry on a significant program of training.

Hours per week at continuation school.—About 35 per cent of the boys attend continuation school 4 hours a week, 28 per cent attend 8 hours, about 13 per cent attend from 9 to 19 hours, and a tenth state that they attend from 20 to 29 hours. For the girls 8 hours was the most common (41 per cent), with 9 to 19 hours second (23 per cent), and with 4 hours a week the third most common (21 per cent). Thus, the majority of both boys and girls either go one half day or one full day per week to continuation school. That the girls apparently go more hours per week than the boys may be explained by the fact that the majority of girls are in personal service work where they find it easier to adjust their hours of work to the hours of the school, and it is therefore easier for them to go two half days a week if necessary or desirable. The boys in industrial or commercial jobs would not find it so convenient to fit their hours of work to those of the school, and are therefore governed more by the compulsory attendance laws which in general demand their attendance only 4 hours per week. That such a large percentage attend continuation school more than 8 hours per week may in part be explained by the fact that certain States require that when pupils of certain ages are temporarily out of work they must attend the continuation school for 3 hours per day until such time as they are again employed. Also, in Wisconsin, pupils of ages 14 to 16 are required to attend continuation school half time if they are not enrolled in the regular full-time school. Even when pupils are not required to attend, it is not uncommon for pupils not employed full time to become interested in their courses in the continuation school and spend more time at the school than is required by law. Such evidences of contribution to the programs of individuals should be encouraging to staffs of continuation schools and to others interested in the well-being of youth and of society. Sometimes, continuation-school pupils transfer back to the full-time day school because they feel the need for training which can be better obtained there.

PART-TIME SECONDARY SCHOOLS

7. PRESENT EMPLOYMENT

Name of present field of work.—Reference was made earlier to the first jobs of continuation-school pupils after leaving full-time school. Many pupils have not been out of school long enough to make much shift in field of employment. Four-tenths of the boys and nearly half of the girls indicated that they have had only one job. Consequently, slightly more than half of the individuals reported on in Table 13 are in different jobs than shown in Table 10, giving their first job. These shifts in jobs may or may not involve change in field of work. A comparison of these two tables discloses very little change.

TABLE 13.—Percentage of continuation-school pupils reporting they were employed in various occupational fields

Occupational field	Boys	Girls	Occupational field	Boys	Girls
Proprietors.....	0.5		Miscellaneous trades in the		
Professional service.....	.7	0.9	manufacturing, mechanical,		
Managers and supervisors.....	1.8	.5	and production industries.....	14.2	14.2
Commercial service.....	.8	.1	Public service.....	9.4	9.2
Clerical service.....	5.6	9.2	Personal service.....	7.1	59.3
Building trades.....	2.1		Agricultural service.....	2.2	
Machine and related trades.....	2.3	.1	Miners, lumbermen, and fisher-		
Printing trades.....	.3	.1	men.....	.1	
Transportation and communi-			Common labor.....	27.6	1.8
cation.....	24.1	1.2	Housewives and homemakers.....		3.3

Note.—The footnote appended to Table 9 applies also to Table 13.

Number of hours work per week on present jobs.—In considering the number of hours worked per week by the continuation-school pupils on their first jobs the median was indicated as 36 hours for the boys and 30 hours for the girls. The median number of hours they are working on their present jobs is larger. The median for the boys increased from 36 to 42 hours per week, and the first quartile position has changed from 24 to 36 hours. The median hours per week for the girls has increased even more—from 30 to 43 hours. The reason for this increase may be explained largely by the fact that many of the first jobs were part-time jobs, and that more of the pupils are now working on a full-time basis.

Pay per week on present job.—Along with the increase in number of hours worked per week has come a significant increase in the pay per week for the boys, but hardly any change has taken place for girls. Whereas, the median for the boys on the first job was \$12.21 per week, it is now \$15.06 per week.

NATIONAL SURVEY OF SECONDARY EDUCATION

The median pay per week for the girls has remained exactly the same at \$6.24. It is surprising that the girls have not shown an increase in their rates of pay, particularly in view of the fact that they are now on the average working many more hours per week. Also in spite of the fact that they are working as many hours a week as the boys, the latter are earning approximately two and one-half times as much per week. As has been suggested before, a part of this marked difference may be explained by the fact that a majority of the girls are in personal service work in private homes where they are paid on the basis of so much cash plus room and board, thereby making their actual monetary income comparatively small.

Satisfaction with present line of work.—Continuation school pupils, for the most part, express satisfaction with their present lines of work. (See Table 14.) About a third indicated they are very well satisfied; roughly another third indicated that they are quite well satisfied. Only about a fifth of both sexes expressed definite dissatisfaction. Considering the low salary and the low level of many of the jobs, these data are unexpected. However, they may indicate that these pupils see possibilities of advancement in their present line of work and that the beginning conditions of work are accepted without complaint. It may be, also, that these pupils did not express their true feeling, although there was no indication of such error.

TABLE 14.—Percentages of pupils expressing different degrees of satisfaction with their work and indicating plans to continue or change their present line of work

Degree of satisfaction and plans	Boys	Girls	Degree of satisfaction and plans	Boys	Girls
Expressed degree of satisfaction:			Plans for remaining in present lines of work:		
Very much.....	34	41	Plan to stay.....	41	29
Quite well.....	30	30	Plan to change.....	32	30
Only fair.....	16	11	Not certain.....	28	41
Not so well.....	9	10			
Not at all.....	12	8			

Another measure of satisfaction is the plans for remaining or for changing to some other line of work. (See Table 14.) Four-tenths of the boys and three-tenths of the girls reported that they planned to stay with their present line of work. About a third definitely plan to change. These data would

PART-TIME SECONDARY SCHOOLS

indicate that many of these pupils are not satisfied with their present vocational placement as a permanent field of work. The proportion definitely planning to stay is larger for boys than for girls. The prospect or hope of marriage may affect the responses of girls.

8. SUMMARY STATEMENT OF CHARACTERISTICS OF PUPILS

The median age of continuation pupils in this study is 17 years. Although 9 out of 10 of them were born in the United States, only about half of them have fathers who were born in this country. Two-thirds of their fathers are employed in some skilled or semiskilled trade, probably in a manufacturing or mechanical industry. An eighth of their mothers are working outside the home to help support the family.

Ninety per cent of all these continuation pupils have completed the eighth grade. This grade is the most common dropping out point, as one-third of the boys and two-thirds of the girls dropped out after completing it. About a fourth of all pupils have two years of full-time training in high school before leaving.

Although four-tenths of the boys and three-tenths of the girls had at some time repeated a grade or part of a grade and although a fourth of them had failed in one or more subjects during their last semester in full-time school, a very small number gave "failure in school work" as their most important reason for leaving full-time school. Most commonly stated reasons were of an economic nature such as "necessary to help support family," and "necessary to help at home." "Lack of interest in school work" was also commonly given.

Most pupils at the time they were studied had attended continuation school for 8 or more months, and the majority of them had worked for 1 or 2 years. Approximately a third of the boys attended 4 hours a week and a fourth attended 8 hours. Girls attended more hours than boys, as 41 per cent attended 8 hours, and 31 per cent attended from 9 to 19 hours per week.

A little more than half of the boys entered either the transportation and communication field or the common labor field on their first jobs. As for the girls, nearly two-thirds found their first job in the personal service field, while next most common were miscellaneous jobs in the manufacturing and

NATIONAL SURVEY OF SECONDARY EDUCATION

mechanical industries. Boys worked on the average about 36 hours a week and received a median wage of \$12.21; girls worked on the average about 30 hours a week and received a median wage of \$6.24. This low wage for girls may perhaps be explained by the fact that large numbers of them were in personal service occupations where they would be likely to receive their room and board in addition to a small wage, although the salaries of women are generally lower than those for men.

Most continuation pupils obtained their first job either through personal friends and friends of the family or through a personal search for a job. They generally took the type of work of their first job because they were unable to find any other job, although quite a few also stated that they had a special interest in that line of work. It is interesting to note that only about 3 per cent of both boys and girls took the type of work of their first job because they had trained for such work in school. However, 17 per cent of the boys and 38 per cent of the girls stated that they had found some of the vocational subjects which they had taken in school useful on their first job.

After two or three years of work the continuation-school pupils have not markedly changed their fields of work. About half have had only one job. Common labor, transportation and communication, and miscellaneous trades in manufacturing and mechanical industries are still the most common fields of work for the boys, and personal service, public service, and clerical fields are most common for the girls. Boys, however, are now working 42 hours a week, for which the median wage is \$15.06, whereas the girls are now working 43 hours a week but are still receiving a median wage of \$6.24. In spite of their low pay, 71 per cent of the girls and 64 per cent of the boys signify that they are satisfied with their jobs. Only about a third state definitely that they are not going to stay in their present line of work; roughly another third, slightly more for girls, are not sure whether they will stay in their present lines of work or shift to other fields.

In comparison with the pupils enrolled in full-time schools, pupils in the continuation schools come more largely from the lower economic, social, and intellectual levels. Larger pro-

PART-TIME SECONDARY SCHOOLS

portions come from homes with fathers in the skilled and semiskilled occupations than is true for those in full-time schools, and smaller proportions come from the professional, proprietary, and managerial groups. Data drawn from previous studies show them to be lower in intelligence, but there is much overlapping of the distributions of intelligence test scores for those in continuation schools and for those who remain in the full-time day school. Although this comparison of the continuation school pupils with those who remain in school on a full-time basis is unfavorable to the continuation school pupils, it should not be inferred that pupils in the continuation school are totally lacking in ability to benefit from education, nor that they do not give promise of large social usefulness. Most of them are already employed and have demonstrated their capacity to do productive work. The earnings of continuation-school pupils are sometimes put forth as evidence of the importance of recognizing this group in a total program of education. Since these pupils are either unable to remain in full-time school or not interested in doing so, the continuation school represents an attempt to guarantee at least some secondary-school training for all.

CHAPTER IV : PREVALENCE AND PROGRAMS OF
EVENING SCHOOLS

1. DEVELOPMENT OF EVENING SCHOOLS

In addition to the continuation school, a day secondary school already discussed, there is still another type which is becoming increasingly important in the field of part-time education. This is the evening school. Evening schools are not new. Records indicate that they existed in this country in the latter part of the seventeenth century. These early evening schools were largely vocational in purpose and for the most part attended by apprentices. During the last half century evening schools have grown remarkably in numbers, in enrollments, and in breadth of offerings. In reports of the United States Office of Education, statistics on evening schools are available as far back as 1890. These data are presented in Table 15.

TABLE 15.—*Statistics of public evening schools in the United States for the period 1890 to 1930*

Year	Number of cities with evening schools	Number of teachers	Number of pupils ¹
1	2	3	4
1890.....	165	3,678	150,770
1900.....	(2)	5,115	203,000
1910.....	227	9,326	374,364
1920.....	582	18,461	586,843
1930.....	664	24,071	1,038,052

¹ The term "pupil" has been used throughout the report of the National Survey of Secondary Education to refer to persons enrolled in the various types of secondary schools. Consequently the term will be used throughout this treatment of the evening high school, even though the term "student" is more commonly used to refer to the more mature persons.

² Number of cities not available for 1900.

The rapid growth shown by these figures must be partly discounted (as must all similar comparisons) because of the improved facilities in recent years of the Federal Office of Education for reaching and obtaining reports from schools. It should be remembered in interpreting enrollment figures of all kinds that they represent only those institutions reporting

PART-TIME SECONDARY SCHOOLS

to the statistical agency, and that, as the efficiency of the agency in collecting statistics increases, the proportionate response increases. This alone will give a semblance of growth.

It is not always possible to distinguish between elementary and secondary work in evening schools. Some of the subjects, such as English, may be very similar at the two levels. Pupils enrolled in the evening school are of secondary-school age or older; consequently, courses were classified as secondary unless they were clearly at the elementary level. Some evening schools devote most of or all their energies to the instruction of foreigners and illiterates. These naturalization courses and courses in the tool subjects were not included in the report. Also, schools giving all their attention to these elementary courses were not counted.

1. SCOPE OF THE STUDY

Location and classification of schools.—The mailing list of evening schools of secondary grade was compiled from three sources. The chief source was the directory of federally aided schools published by the Federal Board for Vocational Education. In addition, all evening schools listed in the directories published by State departments of education were included. Finally, all evening schools listed in a preliminary inquiry form sent to city school systems were added to the list. From these three sources a total of 1,364 evening schools were located and the inquiry form designed for schools of this type was sent to them. Four hundred and thirty-nine usable returns were received. This represents 32 per cent of all sent out, which is not so large a proportion as responded to most of the inquiry forms of the Survey. It is probable that the returns have come more largely from the better organized evening schools of the country. The schools reported upon are those which are more or less stable in their functioning from year to year and which are conducted under public-school auspices. The Federal Board list included a number of evening schools conducted by trade or industry, probably for the specific purpose of giving their own employees additional vocational training. Most evening schools of this type were located in a few Southern States. They did not, as a rule, return the check list.

NATIONAL SURVEY OF SECONDARY EDUCATION

Classification of schools.—Something has already been said regarding the difficulty of classification of evening schools into elementary and secondary groups. Insofar as possible, evening elementary schools were eliminated from the mailing list; no further attempt at classification on this basis was made, and no effort was made to include only institutions definitely referred to as evening "high" schools. What seemed a more logical and significant basis of classification, however, was whether or not the evening school received Federal aid. This one factor probably influences the program and administration of the evening school more than any other because of the nature of the Smith-Hughes Act and the demands it makes of systems which wish to partake of its benefits. The federally aided evening school will, of course, offer work in industrial arts, home economics, or agriculture. Moreover, certain conditions as to hours to be devoted to the work and qualifications of the instructors must be met. None of these conditions is imposed on the independent evening school. Accordingly, the returns from evening schools were grouped into those receiving and those not receiving Federal aid. Any evening school reporting that it was receiving Federal aid at the time of filling out the check list, whether for one or more courses, was placed in the group of federally aided schools. It is not intended here to make invidious comparisons, to reflect in any way upon one group or the other, or to create the impression that the facts presented are an evaluation of either group. It merely seemed, *a priori*, a rather significant factor in determining the nature of the school and its program. If the data show that the two groups do differ significantly, then the judgment in making the grouping will have been substantiated. If not, the fact that the schools are essentially similar will have been made known. Hereafter the groups of schools receiving Federal aid will be designated as Group A and the schools not receiving Federal aid will be designated as Group B.

The distribution by States of the returns from evening schools, classified as to whether or not they receive Federal aid, is shown in Table 16. These data are presented in detail to show the extent of return, and also to report (see first column) the number of evening schools that were located in the different States. It is not claimed that every school in

PART-TIME SECONDARY SCHOOLS

operation was approached. It will be noted that one or more evening schools were located in every State except New Hampshire.

TABLE 16.—Numbers of evening schools located in the different States and number represented in the investigation

State	Number of schools located	Number of schools from which reports were received			Per cent of schools approached from which reports were received
		With Federal aid	Without Federal aid	Total	
1	2	3	4	5	6
Alabama.....	40	7		7	18
Arizona.....	10	4	1	5	50
Arkansas.....	5	1		1	20
California.....	167	32	82	114	68
Colorado.....	32	3		3	9
Connecticut.....	20	1	6	7	35
Delaware.....	6	1		1	17
District of Columbia.....	6		4	4	67
Florida.....	19				
Georgia.....	26		1	1	4
Idaho.....	4	1		1	25
Illinois.....	27	8	3	11	41
Indiana.....	19	7	2	9	47
Iowa.....	35	4	1	5	14
Kansas.....	24	1	1	2	8
Kentucky.....	20	2		2	10
Louisiana.....	4	1		1	25
Maine.....	5	1		1	20
Maryland.....	14	7	1	8	57
Massachusetts.....	50	13	12	25	50
Michigan.....	42	19	6	25	60
Minnesota.....	10	2	5	7	70
Mississippi.....	8	1	1	2	25
Missouri.....	23	5		5	25
Montana.....	8	1	1	2	25
Nebraska.....	34	3	1	4	12
Nevada.....	8	1		1	13
New Hampshire.....					
New Jersey.....	58	10	10	20	34
New Mexico.....	5				
New York.....	95	15	22	37	39
North Carolina.....	63	6	3	9	14
Ohio.....	124	26	6	32	26
Oklahoma.....	17	2		2	12
Oregon.....	11		5	5	45
Pennsylvania.....	76	18	7	25	33
Rhode Island.....	11	1	5	6	55
South Carolina.....	47	3		3	6
South Dakota.....	2	1		1	50
Tennessee.....	35	3		3	9
Texas.....	46	6	2	8	17
Utah.....	6	2		2	33
Vermont.....	3				
Virginia.....	29	4	2	6	21
Washington.....	12	4	1	5	42
West Virginia.....	16	2	1	3	19
Wisconsin.....	35	14	3	17	49
Wyoming.....	10	1		1	10
Total.....	1,364	244	195	439	32

NATIONAL SURVEY OF SECONDARY EDUCATION

The distribution presented in Table 16 shows the number of check lists sent to evening schools in each State. The percentages of check lists returned from each State as a whole vary widely. Minnesota has the largest return, with 70 per cent, and is followed closely by California with 68 per cent, and the District of Columbia with 67 per cent. The lowest percentages of returns were from Colorado, Georgia, Kansas, South Carolina, Tennessee, and Vermont. Less than 10 per cent of the inquiries sent to these States were returned. The lowest returns for the entire country are from the Southern region, with an average return of 14 per cent. The highest is from the Middle Atlantic region, with 41 per cent. The percentages for the other regions are: Middle West, 37 per cent; Northeast, 32 per cent; West, 29 per cent.

In the following pages of this chapter will be presented summaries of the data on evening schools as obtained through the use of the inquiry form.

3. THE PROGRAMS OF EVENING SCHOOLS

A great variety of subjects offered.—There is no more important aspect of the evening school than the program of studies. The other features of the school exist to make possible the offering of subjects or learning experiences for the pupils. One might expect the offering of the evening school to be broad and comprehensive, considering the variety of interests and needs of more than a million pupils seeking additional vocational or other forms of training and the great variation in types and levels of ability of pupils. Even with this expectation, one is impressed with the hundreds of courses that have been offered to serve those enrolled in evening schools. Practically none of these courses is above the level of that which is ordinarily considered secondary education. Having limited the group of schools as much as possible to evening secondary schools, the results do not show many subjects that are distinctly elementary in nature.

The scope of the offering of the evening school can be realized only by reference to the long list of subjects offered. The entire list totals 387, although it should be mentioned that there is some overlapping of the various subjects in the titles reported. The 46 subjects offered in 15 or more schools have been presented in Table 17. Following the

PART-TIME SECONDARY SCHOOLS

names of the courses are the percentages of schools of Group A (federally aided) and Group B (not federally aided) offering each, the median enrollments for each subject in each group of schools, and the courses that are being subsidized by Federal funds. The courses offered in fewer than 15 schools are listed in Table 18.

TABLE 17.—Percentages of evening schools offering various subjects and median enrollment in each subject offered. (No data are included for subjects offered in fewer than 15 schools)

Subject	Percentage of schools offering each subject			Median enrollments in each subject		Percentage of Group A schools receiving Federal aid for each subject (244)
	Group A (244)	Group B (195)	Total (439)	Group A	Group B	
1	2	3	4	5	6	7
<i>(A) Academic (combined)</i>						
General academic.....	5.3	1.0	3.3	48	18	
Biology.....	2.0	12.8	6.6	30	40	6.1
Chemistry.....	23.3	31.1	26.0	25	65	
Civics.....	7.8	14.8	10.6	32	68	
Economics.....	7.4	14.3	10.1	58	85	0.4
English.....	42.9	54.6	46.6	35	44	
French.....	21.7	36.7	27.5	23	43	
German.....	11.5	17.3	13.4	26	65	
History, United States.....	11.0	17.3	13.4	90	225	
History, United States, and civics.....	2.9	4.6	3.5	75	52	
Italian.....	2.9	8.2	5.1	27	33	
Journalism.....	5.3	6.1	5.5	18	55	
Latin.....	7.8	16.8	11.4	42	44	2.0
Mathematics.....	29.9	29.1	28.6	39	51	
Algebra.....	21.3	35.2	26.6	28	35	
Geometry, plane.....	17.2	26.5	20.7	19	25	
Geometry, solid.....	4.5	12.2	7.7	19	27	
Trigonometry.....	9.0	14.3	11.0	29	47	0.4
Physics.....	11.5	19.4	14.5	28	30	
Psychology.....	4.5	6.6	5.3	39	39	
Public speaking.....	21.7	25.5	22.7	40	38	
Science, general.....	5.3	9.7	7.0	60	85	
Short-story writing.....	4.1	4.1	4.0	31	56	
Spanish.....	28.6	47.9	36.1			
<i>(B) Commercial</i>						
General commercial.....	4.5	5.6	4.8	58	38	
Accounting.....	9.0	7.1	7.9	33	59	0.8
Advertising.....	6.1	2.0	4.2	41	42	
Bookkeeping.....	56.4	7.8	59.6	32	45	
Business English.....	36.0	26.6	31.7	31	36	
Civil service.....	1.2	6.6	3.5	73	50	
Commercial arithmetic.....	24.9	18.9	21.6	28	48	
Commercial law.....	21.3	25.5	22.4	30	53	
Machine calculating.....	16.4	8.2	12.3	90	30	1.2
Office practice.....	6.5	5.1	5.7	111	93	
Penmanship.....	9.0	9.7	9.0	70	1,125	
Penmanship and spelling.....	5.3	1.5	3.5	125	117	0.4
Salesmanship.....	23.7	11.7	17.8			
Shorthand.....	45.8	71.4	55.4			
Shorthand and typing.....	14.7	2.6	9.0			
Typing.....	54.8	70.9	60.1			

NATIONAL SURVEY OF SECONDARY EDUCATION

TABLE 17.—Percentages of evening schools offering various subjects and median enrollment in each subject offered. (No data are included for subjects offered in fewer than 15 schools)—Continued

Subject	Percentage of schools offering each subject			Median enrollments in each subject		Percentage of Group A schools receiving Federal aid for each subject (244)
	Group A (244)	Group B (195)	Total (439)	Group A	Group B	
1	2	3	4	5	6	7
<i>(C) Industrial arts</i>						
Aeronautics.....	9.8	6.6	8.1	45	60	2.5
Auto electricians.....	7.8	3.1	5.5	30	25	2.0
Auto mechanics.....	40.5	18.9	29.9	35	31	23.3
Architectural drafting.....	19.6	7.7	13.9	36	47	9.4
Bricklaying.....	6.1	0.5	3.5	28	-----	4.5
Cabinetmaking.....	13.9	1.5	8.1	31	-----	3.7
Carpentry.....	17.6	1.0	9.9	23	-----	16.8
Drafting.....	8.2	2.6	5.5	30	55	10.2
Electricity.....	45.0	8.7	27.9	30	63	28.2
Machine shop.....	53.6	19.4	37.2	40	33	33.9
Mechanical drawing.....	49.1	32.1	40.3	35	37	19.2
Painting, decorating, and paperhanging.....	13.5	0.5	7.5	20	-----	13.5
Patternmaking.....	5.7	1.0	3.5	22	-----	5.3
Plumbing.....	16.8	2.0	9.9	25	-----	16.0
Printing.....	23.7	11.2	17.6	27	25	11.9
Radio.....	13.1	3.1	8.4	31	20	3.3
Sheet metal.....	16.4	3.6	10.3	30	25	14.7
Welding.....	19.6	5.1	12.8	40	45	15.5
Woodwork.....	22.9	28.6	24.6	28	30	4.9
<i>(D) Household arts</i>						
Clothing construction.....	55.2	42.3	48.0	51	39	21.3
Cooking.....	24.9	14.8	19.8	32	28	9.4
Foods.....	15.5	1.0	8.8	27	-----	2.0
Home economics.....	7.0	4.1	5.5	28	47	1.2
Home nursing and/or first aid.....	15.5	7.7	11.7	30	25	3.3
Millinery.....	13.9	14.8	13.9	32	42	4.9
<i>(E) Music, arts, and crafts</i>						
Music.....	2.9	6.6	4.4	23	38	-----
Music, instrumental.....	4.5	4.6	4.4	35	43	-----
Orchestra or band.....	12.7	17.9	14.5	36	32	-----
Chorus.....	6.5	10.7	8.1	53	48	-----
Art courses.....	16.0	18.4	16.5	26	41	-----
Arts and crafts.....	13.1	11.7	12.1	31	28	-----
Applied art.....	4.5	4.6	4.4	27	52	-----
Art metal.....	2.9	4.1	3.3	45	20	-----
Commercial art.....	26.2	9.2	18.0	31	34	2.0
Interior decoration.....	9.4	2.0	5.9	40	-----	-----
Dramatic art.....	8.6	16.8	11.9	33	47	-----
<i>(F) Related subjects</i>						
Blue print reading.....	23.7	2.6	13.9	26	43	12.3
Related chemistry.....	8.6	1.0	5.1	26	-----	-----
Related drafting.....	20.0	0.0	10.8	27	-----	4.5
Related mathematics.....	25.8	6.1	16.5	21	35	9.8
Chemistry for nurses.....	6.1	0.0	3.3	35	-----	1.6
<i>(G) Other subjects</i>						
Americanization.....	18.8	18.4	18.0	54	55	-----
Elementary academic.....	3.7	4.6	4.0	30	28	-----
English for foreigners.....	18.4	17.9	17.6	88	90	-----
Lip reading.....	8.6	7.1	7.7	34	35	-----
Naturalization.....	13.5	23.0	17.2	32	46	-----
Parent education.....	7.0	5.1	6.9	33	40	-----
Physical training.....	26.6	40.8	31.9	95	121	-----

NOTE.—The numbers in parentheses are the numbers of schools responding.

PART-TIME SECONDARY SCHOOLS

TABLE 18.—*Subjects offered by fewer than 15 of the 439 evening schools included in the investigation*

A. ACADEMIC SUBJECTS

Adult education (13). ¹	Law: Continued.
American diplomacy (1).	Common (2).
Current events (12).	General (1).
English:	Insurance (1).
For adults (1).	Law (n.o.s.) (1).
Corrective (1).	Parliamentary (6).
Geography:	Real estate (4).
Commercial (3).	Mathematics:
Economic (1).	Calculus (3).
European (1).	Mathematics and English (6).
Physical (5).	News relations (1).
History:	Playwriting (1).
Ancient (11).	Population problems (1).
Ancient and medieval (1).	Science:
California (2).	Astronomy (6).
English (2).	Bacteriology (5).
European (14).	Bird study (1).
History (n.o.s.) ² (11).	Botany (5).
Industrial (1).	Geology (10).
Medieval (2).	Metallography (1).
Medieval and modern (1).	Meteorology and navigation
Modern (13).	(1).
Orange County, California (1).	Mineralogy (1).
World (7).	Nature study (2).
International relations (2).	Navigation (7).
Languages (foreign):	Navigation, aerial (1).
Bohemian (1).	Navigation, celestial (1).
Esperanto (2).	Pharmacy (1).
French-Spanish (1).	Physiology (10).
Greek (1).	Science (n.o.s.) (4).
Jewish (1).	Zoology (3).
Languages (n.o.s.) (1).	Sociology (13).
Law:	Surveying (1).
Bar (1).	Teacher training (6).
Civil and procedure (1).	Wealth (1).

B. COMMERCIAL SUBJECTS

Advertising and salesmanship (9).	Business management (11).
Banking (9).	Civil service (3).
Bookkeeping, arithmetic, and writing (1).	Credits (1).
Bookkeeping and typing (5).	Detailing and stock billing (1).
	Dictotype (1).

¹ Numbers in parentheses indicate number of schools offering courses.

² N. o. s. (not otherwise stated) indicates that the specific nature of the course was not indicated.

NATIONAL SURVEY OF SECONDARY EDUCATION

TABLE 18.—Subjects offered by fewer than 15 of the 439 evening schools included in the investigation—Continued

Elementary business training (10).	Rapid calculation and spelling (1).
Finance (2).	Real estate (3).
Income tax (1).	Secretarial training (5).
Insurance salesmanship (1).	Speed writing (3).
Investments (3).	Spelling (14).
Negotiable instruments (2).	Stenography, typing, and business English (1).
Penmanship and shorthand (1).	Stenotyping (3).
Personnel development (1).	Supervisory training (1).
Personnel administration (1).	Trust functions (1).
Problems job adjustment (1).	

C. INDUSTRIAL ARTS SUBJECTS

Architecture (1).	Design—Continued.
Automobile:	Body (1).
Care (4).	Machine and tool (13).
Construction (1).	Printing (1).
Operating (2).	Structural (1).
Sales and service (1).	Electricity:
Theory (2).	Apprentices (2).
Upholstery (1).	Code rules (1).
Vulcanizing (1).	Engineering (1).
Blacksmithing:	Equipment, care, and use (1).
Blacksmith apprentices (1).	House wiring (3).
Blacksmithing (n.o.s.) (1).	Inside (1).
Boilermaker apprentices (1).	Installation and practice (1).
Boilerroom practice (3).	Machine testing (1).
Building trades:	Machinery (1).
Benchwork (1).	Mechanics (8).
Building trades (n.o.s.) (1).	Outside (1).
Carpentry apprentice (5).	Plating (2).
Concrete form construction (1).	Railroad related work (1).
Decoration of buildings (1).	Shop (n.o.s.) (5).
Kalemin doors and metal trimming (1).	Steel furnace (1).
Lather's apprentice (1).	Engineering:
Plastering (14).	Custodian (1).
Structural engineering (2).	Engineering (n.o.s.) (4).
Structural building (1).	Engines (1).
Structural steel (1).	Marine (Diesel) (1).
Wall decoration (1).	Stationary (3).
Wall work (1).	Steam (6).
Design:	Estimating:
Aeronautical (1).	Building trades (3).
Architectural (1).	Cost (1).
	Electric (1).
	Estimating (n.o.s.) (5).

PART-TIME SECONDARY SCHOOLS

TABLE 18.—*Subjects offered by fewer than 15 of the 439 evening schools included in the investigation—Continued*

Estimating—Continued.	Metal work—Continued.
Plumbing (2).	Steel layout (1).
Printers (1).	Steel square (4).
Printing and linotype key-board (1).	Oil analysis (1).
Firemen (1).	Oil and gas (1).
Firemen and engines (2).	Pattern drafting (1).
Furniture:	Plumbing:
Craft (1).	Accounting (1).
Finishing (1).	Apprentices (2).
Upholstery (2).	Drafting and layout (2).
Gas:	Lead work (2).
Distribution (1).	Power operation (4).
Engines and autos (1).	Power plant (2).
Engine mechanics (1).	Printing trades:
Mathematics and physics (1).	Bookbinding (2).
General textiles and fabric analysis (1).	Handbook (1).
Heat:	Linotype (11).
Engines (2).	Linotype mechanic (1).
Heating and ventilating (3).	Monotypè (3).
Industrial arts (n.o.s.) (2).	Radio:
Locomotive air brakes (1).	Building (1).
Machine mathematics and drawing (1).	Operators (1).
Machine trades:	Repair (4).
Aeromechanics (11).	Refrigeration (1).
Die cutting (1).	Refrigeration, chemical (1).
Machinist apprentices (1).	Shoemaking (1).
Mechanics trade (1).	Shoe repair (2).
Rod making (3).	Shop fitter (1).
Mechanics of materials (1).	Shop immigrant education (1).
Metal work:	Tailoring:
Apprentices (4).	French draping (1).
Forge (2).	Pattern drafting (2).
Foundry (4).	Pressing and spotting (3).
Foundry apprentices (1).	Tailoring (n.o.s.) (9).
Heat treatment of steel (1).	Telegraphy (n.o.s.) (1).
Iron, ornamental (2).	Telegraphy, automatic (1).
Ironwork (1).	Telegraphy, radio (2).
Metal work (n.o.s.) (1).	Telephony (7).
Metallurgy (6).	Telephony, foreman and training (1).
Molding (1).	Trade apprentices (n. o. s.) (1).
	Woodwork:
	Millwork (4).
	Millwright practice (1).
	Manual training (12).

NATIONAL SURVEY OF SECONDARY EDUCATION

TABLE 18.—*Subjects offered by fewer than 15 of the 439 evening schools included in the investigation—Continued*

D. HOUSEHOLD ARTS SUBJECTS

Budgeting (3).	Home—Continued.
Cafeteria and tea room management (3).	Knitting (1).
Cake decoration (2).	Lace (1).
Child care (3).	Lamp-shade making (1).
Dietetics (nurses) (3).	Maids (1).
Dietotherapy (nurses) (1).	Maids, Negro (2).
Home: •	Mothers' class and play school (1).
Betterment (1).	Needlepoint (1).
Building (1).	Needlework (1).
Decorating (1).	Novelties (1).
Financing (1).	Sewing, dressmaking, and millinery (1).
Furnishing (3).	Supper club (3).
Furnishing and planning (1).	Textiles (2).
Mechanics (2).	
Teaching (3).	

E. SUBJECTS IN MUSIC, ARTS, AND CRAFTS

Appreciation:	Design—Continued.
Art (2).	Jewelry (1).
Music (4).	Textile (2).
Play (1).	Drawing, freehand (12).
Art, leather (2).	Drawing, life (8).
Art, needlework (5).	Harmony (2).
Baluk glass (1).	Home decoration (8).
Basketry (14).	Modeling (2).
Basketry and fabric painting (1).	Modeling, clay (7).
Ceramics and pottery (6).	Musical, vocal (8).
China painting (9).	Plaque and reed work (1).
Costume design (12).	Photo-engraving (1).
Design:	Photography (4).
Commercial (2).	Polychrome (1).
Advertising (1).	Reedwork, basketry, and furniture (1).
Furniture (4).	Reedwork and woodwork (1).
Garment (1).	

F. OTHER SUBJECTS

Agriculture:	Agriculture—Continued.
Agriculture (n.o.s.) (5).	Floriculture (4).
Chemistry of soils and soil analysis (1).	Gardening (6).
Citrus culture (1).	Landscape gardening (7).
Date culture (1).	Poultry (9).
Economic (1).	Rabbit management (1).
Feeds and feeding (1).	Chemistry for firemen (2).
Field crops (1).	Chemistry of oils (1).
	Clinical technique (1).

PART-TIME SECONDARY SCHOOLS

TABLE 18.—*Subjects offered by fewer than 15 of the 439 evening schools included in the investigation—Continued*

Cooking, restaurant (1).	Physical education—Continued.
Cosmetology (12).	Clog and natural dancing (1).
Discussion group (2).	Clog and tap dancing (2).
Educational tests and measurements (1).	Danish folk dancing (1).
Etiquette (2).	Hygiene (13).
Foreman training (7).	Life saving (1).
Freight-car men (1).	Mental hygiene (1).
General lecture for senior nurses (1).	School health (1).
Human relations (county jail) (1).	Police problems (2).
Janitor training (1).	Railroad apprentices (2).
Leather (3).	Safety school (6).
Library science (1).	Scout leaders (leadership training) (11).
Life saving (1).	Slide rule (6).
Loftsman (1).	Speech correction (1).
Lubrications (2).	Speech improvement (5).
Marksmanship (4).	Television and talking pictures (1).
Meat cutting and marketing (2).	Traffic management (6).
Mining (3).	Travel study (1).
Newsboys' class (1).	Upholstery (3).
Nursing (4).	Visual instruction (1).
Orientation (1).	Vocations (2).
Papermaking (4).	Vocational guidance (1).
Parent teachers (2).	Watch repairing (1).
Personality (2).	Water analysis (1).
Petroleum technology (1).	Weaving (2).
Philosophy (1).	Window trimming (3).
Physical education and health:	Wood carving (1).
Aesthetic dancing (1).	

The academic subjects.—The academic subjects do not appear so frequently as subjects of other types. Only 13 appear in as many as 15 schools. Of these, mathematics and the foreign languages have highest frequency. Public speaking and physics are also somewhat popular. The frequencies of appearance of the academic subjects are uniformly higher for the schools without Federal aid than for the schools in the other group. As will be pointed out later, the federally aided schools stress other phases of the program, notably those aspects for which aid is given. The social studies, other than history, are conspicuously absent from the table which reports the subjects more frequently offered. In fact, economics does not appear among the subjects reported by the heads of the cooperating schools, and sociology appears in only 13 schools.

NATIONAL SURVEY OF SECONDARY EDUCATION

It can not be said that the evening schools are being used generally by adults to study the troublesome social and economic problems faced by the communities and the Nation.

History and science make up nearly half of the subjects listed in the academic division of Table 17. Some of the courses in history are local, that is, State or county, but most of them are courses traditionally included in the program of the day high school, such as ancient, medieval, modern European, and American history. The science subjects appear infrequently with the exception of physics, which was reported by 66 schools, and general science, reported by 32 schools. All remaining science subjects were offered in fewer than 15 schools.

The commercial subjects.—The offering in the commercial field is extensive. All the subjects offered in the day commercial schools are to be found in the list. Certain of these subjects are as universally offered as are any of the subjects in other fields. Bookkeeping, shorthand, and typing are offered in about half of the schools. The frequent appearance of these three subjects is in harmony with the practice in the day high schools. Less frequently found are courses in advertising, salesmanship, and business management. Some of the courses appearing infrequently are very specific in nature. The three dominant subjects, bookkeeping, shorthand, and typing, are offered more frequently by the schools not receiving Federal aid than by the schools in the other group.

The industrial arts subjects.—Among the different groups, the greatest array of subjects exists for the industrial arts field. More of these subjects qualify for inclusion in the group of subjects more frequently offered (appearing in 15 or more schools) than in any other group and as many as 130 subjects appear with a smaller frequency. The subjects more frequently offered are the same as those more frequently offered in the day school. The federally aided schools are much more active in offering subjects in the industrial arts field than those not enjoying such aid. The subjects less frequently offered cover a wide range of work and many of them do not appear in day schools. It would appear that the courses are offered in response to a need of a group of pupils or a need for training in the community. The great variety of forms of industrial activity presents almost unlimited possibilities for the development of specific courses.

PART-TIME SECONDARY SCHOOLS

The household arts subjects.—The offering in the household arts includes the basic fields commonly offered in the day high school, namely, cooking, or foods and clothing construction. The general label of home economics was applied to the course in some schools. This course probably included both cooking and sewing and some of the content of the more specialized courses. Courses in this field are offered with a slightly higher frequency by the federally aided schools than by those without such aid. The courses less frequently offered cover certain specific aspects of homemaking and certain forms of occupational training for women. There is evidence of recognition of the needs of adults who have responsibility for the management of homes or who have children to care for. However, it will be noted that only a small number of the schools have given recognition to the important need of education for the rearing of children. Training in child care seems not to be well adapted to early adolescents in the day high school and can probably better be given after the parents have actual responsibility for the rearing of a child. Increased recognition of the importance of the parents and the home in conditioning the behavior of the child may lead to greater recognition of this type of training by the school and cause more parents to endeavor systematically to qualify themselves for this important responsibility.

Other subjects offered in the evening school.—Other subjects, though not so frequently offered, are usually represented in the program. Academic subjects are often made available. Music of various types appears in a considerable proportion of the schools. Such courses take the form of group work in band or orchestra; less often vocal and instrumental instruction is given. Four schools only offer courses in appreciation. While training in performance in music will be considered by some as the best form of training for appreciation, there are doubtless many lacking in aptitude and inclination for performance who would increase their enjoyment of music through courses in appreciation in which contact is made with the best in music.

Courses in arts and crafts appear in a considerable number of the schools. Some of these courses are appreciation courses—labelled as such—but most of them are of a perform-

NATIONAL SURVEY OF SECONDARY EDUCATION

ance type. A variety of courses of this type are offered, permitting persons to develop special interests, and in some cases, to develop sufficient skill to be used vocationally. Certain of the courses in this field are distinctly vocational in character, such as commercial art and different forms of design.

The variety of the subjects offered in evening schools is further extended by the list under "other subjects" in both Tables 17 and 18, subjects that did not wholly fit in any of the previous groups. There appear here many subjects that would not be expected in a secondary school by persons who retain the traditional conception of the secondary school as one preparing for academic higher institutions and for the professions. Even more than the democratized day high school, the evening school would appear to be responsive to the particular needs of individuals and groups in the community.

Enrollment in different subjects.—The data on the enrollment in the different subjects (Table 17) suggest the extent to which the different subjects offered are being taken by pupils. The size of the school affects the number of pupils available for enrollment. A comparison of the figures for the different subjects will show differences in popularity of the courses with pupils. On the average, the enrollments would support one class of from 20 to 35 pupils. The numbers are much larger in certain subjects, indicating that several sections of the same class are provided. The numbers are especially large in the commercial field. The enrollments are also large for physical training and for certain academic subjects. In general the classes in the federally aided schools are larger than the classes in the other schools.

Subjects supported by Federal aid.—Data are also presented in Table 17 on the percentage of schools reporting receipt of Federal aid for each of the subjects. According to these reports, many of the federally aided schools are offering subjects in fields where aid might be received, but for which it is not received. A comparison of the percentages in column 1 and in column 6 will indicate the extent to which schools offering the subjects do not receive aid.

PART-TIME SECONDARY SCHOOLS

4. ENROLLMENTS OF EVENING SCHOOLS INCLUDED IN THE INVESTIGATION

The numbers enrolled in the evening schools included in the investigation are reported in Table 19. These data indicate that the median total enrollment of the schools in Group A is smaller than that of the others. The median enrollments by sex are approximately equal in the two groups, and the differences between medians of total enrollments are due to the fact that Group A contains a number of schools for men or for women only. Among these are 7 schools for women only and 38 for men only, a total of 45. In Group B are 4 schools for women only and 6 for men only, a total of only 10. This difference between the two groups of schools may account in part at least for the difference in median total enrollment. Obviously, as we approach the situation where all schools are segregated as to sex, the median total enrollment approaches the median enrollment by sex. Any difference between the two groups of schools in the number of schools confined to one sex or the other will influence the median total enrollments accordingly. These evening schools are relatively large, indicating that they are located for the most part in urban centers. The median number enrolled in these 439 schools is 559 pupils and as many as a fourth of all have an enrollment of 1,317 or more. At the other extreme, a fourth have enrollments of 233 or fewer.

The median daily attendance for the schools in Group A is 274 and for Group B is 296. This again brings out the slight difference between enrollments of the two groups.

TABLE 19.—Median enrollments in evening high schools included in the investigation

Measure	Group A (244)			Group B (195)			All schools (439)		
	Men	Wom- en	Total	Men	Wom- en	Total	Men	Wom- en	Total
1	2	3	4	5	6	7	8	9	10
Median.....	300	241	504	326	317	650	311	284	559
First quartile.....	126	95	195	98	136	255	114	114	233
Third quartile.....	645	642	1,208	725	667	1,406	684	663	1,317

NOTE.—The numbers in parentheses are the numbers of schools represented.

NATIONAL SURVEY OF SECONDARY EDUCATION

5. THE ADMINISTRATION OF EVENING SCHOOLS

Articulation of courses.—The courses in evening schools may be similar in content and difficulty to courses in the day high schools. As many as half of the schools report attempts to maintain the same standards and in other ways to make them equivalent to day courses. (See Table 20.) This policy would apply only to the courses offered in both types of schools. It is significant that as many as half of the schools do not claim to duplicate the day-school offering.

A much larger proportion of the schools report attempts to adapt the content of courses to the special interests, capacities, and needs of pupils. On this point, the percentages approach 100. A somewhat smaller proportion report attempts to relate the content of occupational courses to the occupations of pupils. While all schools offering vocational courses would doubtless claim some relationship of these courses with the occupation of the pupils, they failed to claim that they were making a "systematic" attempt. The federally aided schools report more effort than the unaided group in attempting to tie their work up with the occupations of their pupils. The policy of attempting to develop courses for which there is a felt need and introducing content and methods best adapted to the pupils being served gives promise for building a functional program in evening schools.

TABLE 20.—Percentages of evening schools reporting attempts to coordinate their courses with (1) courses in day school, (2) interests and abilities of students, and (3) occupations of students.

Type of coordination	Group A (244)	Group B (195)	Total (439)
1	2	3	4
Attempt to make the content and difficulty of courses the same as similar courses in the regular day school.....	50.5	55.2	52.6
Attempt to adapt the content of courses to the special interests, abilities, and needs of the pupils enrolled in them.....	94.6	95.6	95.1
Attempt to relate the content of occupational courses to the occupations of the pupils.....	82.9	68.7	74.6

NOTE.—The numbers in parentheses are the numbers of schools represented.

Procedures for articulating evening-school courses with occupations of pupils.—One of the major objectives of the evening-school program is vocational. There can be no doubt of

PART-TIME SECONDARY SCHOOLS

this after considering, as has been done, the program of courses offered. On this account, it is important to relate the courses to the vocational activities of pupils. The extent of use of different procedures to accomplish this articulation is reported in Table 21. It is obvious from the evidence presented that many evening schools are making a systematic attempt to tie up the work of the school with the occupational activity of the pupils. A larger percentage of federally aided schools than of the unaided report the different practices. However, some of the activities mentioned are not carried on in an organized way. The placement service in some schools is limited to the little that is done by the regular teachers in addition to their teaching duties. In other schools there is a well-organized placement bureau.

TABLE 21.—Percentages of evening schools making various efforts to coordinate their courses with occupational activities of pupils

Nature of effort	Group A	Group B	Median
1	2	3	4
1. Provide organized placement service.....	20.5	9.2	15.5
2. Provide follow-up of pupils after they enter occupations.....	22.1	9.2	16.4
3. Obtain judgments of employers on the education needs of students in their employ.....	45.9	15.4	32.3
4. Obtain judgments of employers on the nature of training needed for positions in their establishments.....	48.0	15.9	33.7
5. Obtain judgments of employees on the nature of training needed for their occupations.....	48.0	15.9	33.7
6. Have permanent advisory committees.....	23.0	5.6	15.3
7. Make systematic study of success of pupils.....	14.8	5.1	10.5
8. Make systematic analysis of activities carried on by employees working in positions trained for in the school.....	11.9	3.1	8.0
Mean of percentages.....	29.3	9.9	20.7

Some schools continue their concern over the pupil after he leaves and provide a follow-up service by which aid is given to him in getting started in his new occupation. Judgment of employers and of employees are both utilized to determine the training needs for the different occupations. Nearly half of the federally aided schools report this recourse to workers in occupations. In a smaller number of cities, permanent advisory committees are maintained. Systematic investigations have been made by a small number of schools to provide a better basis for planning the vocational training program. Other practices, not listed in Table 21, include

NATIONAL SURVEY OF SECONDARY EDUCATION

employment of teachers who have had experience in field in which they teach and use of actual vocational problems brought to the class by pupils. In all these procedures the federally aided schools are the more active.

Credit allowed for courses in evening schools.—Credits allowed for work in evening schools in much the same manner as in the regular high school. In a full half of the schools (54.7 per cent) these credits are accepted toward graduation from the regular day high school. Acceptance of evening school work toward graduation is limited in some schools to courses equivalent to courses in the day school. In other schools, only a certain fraction of the credits offered toward the diploma may be earned in the evening school. Half the schools indicate that the day-school pupils are permitted to take courses in the evening school if the desired courses are not available in the day school.

A diploma is granted to pupils of evening schools upon completion of a prescribed amount of work. This practice is followed in about half of the schools. A "certificate" is granted in 8.9 per cent of the cases. The federally aided schools use the certificate more than the schools not receiving such aid (13.2 as compared with 8.9 per cent). The diploma may be a regular high-school diploma, similar to the one granted by day schools, or a special diploma for the evening school.

Time given to courses in evening school.—The time allowed for courses in evening school varies greatly. In about half the schools, all courses run through the entire school year but students receive credit for the work done each half year. The length of the session for a year varies from a few hours to a continuous program throughout the entire year. The sessions are on the average 8 weeks longer in the schools without Federal aid than in schools with such aid, the contrasting lengths being 24 and 32 weeks. In some communities the schools are in session only 2 hours per week while in other communities they are open 20 hours a week—4 hours a day for 5 days a week. The median practice is 4 hours a week. It is also the median practice to give 4 hours to each course. However, the time given to courses ranges from two-thirds of an hour to 15 hours. These periods are broken up into class periods ranging from 36 minutes to 2 hours in length.

PART-TIME SECONDARY SCHOOLS

Housing of the evening school.—Evening schools are almost always housed in the regular high-school building. Of the schools in Group A, 8.9 per cent stated that they are housed in separate buildings; among the remainder, 19.1 per cent reported being housed in the high-school building. Only 1.1 per cent of the schools in Group B reported that they are housed in a separate building; the others use the high-school building. In a few cases the respondent indicated that the separate building was a hospital, Y. M. C. A., or factory. A few schools report the use of several buildings, usually the high-school and one or more elementary-school buildings.

Administrative head of evening school.—The administrative head also holds some other position during the day. (See Table 22.) In both groups of schools, more than 40 per cent of the evening-school principals are also principals of the high school and about 12 per cent are principals of some other school, most frequently an elementary school. The remainder are teachers, directors of industrial or vocational education, or other administrative workers. Practices in this respect are much alike for the two groups of evening schools. The articulation of the evening and day high school is doubtlessly increased by having both units controlled by the same person.

TABLE 22.—Percentages of evening schools with different types of functionaries as heads

Head of school	Group A	Group B	Median
1	2	3	4
High-school principal.....	44.7	40.8	42.9
Teacher.....	20.4	21.1	20.7
Director of industrial or vocational education.....	14.5	.....	7.5
Principal of other school.....	11.8	12.0	11.9
Assistant principal.....	8.6	11.2	9.9
Department head.....	.....	12.7	6.1
Superintendent.....	.....	2.1	1.0

Salaries of teachers.—Little difference is found between the salaries paid by federally aided schools and by schools not federally aided. The median pay per night for both groups of schools is about \$4, although because of the variations in methods of fixing stipends and in amount of time put in per night, this figure is only an approximation. It is fairly ac-

NATIONAL SURVEY OF SECONDARY EDUCATION

curate, however, for those schools reporting definitely on the salary for evening-school teachers. The range in stipend reported for teachers in schools of Group A is from \$1.25 to \$14 per night; that for Group B is from \$2 to \$10 per night. These represent the maximums and minimums reported by all schools. Some evening schools pay at an hourly rate. In Group A this ranges from \$0.75 to \$6.50; in Group B from \$0.50 to \$3.

The bases on which salaries vary are principally experience and length of service. One school reported that salary is based on enrollment in the class.

Records of information about pupils.—Evening schools have done less than day schools in accumulating information about the pupils. These pupils are older than in day schools and there seems to be an assumption that the responsibility of the school stops with the offering of courses which pupils desire. Some schools operate on a broader conception of their function. Aid in placement in occupations represents one form of additional service. Most schools have done very little in studying the needs of the pupils they are serving. The percentages of schools recording different items of information are presented in Table 23. Age, nationality, race, and marks are the kinds of information most frequently recorded. Other items of significance for guidance are recorded much less frequently, and less frequently in the schools not receiving Federal aid than by the schools in the aided group.

TABLE 23.—Percentages of evening schools with records of certain types of information about pupils

Type of information	Group A (244)	Group B (195)	Total (439)
1	2	3	4
Age.....	29.6	22.8	26.4
Nationality.....	20.9	17.1	19.1
Marks.....	18.0	17.6	17.7
Race.....	13.9	14.5	14.1
Grade location when leaving regular day school.....	14.8	7.8	11.6
Vocational plans.....	11.1	3.1	7.5
Educational plans.....	9.8	4.2	7.3
Occupation entered at time of leaving regular day school.....	8.6	2.6	6.9
Different occupations engaged in since leaving school.....	7.8	3.1	6.7
Father's occupation.....	7.8	8.8	8.2
Interest.....	6.6	2.1	4.6
Health.....	4.9	3.2	5.0

NOTE.—The numbers in parentheses are the numbers of schools represented.

PART-TIME SECONDARY SCHOOLS

Attention should probably be called to the total absence in both groups of schools of objective measures of the capacity of these students.

Use of Federal aid in evening schools.—Throughout this discussion, the practices of evening schools partly supported by Smith-Hughes funds have been compared with schools without such support. Practically all the schools without this support have never received it. Only 8 schools in Group B, or approximately 4 per cent, indicated that they had received Federal aid in the past. Only 3 stated their reasons for discontinuing its use and these were: Federally aided work transferred to another school; difficult to fill classes with amount of time required in courses; difficult to organize classes to conform to regulations. These reasons may be of interest, but so few schools are concerned that discussion at this point is unwarranted.

Use of correspondence-school courses.—Another matter of interest is the use of correspondence-school courses in evening schools. Elsewhere in the report of the Survey will be found a chapter on the use of these courses by public high schools. Nine schools in Group A and one in Group B replied that such lessons were used. This represents about 4 per cent of Group A and less than 1 per cent of Group B. The courses offered by this method are arithmetic, English, mathematics, drawing, advertising, salesmanship, economics, retail selling, police problems, and American diplomacy. Evidently these courses find some place in the curriculum of evening schools, particularly those of Group A, as a supplement to the regular class offering.

6. SUMMARY STATEMENT CONCERNING PREVALENCE AND PROGRAMS OF EVENING SCHOOLS

(1) Evening schools in the United States enrolled more than 1,000,000 persons in 1930. From the replies made by 439 evening schools to a check list on their enrollments, programs, and administration, the median enrollment of these schools was found to be between 500 to 600. This enrollment is about equally divided as to sex. The first quartile of the distribution of enrollments is slightly more than 200 and the third quartile is about 1,250. In other words, a fourth of the evening schools replying to the inquiry had

NATIONAL SURVEY OF SECONDARY EDUCATION

enrollments of less than 200; the middle half had enrollments between 200 and 1,250; and the largest fourth had enrollments of more than 1,250.

(2) The program or course offering of evening schools is extremely broad and varied. In the whole number of schools, instruction is given in more than 500 courses. For the most part it is practical and vocational. There is considerable difference between the schools with and without Federal aid. About a third of the offering of federally aided schools is not duplicated in schools not drawing Federal aid and a fourth to a third of the offering in the latter type of schools is not duplicated in the federally aided group. The courses confined to the latter group are largely specialized vocational courses and those peculiar to the schools not using Federal aid are largely academic.

(3) The facts concerning administration of evening school courses indicate that the chief emphasis in these courses is on the practical and vocational values. This appears to be more characteristic of the federally aided schools than of the unaided group. Schools of the latter type seem to have more articulation with day schools and to emphasize the objective of general education to a greater degree than the federally aided schools.

(4) The administrative head of the evening school is most often the principal of the high school. This is true of all schools, federally aided or unaided. Next in frequency are teachers, usually from the high school. Almost as frequently in federally aided schools, the director of vocational education administers the evening school. Corresponding to this arrangement is that of having the evening school not receiving Federal aid under the direction of a department head. Others in both types of schools who direct the evening school are principals of elementary schools, assistant principals of high schools, and superintendents of schools.

(5) The median salary of evening school teachers is about \$4 per night or, roughly, \$2 per hour. Wide variation in salary exists from school to school, depending on subjects taught, experience, and length of service.

(6) On the whole, evening schools appear to be making some effort to coordinate their activities with the occupational activities and needs of the pupil. Schools receiving Federal

PART-TIME SECONDARY SCHOOLS

aid seem to be working along these lines in much larger proportions than those of schools not receiving Federal aid. The replies to the check list gave little evidence of the quality of this effort, but such evidence as there is indicates that the program of the federally aided schools for coordination is more definitively organized and more systematic than that of the schools not drawing Federal aid. Since the program of the former type of school is more definitively vocational and practical, this difference is what might be anticipated.

(7) Evening schools, as a group, do not devote much energy to recording data on the characteristics of their pupils. Age, race, marks, and nationality are the items most commonly recorded, but less than 30 per cent of the schools report that they record any one of these items. In some cases, the school authorities record only names, addresses, and courses taken by the students. There is at present little or no guidance in connection with evening schools. Until such a program is developed, extensive systems of records are not to be expected.

(8) A small number of evening schools, practically all of which are in the federally aided group, report the use of correspondence-school courses. From the titles of the courses reported, it appears that most of them are of the so-called "related" or of the academic types.

(9) In most of the comparisons of the two groups of evening schools presented here, the group receiving Federal aid has some features not possessed by those not receiving Federal aid. It is not within the scope of this report to discuss or analyze the causes underlying these differences. It was stated at the beginning of the chapter that no invidious comparisons were intended and that the schools had been divided in this way because it seemed a logical division. The effort at division is borne out by the rather striking differences found. Another method of grouping might have resulted in other differences of equal significance. However this may be, the reader should be cautioned against making hasty generalizations. It may well be that the better schools are those which avail themselves of Federal aid. It may also be that, because of Federal aid, these schools are able to provide better programs and to do more for their pupils than they could without aid. This seems logical. No one would deny that organizations receiving the benefits

NATIONAL SURVEY OF SECONDARY EDUCATION

of financial aid should be in a position to expand and to develop their programs to a greater degree than could be done without this additional help. This would be especially true in those lines where the additional funds were expended. The Smith-Hughes Act provides for aid in the fields of industrial and trade training, agriculture, and home economics. It is in these fields, especially the first-mentioned, that the superiority of the federally aided schools is evident in the materials of this chapter.

(10) Two aspects of the program are deserving of special mention in this summary statement. The first, horizontal articulation with the day school, is made manifest in the common administrative control of the two units, much duplication in staff, and common use of the same plant. One is necessarily impressed with the similarity in titles of courses appearing in evening schools and the titles which appear in programs of the day high schools. The second, the contribution of the evening school to a democratized educational system, is shown by the provision of educational opportunity of various types which the pupils might have obtained in the day school if conditions had been more favorable for them to continue there. In some instances, groups of pupils not provided for in the day school find in the evening school courses adapted to their abilities and interests. The following chapter on the characteristics of pupils will further show the extent to which the evening schools serve as an agency furthering the development of a democratic secondary education.

CHAPTER V : CHARACTERISTICS OF PUPILS ENROLLED IN EVENING SCHOOLS

1. SCOPE OF INVESTIGATION

*Pupils*¹ in evening schools differ from pupils in other secondary schools.—Few data have been gathered which describe the characteristics of pupils served by evening schools. In a study of pupils in a single evening high school in St. Paul, Minn., Koos found the pupils to differ notably from those in the day schools in several respects.²

Schools and pupils included in investigation.—In the present investigation information concerning pupils was obtained by means of an inquiry form filled out by pupils in certain of the schools visited among the types described in the preceding chapter. Due to the fact that the personal visits to cities were made from February to June, 1931, the evening schools in cities visited during the latter half of this period were found to be closed or just about to close. It was possible, however, to collect the information desired from the pupils in 11 evening schools distributed as follows: 2 in Bridgeport (Conn.); 4 in Detroit; 2 in Indianapolis; 1 in Joliet (Ill.); and 2 in Milwaukee.

Since these data were collected in most schools near the close of the school year, it may be assumed that the population by that time was more or less selected. The mortality in many evening schools is high and toward the close of the term the original enrollment in evening schools is often reduced by 50 per cent or more. On the other hand, the evening schools of Bridgeport and Indianapolis were visited near the middle of the term and one in Milwaukee just after the opening of a new term. These schools include 5 of the 11 studied. In view of this fact it may be assumed that the total population of the 11 schools is fairly representative. It is also true that in evening schools pupils are entering

¹ As in Chapter IV, the term "pupil" is being used uniformly in all of the reports of the Survey to refer to the persons served by the school. This fact will explain the failure to refer to older persons enrolled in evening schools as "students."

² Koos, Leonard V., *The American Secondary School*. Boston, Ginn & Co., 1927. pp. 362-354.

NATIONAL SURVEY OF SECONDARY EDUCATION

throughout the year. Regulations governing registration and entrance to courses frequently permit pupils to enter and to leave courses whenever they desire; consequently, pupils are entering courses as well as dropping out of them during most of the term.

The schools are believed to be representative of the different types of evening schools, with perhaps a slight preponderance of technical and vocational types. Three of the evening schools were conducted by large comprehensive high schools, 3 by trade or vocational schools, 2 by general high schools, 2 by technical high schools, and 1 by a high school of commerce. Although but one commercial high school was included, the evening schools in the comprehensive and the general groups all had strong offerings in this field, so that this line of training is well represented.

The check list was filled out in the 11 schools by 2,940 men and 1,363 women, a total of 4,303 persons. This is more than twice as many men as women. In the data on enrollments in the preceding chapter the median enrollments for the sexes were about the same. The difference here is probably to be accounted for by the fact that 3 of the 11 schools studied were trade schools in which few women were enrolled. The persons asked to fill out the check list were selected in a random manner to make them roughly representative of the entire student body.

In order that the data to be presented may be better interpreted in the light of the type of work being taken by pupils in evening schools, they were grouped by sex and each group was separated into four sub groups as follows: (1) Those taking work entirely in academic subjects; (2) those taking all their work in commercial lines; (3) those pursuing subjects entirely in trade and industrial lines; (4) all others, including those taking a variety of work which could not be classified under (1), (2), or (3). These were pupils taking music, fine arts, household arts, physical education, Americanization courses, agriculture, and various combinations of all courses. The eight groups thus obtained will be treated separately in the following pages.

PART-TIME SECONDARY SCHOOLS

1. PERSONAL AND FAMILY DATA

Ages of pupils.—The median age of evening-school pupils is between 20 and 25, excepting that of girls in academic work, which is 25.1. (See Table 24.) Among the men groups the youngest is the academic group and the oldest is the industrial-arts group. Among the women groups the academic is the oldest and the commercial groups is the youngest. The first quartile ranges from 18.4 years for women in industrial arts to 21.4 years for women in academic work. The third quartile ranges from 25 years to 30.9 years. The middle 50 per cent of evening-school pupils are approximately between 18 and 30 years of age. The actual distributions show a range from 13 to 79 years, but very few are under 16 and not many are over 45. The spread of the ages of pupils in the evening schools is reported in greater detail in Figure 3.

TABLE 24.—Ages of pupils enrolled in evening schools

Measure	Field of study in evening school				
	Academic	Commercial	Industrial arts	Other subjects	All
	2	3	4	5	6
Men:					
Median.....	21.5	22.4	24.9	24.6	24.0
First quartile.....	18.8	19.8	20.6	20.4	20.3
Third quartile.....	27.1	27.1	30.9	31.1	30.1
Number of men.....	610	326	1,540	366	2,842
Women:					
Median.....	25.1	20.7	22.1	23.7	22.1
First quartile.....	21.4	18.8	18.4	20.2	19.3
Third quartile.....	30.9	25.0	26.1	28.8	27.3
Number of women.....	256	654	75	318	1,303

The pupils served by evening schools are much more mature than those served in the day high schools. Considering 18 as the average age of high-school seniors, half of the men are 6 or more years older than seniors. The women, somewhat younger than the men, have a median age 4 years more advanced than the age for seniors. Many of them are beyond the ages of the advanced college pupils.

Country of birth.—In Table 25 are shown distributions of the eight groups with respect to country of birth. About 80 per cent of all groups were born in this country. The percentage of native-born pupils varies a little with type of course. The highest percentage is 91 for the women in com-

NATIONAL SURVEY OF SECONDARY EDUCATION

mercial courses and the lowest is 72.7 for men in other than academic, commercial, and industrial arts courses. The industrial courses enrolled a larger proportion of foreign-born persons than did the other courses. A larger proportion of the women than of men were born in the United States. A great majority of the pupils are natives of this country.

TABLE 25.—Percentages of pupils enrolled in different courses in evening schools who were born in the United States

Type of course	Men (2,920)	Women (1,353)	Total (4,273)
Academic.....	80.2	82.5	80.9
Commercial.....	83.9	91.0	88.6
Industrial arts.....	78.2	86.3	78.6
Others.....	72.7	90.0	80.9
Total.....	78.6	88.8	81.8

NOTE.—The numbers in parentheses indicate the numbers of pupils studied.

TABLE 26.—Percentages of fathers of evening-school pupils who were born in different countries

Country of birth	Field of study in evening school				Total
	Aca- demic	Com- mercial	Indus- trial arts	Other subjects	
1	2	3	4	5	6
Men:					
United States.....	44.6	51.2	44.5	37.7	44.5
Austria-Hungary.....	5.2	6.4	5.4	5.4	5.5
Balkan States.....	2.5	1.8	1.5	3.1	2.0
British Empire.....	11.1	9.8	12.1	7.6	11.1
Germany.....	9.3	11.6	13.4	12.2	12.1
Ireland.....	1.0	1.5	1.3	2.3	1.4
Italy.....	6.7	2.4	3.8	10.2	5.1
Poland.....	4.0	5.5	7.8	7.4	6.6
Russia.....	4.5	2.7	1.9	3.7	2.8
Scandinavia.....	5.3	2.1	3.4	2.8	3.6
Philippine Islands.....	.7		.1	.6	.3
China and Japan.....	.3				.1
France.....	.3		.3	.6	.3
Czechoslovakia.....	1.3	1.5	1.5	.6	1.4
All others.....	3.2	3.4	2.8	5.9	3.4
Number of men represented.....	601	328	1,493	353	2,775
Women:					
United States.....	45.3	56.4	27.3	48.8	50.6
Austria-Hungary.....	5.1	6.1	6.5	4.3	5.6
Balkan States.....	.8	2.4	2.6	2.3	2.1
British Empire.....	11.7	8.3	6.5	9.3	9.1
Germany.....	5.9	5.6	13.0	11.0	7.4
Ireland.....	5.1	1.9	6.5	.7	2.5
Italy.....	3.5	5.9	9.1	6.6	5.8
Poland.....	5.9	4.1	9.1	3.7	4.7
Russia.....	6.3	2.4	1.3	3.0	3.2
Scandinavia.....	3.9	2.7	1.3	5.6	3.6
China and Japan.....				.3	.1
France.....		.3		1.0	.4
Czechoslovakia.....	2.0	1.8	10.4	1.0	2.1
All others.....	4.7	2.2	6.5	2.3	3.0
Number of women represented.....	256	628	77	301	1,262

PART-TIME SECONDARY SCHOOLS

Contrasted with these data are those on the country in which the fathers of these pupils were born. (See Table 26.) In this table are shown the percentage of pupils with fathers born in certain foreign countries. From 25.9 to 52.9 per cent of the fathers of pupils in the different groups were born in the United States, or, conversely, from a half to three-fourths are foreign born. Of these, the largest proportions come from the British Empire and Germany, each of these groups including about 10 per cent of the total. Poland, Italy, and

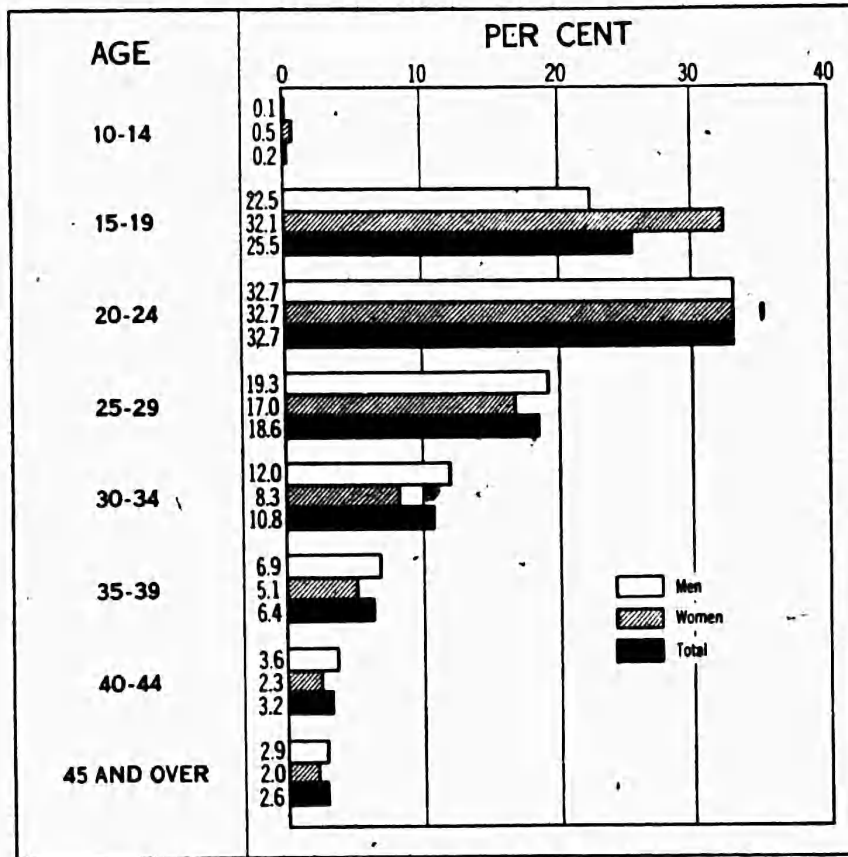


FIGURE 3.—Percentages of 4,145 evening-school pupils at different age levels

Austria-Hungary include about 5 per cent each. The highest proportion of foreign-born fathers is found in the women industrial-arts group and the lowest in the women commercial group. On the average, more than half of the fathers of these evening-school pupils are foreign born. Slightly more than half of the fathers of the men pupils were born in countries other than the United States, in contrast with approximately a fifth of the men pupils themselves.

NATIONAL SURVEY OF SECONDARY EDUCATION

The contrast is still greater for the women pupils. Half of their fathers were foreign born and only 11.2 per cent of the pupils themselves were not born in the United States. A large proportion of evening-school pupils are native-born children of foreign-born parents.

Race.—The data on the race of evening-school pupils indicate that more than 97 per cent of them belong to the white race, about 2 per cent to the Negro race, and 1 per cent to all other races. The detailed data on this item are not presented in tabular array because there are no differences among groups and because none of the races except the white has a large representation.

Father's occupation.—As in the case of pupils in day schools, the occupations of the fathers of evening-school pupils are taken as a significant index of socio-economic status. These data are shown in Table 27.

TABLE 27.—Occupational distribution of the fathers of evening school pupils

Occupational group	Men (2,940)		Women (1,363)		Total (4,303)	
	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7
Large owners and proprietors.....	24	0.8	10	0.7	34	0.8
Professions.....	40	1.4	28	2.1	68	1.6
Executives.....	52	1.8	11	.7	63	1.5
Middle owners and proprietors.....	143	4.9	46	3.4	189	4.4
Semiprofessional workers.....	31	1.1	14	1.0	45	1.0
Managerial workers.....	184	6.3	54	4.0	238	5.5
Skilled small owners.....	100	3.4	66	4.8	166	3.9
Supervisory workers.....	185	6.3	66	4.8	251	5.8
Commercial workers.....	61	2.1	41	3.0	102	2.4
Clerical workers.....	34	1.2	29	2.1	63	1.5
Building trades.....	140	4.8	68	5.0	208	4.8
Machine and related trades.....	294	10.0	103	7.6	397	9.2
Printing trades.....	15	.5	3	.2	18	.4
Transportation and communication workers (skilled).....	31	1.1	15	1.1	46	1.1
Manufacturing, mechanical, and production workers.....	254	8.6	111	8.1	365	8.5
Transportation and communication workers (unskilled).....	45	1.5	33	2.4	78	1.8
Semiskilled owners and proprietors.....	428	14.6	217	15.9	645	15.0
Small agents and managers.....	95	3.2	31	2.3	126	2.9
Public service.....	65	2.2	32	2.3	97	2.3
Personal service.....	47	1.6	24	1.8	71	1.7
Common labor.....	204	6.9	96	7.0	300	7.0
Unclassified owners.....	41	1.4	30	2.2	71	1.7
Unclassified managers.....	52	1.8	32	2.3	84	2.0
All others.....	62	2.1	41	3.0	103	2.4
No answer.....	313	10.7	162	11.9	475	11.0

NOTE.—The numbers in parentheses indicate the number of pupils studied.

PART-TIME SECONDARY SCHOOLS

These data are presented only by sex and for all evening-school pupils combined. They are not presented for pupils in various fields of work because no large or significant differences were found among the occupational groups of the fathers of pupils in the various lines of work. It appears also that the distributions for men and women are much alike. The occupations engaged in most frequently by the fathers of these evening-school pupils are, in order of frequency (1) the semiskilled owners and proprietors (2) the machine and related trades, and (3) manufacturing, mechanical, and production occupations. These three types include 32.7 per cent or about a third of the fathers. The remainder are well scattered with a preponderance in the skilled, semi-skilled, and unskilled occupations. In this respect the distribution differs markedly from that of fathers of high-school pupils where a much greater proportion were found to be in the professional and semiprofessional groups. Comparisons not reported here show that the evening school is much more truly the school of the common people than is the regular high school.

Intelligence of pupils.—Arrangements were made in an evening school conducted by one of the large comprehensive high schools to have the pupils take the Pressey Senior Classification Test. The results of this testing are presented in Table 28. The data reported are based on 597 cases, a representative sampling of all groups in this school, including those in academic, commercial, industrial arts, and in a number of other lines. Although intelligence quotients of adults are somewhat questionable, they were calculated in the present instance by using 16 years as the standard chronological age for all except a few who were less than 16 years old. In these cases the actual chronological age was used.

TABLE 28.—*Intelligence as measured by the Pressey Senior Classification Test of 597 pupils in a large comprehensive evening school*

Measure	Mental age	I. Q.
Median.....	14 years 10 months.....	92.3
First quartile.....	13 years 2 months.....	82.1
Third quartile.....	17 years 4 months.....	109.2
Range.....	10 years to 21 years 11 months.....	70 to 139

NATIONAL SURVEY OF SECONDARY EDUCATION

The median mental age of the group is 14 years and 10 months, and the median I. Q. is 92.3. The semiinterquartile range³ of mental ages is 1 year and 3 months and that of I. Q. is 8.5. This means that 50 per cent of the group do not vary from the median mental age by more than 1 year and 3 months, nor from the median I. Q. by more than 8.5. The group appears slightly more homogeneous than might be expected of a random sample of the total population.

It is difficult to interpret the significance of these measures of intelligence. In relation to the intelligence of regular high-school pupils, they are somewhat lower. The median intelligence quotient of this group of evening pupils is 92.3. The mental age of 14 years and 10 months is distinctly better than the 13 years and 6 months obtained by the tests given to more than 1,700,000 literate drafted men in the Army. The upper fourth in intelligence are above 17 years and 4 months in mental age and have an intelligence quotient above 109.2. These scores are usually considered to indicate capacity adequate to do work at the freshman college level.

Certainly the upper half of this group of evening-school pupils have sufficient capacity to succeed in most of the subjects offered in the secondary school. For the lower half of the group, at least, adaptations will need to be made from the standards considered to be desirable in the high school. It has, fortunately, been a somewhat general policy of evening schools not to set up an arbitrary standard of attainment and to exclude pupils unable to reach it. Instead, an effort has been made to develop an interest in the work taken and to bring about as high a level of achievement as the pupils can reach.

3. PAST EDUCATIONAL EXPERIENCE

Educational level attained in day school.—One of the facts which this study set out to determine is the educational level attained by evening-school pupils before leaving the day school. To this end, they were asked to indicate the highest grade attained in full-time day school. The replies to this item are summarized in Table 29 and Figure 4. The data in the table are presented simply in whole numbers.

³ The semiinterquartile range is obtained by dividing by two the difference between the first and third quartiles.

PART-TIME SECONDARY SCHOOLS

That is, the statistical calculation of the median for men in academic work yielded 10.7, which actually means that 50 per cent of them were in the tenth grade or above when they left school. Again, the third quartile for several groups came out slightly over 12. This might mistakenly be interpreted to mean that these medians represented schooling beyond the twelfth grade, that is, college work.

TABLE 29.—Highest grade attained by evening-school pupils at the time of leaving full-time day school

Measure	Field of study in evening school				
	Academic	Commercial	Industrial arts	Other subjects	All
1	2	3	4	5	6
Men:					
Median.....	10	11	9	10	10
First quartile.....	8	9	8	8	8
Third quartile.....	12	12	11	12	12
Number of pupils.....	598	326	1,522	346	2,792
Women:					
Median.....	11	10	8	10	10
First quartile.....	9	8	8	8	8
Third quartile.....	12	12	11	12	12
Number of pupils.....	253	662	74	319	1,308

The median grades attained range from the eighth to the eleventh. The lowest are for those in the industrial arts. The other medians are all at tenth and eleventh grades. The first quartiles are at either eighth or ninth grades. The educational level of these pupils is not so low as might have been expected. It is true that a fourth have not advanced beyond the eighth grade, but on the other hand most of them have had some high-school work. In fact, a considerable number have gone beyond the high-school level.

Curriculum taken in high school by pupils enrolled in different types of courses.—The pupils in evening schools were distributed to all the different curriculums in which they were enrolled while in high school. (See Table 30.) The highest percentages were enrolled in academic, general, or commercial curriculums, with the general curriculum the highest for men and the commercial curriculum highest for women.

NATIONAL SURVEY OF SECONDARY EDUCATION

The second largest proportion of men in industrial arts took the same type of course in high school. The largest proportion of women in commercial courses took that type of training in high school. The same situation obtains for both sexes in academic courses. While the largest proportion in the different fields of study in the high school continued in the same type of courses in evening school, there was large shift in the field of study. A notable example is the group of women taking industrial arts. These women are those taking dressmaking and beauty culture, with a few in mechanical drawing and bookbinding. Most of them took

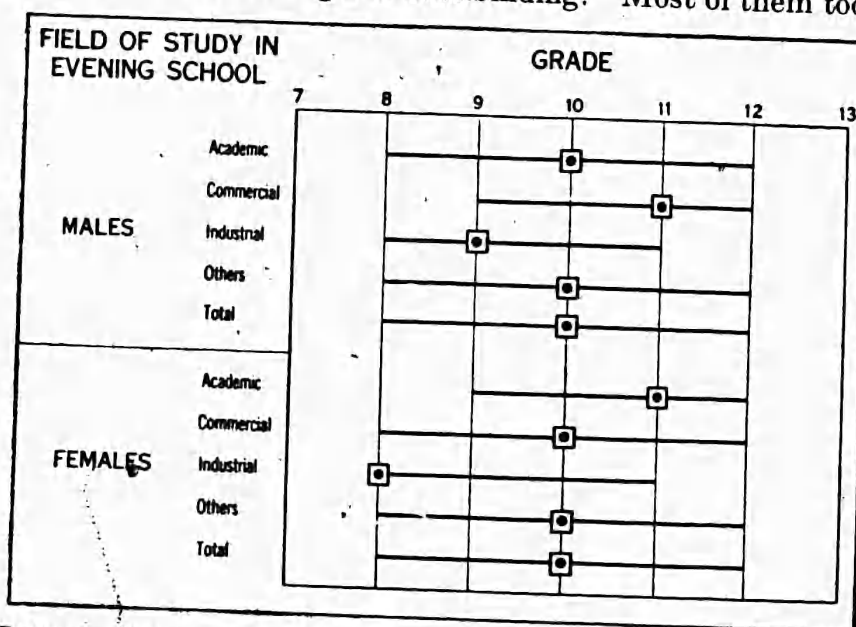


FIGURE 4.—Highest grade attained by evening-school pupils at the time of leaving full-time day school. (Medians and ranges of middle 50 per cent are shown)

a general or a commercial curriculum in high school. There is an especially marked tendency for pupils who took a general or academic curriculum in high school to take some vocational course in evening school. Of 964 men who took the academic and general curriculums in high school, 264 continued the study in these fields, but 158 shifted to commercial subjects and 426 took up the study of industrial subjects. Of the high-school pupils who went on to evening schools, roughly a third of those who elected nonvocational curriculums when in high school continued to study in the same field. Approximately two-thirds shifted to specialized

PART-TIME SECONDARY SCHOOLS

vocational subjects in the evening school. Many of the evening-school pupils are continuing to specialize in the same field as they did in the high school and many are obtaining their first vocational training. Another large group are obtaining training in a second field of work, having shifted from the field in which they received training in high school.

TABLE 30.—Percentages of pupils enrolled in each type of course in evening school who had taken various curriculums in high school

Curriculum in high school	Field of study in evening school				
	Academic	Commercial	Industrial arts	Other subjects	All
1	2	3	4	5	6
Men:					
General.....	27.8	33.4	34.5	31.8	32.2
Academic.....	28.6	18.9	16.7	18.0	20.3
Scientific.....	15.2	5.0	9.6	14.2	10.8
Normal.....	.4	1.0	.8	1.3	.8
Commercial.....	13.0	31.1	11.9	15.9	15.8
Fine arts.....	1.7	.8	1.3	3.9	1.6
Industrial arts.....	9.2	7.6	18.4	9.0	13.1
Household arts.....	.4	.8	.1	.4	.3
Agricultural.....	.4	.7	2.4	1.3	1.5
Other.....	3.2	1.7	4.3	4.3	3.6
Number of men represented.....	468	302	833	233	1,836
Women:					
General.....	24.2	23.9	35.5	20.7	23.6
Academic.....	33.5	20.8	12.9	22.4	23.7
Scientific.....	1.8	.9	.....	.4	1.0
Normal.....	5.7	3.3	.....	7.9	4.8
Commercial.....	29.1	41.0	35.5	36.1	37.1
Fine arts.....	.9	2.7	3.2	2.5	2.3
Industrial arts.....	.....	.9	.....	.4	.6
Household arts.....	3.1	3.7	9.7	5.4	4.1
Other.....	1.8	2.7	3.2	4.1	2.9
Number of women represented.....	227	547	31	241	1,046

Other schools attended by evening-school pupils since being employed.—Almost 80 per cent (including those who do not answer and who may probably be assumed not to have had training) have had no part-time schooling other than evening school since they began working. Thus, about 20 per cent signify that they have had some schooling in addition to evening school since beginning to work. This proportion is about the same for both sexes. For the great majority of pupils the evening school represents the only type of formal

NATIONAL SURVEY OF SECONDARY EDUCATION

education which they obtained after leaving the full-time day school.

A small proportion of the pupils in evening schools reported that they were at the same time attending some other school. As many as 5.6 per cent indicated that they were attending day school. These data are in harmony with the practice reported in the preceding chapter of permitting day-school pupils to take in the evening school courses that are not available in the day school. A very small proportion, 2.6 per cent, indicated that they were attending a second evening school. One can not be certain that this small number did not misunderstand the question and refer here to the evening school from which the data were obtained. For the great majority of pupils, the evening-school study does not supplement study in day schools; it is engaged in by persons employed during the day.

Extent to which evening-school pupils report having received useful training in high school.—It has previously been indicated that most of the courses taken by pupils in evening schools are vocational in nature. This need for vocational training may indicate either that these pupils neglected to take vocational courses in high school, that the vocational training received was inadequate, that the pupils changed their field of work so that the vocational training that was obtained did not apply, or that they were never enrolled in a high school. Approximately a third of the men in evening schools reported that some vocational training received in high school proved useful in some position. Only about a fourth of the women reported that they found some of their training to be useful vocationally. In other words, about two-thirds of the men and three-fourths of the women had not been conscious of any help by the vocational training they had received. For the great majority of this group, the high school had done little towards achieving the vocational objective of the school. These facts explain, in part at least, the stress on the vocational sections of the evening-school program.

PART-TIME SECONDARY SCHOOLS

4. VOCATIONAL EXPERIENCES OF EVENING-SCHOOL PUPILS

The information available.—Reference has just been made to the importance of the vocational part of the program of the evening school. A summary of the vocational histories will serve to describe the characteristics of these pupils and to define somewhat their need for vocational training. This canvass will include reference to the first job after leaving school, the salary on the first job, the number of different jobs held, present occupation, salary in the present job, degree of satisfaction on present job, and reasons for leaving day school and attending evening school.

First job.—Pupils in the evening schools visited were asked to give the names of their first jobs after leaving school and their duties in connection with these jobs. In Table 31 are shown the classification and distribution of these first jobs. The largest proportion of men in academic courses in evening schools went into clerical service. The proportion for this group is following rather closely in order by common labor, transportation and communication service (mostly messengers), and miscellaneous trades. The men in commercial courses went most largely into clerical service also. The next highest are transportation and communication service and miscellaneous trades. The greatest proportions of those taking other courses went first into common labor, miscellaneous trades, and transportation and communication service in the order named. For all groups combined the order is common labor, miscellaneous trades, clerical service, and transportation and communication service.

The women entered the clerical occupations in largest numbers. Second in frequency is the group of miscellaneous trades. Nearly half of the women entered these two groups. The percentage for the women enrolled in different types of courses in the evening is also highest for the clerical occupations, the only exception being for those enrolled in the industrial arts courses; they reported the miscellaneous trades more frequently. The miscellaneous trades are second highest for women in commercial and in other courses but professional service is next highest for those in academic work; professional service here includes nurses, technicians, teachers, musicians, etc. The third highest proportion for women in academic courses is in miscellaneous trades and

NATIONAL SURVEY OF SECONDARY EDUCATION

TABLE 31.—Percentages of evening-school pupils whose first jobs were in the different occupational fields

Occupation	Field of study in evening school				
	Academic	Commercial	Industrial arts	Other subjects	All
1	2	3	4	5	6
Men:					
Proprietors and owners.....			0.1		0.1
Professional service.....	2.1	1.5	1.2	2.7	1.6
Managers and supervisors.....	.6	.6	.4	.3	.5
Commercial service.....	1.3	1.8	.6	.8	.9
Clerical service.....	16.8	27.2	9.7	10.1	13.2
Agricultural service.....	3.5	3.0	6.9	4.5	5.4
Building trades.....	2.4	2.7	2.7	1.3	2.5
Machine trades.....	5.0	3.6	4.9	5.3	4.8
Printing trades.....	.8	.6	2.4	1.1	1.7
Miscellaneous trades.....	11.0	11.9	16.2	12.2	14.1
Transportation and communication workers.....	12.5	16.1	9.7	10.6	11.2
Public service.....	7.5	10.7	4.7	9.0	6.5
Personal service.....	1.9	1.2	1.7	3.5	1.9
Miners, lumbermen, and fishermen.....	.6	.6	1.3	1.1	1.1
Common labor.....	14.1	9.6	21.5	17.0	18.0
Inadequate or no answer.....	20.1	9.0	15.9	20.5	16.5
Total number of men represented.....	626	335	1,603	376	2,940
Women:					
Professional service.....	14.8	4.3	3.7	12.0	8.3
Managers and supervisors.....	1.1	.5		.8	.5
Commercial service.....		.3	1.2	.3	.3
Clerical service.....	41.9	39.2	13.6	31.3	36.2
Agricultural service.....	.4	.1	1.2		.2
Building trades.....				.3	.1
Machines trades.....		.1			.1
Printing trades.....		.1		.3	.1
Miscellaneous trades.....	6.7	12.7	25.9	9.9	11.6
Transportation and communication workers.....	1.5	3.7	1.2	3.2	3.0
Public service.....	5.6	10.0	9.9	6.7	8.3
Personal service.....	6.7	8.2	11.2	10.5	8.7
Housewives and homemakers.....	2.2	.5	3.7	.6	1.0
Common labor.....	.7	.6	2.5	1.2	.9
Inadequate or no answer.....	18.5	19.5	26.0	23.5	20.7
Total number of women represented.....	270	669	81	343	1,363

NOTE.—The footnote appended to Table 9 applies also to Table 31.

personal service. For all groups of women combined the order of frequency is clerical service, miscellaneous trades, public and professional service.

It should be remembered that some of these pupils continued their education beyond high school before seeking employment. However, most of them began work in occupations of low economic level which require little or no special vocational training.

Pay per week on first job.—There is much similarity in the wages received on the first job by pupils enrolled in the different subject fields. The medians for men are \$15.71

PART-TIME SECONDARY SCHOOLS

for those in academic courses, \$15.32 for those in commercial courses, and \$14.16 for those in the trade courses. Wider variation is shown for the first wages of women. The median was \$15.11 for those in academic courses, \$12.35 for those in commercial courses, and \$8.75 for those in industrial and household arts courses. It was not possible to relate these data to the high-school training or to the year in which the salary was received. They indicate roughly that the men in different fields of study in the evening schools started at approximately the same levels of income and that the women in industrial arts courses were lower than those in the commercial subjects, and wages of these, in turn, were lower than those taking academic subjects. These differences for women may to some extent indicate differences in the capacity of those served by the different courses.

Number of different jobs held.—The number of different jobs held throws some light on the type of person served by the different courses in the evening school. There is only slight variation among the different groups in number of jobs held. The larger numbers, presented in Table 32 with the median ages of the different groups, occur for the older groups, suggesting that the small differences may be caused by the differences in the length of time they have been out of school. The number of different jobs is somewhat greater than that obtained in the follow-up study of pupils reported in Chapter VIII of Monograph No. 2. However, the amount of shifting is not sufficient to indicate that the pupils in evening schools are an irresponsible and migratory group.

TABLE 32.—Median numbers of different jobs held by evening-school pupils since leaving day school

Field of study	Men		Women	
	Median age	Median number of different jobs	Median age	Median number of different jobs
1	2	3	4	5
Academic.....	21.5	3.6	25.1	3.0
Commercial.....	22.4	3.4	20.7	2.8
Industrial arts.....	24.9	4.1	22.1	2.5
Others.....	24.6	4.1	23.7	2.8

NATIONAL SURVEY OF SECONDARY EDUCATION

5. PRESENT VOCATIONAL STATUS

Present job.—In Table 33 are shown the present jobs of evening-school pupils classified in the same manner as their first jobs. The largest proportions of males in academic courses are in clerical service and machine trades; of those in commercial courses the highest number is in clerical service; the greatest proportion of those in industrial arts courses are in miscellaneous trades followed closely by machine trades; those in other courses are to be found largely in machine and in miscellaneous trades and in clerical service.

Among women the largest proportions of those in academic and in commercial courses are in clerical occupations. The next highest for the former are in professional service, whereas for the latter group miscellaneous trades is second highest. Miscellaneous trades also claim the largest proportion of women taking industrial arts. The largest proportion of those taking other subjects are in clerical work. About twice as many of these are homemakers as of any of the three other groups.

For all men, the highest proportions are in machine and miscellaneous trades, followed by clerical service and common labor; for all women the order is clerical service, homemakers, and miscellaneous trades. The situation is somewhat different from that shown for the first jobs. The chief difference or change for the men is an increased number in trades and a decreased number in common labor and transportation and communication, and small increases for the managerial and proprietary occupations. For the women, the changes are relatively small. The largest increase is for the "homemakers" group which advances from 1 per cent to 10.5 per cent.

As shown by father's occupation, first job, and present job, the evening school is a school of the common people. Its population is drawn very largely from the skilled, semi-skilled, and unskilled occupational levels and to a correspondingly small extent from the professional or semi-professional levels.

PART-TIME SECONDARY SCHOOLS

TABLE 33.—Percentages of pupils in evening schools who are employed in the different occupational fields

Occupation	Field of study in evening school				
	Academic	Commercial	Industrial arts	Other subjects	All
1	2	3	4	5	6
Men:					
Proprietors and owners.....	1.1	0.6	0.1	0.5	0.4
Professional service.....	5.1	2.5	1.7	4.0	2.8
Managers and supervisors.....	6.2	4.8	3.3	2.7	4.0
Commercial service.....	2.2	3.9	1.3	2.4	1.9
Clerical service.....	15.3	33.7	6.0	9.6	11.6
Agricultural service.....	.6	.3	.9		.7
Building trades.....	3.5	1.2	9.4	4.8	6.7
Machine trades.....	15.3	3.6	17.5	18.4	15.6
Printing trades.....	1.0	1.2	2.4	1.3	1.8
Miscellaneous trades.....	9.7	8.1	18.2	17.0	15.1
Transportation and communication workers.....	4.2	7.0	4.0	4.0	4.4
Public service.....	5.0	6.3	1.8	2.7	3.1
Personal service.....	2.7	1.5	1.5	1.9	1.8
Miners, lumbermen, and fishermen.....				.3	.03
Common labor.....	5.9	3.0	10.0	6.1	7.8
Enrolled in day school.....	1.0	.9	.2	1.1	.5
Inadequate information.....	1.2	.6	1.7	1.9	1.6
No answer.....	19.5	20.6	20.0	21.5	20.2
Number of men represented.....	626	335	1,603	376	2,940
Women:					
Proprietors and owners.....				0.3	0.1
Professional service.....	16.3	1.3	3.7	8.7	6.3
Managers and supervisors.....	3.7	.9		1.5	1.5
Commercial service.....	.7	.3			.3
Clerical service.....	33.7	38.3	16.0	28.8	33.5
Agricultural service.....			1.2		.1
Machine trades.....		.3		.6	.3
Printing trades.....	.4	.3	1.2		.3
Miscellaneous trades.....	3.7	9.9	32.1	10.8	10.2
Transportation and communication workers.....	.4	1.3	1.2	2.6	1.5
Public service.....	3.0	4.5	4.9	3.5	4.0
Personal service.....	4.8	5.7	6.2	6.7	5.8
Housewives and homemakers.....	10.7	4.9	11.1	20.9	10.5
Common labor.....		.6	2.5	.3	.5
Enrolled in day school.....	.4	.2	1.2		.2
Inadequate information.....	.7	.6	2.5	1.2	.9
No answer.....	22.2	30.9	16.0	14.2	24.1
Number of women represented.....	270	669	81	343	1,363

NOTE.—The footnote appended to Table 9 applies also to Table 33.

Average pay per week on present job.—The wages of the pupils at the time the data were obtained in the spring of 1931, reported in Table 34, do not differ greatly for the various groups for men. The median wages of men range from \$22.64 to \$28.31, while the earnings of individuals vary from \$3 to \$95 per week.

The medians of wages for women differ more than those for men. They range from \$14.80 for those enrolled in industrial arts courses to \$35.47 for the group enrolled in academic

NATIONAL SURVEY OF SECONDARY EDUCATION

courses. As is the universal finding in such studies, the medians for men are uniformly higher than those for women.

When these data are compared with those for wages on the first job we find increases in median salaries as follows: Men—academic, \$13; commercial, \$7; industrial arts, \$12; others, \$10; for women—academic, \$10; commercial, \$3; industrial arts, \$6; and others, \$6. The lowest increases in both sexes are in the commercial groups. Those for the men, except in the academic courses, are approximately twice those of the women. These persons have been working, on the average, 6 to 8 years and have increased their earnings during that time about \$8 per week or about \$1 per week each year. This increase would amount to approximately \$50 per year.

TABLE 34.—Pay per week received by evening-school pupils at the time the data were gathered

Measure	Field of study in evening school				
	Academic	Commer- cial	Industrial arts	Other subjects	All
1	2	3	4	5	6
Men:					
Median.....	\$28.31	\$22.64	\$25.94	\$25.68	\$25.81
First quartile.....	20.40	16.66	20.13	20.35	20.02
Third quartile.....	38.63	30.90	35.54	35.93	35.66
Range.....	6.00-85.00	8.00-75.00	4.00-95.00	3.00-75.00	3.00-95.00
Number of men.....	472	249	1,207	277	2,205
Women:					
Median.....	25.94	15.71	14.80	18.96	17.85
First quartile.....	19.00	12.36	12.00	14.56	13.14
Third quartile.....	35.47	20.18	18.33	26.19	25.50
Range.....	8.00-100.00	2.00-50.00	5.00-49.00	2.00-75.00	2.00-75.00
Number of women.....	168	402	56	201	827

The most striking features of these data are the low salaries and the small increases of the pupils in commercial courses. As was shown earlier, the majority of these have not had previous commercial training. They would appear to be a group without specific training for any job who have gone mainly into clerical work, as shown by their present positions, and who are seeking some training in the evening school to help them advance in their present field of work. Further evidence on this point will be presented below.

PART-TIME SECONDARY SCHOOLS

It should be pointed out that the wages reported for pupils enrolled in the different types of courses are not all earned in positions of the same type as the course in which they are enrolled. That is, the pupils in the commercial courses are employed in a great variety of occupations, many of which are not in the commercial field. These data indicate the level of earnings of pupils in different courses and not the earnings in any occupational field. The yearly earnings of these pupils can not be calculated since many of them did not have full-time employment. On a monthly basis, the men, on the average, receive about \$100 and the women receive about \$70.

Degree of satisfaction with present job.—Interest in further education of a vocational type is closely tied up with the degree of satisfaction with one's present job. Dissatisfaction with one's work may induce one to obtain training for work which gives promise of greater satisfaction. The responses to the inquiry to pupils of evening schools concerning satisfaction with present work are reported in Table 35. A large proportion indicate that they are well or quite well satisfied with their present job. However, as many as a fourth of the men and about a sixth of the women indicate that they are only fairly well satisfied, and about the same proportions reported that they were not satisfied with their present positions.

Small differences only are found among the proportions of answers for the various groups of male pupils. Larger differences were found for women. Seventy-seven per cent of the women taking "other subjects" (other than academic, commercial, or industrial) are well satisfied with their present jobs. The proportion of those who thus express themselves is between 70 and 75 per cent for women taking academic and industrial arts courses, but for those taking commercial courses it is 52.5 per cent. About a fourth of the latter group are fairly well satisfied and about the same proportion are dissatisfied. In the three remaining groups 9 to 13 per cent are fairly well satisfied and 11 to 13 per cent are dissatisfied.

On the whole, the situation can hardly be considered a satisfactory one. Almost half of these persons, including those whose response is "fairly well" (which probably indicates at least a willingness to change), are in positions that

NATIONAL SURVEY OF SECONDARY EDUCATION

they do not care much about or that they actually dislike. Discontent with present vocational conditions has obviously stimulated these persons to seek further training. These data present a challenging argument for more effective training and guidance in the secondary school.

TABLE 35.—Percentages of pupils in evening schools who report different degrees of satisfaction with present jobs

Degree of satisfaction	Field of study in evening school				
	Academic	Commercial	Industrial arts	Other subjects	All
1	2	3	4	5	6
Men:					
Very well.....	18.5	18.5	20.9	21.8	20.2
Quite well.....	34.1	29.4	28.8	28.2	30.0
Fairly well.....	23.7	25.3	25.0	24.0	24.6
Not so well.....	13.8	11.3	14.8	13.7	14.0
Not at all well.....	10.0	15.5	10.7	12.3	11.3
Total number of men represented.....	502	265	1,261	284	2,312
Women:					
Very well.....	33.7	19.5	36.7	43.1	29.9
Quite well.....	40.9	33.0	36.7	23.9	35.0
Fairly well.....	13.5	23.2	13.3	9.5	16.9
Not so well.....	6.7	12.6	10.0	9.5	10.4
Not at all well.....	5.2	11.7	3.3	4.0	7.8
Total number of women represented.....	193	452	60	274	979

Future plans with regard to present line of work.—Plans to stay or not to stay in present lines of work are another indication of vocational satisfaction. Roughly, a fourth of the women and a fifth of the men did not respond to this inquiry. Of the women answering, the percentages planning to remain in present lines of work range from 36.5 per cent in the commercial group to 59.6 per cent in the group taking "other subjects." (See Table 36.) The percentages planning to shift to some other line of work range from 9.5 per cent in industrial arts to 34.3 per cent in commercial courses. The percentages "not sure" range from 21.5 in the academic group to 49.2 in the industrial arts group. Among the male groups the variation is not so great. Roughly, a third answer in each of the three categories. The highest percentages answering affirmatively are women in academic and men in industrial arts courses; the highest percentages of negative

PART-TIME SECONDARY SCHOOLS

replies occur with men and with women taking commercial courses. The groups most frequently expressing uncertainty as to their future work are women in industrial arts and men taking "other subjects." The proportions of women who say that they expect to stay in their present line of work are markedly higher than those of men. In the commercial groups there are practically no sex differences. In the industrial arts groups three times as many men as women plan to change, and about half as many are uncertain.

TABLE 36.—Percentages of pupils in evening school reporting plans to continue or change their present lines of work

Field of study	Plan to stay in present line		
	Yes	No	Not sure
1	2	3	4
Men:			
Academic (508).....	39.0	32.1	28.9
Commercial (266).....	35.3	35.0	29.7
Industrial arts (1,278).....	42.6	28.7	28.6
Other subjects (282).....	32.6	30.9	36.5
All (2,334).....	39.8	30.4	29.8
Women:			
Academic (195).....	57.4	21.0	21.5
Commercial (455).....	30.5	34.3	29.2
Industrial arts (63).....	41.3	9.5	49.2
Other subjects (277).....	59.6	12.6	27.8
All (990).....	47.4	24.0	28.6

NOTE.—The numbers in parentheses indicate the numbers of pupils represented.

These facts bear out what was shown in Table 35. Those most dissatisfied are most often planning to change. These are in the commercial group. Those planning most often not to change, namely, the women in academic and in "other subjects," are, as might be expected, those well satisfied with their present jobs. On the average about half report that they are not satisfied with present jobs, and about the same proportion (slightly more for men) say either that they will change to some other work or that they are not certain what they will do.

NATIONAL SURVEY OF SECONDARY EDUCATION

6. MOTIVES AND OPINIONS OF EVENING-SCHOOL PUPILS

Reasons for leaving day school.—Many of the pupils enrolled in evening schools failed to complete the regular high-school course. They left school for a variety of reasons. The reports of pupils on the most important reasons are given in Table 37. The reason most commonly checked for all groups and both sexes is the need of their earnings at home. The second most frequently mentioned reason for men is the desire to be earning money and for women it is the necessity for self-support, and about as frequently, the necessity of helping with the work at home. The third reason in order of frequency for men is that of the necessity of self-support. About 7 per cent reported that their parents wanted them to go to work. In addition, 5 per cent reported unsatisfactory home conditions as a cause. About 5 per cent of the women and about 10 per cent of the men check "lack of interest in

TABLE 37.—Percentages of pupils in evening schools reporting each reason as the most important one for leaving high school before graduation

Reason	Field of study in evening school				
	Academic	Commercial	Industrial arts	Other subjects	All
1	2	3	4	5	6
Men:					
Failure in school work.....	1.6	8.4	2.1	1.8	2.1
Lack of interest in school work.....	11.1	11.7	7.2	10.1	8.9
Unfavorable home conditions.....	5.4	4.8	4.9	6.0	5.1
Failure of school to provide training for job you planned to enter.....	1.9	1.4	3.3	2.4	2.7
Transfer to a private school.....	2.9	2.1	1.8	1.2	2.0
Opportunity for good job.....	6.7	7.6	7.0	5.4	6.8
Parents wanted me to go to work.....	5.4	7.6	7.0	8.9	6.9
Desire to be earning money for self.....	10.2	13.8	16.7	18.5	15.1
Necessary to help support family.....	38.4	24.8	31.5	28.6	32.0
Necessary to help with work at home.....	2.9	6.2	6.0	7.1	4.9
Necessary to support self.....	11.7	10.3	11.2	8.9	10.9
Poor health.....	1.9	6.2	2.5	1.2	2.6
Number of men represented.....	315	145	762	168	1,390
Women:					
Failure in school work.....	.9	1.7			1.0
Lack of interest in school work.....	4.7	6.7	7.7	3.7	5.6
Unfavorable home conditions.....	3.7	5.4	3.8	5.6	5.0
Failure of school to provide training for job you planned to enter.....	2.8	.8			1.0
Transfer to a private school.....	7.5	3.3	7.7	4.7	4.8
Opportunity for good job.....	2.8	6.7		6.5	5.4
Parents wanted me to go to work.....	15.0	3.3	7.7	11.2	7.9
Desire to be earning money for self.....	9.3	10.8	7.7	10.3	10.2
Necessary to help support family.....	26.2	25.0	30.8	16.8	23.8
Necessary to help with work at home.....	6.5	10.0	19.2	15.0	10.8
Necessary to support self.....	11.2	13.3	11.5	15.0	13.1
Poor health.....	9.3	12.9	3.8	11.2	11.3
Number of women represented.....	107	240	26	107	480

PART-TIME SECONDARY SCHOOLS

school work," but very few men and hardly any women check "failure in school work." It may be that some rationalization takes place here to make failure appear to be lack of interest. More than half of these pupils reported an economic reason in some form as the most important in causing them to leave school. Relatively few blame themselves or the school in which they were enrolled.

Reasons for attending evening school.—Reference has previously been made to the dominance of the vocational part of the programs of evening schools. The reports of pupils on their reasons for attending evening school, given in Table 38 and in Figures 5 and 6, confirm this indication of emphasis on the vocational. Approximately a third of the men and a fourth of the women are trying to improve their chances for increase in salary or in rank in their present position.

TABLE 38.—Percentages of pupils in evening schools reporting certain reasons for enrolling in evening schools

Reason	Field of study in evening school				
	Academic	Commercial	Industrial arts	Other subjects	All
1	2	3	4	5	6
Men:					
To keep up with new developments in present job.....	7.5	8.4	16.1	11.0	10.2
To become acquainted with new field of work.....	14.2	40.4	40.4	31.1	26.9
To gain general information, for social and cultural background.....	20.4	7.8	3.7	9.9	6.8
To improve chances for an increase in rank or in salary.....	29.4	50.3	48.6	35.4	34.4
To get courses which can not be taken in day school.....	2.5	.6	1.8	2.8	1.5
To get credits for graduation from high school.....	19.3	5.7	1.9	4.8	5.1
To get credits for entrance to college.....	31.7	3.1	1.2	6.8	6.9
To prepare for taking civil service examination.....	3.3	4.8	4.2	2.8	3.1
Other reason.....	5.4	7.8	5.1	11.0	5.0
Number of men represented.....	612	332	1,567	353	3,681
Women:					
To keep up with new developments in present job.....	3.7	10.3	8.3	10.3	7.2
To become acquainted with new field of work (to learn a trade).....	12.7	40.9	61.1	27.7	27.0
To gain general information for social and cultural background.....	35.6	6.2	13.9	29.3	14.7
To improve changes for an increase in rank or in salary.....	17.6	49.0	6.9	14.1	26.2
To get credits for graduation from high school.....	21.3	4.1	1.4	3.5	6.0
To get credits for entrance to college.....	28.1	1.4	1.4	3.9	6.0
To get courses which can not be taken in day school.....	1.5	1.1	2.8	1.6	1.1
To prepare for taking civil service examination.....	1.5	4.5	2.8	.3	2.3
Other reason.....	10.1	9.5	9.7	17.4	9.4
Number of women represented.....	267	963	72	311	1,609

NATIONAL SURVEY OF SECONDARY EDUCATION

A fourth of both sexes are preparing themselves for new fields of work. Smaller proportions, 10.2 per cent for men and 7.2 per cent for women, are trying to keep up with the new developments in occupations in which they were at the time engaged. Pupils giving these three reasons for attendance constitute 71.5 per cent of the men and 60.4 per cent of the women. The proportion concerned about general cultural education is impressively small in comparison with

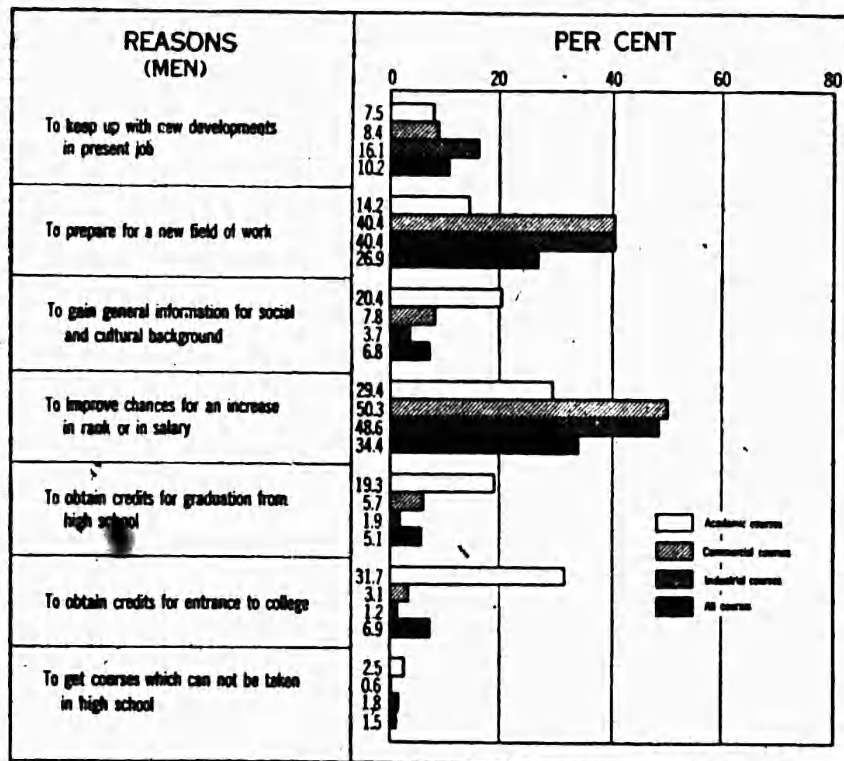


FIGURE 5.—Percentages of men in different fields of study in evening schools who report various reasons for enrolling

the percentages reporting vocational aims. The percentages are only 6.8 for men and 14.7 for women. A small number are concerned with obtaining credits for graduation from high school or entrance to college. A still smaller number report that they are taking subjects that can not be taken in the regular day school.

Large differences are found in the objectives of pupils enrolled in different types of courses. Pupils enrolled in the commercial, and industrial arts courses are actuated much more than others by the vocational motive. In fact, it

PART-TIME SECONDARY SCHOOLS

might be said that all pupils taking these courses are chiefly concerned with keeping up with developments in their present occupations, preparing themselves for advancement in their present occupations, or preparing themselves for new occupations. Almost a third of those taking academic courses are working for credits for entrance to college and approximately a fifth are trying to complete the requirements for graduation from high school.

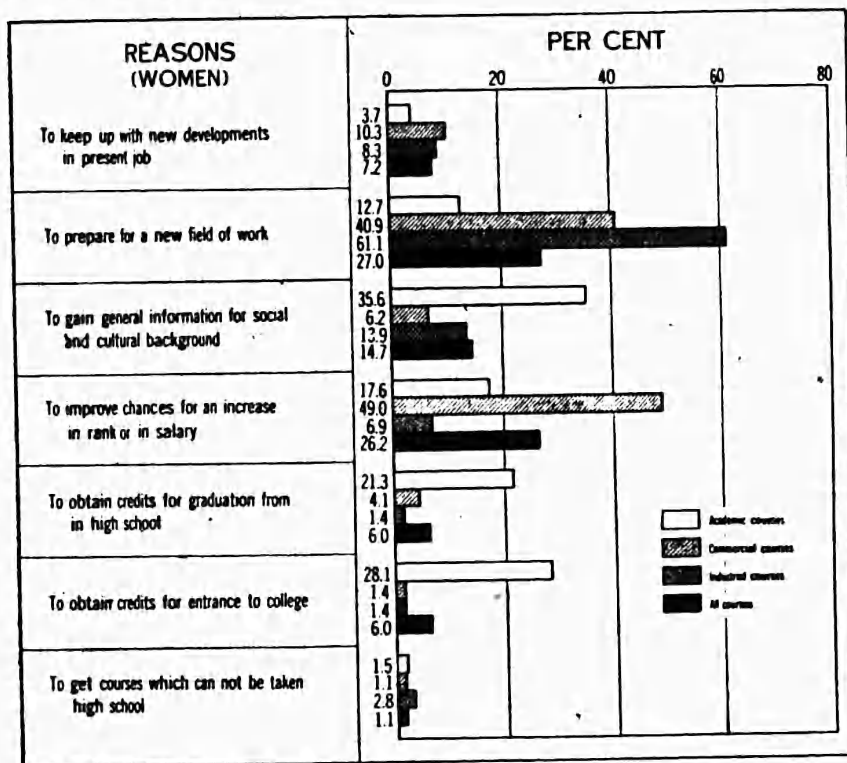


FIGURE 6.—Percentages of women in different fields of study in evening schools who report various reasons for enrolling

The considerable proportion of the pupils taking the academic subjects report the reason "to gain general information" (men, 20.4 per cent, and women, 35.6 per cent) for attending evening school, although the vocational aim assumes an equal or greater importance for even the academic pupils. Many of the pupils in evening schools have more than one reason for attendance. They checked the different reasons which applied to them; hence, the percentages in the different columns in Table 38 total more than 100.

NATIONAL SURVEY OF SECONDARY EDUCATION

The evening school will fall short of its potential contribution if it restricts its function and scope to vocational training. This training, although of paramount importance, can not be assumed to comprehend all that merits consideration in an educational program for later adolescents and adults. A study of social, economic, and political problems, contact with the best in art, music, and literature, and the development of hobbies for use during leisure time might contribute much toward the enrichment of the life of the pupils and enable them to be more intelligent in fulfilling their social obligations in a democratic society. The head of one of the best-known evening schools of the country, at the time of the visit to his school, expressed regret that it had not been possible to do more along nonvocational lines. The vocational need seems so pressing as to make it desirable to postpone other lines of development until the vocational needs had been satisfied. Many of those in charge of evening schools have an appreciation of the desirability of greater stress on the nonvocational lines of training.

Best place for training.—The pupils in evening schools are not in agreement as to the best place for vocational training. (See Table 39.) About a fourth favor actual experience as the best, and approximately another fourth favor the training offered in the evening high school, which presents opportunity for a combination of job and school experiences. The cooperative part-time type of training is preferred by a considerable proportion of men. The members of this sex, most of whom are in industrial arts, favor more strongly the job experience, evening school, and part-time training. The women, many of whom are in the commercial courses, favor the evening school and the general high school with vocational courses. These judgments are not presented as final appraisals of different agencies of training. They contribute the reactions of those who are using the training and they probably reflect the general attitude of workers. Combined with judgments of other groups and objective evidence presented elsewhere in the reports of the National Survey of Secondary Education, they are not without significance.

PART-TIME SECONDARY SCHOOLS

TABLE 39.—Percentages of pupils in evening schools favoring different agencies of vocational training

Agency of training	Men (2,554)	Women (965)	Total (3,519)
1	2	3	4
Training offered in a general high school with some vocational training.....	11.4	23.7	14.8
Training offered in a high school with only vocational subjects.....	8.0	9.9	8.6
Training offered in a private vocational school.....	4.3	13.2	6.7
Training offered in a cooperative part-time high school.....	16.7	5.9	13.8
Training offered in an evening school with vocational courses.....	30.7	19.3	27.6
Training obtained through actual experience in vocation.....	24.9	21.0	23.8
Other agency.....	4.0	6.9	4.8

NOTE.—The numbers in parentheses indicate the numbers of pupils studied.

7. THE TYPICAL PUPIL IN EVENING SCHOOLS

Adequacy of data.—Before summarizing the facts presented on the characteristics of the evening-school pupils it should be pointed out that the 11 evening schools included in this part of the study were located entirely in New England and the Middle West. The reason for not having included evening schools from other sections has already been given. It is possible that other evening schools might show different types of pupils. This might be true in cities having fewer inhabitants of foreign parentage. Whether this would affect the other characteristics of the individuals is, in the minds of the investigators, highly questionable. It is probable that one would find as many illiterates or near-illiterates in other regions. The opinion of the investigators is that this sample of 11 schools gives a fair and representative picture of the pupils to be found in urban evening schools, although certain aspects of the picture might be different if only schools specifically designated as "evening high schools" had been included. The occupational distributions might differ somewhat from region to region, but except for that and for the previous amount of full-time schooling, the picture for a larger number of evening schools would probably be much the same as that of the 11 represented in this chapter.

Characteristics of the average pupil.—The data on each particular item of the check list have been summarized at the places where they were presented. Consequently, no attempt will be made here at a detailed review of the findings. It will probably be more valuable and helpful to describe the evening-school pupil in terms of the average on the more

NATIONAL SURVEY OF SECONDARY EDUCATION

significant and outstanding traits. In the description following, the masculine pronoun will be used because in the schools studied men outnumbered women two to one. This does not imply that the statements are not applicable to women pupils in evening schools. Most of them are equally applicable to both sexes.

The typical evening-school pupil is a young man between 21 and 25 years of age, native-born, of foreign-born parents, with father engaged in skilled or semiskilled occupation, who sent him to school as long as the law required his attendance or perhaps even a year or two longer, if he was a bright lad. He probably quit school when he was 16 and went to work because he had already gone to school longer than either his mother or father did and they thought it was time for him to be doing something useful. He felt that he should be helping to support the family or himself and he probably was not enthusiastic about his courses in school.

He went to work helping in a factory or store, or he may have obtained a job as a messenger boy or a clerk at \$10 to \$15 a week. He was anxious to get ahead and earn more, so he changed jobs as soon as he thought he had a good chance. He changed several times in the next few years and finally, by the time he had been working six or seven years, he may have found something he likes. The chances are about even that he has or has not. He is earning about \$25 a week and he realizes that he needs more education to get on in his present job or to get a better one; so he goes to evening school two or three nights a week. He finds the teachers earnest and patient and he comes to the conclusion that this school is better than those he attended as a youth, forgetting that he has in the intervening years achieved a maturity which may have changed his attitude towards school.

This, in general, is the typical evening-school pupil. The picture for the woman pupil is much the same. She comes from much the same kind of family and educational background. She left school for about the same reason. Her present earnings are considerably lower than those of the boy. She is about the same age and is in evening school for about the same reason, although she is somewhat more interested in the nonvocational courses.

CHAPTER VI : CONCLUDING COMMENTS ON CONTINUATION AND EVENING SCHOOLS

The continuation and evening schools represent extensions of the program of secondary education, as both groups of pupils have educational needs not served by the regular full-time secondary schools. As a group, pupils in the continuation schools are lower in intelligence than those in the full-time school and they come from the lower socio-economic groups. However, there is much overlapping of the two groups. These pupils indicate that economic pressure was the principal cause for leaving the full-time school, but there are also indications of lack of success in the regular school program. The program of the continuation school varies considerably with the community and with the objectives. The objectives of the school relate to citizenship, to vocational training, and to vocational guidance, aiming to facilitate the transition of the pupil from school to employment. Vocational subjects predominate in some schools while the academic subjects are stressed in others. A great variety of subjects are included in the offerings of the schools represented in the study. As pupils remain in the full-time school in larger proportions, it is to be expected that the number of pupils in the continuation school will decrease. The latest enrollment figures show an appreciable decrease over earlier years.

The evening high school has experienced very rapid growth in recent years. Most of the pupils in these schools have not had a full high-school training, although some are high-school graduates. They are attracted to the evening school chiefly for vocational training better to prepare themselves for the occupation in which they are at the time employed, or to prepare themselves for other occupations. Like the continuation-school group, these pupils are drawn from the lower socio-economic levels and they did not have the opportunity or did not take advantage of the opportunity for training when they were of high-school age. As a group, the evening school pupils are older than pupils in the full-

NATIONAL SURVEY OF SECONDARY EDUCATION

time high school or continuation school. A small proportion of them are completing their training for entrance to college. For the most part, however, these pupils will not secure training beyond the evening school. A wide range of subjects is offered in these schools, including all forms of vocational training offered in day schools and a great variety of academic subjects.

These two types of secondary schools serve pupils not served by the full-time secondary schools. They are utilized mostly by the less-favored social groups and the development of the part-time schools represents real progress toward the attainment of genuinely democratic program of secondary education.

