

ABSTRACT OF THESIS

A STUDY OF
THE EMPLOYMENT OF THE GRADUATES OF TEN
NEGRO HIGH SCHOOLS OF TEXAS

Submitted by
Wendell P. Terrell, Sr.

In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado State College
Fort Collins, Colorado

August 1937

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FORT COLLINS, COLORADO

W. P. Terrell

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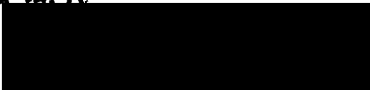
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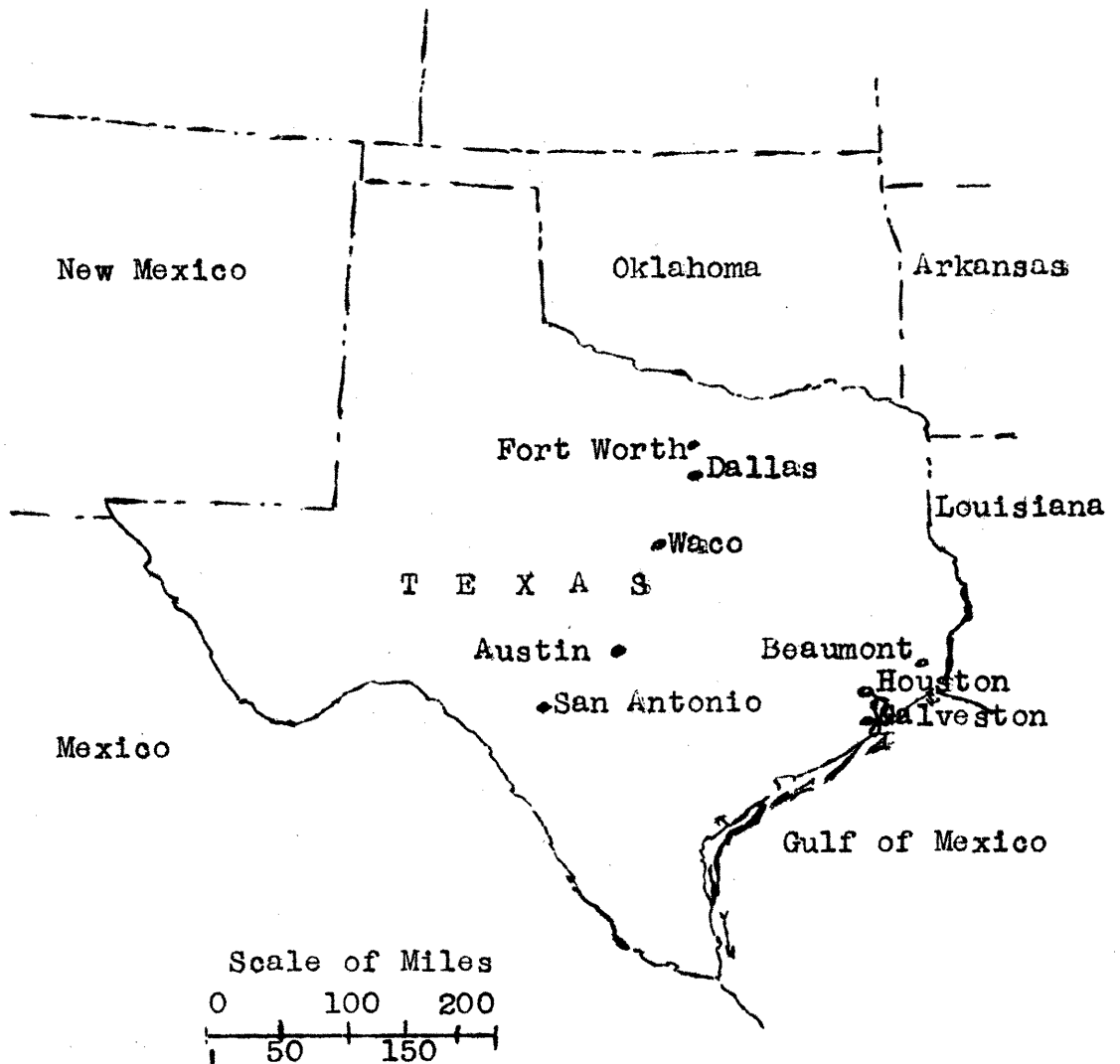
ABSTRACT OF THESIS

Statement of the Problem -- To set up a procedure for making an occupational survey of the graduates of the Negro high schools of eight cities of Texas; to use the information obtained as a basis for determining the needs for vocational education of those students who are now or will be in these schools.

In connection with the above problem it was proposed that the following should be objectives of the study:

1. To determine the status of all of the graduates of Negro high schools of these eight cities (one city has three high schools) for the period under consideration, with their addresses and listed according to year of graduation.
2. To determine the major occupations the majority of these graduates enter.
3. To determine the number and kinds of positions held since graduation, together with reasons for changing positions, if any changes were made.
4. To list courses already offered by these high schools.
5. To determine the usual occupation of the parents of these Negro graduates.
6. To determine the lack of training in these high schools for entrance into the major occupations the majority of these graduations enter.
7. To recommend the necessary vocational training.

Figure 1. Outline map of Texas showing location of cities having Negro high schools included in this study.



The graduates considered in this study from January 1931 to June 1935, were from the Negro high schools of Austin, Beaumont, Dallas, Fort Worth, Galveston, Houston San Antonio, and Waco. The location of these cities with reference to each other is shown in the map on the preceding page.

Procedures and Devices: - In order to secure data for this study it was necessary to conduct a survey. This was not done until various state and city educational officials having to do with the educational training program of Negroes were consulted, and the desirability of a definite vocational educational program for these youths were discussed with them. It was the opinion of the majority of the administrator that the present training program of these high schools made very little direct contribution to the occupational success in vocations of less than college grade, which the majority of their graduates enter.

Two different questionnaires were used in making the survey. The first questionnaire was made to carry the names of twenty-five students. The information desired was the present residence and occupation of each graduate. This information was obtained through the aid of principals, industrial education teachers, and graduates who worked under the direction of the writer. These data were tabulated according to sex and occupations from the returned questionnaires. Six occupations entered by male graduates according to the largest number were selected for further study.

Similarly, four occupations entered by female graduates in large numbers were chosen for further study.

The second questionnaire for case study requested the following information:

1. Name of Graduate
2. Years out of school
3. Number and kinds of positions held
since graduation
4. Reasons for changing positions
5. Occupation of Parents
6. Lack of Training
7. Need of Information about occupations

The information desired in this second questionnaire was obtained through personal interview of the selected graduate by the principal, industrial education teacher, or a responsible graduate of the high school whose graduates were involved. A list of male graduates in each of the six occupations selected on the basis of proportion entering was sent to each interviewer. Then one from each occupation was selected at random for case study. A similar plan was used for the female graduates. Case studies were made of graduates following occupation requiring preparation of high school grade.

The graduates included in this study were those completing their work in the ten Negro high schools of eight typical cities of Texas. One city has three Negro high

schools. The period of graduation was from January, 1931 to June, 1935. The data for the first questionnaire were obtained in the spring months of 1936, while those for the case study were obtained during the spring months of the year of 1937.

Out of a total of 4927 graduates from these ten Negro high schools during this period, 1838, or 37 per cent, were boys and 3089, or 63 per cent, were girls.

Summary:

From the preliminary survey the six following occupations were selected for further study of the training needs of the male graduates; automotive trades, carpentry, cleaning and pressing, cooking or foods, porters and waiters. Similarly, four occupations were selected for further study of the female graduates, namely: beauty culture, cooking, clerk and stenography, and maid service.

At the time the employment status of the graduates was obtained, the male graduates were employed in seventy-five different lines of work, while the female graduates were employed in only thirty-five different avenues of work, including that of housewife. At the time the study was made 24.3 per cent of the male and 24.7 per cent of the female graduates were in college. The Negro high schools having the largest per cent of graduates in college are found in those cities where there are either colleges for Negroes or white youths. This would seem to indicate that the presence of a college in a community is one of the factors

in the creation of a desire in the Negro youth for college training.

Owing to economic conditions existing at the time these data were collected, the number of these unemployed is not unusual.

Among the male graduates of these high schools are found a postmaster, five ministers, twelve teachers, thirteen farmers, and twenty-nine enrollees in the Civilian Conservation Corps.

The data show that in addition to the four major occupations that the majority of the female graduates entered, there were fourteen social service workers, nineteen dress makers, nineteen recreation workers, twenty-six nurses, seventy four teachers, while 336 or 10.88 per cent were housewives.

The two major occupations the male graduates entered were that of porter and automotive work; for girls, maid and food service, or cooking.

The usual occupations of the fathers of the one hundred graduates in the case study are porter and laborer; those of the mother are cook and maid. The contacts made by the parents in their work no doubt account for employment possibilities being better for their children in the type of work that the data show they follow in large numbers.

More than ninety-one per cent of the graduates in the case study took the Industrial Arts course, and likewise, more than ninety per cent of the female graduates took the

Home Economics course. At the present time work in the Industrial Arts consists of the usual work in wood working, although in two of the high schools work in general shop is offered. No doubt Industrial Arts course could be changed to function as a prevocational training agency. In only five of these high are formal courses in mechanical drawing offered. This course forms the basis of the blueprint reading and graphic expression so very necessary in the successful pursuit of many trades.

In some of these Negro high schools the girls are admitted to the drawing classes as well as to some classes in wood working. On the other hand the male students are admitted to those units in Home Economics having to do with the preparation of food, as well as table service and care of the home.

From the data in this study, except in the case of two Negro high schools, it is evident that there is no provision made for courses in Vocational Guidance, and as a consequence, there seems to be no adequate follow up of the graduate. This fact was further emphasized in the assembling of these data, although splendid cooperation was given by principals and others in securing the information.

The data indicate a lack of planning for a successful career of less than college grade by the majority of these graduates.

For both male and female graduates very little change from job to job is noted. This may be due to two causes,

to lack of opportunity or to the fact that these graduates are satisfied with what they are doing. The principal reasons given for changes in jobs or occupations are better pay, better working conditions, in business for self, illness, inconvenient to go, and unable to pay wages.

The male graduates are anxious to know more about automechanics, carpentry, food, and tailoring; while the female graduates are desirous of learning more about beauty culture, business vocations, and foods. A comparison of the data in this study with the Fifteenth Census of Occupations of the United States shows a great similarity in occupations followed by Negroes as a whole and the graduates of these high schools.

It is evident from the data that these schools are not meeting the vocational needs of their students. However, with the new type of vocational training now available this lack of opportunity may readily be provided with very little extra cost.

Several significant facts were noted in connection with the gathering of the data for this study:

1. No vocationally trained person was made responsible for the promotion, operation, and development of a vocational training program in these schools.
2. There was no connecting link between the high schools and the occupations these graduates follow, either through an individual or a committee.
3. In only one of these Negro high schools are the

provisions of the "Organic Act", or Smith Hughes Act, accepted.

4. There is no central bureau, or agency, interested in or charged with, the responsibility of having data available with regard to the vocational status of the graduates of these Negro high schools.
5. The scarcity of studies made by urban high schools regarding the training needs along vocational lines is quite evident from the few in their files.
6. It is felt that the sampling of 4927 graduates of ten Negro high schools in various sections of Texas was sufficiently large to indicate the needs of the students in these schools for vocational training.
7. The various school administrators are anxious to provide adequate vocational training in these high schools but only recently has the request for such training been accompanied by substantiating evidence in the form of studies and analyses of the occupational needs of the students.
8. The fact that no person connected with these schools is responsible for the promotion, operation and development of a functioning vocational training program for these students no doubt has had a deterrent effect upon such program whenever attempted.

time cooperative training in the individual high schools. The vocational schools, however, would form the center of all vocational training activities.

The following recommendations are made in reference to the trades, or courses, for which the students of these ten or other Negro high schools of comparative communities:

On the basis of the findings of this study it is urged that the trades, or courses, indicated in Table XIX (on the next two pages) be made available to students of the high schools indicated in this table.

Table XIX (on the next two pages) indicates trades already being taught, together with the courses recommended to be taught on the basis of the data in this study, for students in these and other Negro high schools in comparable communities. In this table code letters are used for convenience in designating the various high schools as follows:

L. C. Anderson of Austin, A; Charlton Pollard of Beaumont, B; B. T. Washington of Dallas, C; I. M. Terrell of Fort Worth, D; Central of Galveston, E; B. T. Washington of Houston, F; Wheatley of Houston, G; Jack Yates of Houston, H; Wheatley of San Antonio, I; and A. J. Moore of Waco, J; . The following table shows courses for both male and female students.

TABLE XIX.--Vocational Courses in the High School

In column numbered "1" courses now taught; in column numbered "2" courses recommended to be taught.

Courses or Trades	High School									
	A		B		C		D		E	
	1	2	1	2	1	2	1	2	1	2
1. Automotive Trades*	-	DO	-	DO	-	DO	-	DO	-	DO
2. Beauty Culture*	-	R	-	R	-	R	-	R	-	R
3. Carpentry, Trade	-	DO	-	DO	-	DO	-	DO	-	DO
4. Commercial	-	DO	-	DO	-	DO	X	X	-	DO
5. Cleaning and Pressing	-	DO	-	DO	-	DO	-	DO	-	DO
6. Cooking, Trade	-	DO	-	DO	-	DO	-	DO	-	DO
7. Distributive Occ'p*	-	R	-	R	-	R	-	R	-	R
8. General Shop*	-	R	-	R	-	R	-	R	-	R
9. Home Economics*	X	X	X	X	X	X	X	X	X	X
10. Household Employ'm't*	-	R	-	R	-	R	-	R	-	R
11. Industrial Arts*	X	X	X	X	X	X	X	X	X	X
12. Mechanical Drawing*	X	X	-	R	-	R	-	R	X	X
13. Porter Engineer Custodian	-	R	-	R	-	R	-	R	-	R
14. Tailoring	-	DO	-	DO	-	DO	-	DO	-	DO
15. Voc. Guidance*	-	R	-	R	-	R	-	R	-	R
16. Voc. Information*	-	DO	-	DO	-	DO	-	DO	-	DO
17. Waiting, Table	-	DO	-	DO	-	DO	-	DO	-	DO

*In the following discussion starred courses are emphasized.
 The symbol (-) means the course is not given.
 The letter "X" means course now taught and recommended to be continued.
 The letters "DO" Mean Part Time Cooperative diversified Occupational Training Program recommended.
 The letter "T" means separate vocational school recommended.
 The letter "R" means courses recommended to be taught.
 The Household Employment includes maids and table service.

**TABLE XIX-Vocational Courses in the High School
(Concluded)**

In column numbered "1" courses now taught; in column
numbered "2" courses recommended to be taught

Courses or Trades	High School									
	F		G		H		I		J	
	1	2	1	2	1	2	1	2	1	2
1. Automotive Trades*	-	T	-	T	-	T	X	X	-	DO
2. Beauty Culture*	-	T	-	T	-	T	X	X	-	R
3. Carpentry Trades	-	T	-	T	-	T	X	X	-	DO
4. Commercial*	-	T	-	T	-	T	-	DO	-	DO
5. Cleaning & Pressing	-	T	-	T	-	T	-	DO	-	DO
6. Cooks, Trade	-	T	-	T	-	T	X	DO	-	DO
7. Distributive Occ'p'n.*	-	T	-	T	-	T	-	R	-	R
8. General Shop*	-	R	-	R	-	R	-	R	-	R
9. Home Economics*	X	X	X	X	X	X	X	X	X	X
10. Household Employment*	-	T	-	T	-	T	-	R	-	R
11. Industrial Arts*	X	X	X	X	X	X	X	X	X	X
12. Mechanical Drawing*	X	X	X	X	X	X	X	X	X	X
13. Porter (Engineer-Custodian)	-	T	-	T	-	T	-	R	-	R
14. Tailoring	-	T	-	T	-	T	-	DO	-	DO
15. Vocational Guidance*	-	R	-	R	-	R	X	X	-	R
16. Voc. Information*	-	R	-	R	-	R	X	X	-	R
17. Waiting Table	-	DO	-	DO	-	T	-	DO	-	DO

*These courses should be emphasized.

The symbol (-) means that the course is not given.

The letter (X) means course now taught and recommended to
be continued.

The letters "DO" means Part Time Cooperative Diversified
Occupational Training Program recommended.

The letter "T" means separate trade school recommended.

The letter "R" means course recommended to be taught.

Household employment includes maids and table service
(waiter and waitress).

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He also wishes to acknowledge his obligations to the State Director of Industrial Education of Texas, Mr. Roy L. Martin; and to the Principal of the Prairie View College, Mr. W. R. Banks, for permitting him to devote time from other duties to this study; to the staff of the Division of Negro Education of Texas, Mr. Gordon Worley, and Mr. D. B. Taylor for their encouragement in this study.

He is also indebted to Dr. L. A. Woods, State Superintendent of Public Instruction of Texas, for encouragement inspired by his devotion to the fostering of Vocational Education for all groups.

He further wishes to express his gratitude to the administrators, principals and teachers in the cities included in this study, who made the assembling of the material pleasant through their deep interest and hearty cooperation.

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CHAPTER I

INTRODUCTION

It is generally recognized that one of the main objectives of high school training is to prepare all students to function efficiently in the community. In order to do so properly, each person should be trained to follow some means of livelihood. It is a well known fact that relatively few graduates from Negro High Schools in Texas complete college courses. The requirements for entrance into the professions are so high, especially from the standpoint of the cost of carrying college work, that a great majority of high school graduates enter an occupational field for which no training has been given. It is further recognized that there is a close relationship existing between functioning training and occupational success; yet, so far as is known, there has been no adequate study made to develop a training program, in terms of occupational needs, for Negro High Schools in Texas.

In view of these considerations it has seemed worthwhile to make a study of the occupations that Negro High School graduates enter and to determine the fields in which training should be offered.

The statement of the problem is as follows: To set up a procedure for making an occupational survey of the graduates of the Negro High Schools of eight cities of Texas; to use the information obtained as a basis for determining the needs for vocational training of those students who are now or will be in these schools.

Background of the Study.

In order to get a better understanding of the environment in which these graduates live, a brief description of the principal activities and educational facilities in these various cities is desirable.

Austin is the seat of the State government with its various and numerous departments. In addition to the many governmental activities, a large number of progressive farmers of both races live in the surrounding territory, thereby causing this city to be the main trading center of this district. Austin is the home of the University of Texas, and of two senior colleges for Negroes. There is a regular accredited high school which offers, in addition to the academic work, well organized courses in Industrial Arts and Home Economics. During the past year a building for instruction in auto mechanics was completed; but, so far, no definite training course has been established. The two Negro colleges formerly offered courses in Industrial Arts and Home Making; in fact, Home Making is still given in both of the institutions on a college basis, but mainly for the preparation of teachers in this profession.

Beaumont, which is noted for its rice, oil, lumber, and shipping industries; is located in the extreme southeastern part of the state, only twenty-five miles from Louisiana. One large refinery is located in this city, and

two of the largest refineries in the world are located at Port Arthur, twenty miles to the south. In the Negro high school, courses in Home Making, Tailoring, Laundering, and Industrial Arts are given.

Dallas, which is known as the metropolis of the state, is the center of a cotton raising district. In addition to this a gricultural activity in its surrounding territory, it is the home of most of the state offices of out-of-state corporations, and it has within its limits such industries as steel fabricating plants, packing houses, cotton warehouses, farming machinery manufacturers, automobile assembling plants, and distributors of various kinds of merchandise and manufactured products. The Negro high school has regular courses in Industrial Arts and Home Making. Within a few months the erection of another Negro high school will be started at Dallas.

Thirty-two miles to the west of Dallas is Fort Worth, the center of the cattle industry of the southwest and the concentration point for various grains raised not only in its environs, but in other states further to the north; there is a large railroad shop and two of the largest packing plants in the southwest are located here. The present Negro high school offers courses in General Shop and Home Economics. A new high school building for Negroes is now nearing completion at Fort Worth, but additional vocational training facilities have not yet been announced.

Located on the Gulf of Mexico is Galveston, with its

large shipping interests touching all parts of the world. In addition it is a summer resort. The Negro high school in this city has the usual courses in Industrial Arts and Home Economics.

Houston, the largest city in the state according to the United States Census of 1930, is the center of the rice, lumber, oil, and shipping industries of the state. Three oil companies and two railroad systems have their home offices in this city. The main shops of one railroad system which reaches from the Mississippi River to the Pacific coast are also located here. Necessary industries such as machine shops, steel fabricating plants, oil mills, oil machinery, packing houses, and manufacturers agents, are found here in large numbers. This city also has the largest population of Negroes in the state, and the members of the group are employed in all lines of work.

In Houston there are three junior-senior high schools for Negroes and three other schools in which junior high school work is given. In addition there are a large number of elementary schools for Negroes. A senior college for Negroes, supported and operated on a tuition basis by the public school system, is also located at Houston. The junior-senior high schools offer the regular Industrial Arts and Home Making courses.

San Antonio, which is favorably known as the winter

resort, is also the headquarters of the 8th Corps of the U. S. Army. Owing to San Antonio's location in the southwest, it is the distributing and business center for that part of Texas, and it is also known as the gateway to Mexico. There are very few industries in this city, except those necessary for supplying the wants of its immediate environs. There is a junior college for Negroes in this city. The high school not only has the usual courses in Industrial Arts and Home Making, but also gives well organized trade courses in auto-mechanics and carpentry, as well as a recognized training course in beauty culture for girls and quantity cooking for boys.

Near the center of the state, midway between Dallas and Austin, is Waco, located in a strictly agricultural district. This city is also the distributing and main trading center for merchandise, groceries, farm machinery, and farm products. In addition to the Negro high school, there is also a junior college for Negroes, located within a few blocks of the business center of the city. The Negro high school of Waco offers approved courses in Home Economics and Industrial Arts.

In all of these cities we find active church organizations, insurance companies, grocery stores, shoe shops, tailor shops, printing shops, garages, and drug stores which are operated by Negroes.

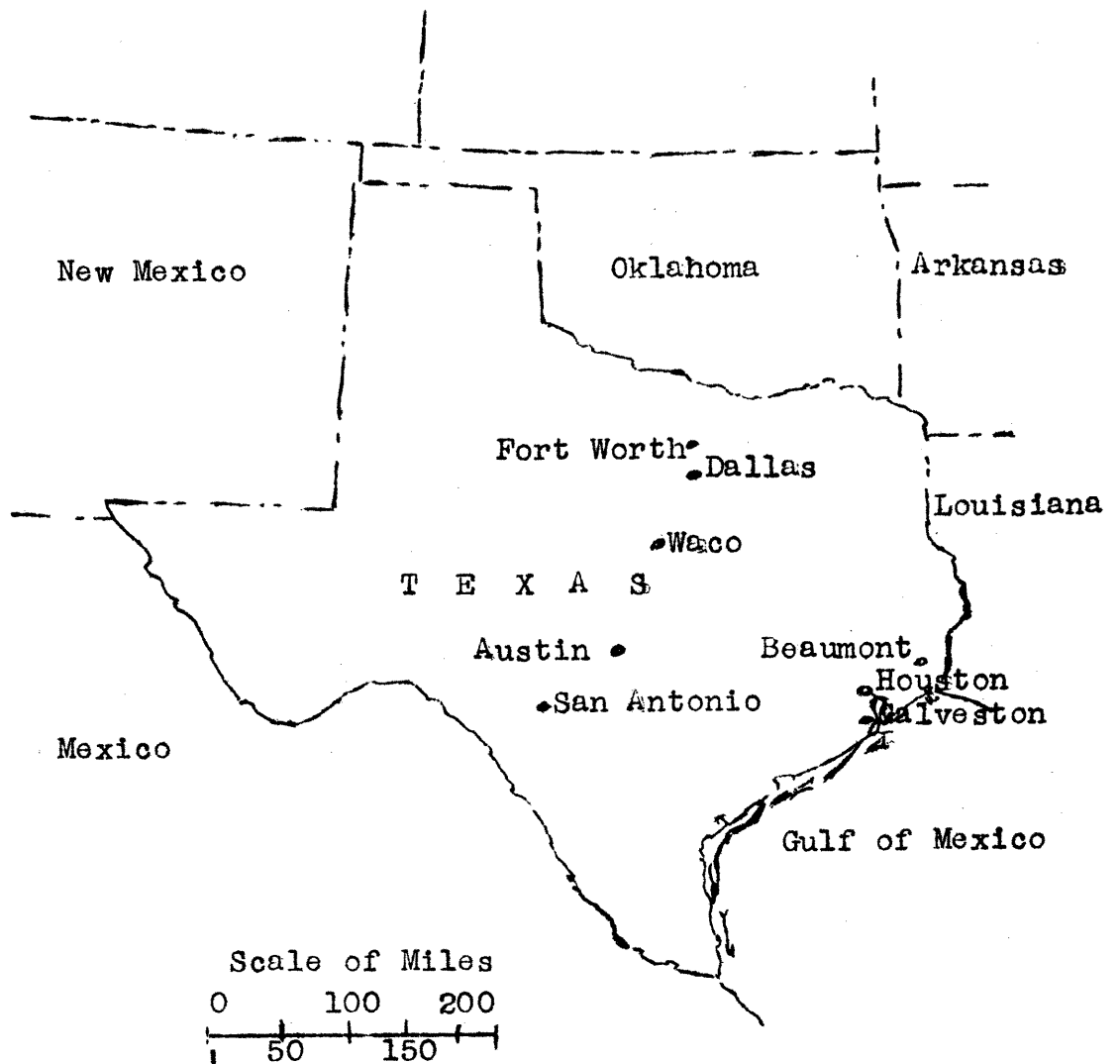
The state institution for Negro youths is located at

Prairie View, and some trade courses are offered there.

The Negro population is less than second in rank in only one city of the state. In San Antonio, the population of those of Spanish descent ranks second, being nearly three and one-half times that of the Negro population.

Figure 1 shows the locations of these various cities in the state. The ten Negro high schools whose graduates are included in this study are located in these eight cities.

Figure 1. Outline map of Texas showing location of cities having Negro high schools included in this study.



CHAPTER II

PROCEDURES AND DEVICES

Realizing the need for more definite information regarding the effect of functioning vocational training for Negro youths, as often as the opportunity was afforded the question was discussed with Mr. Ray L. Martin, the State Director of Industrial Education, and Mr. Gordon Worley and Mr. D. B. Taylor, the members of the Division of Negro Education at Austin, and Mr. W. R. Banks, the Principal of the Prairie View State Normal and Industrial College, Prairie View, Texas. These discussions were held with Mr. Martin, in the writer's official capacity as Teacher-Trainer of Industrial Education for Negroes, and with the head of the Prairie View State College, as a member of the faculty of that school, in charge of the department of Industrial Education. The two officials in the Division of Negro Education were approached on account of their general supervision of education for Negroes in the state. One of these officials has direct charge of the rural school improvement program, while the other is concerned more with the improvement of the work in the larger cities, with special reference to the secondary schools.

Visits to Cities

When various visits were made to different cities in the state, including those mentioned in this study, the point was always made to discuss vocational education train-

ing plans for Negro youths with the various administrative officials, including the superintendent and members of his staff who were charged with some responsibility affecting the program of education for Negroes. Conferences were also held with the principals of these Negro high schools not only at their offices but also in their homes.

Conferences:

District and state-wide conferences were held at various points and at various times to further this program with the advise and consent of the State Director of Industrial Education. When it was finally decided to begin this study, permission was asked of each superintendent of the school system with which these Negro high schools are connected, to gather the necessary information in these high schools for the study of their graduates. Not only was this permission granted, but every administrator of the school systems showed considerable interest in the problem. The active cooperation of all of the principals was very much in evidence.

Graduates Considered:

The graduates considered in this study completed their work, or courses of study, in the following high schools: L. C. Anderson of Austin, Charlton-Pollard of Beaumont, B. T. Washington of Dallas, I. M. Terrell of Fort Worth, Central of Galveston, B. T. Washington, Wheatley, and Jack Yates all of Houston, Wheatley of San

Antonio, and the A. J. Moore of Waco. The period during which these students were graduated extended from January, 1930 to July, 1935. The time of gathering the information, as to the status of the graduates, was the spring months of 1936, and the case studies were made during the spring months of 1937.

Questionnaires Used.

All of the data forming the basis of this study were obtained through the use of two questionnaires and by personal interviews of the writer in connection with his official duties as Teacher-Trainer of Industrial Education for Negroes. The information requested on the first questionnaire, in addition to identifying marks, is as follows: (See Appendix A)

1. Name of graduate
2. Address of graduate
3. Present occupational status of graduate

This form was so prepared that the names of twenty-five graduates could be entered on one sheet. This would permit an easy check on the total and would make for convenience in listing the name, as well as for filing.

How Information Was Obtained.

The information sheet was sent to the principals in some cities and to the industrial education teachers in other cities for the purpose of obtaining data regarding the status of the graduates of these Negro high schools during the period under consideration. All the graduates

were accounted for in some way, for the purpose of having an adequate check on those who had completed the courses in the secondary schools in the period from January 1931 to June 1935. The registrar, or clerk, when one was on the staff, entered the names of these graduates on a list, together with their addresses. In some cases this was done by the principal when there was no clerical helper connected with the staff. In two cases the registrars also placed on the forms the status of the graduates who were employed, unemployed, in college, deceased, or unable to locate. If any of the female graduates were married this was indicated. In two cases all of this information was obtained through the industrial education teachers, and in three other cases by responsible graduates who were employed, under the direction of the writer.

Data from First Questionnaire.

When the information sheets, or questionnaires, were returned from the various cities, two charts, or tables were prepared, according to sex, showing the various vocations in which these graduates were employed and whether in college, unemployed, deceased, and not reported. On the chart for female graduates those married were so indicated.

From the chart prepared for the boy graduates, the first six occupations entered in large numbers by these graduates were selected for further study. Similarly, the same method was used in selecting four major occupations,

or vocations, entered in large numbers by the girl graduates of these high schools.

Questionnaire for Case Study

The second form (See Appendix B) was used for making case studies of six male and four female graduates in each high school, selecting one each for the six occupations for boys of less than college grade, and one each for each of the four major occupations of less than college grade for girls that had already been chosen. This form was so devised as to obtain the following information from the graduates who were selected at random. The information requested was as follows:

1. Name of graduate
2. Years out of school
3. Number and kinds of positions held since graduation
4. Reasons for changing positions
5. Occupations of parents
6. Lack of training
7. Need of information about occupations

How Information Was Obtained.

A list of male graduates in each of the six major occupations, selected on the basis of the greatest number entering those occupations, were made for each of these high schools. This was done by checking the list of names on the first questionnaire and selecting not more than ten persons, in each major occupation, giving in each

case the occupation at the head of each list and the name, address, and year of graduation of each graduate so selected. The questionnaire was then used to obtain the information by personal interview. In two cases this was done through the principal, in five cases through the industrial education teachers, and in three cases through responsible graduates of these schools, under the direction of the writer. All were instructed to pick out any one of those on the list for case study. In case the one selected could not be located, another person was selected from the list.

The same procedure of obtaining the information from the girl graduates was used in the case study.

Information on Second Questionnaire

When this information was received, various charts were prepared for both the male and female graduates. These data are presented in the following pages. "Years out of school" seemed not to have had much import, and therefore a chart was not prepared. However, if a few were selected from one year's class in one occupation, no doubt there would have been some basis for comparison.

Investigation of School Courses and Organizations

Since the writer served in the capacity of Trade and Industrial Education Teacher-Trainer, the various types of vocational training in the various schools had already been investigated and also certain courses such as voca-

tional guidance, occupational information, and mechanical drawing. In addition, a study was made of the different types of organizations for administration in these schools. Particular note was made if there were heads of vocational training departments, or if anyone was charged with the definite responsibility of promoting and developing the vocational training courses, or if any group served in the capacity of an official advisory committee in inaugurating, promoting, or improving, the vocational training program in connection with any of these Negro high schools under consideration.

CHAPTER III

PRESENTATION AND EXPLANATION OF DATA

CONCERNING MALE GRADUATES

Table I, shows the total number of graduates as well as distribution by sex from each of the Ten Negro High Schools for the period extending from January 1931 to June 1935, inclusive. The total number graduated from these high schools are 4927 of which 1838 are boys and 3089 are girls.

TABLE I. -- Distribution of Graduates According to Sex

High School With Code Letter*	All Graduates	Male Graduates	Female Graduates
Austin			
A. Anderson	269	96	173
Beaumont			
B. Charlton-Pollard	602	228	374
Dallas			
C. B. T. Washington	794	231	563
Fort Worth			
D. I. M. Terrell	460	178	282
Galveston			
E. Central	268	114	154
Houston			
F. B. T. Washington	463	172	291
Houston			
G. Jack Yates	692	297	395
Houston			
H. Phillis Wheatley	707	240	467
San Antonio			
I. Phillis Wheatley	497	184	295
Waco			
J. A. J. Moore	193	98	95
Item Totals	4927	1838	3089

*Note: On all succeeding graphs or charts, the schools will be designated by the letters used in this chart.

The largest number of graduates for this period was 794 from the B. T. Washington High School of Dallas: however, Houston leads in the number of graduates from her three high schools with a total of 1963. The smallest number of graduates was 193 from the A. J. Moore High School of Waco.

The largest number of male graduates was 267 from the Jack Yates High School while the smallest number was 96 from the Anderson High School of Austin. The three high schools of Houston had 709 male graduates for the period of the study.

The largest number of female graduates from one school was 563 from the high school in Dallas, and the smallest is 95 from the Waco High School. However, Houston leads in the total number of female graduates for one city with 1153 during this period.

Table II, page 17, gives a total of 1838 male graduates working in seventy-five different occupations. These occupations are arranged in alphabetical order and are listed as reported by the various surveyors.

TABLE II (Continued)
Occupations of Male Graduates
of Ten Negro High Schools of Texas

Occupations	High Schools										Total
	A	B	C	D	E	F	G	H	I	J	
24. Doorman		1	1	-	-	-	-	-	-	-	2
25. Electrician		-	1	-	-	-	-	-	-	-	2
26. Elevator Op'r		-	-	2	1	-	1	-	-	1	5
27. Embalmer		-	1	-	-	-	-	-	1	-	2
28. Entertainer		1	1	4	-	-	-	-	1	-	7
29. Filling Station		-	5	1	-	-	2	9	2	-	19
30. Garbage Coll.		-	-	-	-	1	-	-	-	-	1
31. Government Work		2	2	3	3	-	-	-	3	-	13
32. Hospital Orderly		-	-	-	-	-	-	-	1	1	2
33. Hotel Work		-	-	1	1	-	-	-	2	-	4
34. Ice Man		-	-	-	-	-	1	4	-	-	5
35. Insurance		-	2	3	3	-	-	1	-	-	12
36. Landscaper		-	-	-	-	-	2	-	1	-	3
37. Laundry Worker		-	-	-	-	-	-	1	-	-	1
38. Librarian		-	-	-	-	-	-	1	-	-	1
39. Longshoreman		-	-	-	-	-	1	3	1	-	5
40. Lumber Yard		-	-	-	-	-	-	-	1	-	1
41. Mechanic, Auto		1	2	3	3	7	2	5	2	1	26
42. Mechanic, R.R.		-	-	1	1	-	-	5	-	-	7
43. Minister		-	1	1	1	-	-	1	-	1	5
44. Music, Organ		-	-	4	-	-	2	5	9	4	25
45. Music, Piano		-	-	-	-	-	-	-	1	-	1
46. Music, Voice		-	-	-	-	-	-	1	-	1	2
47. News Boy		-	1	-	-	-	2	-	2	1	6
48. News Dealer		-	-	3	1	-	7	-	3	1	14
49. N.Y.A. Project		-	2	-	-	-	-	-	3	1	6
50. Odd Jobs		-	-	-	-	5	-	-	-	37	42
51. Office Boy		-	-	-	-	-	-	-	-	1	1
52. Painter		1	-	-	1	1	-	-	5	-	8
53. Park Supervisor		1	-	-	-	-	-	-	-	-	1
54. Porter, Bldg.		7	31	20	6	17	45	6	40	33	213
55. Porter, R. R.		-	-	-	-	3	-	-	-	3	6

TABLE II (Concluded)

Occupations of Male Graduates
of Ten Negro High Schools of Texas

Occupations	High Schools										Total
	A	B	C	D	E	F	G	H	I	J	
56. Postmaster		1	-	-	-	-	-	-	-	-	1
57. Printer		-	-	3	-	1	-	-	-	1	5
58. Public Service		-	-	1	-	-	-	-	-	-	1
59. Radio Repair		-	-	-	-	-	-	3	1	-	4
60. Refinery W'r		-	-	-	-	-	-	2	-	-	2
61. Sailor		-	5	-	-	-	-	-	-	-	5
62. Scientist		-	-	-	-	-	-	-	1	-	1
63. Sign Painter		-	1	-	-	-	-	-	-	-	1
64. Shoe Shop		-	-	3	2	1	1	1	-	-	8
65. Social Service		-	-	3	-	-	-	-	-	-	3
66. Soda Fountain		-	-	-	-	-	-	-	1	-	1
67. Tailor		-	-	4	-	-	-	-	3	-	11
68. Taxi Driver		-	6	-	6	1	4	-	4	-	22
69. Teacher		-	2	3	-	1	-	1	2	1	12
70. Truck Driver		-	-	8	-	1	1	-	4	-	14
71. Undertaker		-	-	3	-	1	-	-	-	1	7
72. Usher		-	-	3	-	-	1	-	-	-	4
73. Waiter		1	1	17	5	2	5	4	2	1	39
74. W. P. A.		-	-	1	-	-	-	-	-	-	1
75. Y.M.C.A. Worker		-	-	-	-	-	-	-	1	-	1
76. Deceased		2	-	1	2	2	2	2	2	3	16
77. Not Reported		9	14	5	9	8	14	12	12	10	96
78. Unemployed		14	33	23	20	16	7	59	62	45	282
Items Total		46	228	231	178	114	172	240	297	184	1838

TABLE II shows that the largest number of these male graduates were employed as porters, waiters, cooks, cleaners and pressers, carpenters, workers in automotive trades, delivery men, clerks, cafe workers, tailors, painters, insurance salesmen, and enrollees in the Civilian Con-

servation Corps.

Table III shows the various occupations in which twenty or more male graduates are engaged. These occupations were selected from the data presented in Table II and contain the following skilled occupations: auto-mechanics, carpentry, workers in cleaning and pressing establishments, cooks, porters and waiters. These six occupations will be given further consideration in this study.

TABLE III. - Occupations that more than twenty male graduates entered.

Occupations (See Table II, pp. 12-19)	Code Letters of High Schools										Total
	A	B	C	D	E	F	G	H	I	J	
See Table IV p. 21 14, 29, 41, 68, 70 *											
Automotive Trades	2	15	15	10	9	18	18	20	3	3	113
10. Civ. Cons. Corps	-	5	-	9	1	1	2	3	1	7	29
13. Carpentry*	2	2	1	1	1	2	3	2	2	7	23
15. Clean'g & Press'g*1		2	14	4	2	1	9	5	1	2	41
17. College Student	35	27	59	62	14	34	74	60	42	40	447
18. Common Labor	12	25	8	27	12	-	-	5	-	9	98
21. Cook*	2	4	6	2	1	13	6	3	2	1	40
22. Delivery Man	-	11	4	-	4	10	-	13	11	-	63
44. Music, Organ	-	-	4	-	-	2	5	8	4	3	26
50. Odd Jobs	-	-	-	-	5	-	-	-	37	-	42
54. Porter Bldg.*	7	61	20	6	17	45	6	40	3	8	213
73. Waiter*	1	1	17	5	2	5	4	2	1	1	39
* Six occupations that are considered for further study.											

Other occupations listed in Table III are eliminated from the study for the following reasons: enrollees in Civilian Conservation Corps, because they are included in an organization which has a training program; college

students because their training is of college grade; musicians, because their training does not come within vocational education as considered in this study; and common laborers, deliverymen, and workers of odd jobs, because long periods of organized training are not essential for entrance into these occupations.

Table IV indicates the various related occupations considered as parts of the automotive trades. These different occupations vary in manipulative skill and technical knowledge but all of them have training possibilities.

TABLE IV. - Vocations Composing the Automotive Trades.

AUTOMOTIVE TRADES (See Table II, pp.17-19)	High Schools										Total
	A	B	C	D	E	F	G	H	I	J	
14. Auto Repair	1	2	3	3	7	2	5	2	1	-	25
29. Chauffeur	1	2	3	2	2	9	4	8	2	2	23
41. Filling Station Helper	-	5	1	-	-	3	9	2	-	-	19
68. Taxi Driver	-	-	8	-	1	1	-	4	-	-	14
70. Truck Driver	-	6	-	6	-	4	-	4	-	1	22
TOTALS	2	15	15	10	9	18	18	20	3	3	113

The above table indicates that auto repair leads in the total number of male graduates employed in the automotive trades, auto repair requires the most manipulative skill and technical knowledge. The other four occupations in the table are usually classed under several trades.

In Table V, page 22, the following items are given:

(1) the number in college, (2) the number unemployed, and (3) the number of students not reported. The number of male graduates reported under these three items amount to 832, or 45.25 per cent, of the 1838 male graduates from the ten Negro High Schools for this period.

TABLE V. - Status of Non-Vocational Male Graduates

Code Letter of High School	Number of Male Grad- uates	Number in College	Number Unem- ployed	Number not Reported
A	96	35	14	12
B	228	27	33	14
C	231	59	23	5
D	178	62	20	9
E	114	14	16	8
F	172	34	7	14
G	240	74	62	12
H	297	60	62	12
I	184	42	47	10
J	99	40	5	-
Total	1838	447	289	96

The most significant fact with reference to the male graduates in college is that Waco, indicated by the letter J, and Austin, indicated by the letter A, lead with a total of 40 or 40.00 per cent and 35 or 36.50 per cent respectively. The table shows that Beaumont, indicated by the letter B and Galveston, represented by the letter E, have the smallest number in college with 27 or 11.80 per

cent and 14 or 12.30 per cent respectively.

The number unemployed varies from 5 or 5.05 per cent, of the male graduates of the A. J. Moore High School of Waco, represented by the letter J to 62 or 18.40 per cent of the male graduates of the Jack Yates High School indicated by the letter H.

The A. J. Moore High School of Waco, designated by the letter J, according to this table, has accounted for all of its graduates.

The B. T. Washington High School of Houston has 14, or 8.2 per cent of all its graduates not reported.

Table VI, page 24, indicated the usual occupations of the parents of these sixty male graduates. There are 24 different vocations listed as the usual occupations of these 60 fathers. The sixty mothers of these graduates usually follow eight different occupations.

as porters in stores and buildings, and five worked as carpenters. For mothers, this table shows twenty-three worked as maids, seventeen as cooks, and twelve as housewives.

Table VII shows the courses taken by the boys. In addition to the four regular courses; Academic, Business, Industrial Arts, and Trades; there are three courses related to vocational advisement.

TABLE VII. - Courses Taken in High School by Male Graduates

Courses Taken	Occupation of Sixty Male Graduates						Total
	Car-pen-try	Cook	Clean and Press	Auto Tra-des	Por-ters	Wai-ters	
Academic	-	-	1	1	1	1	4
Business	1	1	-	1	-	1	4
Foods, Serving and Home Economics	-	1	-	1	-	3	5
Industrial Arts	10	9	9	9	9	10	56
Occupational Information	-	1	-	1	-	-	2
Holding a Job	4	4	4	2	1	1	14
Trade	-	1	-	1	-	-	2
Vocational Guidance	1	-	1	-	-	-	2

Table VII, shows that fifty of the sixty graduates took the courses in Industrial Arts; five the course in foods and table service, and four each in the business and academic courses. Two of these boys have had courses in both occupational information and vocational guidance, while fourteen have had some information, in an informal

eighteen different reasons given by these graduates case study.

TABLE IX. - Reasons for Changing Jobs or Vocations by Male Graduates.

Reasons for Changing	Usual Occupations						Total
	Carpen-try	Cook	Clean and Press	Auto-Trades	Porters	Waiters	
1. Better Job	1	2	-	-	1	-	4
2. Better Wages	-	1	-	-	2	1	4
3. Better Working Conditions	-	-	-	-	1	-	1
4. Changed Occupations	-	-	-	-	-	1	1
5. Contractor Left Town	1	-	-	-	-	-	1
6. Disagreement	-	-	2	-	-	-	2
7. Employed Girls	-	-	-	-	-	1	1
8. Firm Failed	-	-	-	-	1	-	1
9. Firm Sold Out	-	-	-	-	1	-	1
10. Firm Went out of Business	-	1	-	-	1	1	3
11. Hard to Please	-	-	1	-	-	-	1
12. Illness	1	-	-	-	-	-	1
13. Job Gave Out	-	-	-	-	-	1	1
14. Left City	-	-	-	-	-	1	1
15. Low Salary	-	-	2	-	-	-	2
16. Shorter Hours	1	-	-	-	-	-	1
17. Went to College	-	-	1	-	-	-	1
18. Work Scarce	1	-	-	-	-	-	1

In Table IX, the reasons given for changing jobs the greatest number of times are "better wages" and "better jobs", which in most cases are synonymous. The rest of these reasons were not given by many of these male graduates.

In order to learn if these graduates were desirous of having more information about the occupation they were following or any other line of work, their choices of courses were requested. Table X, indicates the selections.

Table X. - Courses Male Graduates Are Interested In.

Other Courses	1st Choice	2nd Choice	3rd Choice
1. Agriculture	-	2	-
2. Automechanics	14	1	1
3. Baker	1	-	-
4. Barber	-	-	-
5. Beauty Cult.	-	-	-
6. Blacksmith	-	-	1
7. Business	2	12	4
8. Cafe Owner	-	1	-
9. Carpentry	-	-	1
10. Chauffeur	-	-	1
11. Chemistry	2	-	-
12. Civil Service	-	-	-
13. Cleaning & Press'g	3	2	1
14. Commercial Art	15	-	-
15. Concrete	-	-	1
16. Designing	-	1	-
17. Drawing	-	4	-
18. Electrician	-	2	-
19. Electrical Eng.	-	-	1
20. Embalming	1	-	-
21. Foods	10	1	3
22. Histology	-	1	-
23. Laundry	-	3	-
24. Machinist	-	-	1
25. Mail Clerk	1	1	-
26. Medicine	1	-	-
27. Merchandise	1	-	-
28. Paint & Paper	-	-	1
29. Plumbing	-	4	1
30. Porter	-	1	-
31. Printing	-	1	-
32. Radio	1	-	3
33. Railroading	1	4	-
34. Stenographer	1	-	-
35. Table Service	1	-	3
36. Tailoring	7	1	1
37. Teaching	-	-	-
38. Typing	-	2	-
39. No Choice Made	-	14	36
TOTAL	60	60	60

It will be observed that in Table X on the preceding page, that in the first group of choices, the preferences of these graduates were as follows: Commercial Arts, fifteen; Automechanics, fourteen; Foods, ten; Tailoring, seven; with very few selecting any of the twelve remaining courses in the column. All of them indicated a first choice.

In the second group of choices the main emphasis was placed on Business Training by these male graduates in the case study. Of the other eighteen choices of courses in this group, none were selected by more than four of these graduates, and fourteen graduates made no second choice.

Of the fifteen choices of courses in the third group, Business Training lead, but with only four graduates so indicating. Thirty-six graduates indicated no third choice.

Findings with Regard to Male Graduates

From the data obtained in this study, the following findings for the male graduates are evident.

1. According to the data in Table I, page 15, there are more than one and one-half times as many female graduates as male graduates during the period extending from January 1931 to June 1935 inclusive. The B. T. Washington High School of Dallas has the smallest percentage of male graduates for the period in the study. Thirty per cent of the total number of graduates from that High School are boys. The graduates of the A. J. Moore High School of Waco are more evenly divided. There are ninety-eight male graduates and ninety-five female graduates from that high school for this period.
2. In Table II, page 17, it is noted that there are seventy-five different types of work now followed by the 1838 male graduates of these schools, with 447 male graduates in college when these data were assembled. It may also be noted that there were one librarian, five ministers, thirteen farmers, one postmaster, twelve teachers, one Y. M. C. A. worker, thirty enrolled in the Civilian Conservation Corps, and six on Y. Y. A. Projects.
3. In Table III, page 20, and Table II, page 17, the data indicates that the majority of these graduates entered two occupations, namely; that of

porter, and that of automotive work.

4. In Table IV, page 21, the distribution of graduates in the automotive trades shows the following; auto repair, twenty-five; chauffeur, twenty-three; truck driver, twenty-two; filling station helper, nineteen; and taxi driver, fourteen.
5. According to Table V, page 22, the largest proportion of the graduates, 447, or 24.38 per cent are in college; 289, or 15.7 per cent, are unemployed; and 96, or 5.27 per cent, are not reported.
6. According to Table V, page 22, the greatest number of male graduates from any one high school in college is 40. This is 40.01 per cent of the total male graduates (for this period of the study) from the A. J. Moore High School of Waco. This school is represented by the letter I. The lowest number of male graduates in college from any one high school is 27. This is 11.80 per cent of the total male graduates under consideration from the Charlton-Pollard High School of Beaumont which is designated by the letter B.
7. Although the unemployment, as shown by Table V, page 22, is apparently high among these male graduates as compared to the unemployment of former years, it must be remembered that several factors, (such as stagnant economic conditions and the age of employment) play a great part in bringing about

this condition.

8. According to the data in Table VI, page 24, twelve of their fathers usually worked as laborers, nine as porters in buildings and stores, six as farmers, and five as carpenters. The usual occupations of the other fathers are found in small numbers in twenty other occupations.

Twenty of the mothers of these sixty male graduates usually worked as maids, and seventeen as cooks, twelve were housewives, and a few of the mothers worked as dressmakers, laundresses, beauticians, cateresses, and in governmental service.

9. According to Table VII, page 25, all of these high schools offer courses in Industrial Arts and Home Economics with certain phases of the latter being open to male students in most of the high schools.

Fifty-six of the sixty male graduates took the Industrial Arts course, five a portion of the Home Economics course, and four each the Academic and Business courses.

Only two of these sixty male graduates took courses in Vocational Guidance and Occupational Information. Fourteen had informal instruction on the procedure of obtaining and holding a job.

The data in this study indicates that only two of the high schools offer formal courses in either

Vocational Guidance or Occupational Information.

10. Table VIII, page 26, indicates that there have been very few changes from one occupation to another occupation. There seems to be no regular line of promotion in these various occupations.
11. According to Table IX, page 27, the main reasons given for changing jobs, or occupations, are better working conditions.
12. Table X, page 28, indicates the courses about which sixty male graduates would like to know more. They are automechanics, carpentry, foods, and tailoring.

In this chapter the presentation and explanation of data concerning the 1938 male graduates have been given. This has been followed by findings regarding these male graduates. In Chapter IV will be found a discussion of the data and also the findings regarding the 1938 female graduates. The graduates considered are from the Negro high schools of Houston, Beaumont, Austin, Dallas, Fort Worth, Galveston, San Antonio, and Waco. In Houston there are three Negro High Schools.

The data from the vocational and non-vocational status of these graduates were assembled in the spring months of 1936, while those for the case study were obtained during the spring months of 1937.

CHAPTER IV

PRESENTATION AND EXPLANATION OF DATA REGARDING FEMALE GRADUATES

Table I, page 15, shows a total of 3089 female graduates considered during this period. B. T. Washington High School of Dallas, according to the table, leads with 563 female graduates out of a total of 794 graduates from any one high school. When the three high schools of Houston are taken as one, this city leads with a total of 1153 female graduates out of a total of 1862 graduates for the five year period. The female graduates are in excess of the male graduates for this period. The female graduates number ninety-five for the A. J. Moore High School of Waco while the male graduates number ninety-eight.

Table XI, on the next page, shows the distribution of these female graduates according to their vocational and non-vocational status.

TABLE XI

Occupations of Female Graduates
Of Ten Negro High Schools

Occupation	High Schools										Total
	A	B	C	D	E	F	G	H	I	J	
1. Artist	1	-	-	-	-	-	-	-	-	-	1
2. Beauty Culture	1	1	5	3	1	4	12	10	6	1	34
3. Caf. Operator	-	-	-	-	-	-	-	3	3	-	6
4. Clerk	2	1	5	5	-	1	6	-	-	2	16
5. College Student	9	48	143	79	34	58	118	108	54	28	760
6. Cook	14	11	31	17	6	7	78	4	20	3	191
7. Dietician	-	-	-	-	-	-	-	1	-	-	1
8. Dressmaker	-	-	4	-	-	2	3	8	-	2	19
9. Embalmer	-	-	-	-	-	-	-	-	1	-	1
10. Entertainer	-	-	5	-	-	-	-	-	2	-	7
11. Governess Work	-	-	1	-	-	-	-	-	-	-	1
12. Home Dem. Agt.	-	-	-	-	-	-	-	1	-	-	1
13. Hospital Maid	-	1	-	-	-	-	-	-	-	-	1
14. Housewife	12	74	57	16	24	50	43	35	7	16	336
15. Laundry work	-	-	1	1	-	2	9	-	-	-	13
16. Librarian	-	-	1	1	-	-	-	-	3	-	5
17. Maid	11	80	90	33	20	77	111	88	94	10	612
18. Music Teacher	-	-	3	-	-	-	-	1	-	-	4
19. Music, Voice	-	-	-	-	-	-	-	-	2	-	2
20. Music, Piano	-	-	5	-	-	-	-	1	-	-	6
21. Newspaper	-	-	-	-	-	1	-	3	-	-	4
22. Nurse	-	-	-	1	9	8	3	2	-	3	26
23. N. Y. A. Proj.	-	1	4	-	-	-	-	3	1	-	9
24. Organist	-	-	-	-	-	-	-	1	-	-	1
25. Printer	-	-	-	-	-	-	-	1	-	-	1
26. Recrea. Work	-	-	16	-	-	-	-	-	-	1	19
27. Reporter	-	-	3	-	-	-	-	-	-	-	3
28. Saleswoman	-	-	-	-	-	-	-	1	-	-	1
29. Secretary	2	-	2	5	1	-	-	-	-	-	10
30. Social Service	-	-	10	-	-	3	-	-	-	1	14
31. Stenographer	-	-	12	-	1	2	3	2	6	1	27
32. Teacher	2	6	11	13	4	2	8	8	13	7	74
33. Usher	-	-	3	-	-	1	-	1	-	-	5
34. Waitress	-	-	13	8	-	3	5	14	1	1	44
35. Y. W. C. A.	-	-	-	-	-	-	-	-	-	-	1
36. Deceased	4	5	4	5	-	4	7	1	3	2	35
37. Not Reported	12	67	54	13	23	20	24	16	11	-	240
38. Unemployed	13	79	81	69	31	46	40	83	73	17	532
Items Totals	173	374	563	262	154	291	467	395	295	95	3089

way, on "how to obtain and hold a job".

Table VIII, indicates other occupations followed by these sixty male graduates. There are a total of eight different occupations. No report is made of the number of times unemployed. It should be noted that very few changes were made from occupation to occupation.

TABLE VIII. - Other Vocations followed in Addition to the Usual Occupation.

Other Occupations Followed	Usual Occupation						Total
	Car-pen-try	Auto-mo-tive	Wai-ter	Cook	Clean and Press	Por-ter	
Chauffeur	-	-	-	1	-	1	2
Cook	1	-	-	-	-	1	2
Porter	1	-	1	1	1	-	4
Waiter	-	-	-	-	1	-	1
Cleaner	-	-	-	-	-	-	0
Newspaper Work	-	-	-	-	1	-	1
Undertaker Asst.	-	-	-	1	-	-	1
Filling Station help	1	-	-	-	-	-	1

The above table indicates that only four of these graduates had worked in another occupation, which is that of porter. Seven other occupations were followed by the male graduates in the case study.

Table IX, shown on the next page, indicates various reasons that were given for changing jobs or vocations. The total number of different reasons given no doubt could be reduced, as in some cases they are only expressed differently. The answers were listed as they came from the interviewers without changing their statements. There were

The data in Table XII were obtained by selecting all occupations in which more than twenty female graduates entered as shown in Table XI. The three occupations, clerks, secretaries, and stenographers, which are all commercial occupations, were combined because the training program is normally found in the same school department. The four starred courses are considered for further study.

TABLE XII. - Occupations that more than twenty female graduates entered.

Occupations (See Table XI, p. 35)	Code Letters of High Schools										Total
	A	B	C	D	E	F	G	H	I	J	
2. Beauty Culture	1	1	15	3	1	4	12	10	6	1	54
41, 29, 31 Clerks, Sec'y stenographers	4	1	22	7	2	3	3	6	2	3	16
5. College Student	99	48	143	79	34	58	118	105	54	28	766
6. Cook*	14	11	31	17	6	7	78	4	20	3	191
14. Housewife	12	74	57	16	24	50	43	25	7	16	336
22. Nurse	-	-	-	1	9	8	3	2	-	3	26
32. Teacher	2	6	11	13	4	2	8	8	13	7	74
34. Waitress	-	-	13	8	-	3	5	14	-	1	44
17. Maid*	11	80	90	33	20	70	111	86	94	10	612
*Four Courses considered for further study.											

It is evident that some of the occupations listed in the above table are not within the province of this study. Colleges are already taking care of the training of college students, including nurses and teachers. Home economics departments are catering to the training demands of housewives and waitresses.

Case studies were made of four girls graduating from different high schools, one in each of these occupations. Wheatley, of San Antonio, leads with the largest number of female graduates working as maids with 94, Or 31.86 per cent. Anderson of Austin, has the least number of its graduates similarly employed, with 78 or 6.36 per cent, of its female graduates as cooks; and Jack Yates has only 4, or 10.01 per cent similarly employed. Beauticians vary from 12, or 2.56 per cent, of all the female graduates of Wheatley, of Houston, to 1, or .27 per cent, of all the graduates in Charlton-Pollard, of Beaumont. Washington High School of Dallas, has 22 or 3.90 per cent of its graduates working as clerks or stenographers; while Beaumont has only 1, or .30 per cent of its girls graduates working in a similar capacity.

Table XIII, on the next page, included a total of 1876, or 60.70 per cent, of the 3089 female graduates who are not working in any occupation.

TABLE XIII. - Status of Non-Vocational Female Graduates

Code Letter Of High School	Number of Female Grads.	In College	Unem- ployed	House- Wife	Not Re- ported
A	173	99	13	12	13
B	374	48	79	74	67
C	563	143	81	57	54
D	282	79	69	16	13
E	154	34	32	24	24
F	291	58	46	50	20
G	467	118	42	45	24
H	395	105	85	135	16
I	295	54	75	7	11
J	95	28	17	16	-
TOTALS	3089	766	532	336	242

Table XIII, shows that out of the 3089 Female graduates, 766, or 24.70 per cent, were in college at the time of this study. Austin indicated by the letter A, leads with 99, or 57.20 per cent, of all its female graduates who are attending college. Charlton-Pollard, of Beaumont, represented by the letter B, has the lowest number now in college, with 48, or 12.70 per cent, of the total of its female graduates.

As for the unemployed girls or graduates from any one school, Wheatley, of San Antonio, designated by the letter I, leads with 75, or 25.50 per cent of all its female graduates, while on the other hand, Anderson High School of

Austin represented by the letter A, has the lowest number, 13, or 7.50 per cent of its graduates unemployed at the time this study was made.

The number of female graduates married varies from 135 or 34.17 per cent of all its female graduates of those of Jack Yates of Houston, indicated by the letter H, to 50 or 2.37 per cent of all of its graduates of those from the Wheatley High School of Houston indicated by the letter I at the time this study was made.

The Moore High School of Waco, indicated by the letter J accounted for all of its female graduates; while there were 67 or 17.90 per cent of the female graduates of the Charlton-Pollard High School, of Beaumont, designated by the letter B, not accounted for when this study was made.

Table XIV, on the next page, indicates the usual occupations of fathers and mothers of these female graduates; while, on the other hand, the mothers usually follow nine different occupations.

TABLE XIV. - Usual Occupations of the Parents of the Female Graduates

Usual Occupations	High Schools										Total
	A	B	C	D	E	F	G	H	I	J	
Father											
1. Barber	-	-	-	-	-	-	-	-	1	-	1
2. Butler	-	-	-	-	1	-	-	-	-	-	1
3. Carpenter	-	-	-	-	-	1	-	2	-	1	4
4. Chauffeur	-	1	-	-	-	-	-	-	-	-	1
5. Farmer	-	-	1	-	-	-	-	-	-	1	2
6. Janitor	-	-	-	-	-	-	-	-	1	-	1
7. Laborer	2	1	-	2	1	1	1	-	-	2	10
8. Launderer	-	-	-	-	-	-	1	-	-	-	1
9. Mechanic (Auto)	-	-	-	1	-	-	-	-	-	-	1
10. Minister	2	-	-	-	-	-	-	-	1	-	3
11. Plumber	-	-	1	-	-	-	-	-	-	-	1
12. Porter(Bldg)	-	1	2	1	2	2	1	1	-	-	10
13. Porter, (R.R)	-	-	-	-	-	-	1	1	-	-	2
14. Warehouse	-	-	-	-	-	-	-	-	1	-	1
Item Totals	4	4	4	4	4	4	4	4	4	4	40
Mother											
1. Baker	-	-	-	-	-	-	1	-	-	-	1
2. Beauty Culture	-	-	-	1	-	-	-	-	1	-	2
3. Cafe Owner	-	-	1	-	-	-	-	-	-	-	1
4. Cook	2	-	1	3	2	1	1	-	1	3	14
5. Dressmaker	-	-	1	-	1	1	-	-	-	-	3
6. Housewife	1	1	1	-	-	1	-	4	2	1	11
7. Laundress	1	-	-	-	-	1	-	-	-	-	2
8. Maid	-	3	-	-	1	-	1	-	-	-	5
9. Spiritualist	-	-	-	-	-	-	1	-	-	-	1
Item Totals	4	4	4	4	4	4	4	4	4	4	40

Table VIX, shows the occupational status of the fathers of these female graduates. Most of them usually worked as porters, laborers, and carpenters. Of the forty mothers, fourteen usually worked as cooks, eleven were housewives, five worked as maids, and the rest of them usually worked in six other occupations indicated in the table.

Table XV, indicates the various courses taken by the female graduates of these ten Negro High Schools. There are four different courses - preparing either for college entrance or home life, as vocations; and three courses relate to guidance.

Table XV. - Courses Taken by Forty Female Graduates

Courses Taken	Occupations of Graduates				Total
	Beauty Culture	Clerks	Cooks	Maids	
Academic	2	2	1	1	6
Business Training	1	2	2	1	6
Beauty Culture	1	1	-	-	2
Home Economics	9	9	10	10	38
Occupational Inform.	1	-	1	2	4
Job Holding	2	2	2	3	9
Vocational Guidance	-	-	1	-	1

Table XV, shows that a total of thirty-eight out of the forty graduates have taken the Home Economics course; six, the business training course; and six the Beauty Culture course. Nine had information regarding "How to get and hold a job"; while only four have received instruction in Occupational Information; and only one had a course in Vocational Guidance.

Table XVI, shows the other occupations followed by graduates. The table indicates that very few have worked in other occupations, although, as indicated in the next table. there were some changes within the vocations.

Table XVI. - Other Vocations Followed in Addition to Usual Occupations.

Other Occupations Followed	Usual Occupation of Graduates			
	Maids	Cooks	Beauticians	Clerk Sec'y Steno.
Dressmaking	1	-	-	1
Maid	-	1	--	1
Owner Cafe	-	1	-	1
Associate Editor	-	-	1	1

According to Table XVI, very few changes were made from one occupation to another, but the data shows several changes within the occupation.

Table XVII indicates a total of sixteen different reasons for changing jobs. In all, for the forty graduates, there were 26 changes. This does not take account of the number of times they were without work.

TABLE XVII. - Reasons for Change of Jobs Given by Forty
Female Graduates

Reasons for Changing	Occupations				Total
	Maid	Cook	Beau- ti- cian	Clerk Sec'y Steno.	
1. Became Instructor	-	-	-	1	1
2. Better Organization	-	-	-	1	1
3. Better Pay	1	1	-	-	2
4. Changed Occupation	1	-	-	-	1
5. Company out of Business	-	-	-	1	1
6. Could not live on Place	1	2	-	-	3
7. Disagreement	1	-	-	-	1
8. Hours too Long	-	-	-	1	1
9. Illness	1	1	-	-	2
10. In Business for Self	-	2	2	-	4
11. Inconvenient to go	1	-	1	1	2
12. Left Town, Employer	1	-	-	-	1
13. Transferred	-	-	-	2	2
14. Unable to Pay	-	1	-	1	2
15. Work Gave Out	-	1	-	-	1
16. Work too Heavy	-	1	-	-	1
Item Totals	7	9	3	7	26

Table XVII shows, as should be expected, for cooks and Beauty Culture, two each entered business on their own account. Other reasons given for changing jobs for cooks and maids are "could not live on the place", "changed occupation", and "illness". For the group in clerical work "transferred" leads in the number of changes.

Table XVIII, represents courses these female graduates are interested in, rated according to their first, second and third choices. There are twenty-five different selections for the three groups. The distribution of selections are: ten different courses in the first group, seventeen courses in the second group, and eleven courses in the third group.

TABLE XVIII. - Courses Female Graduates Are Interested In.

Occupations	1st Choice	2nd Choice	3rd Choice
1. Beauty Culture	14	4	3
2. Bookkeeping	-	1	-
3. Business	13	8	1
4. Chemistry	-	1	1
5. Catering	-	-	1
6. Cook	11	-	1
7. Domestic Science	1	-	1
8. Dramatics	-	-	1
9. Dress Making	1	1	1
10. Foods	4	3	-
11. French	-	2	-
12. Home Economics	3	1	-
13. Household Emp.	-	1	-
14. Journalism	-	1	-
15. Library Sc.	1	-	-
16. Maid	-	2	-
17. Medicine	1	1	-
18. Music	-	1	-
19. Nursing	1	-	1
20. Physical Ed.	-	-	-
21. Stenography	-	1	-
22. Switchboard	-	1	-
23. Table Service	-	1	-
24. Typing	-	2	1
25. Waitress	-	-	1
26. No Choice	-	-	27
Item Totals	40	40	40

Table XVIII indicates the other courses or vocations regarding which these female graduates seek more information. Beauty Culture is the choice for fourteen of them, Business Training of thirteen, and Foods was chosen by four in the first group. In the second group emphasis was placed on Business Training; and Beauty Culture was given the place of first importance in the third group. Only thirteen of these forty female graduates indicated a third choice.

Findings with Regard to the Female Graduates

From the data obtained in this study, the following findings are very apparent in regard to the female graduates:

1. According to Table I, page 15, the total number of girl graduates are one and half times that of the total number of boy graduates. There was a total of 4927 graduates studied during this period. Of this number, 3089 were female and 1838 were males.
2. In Table XI, page 35, it is noted that there are thirty-five different lines of endeavor followed by these 3089 girl graduates, with 766 in college at the time these data were assembled. In addition to the four major occupations entered by these graduates, there are 366 housewives, 26 nurses, 74 teachers, and 19 dressmakers.
3. In Table XI, page 35, and Table XII, page 36, the data indicate that 612 or 19.83 per cent of these girl graduates entered the occupation of maid and 191 or 6.12 per cent, became cooks. The next occupational groups having large numbers are beauty culture with 54, clerk-stenographers with 53, waitresses with 44, and dressmaking with 19.
4. In Table XIII, page 38, and Table XI, page 35, most of the graduates, 766, or 24.70 per cent, are in college; 532 or 17.70 per cent, are unemployed; and 242 or 7.80 per cent are

are not reported.

5. In Table XIII, page 38, the data indicates that 336 or 10.88 per cent, of all of the girl graduates are married.
6. According to Table XIII, page 38, the greatest per-number of girl graduates of any one high school in college at the time the data was collected was 99 or 57.20 per cent, for those from the L. C. Anderson High School of Austin, indicated by the Letter A, while the lowest number was 48, or 12.80 per cent, of all the girl graduates from the Charlton-Pollard High School of Beaumont, designated by the letter B.
7. According to Table XIII, page 38, the greatest number of unemployed among the female graduates are those from the Wheatley High School of San Antonio, represented by the letter I, with 75, or 25.50 per cent, while the lowest number unemployed was 13 or 7.50 per cent, from the Anderson High School of Austin, designated by the letter A.
8. According to the data in Table XIV, page 40, the majority of fathers of these graduates usually follow the occupation of laborer or porter in stores and building, ten being laborers and ten porters. The majority of the mothers of these graduates usually worked as cooks and maids.

9. According to Table XV, page 41, all but two out of the forty girl graduates have had the home economics course offered by these high schools, but have had very little vocational guidance and occupational information. Conferences on how to obtain a job and hold a job have been held only in an informal manner.
10. Data in Table XVI, page 42, indicates very little change from occupation to occupation by these graduates, but it does show a few changes within the occupation. The number of different changes are very scattering, however.
11. According to Table XVII, page 43, the main reasons given by these female graduates for changing jobs or occupations are in business for self, could not live on the place, better pay, illness, inconvenient to go, transferred, and unable to pay wages.
12. Table XVIII, page 44, indicates that these graduates are interested in knowing more about Beauty Culture, Business vocations, and Foods.

CHAPTER V

SUMMARY

At various times school officials in Austin, Beaumont, Dallas, Fort Worth, Galveston, Houston, San Antonio, and Waco have discussed with the writer the question of what vocational training should be provided for the students of their Negro High Schools. It was the opinion of the majority of the administrators that the present training program of these Negro High Schools made very little direct contribution to the occupational success in vocations of less than college grade, which the majority of their graduates enter.

The present thesis is a study of the occupations of a majority of the graduates of the ten high schools of these eight cities enter. In Houston there are three Negro high schools. The graduates included in the study were those completing their high school work between January, 1930, and June, 1931, inclusive. Out of a total of 4927 graduates from these ten Negro high schools during this period, 1838, or 37 per cent, were boys and 3089, or 63 per cent were girls.

The approach to the problem was made through a study of the occupational status of the graduates. From the preliminary survey the six following occupations were selected for further study of the training needs of the

male graduates; automotive trades, carpentry, cleaning and pressing, cooking or foods, porters and waiters. Similarly, four occupations were selected for further study of the female graduates, namely; beauty culture, cooking, clerk and stenography, and maid service.

At the time the employment status of the graduates was obtained, the male graduates were employed in seventy-five different lines of work; while the female graduates were employed only in thirty-five different avenues of work, including that of housewife. Owing to economic conditions existing at the time this data was collected the number of unemployed is not unusual.

At the time the study was made 24.3 per cent of the male and 24.7 per cent of the female graduates were in college. The Negro high schools having the largest per cent of graduates in colleges are found in those cities where there are either colleges for Negroes or for white youths. This would seem to indicate that the presence of a college in a community is one of the factors in the creation of a desire in Negro youth for college training.

Among the male graduates of these high schools are found a postmaster, five ministers, twelve teachers, thirteen farmers, and thirty enrollees in the Civilian Conservation Corps.

The data show that in addition to the four major

occupations that the majority of female graduates entered, that there were fourteen social service workers, nineteen dressmakers, nineteen recreation workers, twenty-six nurses, seventy-four teachers, while 336 or 10.88 per cent were housewives.

The two major occupations the male graduates entered were that of proter and automotive work; for the girls, maid and food service, or cooking.

The usual occupations of the fathers of the one-hundred graduates in the case study are porter and laborer; those of the mothers are cook and maid. The contacts made by the parents in their work no doubt made employment possibilities better for their children in their type of work that the data show that they follow in such large numbers.

More than ninety-one per cent of the male graduates in the case study took the Industrial Arts course and, likewise, more than ninety per cent of the female graduates took the Home Economics course. At the present time work in the Industrial Arts consists of the usual work in wood working while in two of the high school work, general shop is offered. No doubt the Industrial Arts course could be changed so as to function as a prevocational training agency. In only five of these high schools are formal courses in mechanical drawing offered. This drawing forms the basis of the blueprint reading and

graphic expression so very necessary in the successful pursuit of any trade.

In some of these Negro high schools the girls are admitted to the drawing classes as well as to some classes in wood working. On the other hand the male students are admitted to those units in Home Economics having to do with the preparation of food, as well as table service and care of the home.

From the data in this study, except in the case of two of these Negro high school, it seems evident that there is no provision made for courses in Vocational Guidance and as a consequence, there seems to be no adequate follow-up of the graduate. This fact was further emphasized in the assembling of these data, although splendid cooperation was given by principals and others in securing the information.

The data indicate a lack of planning for a successful career of less than college grade of the majority of these graduates.

For both male and female graduates very little change from job to job is noted. This may be due to two causes, and, on the other hand, it may be due to lack of opportunity or to the fact that these graduates are satisfied with what they are doing. The principal reason given for changes in jobs or occupations are, better pay, better working conditions, in business for self, illness, inconvenient to go, and, unable to pay wages.

The male graduates are anxious to know more about automechanics, carpentry, foods, and tailoring; while the female graduates are desirous of learning more about Beauty Culture, business vocations, and foods. A comparison of the data in this study with the Fifteenth Census of Occupations followed by Negroes as a whole and the graduates of these high schools.

It is evident from the data that these schools are not meeting the vocational needs of their students. However, with the new type of vocational training now available this lack of opportunity may readily be provided with very little extra cost. (See Appendix C).

Several significant facts were noted in connection with the data presented in this study:

1. No vocationally trained person was made responsible for the promotion, operation, and development of a vocational training program in these schools.
2. There was no connecting link between the high schools and the occupations these graduates follow, either through an individual or a committee.
3. In only one of these Negro high schools are the provisions, or plan, of the "Organic Act", or Smith-Hughes Act, accepted.
4. That there is no central bureau, or agency, interested in, or charged with the responsibility of having data available with regard to the vocational

status of the graduates of these Negro high schools.

5. The scarcity of studies made by urban high schools regarding the vocational training needs of their students is quite evident.
6. It is felt that the sampling of 4927 graduates of ten Negro high schools in various sections of Texas was sufficiently large to indicate the needs of the students in these schools for vocational training.
7. The various school administrators are anxious to provide adequate vocational training in these Negro high schools but only recently has the request for such training been accompanied by substantiating evidence in the form of studies and analysis of the occupational needs of the students.
8. The fact that no person connected with these schools is responsible for the promotion, operation, and development of a functioning vocational training program for these students no doubt has had a deterrent effect upon such programs whenever attempted.
9. Adequate courses in Vocational Information and guidance required of all high school students would accentuate the vocational needs of the students of these Negro high schools.
10. That these Negro high schools as now organized

are more interested in the preparation for college entrance of the few rather than for occupational employment for the many.

11. A closer relation between these various high schools and the various trades or vocations by trained individuals, or an interested committee, would aid in the development of worthwhile training programs.
12. The data indicate that the Negro high school graduates enter to a large extent, the occupations that the majority of their fathers and mothers follow.
13. Follow-up records kept up to date of these graduates employed would furnish valuable information as to their vocational training needs.
14. A cursory study of school records of different kinds in these various high schools indicates that a wealth of material is on hand which would be valuable in further studies.
15. Where more than one high school is located it seems desirable to concentrate the vocational training program in one central trade school.

This arrangement will not, however, prevent part time cooperation training in the individual high schools. The trade school, however, will form the center of all vocational training activities,

CHAPTER VI

RECOMMENDATIONS

The following recommendations are made in reference to the trades, or courses, for the students of these ten, or other, Negro High Schools of comparative communities:

1. On the basis of the findings of this study it is urged that the trades, or courses, indicated in Table XIX (on the next two pages) be made available to the students of the high schools indicated in this table. The table indicated trades already being taught, together with the courses recommended to be taught, on the basis of the data in this study, for students in these and other Negro high schools in comparable communities. In this table code letters are used for convenience as in the main body, for designating the various high schools as follows: L. C. Anderson of Austin, A; Charlton-Pollard of Beaumont, B; B. T. Washington of Dallas, C; I. M. Terrell of Fort Worth, D; Central of Galveston, E; B. T. Washington of Houston, F; Wheatley of Houston, G; Jack Yates of Houston, H; Wheatley of San Antonio, I; and A. J. Moore of Waco, J. The following table shows courses for both male and female students.

TABLE XIX.--Vocational Courses in the High School

In column numbered "1" courses now taught; in column numbered "2" courses recommended to be taught.

Courses or Trades	High School									
	A		B		C		D		E	
	1	2	1	2	1	2	1	2	1	2
1. Automotive Trades*	-	DO	-	DO	-	DO	-	DO	-	DO
2. Beauty Culture*	-	R	-	R	-	R	-	R	-	R
3. Carpentry, Trade	-	DO	-	DO	-	DO	-	DO	-	DO
4. Commercial	-	DO	-	DO	-	DO	X	X	-	DO
5. Cleaning and Pressing	-	DO	-	DO	-	DO	-	DO	-	DO
6. Cooking, Trade	-	DO	-	DO	-	DO	-	DO	-	DO
7. Distributive Occ'p*	-	R	-	R	-	R	-	R	-	R
8. General Shop*	-	R	-	R	-	R	-	R	-	R
9. Home Economics*	X	X	X	X	X	X	X	X	X	X
10. Household Employm't*	-	R	-	R	-	R	-	R	-	R
11. Industrial Arts*	X	X	X	X	X	X	X	X	X	X
12. Mechanical Drawing*	X	X	-	R	-	R	-	R	X	X
13. Porter Engineer Custodian	-	R	-	R	-	R	-	R	-	R
14. Tailoring	-	DO	-	DO	-	DO	-	DO	-	DO
15. Voc. Guidance*	-	R	-	R	-	R	-	R	-	R
16. Voc. Information*	-	DO	-	DO	-	DO	-	DO	-	DO
17. Waiting, Table	-	DO	-	DO	-	DO	-	DO	-	DO

In the following discussion starred courses are emphasized.

The symbol (-) means the course is not given.

The letter "X" means course now taught and recommended to be continued.

The letters "DO" Mean Part Time Cooperative diversified Occupational Training Program recommended.

The letter "T" means separate vocational school recommended.

The letter "R" means courses recommended to be taught.

The Household Employment includes maids and table service.

TABLE XIX.--Vocational Courses in the High School
(Concluded)

In column numbered "1" courses now taught . In column numbered "2" courses recommended to be taught.

Courses of Trades	High School									
	F		G		H		I		J	
	1	2	1	2	1	2	1	2	1	2
1. Automotive Trades*	-	T	-	T	-	T	X	X	-	DO
2. Beauty Culture*	-	T	-	T	-	T	X	X	-	R
3. Carpentry Trade	-	T	-	T	-	T	X	X	-	DO
4. Commercial*	-	T	-	T	-	T	-	DO	-	DO
5. Cleaning & Pressing	-	T	-	T	-	T	-	DO	-	DO
6. Cooks, Trade	-	T	-	T	-	T	X	DO	-	DO
7. Distributive Occ'p*	-	T	-	T	-	T	-	R	-	R
8. General Shop*	-	R	-	R	-	R	-	R	-	R
9. Home Economics*	X	X	X	X	X	X	X	X	X	X
10 Household Employment*	-	T	-	T	-	T	-	R	-	R
11. Industrial Arts*	X	X	X	X	X	X	X	X	X	X
12. Mechanical Drawing*	X	X	X	X	X	X	X	X	X	X
13. Porter (Engineer-Custodian)	-	T	-	T	-	T	-	R	-	R
14. Tailoring	-	T	-	T	-	T	-	DO	-	DO
15. Vocational guidance*	-	R	-	R	-	R	X	X	-	R
16. Vocational Information*	-	R	-	R	-	R	X	X	-	R
17. Waiting Table	-	DO	-	DO	-	T	-	DO	-	DO

*In the following courses starred courses are emphasized.

The symbol (-) means the course is not given.

The letter "x" means courses now taught and recommended to be continued.

The letters "DO" mean Part time Cooperative Diversified Occupation Training Program recommended

The letter "T" means separate trade school recommended.

The letter "R" means courses recommended to be taught.

Household employment includes maids and table service (waiter and waitress).

Automotive Trades: This type of training is now being offered only in the Wheatley High School of San Antonio. On the basis of this data it is recommended that the part time diversified occupational training program be set up in the other Negro high schools. With the exception of those in Houston, owing to a large amount of duplication and overlapping which would be caused by a separate set-up in each of the three Negro high schools, it is recommended that a separate school be set up that would devote itself to various types of vocational training.

Beauty Culture: Wheatley High School of San Antonio has offered a course in Beauty Culture, or Cosmetology, for several years in compliance with state and city laws and ordinances.

Carpentry: This type of training has been available to the students of Wheatley High School of San Antonio for more than a decade. The diversified occupational training program (see Appendix C) in this trade is recommended for all of these, or comparative cities, with the exception of Houston. In the latter city this training would be concentrated in the vocational school with opportunity offered in the individual high school for carrying out the training as set up in the diversified occupational program.

Commercial: Several of these high schools already offer courses in typing and shorthand. However, the diversified occupational training program (see Appendix C) is recommended for further training for students selecting

these vocations. In this way these students will have training under actual working conditions.

Cleaning and Pressing: - This vocation has offered opportunity for employment of a large number of graduates. However, no training has been offered the male students for entrance into employment by these high schools. The Diversified Occupational Training Program (See Appendix C) is recommended as offering the best means of affording preparation for this occupation.

Cooking, Trade: - Since all of these high schools have courses in Home Economics the Diversified Occupational Training Program (See Appendix C) will provide opportunity for training under actual working conditions and also for immediate employment. In several of these high schools the data indicates that all girls take cooking and that some boys avail themselves of the opportunity of training along this line. The Wheatley High School of San Antonio has emphasized ~~quality~~ cooking for boys for some time.

Distributive Occupational Subjects: - (See Appendix D) Under the provision of the George-Deen Act (See Appendix F, Section 2) it is now possible to provide training of persons whose work brings them in close contact with the buying public. In each of these Negro high schools there are enough students employed part time in occupations bringing them in close contact with the buying public. Hence, training in distributive occupational subjects is

recommended in these ten, and other Negro high schools in similar communities.

Home Economics: - This work is already in all of these high schools. The training in this course can form a foundation for training in other courses or can be used in connection with several other vocations under the Diversified Occupational Training Program.

Household Employment Trades: - The largest per cent of female graduates entered these trades, which includes cooking and maid service in the home. There are a large number of male graduates engaged in cooking, valet service, and house-cleaning. Therefore, this type of training has been recommended for all of these high schools. In Houston a separate training center has been provided in an eight room two story brick veneer house. This training center is provided with the equipment that is usually found in the modern home. Their trainees will be employed.

It is recommended that similar training centers be established in these other cities, either on the campus of the high school or at some other central point, which a study of conditions would indicate is more desirable.

It is further recommended that trainees work part time under cooks and maids who are already employed on these jobs.

Industrial Arts: - Training is already being offered in Industrial Arts in all of these high schools, This type of training serves as a prevocational training for the

boys and also as a selective device for the choice of vocations.

Mechanical Drawing: - Four of these Negro high Schools do not have Mechanical drawing courses. This course is recommended to be taught in all of the cities as the knowledge of some form of drawing is needed in all of these vocations.

Porter: - This vocation, or occupation, forms one of the largest sources of employment for the male graduates of these Negro high schools. Those working in this occupation are also known as janitors, engineers, and engineer-custodians. The responsibilities of this job varies from very little, such as sweeping, to a great deal, such as that of custodian. For the most part knowledge of their various duties is "picked up" on the job. The course content for this type of work would take in several courses; such as General Shop, Industrial Arts, and Home Economics. The term porter covers, at times, work that is clerical so some commercial work should be given.

Tailoring: - Since repair of the garment is quite often necessary in cleaning and pressing it is essential that training be offered in tailoring. There is also opportunity for following the trade in tailoring, not only in connection with men's clothing stores, but as independent tailors. Hence this trade has been recommended to be taught under the Diversified Occupational Training Program. (See Appendix C).

Vocational Guidance: - Since no proposition, whether in business or otherwise, should be undertaken without a definite plan, this course is recommended for all of these, and other, Negro high schools of comparative communities. This course should be required of all high school students.

Vocational Information: - The data indicated a general lack of information on the part of these graduates of various vocations. Hence, this course is recommended as necessary for all high school students in these, and similar, Negro high schools.

Waiting Table: - Waiting table is practiced by these graduates and other Negroes in hotels, clubs, dining cars, and homes, therefore the Diversified Occupational Training Program is recommended (See Appendix C).

In order to get a better idea of the relation between vocational courses recommended in Table XIX, pages 56 and 57, and the occupations now followed by male graduates, Table XX on the next page is used. The courses indicated in Table XIX are designated by numerals at the top of Table XX as follows: 1, automotive trades; 2, beauty culture; 3, carpentry; 4, commercial; 5, cleaning and pressing; 6, cooking; 7, distributive education; 8, general shop; 9, home economics; 11, household employment; 12, mechanical drawing; 13, porter (engineer-custodian); 14, tailoring; 15, vocational guidance; 16, vocational information; 17, waiting table or table service. This designation is used in succeeding tables.

TABLE XX.--Showing relation between courses in Table XIX and occupations followed by male graduates indicated in Table 11.

Occupations Table 11, Pages 17-19	Suggested Courses in High Schools Table XIX PP 56 & 57																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Agriculture											x	x			x	x	
2. Army											x	x			x	x	
3. Artist											x	x			x	x	
4. Baker						x	x		x	x	x	x			x	x	
5. Ball Player											x	x			x	x	
6. Barber		x					x				x	x			x	x	
7. Bartender							x										
8. Butcher							x		x		x	x			x	x	
9. Butler		x			x				x	x	x	x		x	x	x	x
10. CCC											x	x			x	x	
11. Caddy											x	x			x	x	
12. Cafe Worker						x	x		x	x	x	x	x		x	x	x
13. Carpenter			x	x		x	x				x	x			x	x	
14. Chauffeur	x						x	x			x	x			x	x	
15. Cleaner and Presses					x						x	x		x	x	x	
16. Clerk				x							x	x			x	x	
17. College											x	x			x	x	x
18. Common Labor											x	x			x	x	
19. Contractor				x		x	x				x	x			x	x	
20. Convict											x	x			x	x	
21. Cook					x												
22. Delivery Man	x						x	x			x	x	x	x	x	x	

TABLE XX (Continued)

Showing relation between courses in Table XIX and occupations followed by male graduates indicated in Table 11

Occupations Table 11, Pages 17-19	Suggested courses in High Schools, Table XIX, Pages 55-56																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
23. Dishwasher						x		x		x	x				x	x	
24. Doorman											x	x			x	x	
25. Electrician	x						x	x			x	x			x	x	
26. Elevator Op'r	x						x				x	x			x	x	
27. Embalmer											x	x			x	x	
28. Entainer											x	x			x	x	
29. Filling Station	x						x	x			x	x			x	x	
30. Garbage Coll.											x	x			x	x	
31. Government Work											x	x			x	x	
32. Hospital orderly								x			x	x			x	x	
33. Hotel Work							x		x	x	x	x	x		x	x	
34. Ice Man								x			x	x			x	x	
35. Insurance					x			x			x	x			x	x	
36. Landscaper							x				x	x			x	x	
37. Librarian							x				x	x			x	x	
38. Laundry Worker					x			x	x	x	x	x			x	x	
39. Longshoreman							x				x	x			x	x	
40. Lumber Yard											x	x			x	x	
41. Mechanic Auto	x						x	x			x	x			x	x	
42. Mechanic, R. R.	x						x				x	x			x	x	
43. Minister							x				x	x			x	x	
44. Music, Organ											x	x			x	x	
45. Music, Piano											x	x			x	x	
46. Music, Voice											x	x			x	x	
47. News Boy							x				x	x			x	x	
48. News Dealer							x				x	x			x	x	
49. N. Y. A. Project											x	x			x	x	
50. Odd Jobs							x				x	x			x	x	
51. Office Boy							x				x	x			x	x	
52. Painter							x				x	x			x	x	
53. Park Supervisor							x				x	x			x	x	

Showing relation between courses in Table and occupations followed by male graduates indicated in Table 11

Occupations Table 11, Pages 17-19	Suggested Courses in High Schools, Table XIX, Pages 55, 56, 57															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
54. Porter, Bldg.				x			x	x			x	x			x	x
55. Porter, R. R.							x				x	x	x		x	x
56. Postmaster				x			x				x	x			x	x
57. Printer				x							x	x			x	x
58. Public Service							x				x	x			x	x
59. Radio Repair	x							x			x	x			x	x
60. Refinery								x			x	x			x	x
61. Sailor								x			x	x	x		x	x
62. Scientist								x			x	x			x	x
63. Sign Painter							x				x	x			x	x
64. Shoe Shop				x			x	x			x	x			x	x
65. Social Service											x	x			x	x
66. Soda Fountain								x			x	x			x	x
67. Tailor				x	x		x	x			x	x			x	x
68. Taxi Driver	x							x			x	x			x	x
69. Teacher											x	x			x	x
70. Truck Driver	x							x			x	x			x	x
71. Undertaker				x			x				x	x			x	x
72. Usher											x	x			x	x
73. Waiter							x	x	x	x	x	x			x	x
74. W. P. A.											x	x			x	x
75. Y. M. C. A. Worker							x				x	x			x	x
76. Deceased																
77. Not Reported											x	x			x	x
78. Unemployed											x	x			x	x
Total occupations Training would aid	9	2	2	9		4	5	3	6	10	9	7	7	6	3	7

The check (x) marks in the table indicate the courses in Table XIX, pages 56 and 57 that would have been helpful to the male graduates following the various occupations

shown in Table II, pages 17, 18 and 19. This Table indicates from the frequency of appearance that courses in Industrial Arts (7), Mechanical Drawing (8), Vocational Guidance (15), and Vocational Information (16) should be available to all male students. Other courses such as Distributive Education (7), General Shop (8), Home Economics for boys (9), Auto Mechanics (1), Commercial (4), Household Employment (10), and Engineer-Custodian (13) should also be provided in the curricula of all these schools. The other courses, such as Carpentry (3), Cleaning and Pressing (5), Cooking Trade (6), Tailoring (14), and Waiting Table (17) could easily have preliminary training provided in several of the other courses which occur with greater frequency in this table. The practical training could be provided in the part time cooperative classes in Diversified Occupations. (See Appendix C). Boys pursuing the occupation of barber could take certain phases of Beauty Culture (2).

On the whole by suitable scheduling of the units of various courses, duplication of class work could be avoided. Certain units in Home Economics (9) could be available for boys preparing to follow such occupations as baker, cafe worker, cook, and waiter.

Table XXI, on the next page shows a similar relation for female students between the occupations followed in Table XI, page 35, and the courses suggested in Table XIX, pages 56 and 57.

TABLE XXI

Showing Relation Between Courses Recommended and Occupation Followed by Female Graduates.

Occupation See Table X, page 34	: Suggested Courses in High Schools See Table XIX, Pages 56-57																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Artist									x			x			x	x	
2. Beauty Culture			x	x	x	x		x	x	x	x				x	x	
3. Cafe Operator				x	x	x	x	x							x	x	x
4. Clerk				x	x			x			x				x	x	
5. College Student									x		x				x	x	
6. Cook						x		x	x						x	x	x
7. Dietician						x	x	x	x	x	x				x	x	x
8. Dress Maker			x	x	x			x			x			x	x	x	
9. Embalmer									x						x	x	
10. Entertainer									x						x	x	
11. Governess			x			x		x			x				x	x	
12. Spec. Del. Ag't.									x		x	x			x	x	
13. Hospital Maid			x			x		x		x	x	x			x	x	
14. Housewife				x	x	x	x	x	x	x	x	x			x	x	
15. Laundry Worker						x		x	x	x	x	x			x	x	
16. Librarian							x		x		x				x	x	
17. Maid			x	x	x			x	x						x	x	x
18. Music Teacher									x			x			x	x	
19. Music, Piano									x						x	x	
20. Music, Voice									x						x	x	
21. Newspaper						x		x							x	x	
22. Nurse			x						x			x			x	x	
23. N.Y.A. Project									x						x	x	
24. Organist									x						x	x	
25. Printer			x			x			x						x	x	
26. Recreation Work									x						x	x	
27. Reporter						x	x	x							x	x	
28. Saleswoman					x	x		x							x	x	
29. Secretary					x	x		x							x	x	
30. Social Service								x							x	x	
31. Stenographer				x		x		x							x	x	
32. Teacher									x			x			x	x	
33. Usher						x		x							x	x	
34. Waitress						x	x	x	x						x	x	
35. YWCA Work						x		x							x	x	
36. Deceased																	
37. Not Reported									x						x	x	
38. Unemployed									x						x	x	
Total number of occupations training courses would aid.	-	-7	-	9	10	14	2	37	6	5	5	1	37		4		

The preceding table shows that the following courses should be provided in all of these high schools for girls: Home Economics (9), Vocational Guidance (15), and Vocational Information (16). Similarly as shown for the male graduates, the other courses indicated in this table could be set-up. It should be noted that training in automechanics (1) is not recommended, although it is desirable for all of the female students to become at least familiar with traffic and driving rules, and have some knowledge of the features of automobiles that should be considered in their purchase. It should be observed that although Industrial Arts (11) is shown as a desirable course for some vocations followed by these graduates this course would be more in the nature of one in Home Mechanics.

Table XXII on the next page shows the relation existing between occupations in which male graduates indicated their preference in Table X, page 28, and the courses suggested in Table XIX, pages 56 and 57. Following this table is Table XXIII showing a similar relation existing between occupations in which the female graduates are interested as shown in Table XVIII, page 44, and the courses indicated in Table XIX.

It will be observed that the courses indicated in Table XIX will meet the preference of the majority of the graduates as indicated in the Tables X and XVIII. Therefore, it seems apparent that these two tables, XII and XVIII emphasized the recommendations in Table XIX.

TABLE XXII.--Showing the relation between courses in which the male graduates are interested and those recommended

Courses in which Male Graduates are interested (See Table X p.28)	Suggested Courses in High School (See Table XIX, pages 56-57)																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Agriculture			x					x			x	x			x	x	
2. Auto Mechanics	x						x	x			x	x			x	x	
3. Baker						x			x	x	x	x			x	x	
4. Barber		x					x				x	x			x	x	
5. Beauty Culture		x		x			x				x	x			x	x	
6. Blacksmith							x	x			x	x			x	x	
7. Business				x			x				x	x			x	x	
8. Cafe Owner				x			x		x	x	x	x			x	x	x
9. Carpentry			x	x				x			x	x			x	x	
10. Chauffeur							x	x			x	x			x	x	
11. Chemistry											x	x			x	x	
12. Civil Service											x	x			x	x	
13. Cleaning and Press					x						x	x			x	x	
14. Commercial Arts							x				x	x			x	x	
15. Concrete			x					x			x	x			x	x	
16. Designing											x	x			x	x	
17. Drawing								x			x	x			x	x	
18. Electrician	x	x					x	x			x	x	x		x	x	
19. Electrical Eng.	x	x									x	x	x		x	x	
20. Embalming											x	x			x	x	
21. Foods						x	x				x	x			x	x	x
22. Histology											x	x			x	x	
23. Laundry					x			x	x	x	x	x			x	x	
24. Machinist								x			x	x			x	x	
25. Mail Clerk											x	x			x	x	
26. Medicine								x			x	x			x	x	
27. Merchandise				x			x				x	x		x	x	x	
28. Paint and Paper							x				x	x			x	x	
29. Plumbing								x			x	x			x	x	
30. Porter			x				x			x	x	x	x		x	x	
31. Printing							x				x	x			x	x	
32. Radio	x							x			x	x			x	x	
33. Railroading								x			x	x			x	x	
34. Stenography				x							x	x			x	x	
35. Table Service					x		x				x	x			x	x	x
36. Tailoring							x				x	x			x	x	
37. Teaching							x				x	x			x	x	
38. Typing				x							x	x			x	x	
Total Number of Occupations Training Courses would Aid	4	2	4	7	3	2	17	14	3	4	38	3	3	2	38	3	

TABLE XXIII.--Showing the relation between courses in which the female graduates are interested and those recommended

Vocations in which Female graduates are interested	Suggested Courses in High Schools (Table XIX, pages 56 and 57)																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Beauty Culture		x		x			x		x		x	x				x	x
2. Bookkeeping				x								x				x	x
3. Business				x			x					x				x	x
4. Chemistry																x	x
5. Catering				x		x	x		x	x						x	x
6. Cook				x		x			x	x						x	x
7. Domestic Science				x		x			x	x		x				x	x
8. Dramatics				x												x	x
9. Dress Making			x		x				x			x		x	x	x	x
10. Foods						x	x		x							x	x
11. French																x	x
12. Home Economics						x			x	x		x				x	x
13. Household Employ						x	x		x	x		x				x	x
14. Journalism												x				x	x
15. Library Science												x				x	x
16. Maid					x	x	x		x							x	x
17. Medicine				x												x	x
18. Music																x	x
19. Nursing		x							x	x	x	x				x	x
20. Physical Ed.																x	x
21. Stenography				x			x					x				x	x
22. Switchboard												x				x	x
23. Table service						x	x		x	x						x	x
24. Typing				x			x									x	x
25. Waitress						x	x		x	x						x	x
26. No Choice																x	x
Total Vocations inter- ested in the suggested courses would aid	4	-	2	2	10	10	-	12	8	2	2	-	1	26	2		

Tables XXII and XXIII present some very interesting data. The check marks indicate that the suggested or recommended courses in Table XIX, pages 56 and 57 would have been beneficial to these graduates.

TABLE XXIV. Showing proportion of graduates who could have received training in courses indicated in Table XIX

Figures near left margin of page indicate courses or trades in Table XIX.

Occupations followed by graduates For Boys, see Table II, pages 17-19, For Girls, see Table XI, page 35.	Graduates			
	Boys		Girls	
	Num- ber	Per Cent	Num- ber	Per Cent
Totals	1838	100	3089	100
1. <u>Automotive Trades</u>				
a. Boys: Chauffeur, Delivery Man, Electricians: Mechanic (Auto and R. R.), Radio Repair, Taxi Driver, Truck Driver, Filling Station	185	9.9	-	-
2. <u>Beauty Culture</u>				
a. Boys: Barber and Butler	19	1.0	-	-
b. Girls: Beauty Culture, Dress- maker, Governess, Hospital Maid, Maid and Nurse	-	-	668	21.6
3. <u>Carpentry Trade</u>				
a. Boys: Carpenter, Contractor, Porter	237	12.9	-	-
4. <u>Commercial</u>				
a. Boys: Carpenter, Clerk, Contrac- tor, Insurance Worker, Printer Postmaster, Shoe Shop, Tailor, Undertaker	87	4.8	-	-
b. Girls: Beauty Culture, Cafe Operator, Clerk, Dressmaker, Housewife, Printer, Saleswoman, Secretary, Stenographer	-	-	440	11.0
5. <u>Cleaning and Pressing</u>				
a. Boys: Butler, Cleaner and Press er, Laundry Worker and Tailor	53	2.9	-	-
b. Girls: Dressmaker, Laundry Worker, Housewife and Maid	-	-	980	31.7
6. <u>Cooking</u>				
a. Boys: Baker, Cafe Worker, Cooks, Dish-washer, Waiter	90	4.9	-	-
b. Girls: Cafe Operator, Cook, Diet- ician, Governess, Housewife, Hos- pital Maid, Maid, Waitress	-	-	1182	38.8

TABLE XXIV (Continued)

Showing porportion of graduates who could have received training in courses indicated in Table XIX

Occupations followed by graduates For boys: see table II, pages 17-19 For Girls: see Table XI, page 35	Graduates			
	Boys		Girls	
	Num- ber	Per Cent	Num- ber	Per Cent
7. Distributive Education				
a. Boys, where in contact with the public.(See Table XX,pp.64-64)	545	29.6	-	-
b. Girls: where in cont ct with the public.(See Table XXI page 67)	-	-	199	6.3
8. General Shop				
a. Boys: Carpentry,Chauffeur,Con- tractor, Delivery man, Electr- ician, Filling Station, Laun- dry Worker, Longshoreman, Me- chanic (Auto and R.R.), pain- ter, Radio Repair, Refinery Worker, Sailor, Scientist, Song Writer, Shoe Shop, Tailor Taxi Driver, Truck Driver	445	24.6	-	-
9. Home Economics				
a. Boys: (Some Phases)* Baker,But- cher, Butler, Cafe Worker, Cook, Dishwasher, Hospital Orderly, Hotel Worker, Laun- dry Worker and Waiter	132	7.2	-	-
b. Girls: All	-	-	3089	100.0
10. Household Employment				
a. Boys: Baker, Bartender,Butler Cafe Worker, Cook, Dishwasher Hotel Worker, Laundry Worker, and Waiter	99	5.4	-	-
b. Girls: Cafe Operator, Cook, Dietician, Housewife, Hospital Maid, Laundry Worker, Maid, Waitress	-	-	1216	39.4
11. Industrial Arts				
a. Boys: All	11838	100	-	-
b. Girls: Beauty Culture, Laundry Work, Printer,Home Dem. Agent Housewife, Nurse, Teacher	-	-	485	15.8

TABLE XXIV (Concluded)

Showing proportion of graduates who could have received training in courses indicated in Table XIX.

Occupations followed by graduates For boys, Table II, Pages 17-19 For boys, see Table XI, page 35.	Graduates			
	Boys		Girls	
	Num- ber	Per Cent	Num- ber	Per Cent
<u>12. Mechanical Drawing</u>				
a. Boys: All	1838	100.0	-	-
b. Girls: Artist, Beauty Cul- ture, Clerk, College Stu- dent, Dieticians, Dress- maker, Governness, Home Demonstration Agent, Hos- pital Maid, Housewife, Lau- ndry Worker, Librarian, Music Teacher, Printer	-	-	1215	39.94
<u>13. Porter-Engineer</u>				
a. Boys: Cafe Worker, Delivery Man, Hotel Worker, Painter, Porter (Bldg, and R.R.) and Sailor	296	16.0	-	-
<u>14. Tailoring</u>				
a. Boys: Butler, Cleaning and Pressing, Tailor	53	3.8	-	-
b. Girls: Dressmaker, Laundry Worker	-	-	631	20.7
<u>15. Vocational Guidance</u>				
a. Boys: All	1838	100.0	-	-
b. Girls: All	-	-	3089	100.0
<u>16. Vocational Information</u>				
a. Boys: All	1838	100.0	-	-
b. Girls: All	-	-	3089	100.0
<u>17. Waiting Table (Table Service</u>				
a. Boys: Butler, Cafe Worker, College Student, Hotel Worker, and Waiter	488	27.0	-	-
b. Girls: Cafe Operator, Cook, Dietician, Maid	-	-	810	26.0

In Table XXIV it is apparent that the following courses would have been helpful to all of the male graduates: Industrial Arts, Mechanical Drawing, Vocational Guidance and Vocational Information. All of these high schools have courses in Industrial Arts. Other courses that should be made available in the order according to number of male graduates they could help are: Distributive Education, Table Service (Waiting Table), Engineer-Custodian, General Shop, Carpentry, Automotive Trades, Home Economics, Household Employment, Cooking, Commercial Studies, Tailoring, Cleaning and Pressing, and Beauty Culture.

Similarly for the girl graduates it is readily observed that Home Economics, Vocational Guidance, and Vocational Information should be made available for all of them in these and comparable high schools. Home Economics is now available in all of these schools.

For the female graduates that enter occupations shown in Table X, page 34, Table XXIV further shows that according to the proportion that could receive training the recommended courses should be listed in the following order: Household Employment, Mechanical Drawing, Cooking, Cleaning and Pressing, Table Service (Waiting Table), Beauty Culture, Tailoring, Industrial Arts (Household Mechanics), Commercial Studies, and Distributive Education. Several of these courses such as Household Employment, Cooking, Cleaning and Pressing, Table Service,

Beauty Culture, and Tailoring could be combined into one general course with Home Economics and called Vocational Courses, or Studies for girls. All of the instructors in the various units or subdivisions, would not only be well trained in content and methods, but would also be "masters" of their respective trades.

At the present time none of these high schools have an organized vocational department with one person responsible for the operation and development of the training program. Hence the recommendation of courses in Table XIX should also include that of an organization of well trained instructors in skill, content, and methods. This organization should be headed in each school by one person possessing executive and leadership qualifications of the highest type, and with successful practical and teaching experiences in at least one trade.

2. This study was made at a time when the country was feeling the effects of one of the most disastrous economic depression in its history. It is therefore urged that provisions be made for continuous study of the vocational needs of the students of these Negro high schools. It is urged further, that each Negro high school send a list of its graduates to the State Department of Education. At least the following information would be furnished concerning each graduate:

- a. Name of graduate
- b. Sex of graduate

- c. Address of graduate
- d. Rank in scholarship of graduate
- e. Intelligence quotient
- f. Probable Vocation

The State Department of Education, through its research experts, would be in position to make further studies of each Negro high school, in cooperation with the individual schools. The results of these studies would be published and would be available to these schools and other interested agencies. Since these studies would become part of the records of the State Department of Education, they would serve as great aids in the development and improvement of vocational training in these Negro high schools.

CHAPTER VII
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CHAPTER VIII

APPENDIX

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INFORMATION
OF
VOCATIONAL EMPLOYMENT AND COLLEGE ATTENDANCE OF HIGH SCHOOL GRADUATES

City _____ High School _____ Principal _____
School year: 193__-193__ Month _____ Boys &(or Girls) _____

Name of Graduate		Initial	Address Street & No	Occupation Now follow'g	College Name
Last	First				
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

VOCATIONAL INFORMATION

1. Name _____ 2. Male or Female _____
 Last First Middle
 3. When graduated. Month _____ Year _____ School _____
 4. What full-time jobs have you held since graduation?
 (Full-time jobs mean at least 30 hours a week-begin
 with your last job)

Name of Employer	Kind of Business	Date Employed	Date left	Average Weekly Wage	Occupation or kind of work	Why did you leave
1.						
2.						
3.						
4.						
5.						
6.						
7.						

Include CCC, NYA, and WPA assignments as employment.

5. What is (or was your father's usual occupation (for example, carpenter, day laborer, mechanic, teacher, butler, porter, chauffeur)
 b. What is (or was) your mother's usual occupation (for example, nurse, cook, maid, dressmaker, beauty culture, clerk _____
6. What courses did you take in High School (check one):
 Academic _____ Business _____ Industrial Arts _____ Trade _____
 Agriculture _____ Home Economics _____ Any other (specify) _____.
7. Have you had a course in vocational guidance? Yes _____
 No _____ Have you had a course in occupational information? Yes _____ No _____
8. What kind of special training would you like to have if you could get it of less than college grade? a. Trade course (such as automechanics, radio, beauty culture, etc.) _____
 b. Business course (such as typing, stenography, book-keeping, etc.) _____
 c. Agriculture _____ Household employment (such as cook, maid, etc.) _____.

Continued on next page

9. What vocation of less than college grade would you like to know more about? Give not more than three. (in order of importance)

10. Were you ever given instruction in high school on how to obtain and hold a job? Yes _____ No _____

PART-TIME COOPERATIVE CLASSES IN DIVERSIFIED OCCUPATIONS

The part-time cooperative training program in diversified occupations was conceived as a means of extending the benefits of Trade and Industrial Education to communities of from 5,000 to 25,000 population. Since it is not practical for small school systems to establish vocational schools with unit shops furnished with expensive equipment and machinery, the plan contemplates a cooperative arrangement between the school and the employers of skilled workers in the community.

PLAN OF OPERATION: Under this plan, high school junior and senior students work in their chosen occupation for one-half day and attend school one-half day, over a period of two years. During the employment time, the student is under the supervision of the school and the employer. Both agencies contribute to his training. The employer sees to it that he gains practical work experiences in all phases of the occupation while the school teaches his related technical information. Two full periods of the school time must be devoted to instruction which is directly related to the work the student is engaged in. Regular high school subjects may be pursued during the remainder of the school time. Thus the preparation for an occupation does not preclude the possibility of high school graduation.

ENTRANCE REQUIREMENTS: Boys and girls to be eligible for part-time cooperative training in diversified occupations should be at least sixteen years of age and should have completed the first two years of high school. Applicants must have the consent of their parents; and students, employers, and parents must understand that the major objective of the course is to afford students an opportunity to secure training for life careers rather than to provide them with employment in order that they may receive immediate financial returns. An applicant should not be permitted to enter training until the employer and the coordinator of the program are thoroughly convinced that he has made a valid choice of an occupation and that he is capable of becoming a competent worker in it.

COORDINATION: The term "coordinator" is used to designate the person who supervises the program and correlates the class instruction and the practical experiences of part-time students. Schools offering the part-time cooperative training program in diversified occupations must employ a full-time coordinator. His duties consist of promoting the program, the placement of students in employment, the preparation of instructional materials, directing the students' study of technical information related to their occupations, and assisting the employers in analyzing occupations and arranging work schedules to insure well-rounded training of students.

QUALIFICATIONS OF COORDINATORS: To qualify as a coordinator of a part-time cooperative training program in diversified occupations, a person must meet the following requirements:

1. General Education: Graduation from a standard college or university.
2. Occupational Experience: Three years' experience as a wage earner in two or more occupations or skilled trades. One year of the employment experience shall consist of continuous employment in a single occupation or trade.
3. Teaching Experience: Three years' teaching experience in the public schools, one of which shall have been in the field of Trade and Industrial Education.

ADVISORY COMMITTEE: The superintendent of schools should appoint a committee of representative business and industrial leaders and skilled employees to counsel with and advise the coordinator in selecting students for training, developing instructional material, and in disseminating information to employers about the program. The coordinator should be a member of this committee.

FINANCING A PART-TIME COOPERATIVE TRAINING PROGRAM IN DIVERSIFIED OCCUPATIONS: The cost to local schools in operating a part-time cooperative program in diversified occupations is comparatively low. Since the students get their work experience in their employers' establishments, there is no need for a large expenditure for training equipment. When a program has been approved by the State Director of Trade and Industrial Education, a contract will be entered into with the local school board by the terms of which the State Department of Industrial Education will agree to reimburse from its funds three-fourths of the salary to be paid the coordinator. The contract will be executed by the State Department of Industrial Education on the following conditions:

1. That the school provide suitable quarters for related subjects instruction.
2. That the person selected as coordinator meet the requirements of the State Department of Industrial Education for the position of coordinator.
3. That the school establish a vocational library consisting of several books on each of the occupations in which students are to receive training.

POSSIBLE FIELDS FOR TRAINING STUDENTS: The following are a few of the fields in which students may be trained under

this program: automotive, electrical, plumbing, office practice, salesmanship, and radio repair. Any occupation which requires 2,000 hours or more of training and which does not require instruction on college level is suitable.

COOPERATIVE AGREEMENT: When arrangements have been perfected for the training of a student, a written agreement is drawn and signed by the interested parties - the school, the employer, the student, and the student's parents. This agreement clearly sets forth the processes and skills to be taught the student by the employer, the courses of study to be pursued by the student while in school, and a schedule of wages to be paid during the training period.

Further information may be secured by writing Ray L. Martin, Director, Industrial Education, P. O. Box F, Capitol Station, Austin, Texas.

DISTRIBUTIVE EDUCATION

DISTRIBUTIVE OCCUPATIONS DEFINED: Distributive occupations are occupations followed by workers directly engaged in, or in direct contact with consumers when:

- a. Distributing to consumers, retailers, jobbers, wholesalers, and others the products to farm and industry.
- b. Managing, operating, or conducting a commercial service or personal service business, or selling the service of such a business.

A vocational distributive subject is one involving a discussion or presentation of the specific working practices of a distributive occupation for the purpose of increasing the skill, technical knowledge, occupational information or judgement of workers engaged in that specific occupation.

A related distributive subject is one which is intended to enlarge the vocational knowledge, understanding, morale, or judgement of workers from one or more distributive occupations. Thus subjects bearing upon the production and preparation of the commodities sold, the consumer demand for such commodities, social contacts for store workers, laws affecting stores and business, art principles in the display of goods or preparation of advertisements, science in the handling of perishable goods, business organization and management, economics of retailing, are all examples of related distributive subjects.

DISTRIBUTIVE OCCUPATIONS CLASSIFIED BY RANK OR LEVEL:

1. Managers and operators of all kinds of stores, shops, and other businesses:
 - a. Retail stores of every kind - grocery, meat, furniture, general merchandise, apparel, hardware, drug, dry goods, etc.
 - b. Wholesale stores.
 - c. Jobbing and commission houses.
 - d. Cooperative organizations: retail, wholesale, agricultural.
 - e. Personal service businesses: laundries, dry cleaners, garages, beauty parlors, etc.
 - f. Independent artisan shops: shoe repair, handcraft, printing, millinery, jewelry, etc.
 - g. Contractors dealing with consumers: electrical, plumbing, building, etc.
 - h. Small factories selling direct to consumers.
 - i. Hotels, restaurants, recreation, amusement businesses.

2. Managing agents: branch managers and other local representatives of all kinds.
3. Apprentices and learners in training for managerial positions in stores.
4. Department heads, supervisors, and foremen in stores:
 - a. Commodity departments: buyers for dresses, men's suits, meat, cigars
 - b. Service departments: delivery, marking, alterations, restaurants, etc.
 - c. Personnel and training departments.
5. Purchasing agents and general buyers of all kinds:
 - a. Retail and wholesale stores.
 - b. Cooperative organizations.
 - c. Industrial, commercial, and personal service organizations of all kinds.
 - d. Agricultural products.
6. Sales managers in all kinds of business.
7. Salespeople: sales agents, canvassers, solicitors, demonstrators:
 - a. Retail stores of all kinds.
 - b. Wholesale commission, jobbing, and other large scale distributors.
 - c. Industrial organizations: industrial salesmen, specialty salesmen, etc.
 - d. Commercial services: canvassers, solicitors, realtors, life underwriters, etc.
 - e. Transportation, communication, and other public service organizations.
 - f. Personal Service business: laundries, cleaners.
 - g. Hotels, restaurants, amusement and recreation businesses.
 - h. Farmers' markets.
8. Store service workers: cashiers, wrappers, inspectors, markers, etc.
9. Deliverymen:
 - a. Delivery salesmen: Milk, ice, laundry.
 - b. Retail and wholesale deliverymen (chauffeurs, helpers).
10. Messengers in stores: bundle and cash girls and boys.
11. Miscellaneous: suctioneers, meat cutters, newspaper venders, waiters, stewards and organization housekeepers, store adjusters, collectors.

The above list clearly shows that the distributive occupations include a large number of distinctly different occupations. For example, the wide variety of goods called groceries are distributed to consumers by many different organizations such as manufacturers, wholesalers, jobbers, retailers, department stores, cooperatives, chain stores, and the like. Usually, several different occupations are found within each of these distributive organizations including at least a manager, salespeople, and store service workers in contact with consumers. Thus, many distributive occupations are found in the grocery trade alone. Similarly with all the other distributive trades such as dry goods, apparel, furniture, drug, hardware, and the like. Effective vocational education will require that separate classes be established for each distinctive distributive occupations group.

DISTRIBUTIVE OCCUPATIONS DO NOT INCLUDE CLERICAL OCCUPATIONS: Distributive occupations do not include clerical occupations such as stenography, bookkeeping, office clerical work, and the like; nor do they include trade and industrial work followed by those engaged in railroad, trucking, or other transportation activities.

However, reimbursement may be made on the salary of a part-time or evening school teacher of bookkeeping, shorthand, handwriting, or other clerical subjects when such aspects of these subjects are taught as are supplemental to the occupational needs of the workers in distributive occupations such as bookkeeping for retail grocers, for retail meat dealers, or for other specific kinds of stores or businesses; handwriting and arithmetic for salespeople, and store workers; or typewriting for store or business owners and managers. Such subjects would be classes as related distributive subjects.

TYPES OF DISTRIBUTIVE OCCUPATIONS CLASSES WHICH MAY BE REIMBURSED: Salaries of teachers of either part-time classes or evening school classes may be reimbursed from Federal and State funds. A part-time distributive occupations class is a class composed of distributive occupations workers which is held during the working day of the enrollees.

An evening school class for workers in distributive occupations is one which meets outside the working hours of the enrollees. Instruction in either type of class must be supplemental to the daily employment of the class members. Persons enrolled in a part-time class must be fourteen years of age or over. Enrollees in an evening school class must be sixteen years of age or over. Reimbursement may not be granted on the salary of a teacher of a class in a distributive occupation in which students

are being prepared for entrance into the occupation. Students in a reimbursable class must be already employed in a distributive occupation.

In general the most effective vocational instruction will be given in a class composed of workers all of whom are employed in the same occupation. Hence, in the large cities and elsewhere when possible, separate classes for the teaching of vocational practices should be organized for each group of distributive workers, such as grocery store employees, dry good store employees, retail meat shop employees, apparel store employees, and similar separate retail trades. Related subjects which present information equally valuable to workers in several distributive occupations can be taught to composite vocational classes. For instance, bacteriological sciences may be taught to those handling foods; textiles to those from apparel, dry goods, and department stores; and subjects common to other lines of distribution to those engaged in those lines.

In small communities classes for composite groups may be reimbursed provided the instruction is organized on an individual basis for the purpose of giving training in the specific vocational practices needed by each worker, usually such instruction can be effectively given on a project basis, including class conferences supplemented by special reading and investigations. Related subjects for these composite groups may be taught to all these included in these groups so far as such instruction meets common needs.

Further information may be secured by writing Ray L. Martin, Director, Industrial Education, P. O. Box F, Capitol Station, Austin, Texas.

TRADE PREPARATORY CLASSES
IN
DAY TRADE SCHOOLS

The Texas State Plan for Vocational Education provides for the establishment of day trade school in cities for the purpose of offering trade preparatory training as a part of the public school program. The dominant purpose of a trade preparatory class is to fit young people for useful employment in specific trades. Instruction is given by demonstration and actual practice.

Two types of classes may be conducted in day trade schools:

- Type A. Unit trade courses, in which 50% of the school time (which in no case may be less than three consecutive clock hours a day and fifteen clock hours per week) is given to shop work, and one period of not less than sixty minutes of the school day is given to instruction directly related to the trade. Students who enter these courses must be fifteen years of age and have completed the ninth grade.
- Type B. General industrial courses, in which not less than 50% of the school time (which in no case may be less than three consecutive clock hours per day and fifteen clock hours per week) is given to practical work on a useful and productive basis. Students who enter these classes must be at least fourteen years of age and have completed the ninth grade.

PERSONS WHO MAY TAKE DAY TRADE COURSES: Regular high school students who have finished the ninth grade and are fifteen years of age or over are eligible for entrance into a type B class. While the minimum ages given above are the only age requirements for all-day schools in the Texas State Plan for Vocational Education, the actual age of entrance upon a vocational training program should be regulated locally at the minimum or at such point above this minimum as will insure that those completing the training will be mature enough to be accepted as workers in the occupation. Sixteen is regarded by the foremost vocational educators of the country as the minimum age at which students may be expected to profit by the trade preparatory instruction.

Admission must be restricted to those who are physically fit.
Continued on next page.

ally and mentally competent to do the work and who possess the qualifications required for employment in the type of work for which the training is offered. A probationary period of attendance will enable the school to determine the student's interest in learning the trade and ability to do the work. Care must be exercised to prevent training too many in any particular field of work.

COURSES OFFERED IN DAY TRADE CLASSES: Such classes as Carpentry, Maching Shop Practice, Woodworking, Millwork, Electricity, Auto Mechanics, Printing, Shoe Repairing, Dressmaking, Household Employment, Beauty Culture, Commercial Art, etc., may be offered.

QUALIFICATIONS OF TEACHERS: Shop teachers shall have had seven year's experience as a worker in the trade to be taught, at least two years of college education or the equivalent thereof, or graduation from a technical institution, plus a minimum of three years' working experience as evidenced by the successful passage of an examination given by an examining committee of outstanding craftsmen in the trade. Examining committees will be appointed by local directors of Trade and Industrial Education with the approval of the State Director of Trade and Industrial Education.

Related subjects teachers shall have sufficient trade experience to enable them to make practical application of their instruction. They shall have technical training in their special subjects equal to that represented by graduation from a secondary technical school. They shall have either four years' technical training in a first-class school of engineering and one year's practical working experience in the trade or occupation for which they are to teach related subjects; or have two years' technical training and two years' trade experience in the trade for which they are expected to teach related subjects.

CERTIFICATION OF INSTRUCTORS: After the qualifications of an instructor have been approved by the local superintendent of schools or the local director of vocational education and the State Director of Industrial Education, application must be made by the teacher, on form IE-5, for a vocational teacher's certificate, authorizing him to teach Trade and Industrial subjects in the public schools. The cost of issuance of this certificate is one dollar (\$1.00), which must be remitted in currency or money order.

Equipment: Schools desiring to offer trade preparatory training must provide adequately equipped shops for each

Continued on next page.

trade to be taught. Suggestive shop layouts and lists of equipment have been prepared by the State Department of Industrial Education, and are available for distribution to schools intending to establish day trade programs. Such shops must compare favorably with high grade commercial shops. Financial aid from Federal and State funds cannot be paid for the purchase of equipment.

REIMBURSEMENT: The Trade and Industrial Division will reimburse local school boards, with whom a contract has been entered into, to the extent of one-half the cost of instructors' salaries for those day trade classes. Instructors must be paid before reimbursement is requested. State and Federal funds can not be advanced to local school boards for the payment of instructors' salaries. Such funds are used as reimbursement for school boards when money has been expended in payment of instructors' salaries.

Further information may be secured by writing Ray L. Martin, Director, Industrial Education, P. O. Box F, Capitol Station, Austin, Texas.

HOUSEHOLD EMPLOYMENT TRAINING

To meet a constantly increasing demand for competent maids, cooks, and laundresses, the State Department of Industrial Education cooperates with public schools in organizing and conducting classes for such workers. Either part-time or evening school classes may be organized.

Part-time classes are held during the working day, between the hours of 8:00 A.M. and 6:00 P.M. At least fifty per cent of the students enrolled in classes of this nature must be persons actively engaged in the occupation of Household Employment; thirty per cent may be persons who are temporarily unemployed but who have had previous experience in the occupation and who wish to return to the Household Employment field; and not more than twenty per cent may be new students who have had no previous Household Employment experience.

COURSES OFFERED IN HOUSEHOLD EMPLOYMENT TRAINING: In order to meet the varying needs of persons seeking training in this type of work, the following courses have been prescribed for Household Employment training; The Care of the House, Special Duties in the Home, Laundry, The Meals in the Home, Home Hygiene, The Care of the Children, and Employer-Employee Relationships.

This sequence of courses is a suggested guide as to the order in which they may be offered. In many cases, it may be more convenient and advisable to change the order in which they appear. This is permissible. As soon as one course has been completed, another should be started. The personnel of the group should be practically the same, but new students may enter who have had no previous training. This enables students to begin training whenever a new course is offered. If the program is large enough to justify it, several courses may run parallel, and students may enroll in more than one class at a time.

CERTIFICATES OF CREDIT FOR COMPLETION OF COURSES: Upon satisfactory completion of any one of the specific courses, the student will be granted a certificate of achievement by the State Department of Industrial Education. Application for such certificates must be made by the teacher on regular form HE-1. These certificates will be recognized as counting toward the diploma which will be issued the

Continued on next page.

the students upon the satisfactory completion of the seven prescribed courses and upon presentation of a health certificate.

WHEN AND WHERE CLASSES MAY BE ORGANIZED: A class may be organized whenever a group of twelve or more persons meeting the above requirements, express the desire to receive this training. A class usually meets twice a week for periods of two hours for each class meeting. Classes may be held in public school buildings or in homes well equipped for conducting the laboratory work. In either case, they must be held under the direct supervision and control of the public school authorities.

HOW TO ORGANIZE HOUSEHOLD EMPLOYMENT CLASSES: When a superintendent of schools has decided to offer Household Employment courses to the people of his community, he should communicate at once with the State Director of Industrial Education, Austin, Texas, stating the number and nature of the courses to be organized.

COST OF COURSES TO SCHOOL BOARDS AND STUDENTS: Funds have been provided by the Federal and State Governments for the operation of Vocational training courses conducted under the supervision of the State Department of Industrial Education. The salaries of approved teachers of Household Employment courses are reimbursable to the extent of three-fourths of the amount actually paid the teacher for her services. The remaining one-fourth local school funds or from donations made to the school fund by some interested civic organization.

Sometimes a small enrollment fee is charged each student. When this is done, the amount collected is turned over to the local school board and is usually sufficient to take care of that part of the expense the local community must bear. State and Federal funds are not advanced to local school boards for the payment of instructors' salaries. The funds are used to reimburse school boards for money expended for salaries of instructors. Teachers must be paid for work done before reimbursement is requested.

QUALIFICATIONS OF TEACHERS: A person selected to teach Household Employment classes must be a high school graduate or must show evidence of having acquired the equivalent of a high school education. She must also have had practical experience in the training of workers in this field.

Before a class is started, the teacher should fill out form IE-3(b), application for position as Trade and Industrial teacher, and submit it to the local director

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director of vocational education or the local superintendent of schools. Upon the approval by the local authority, the form should be submitted to the State Director of Industrial Education for final approval. When final approval has been given, the teacher should make application, on regular form IE-5, for a special certificate to teach vocational subjects. The cost of issuance of this certificate is one (\$1.00) dollar.

REIMBURSEMENT TO SCHOOL BOARDS: Local school boards may apply for reimbursement on salaries of Household Employment teachers either monthly or at the expiration of the courses. Teachers' monthly reports, form IE-1, for the period for which reimbursement is requested must be on file in this office, and the totals shown on the monthly reports must coincide with the total shown on the application for reimbursement. Application should be submitted in triplicate on regular form IE-7.

Further information may be secured by writing Ray L. Martin, Director, Industrial Education, P. O. Box F, Capitol Station, Austin, Texas.

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