

A TEN YEAR FOLLOW-UP STUDY OF MONROE TRADE SCHOOL STUDENTS

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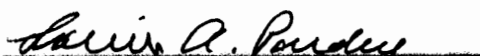
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by

GEORGE EDWARD WALLACE

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APPROVED:


Director of Graduate Studies

APPROVED:


Head of Department


Dean of Applied Science


Major Professor

May, 1953

Blacksburg, Virginia

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CHAPTER I

INTRODUCTION

One true measure of successful training in day trade preparatory classes is the ability of the former students of these classes to obtain and persist in employment in the trades or allied occupations for which they received training.

The Digest of Annual Reports ^{1/} states that:

More and more States are recognizing the indispensability of an organized evaluation of their training programs. This development applies particularly to the day trade school graduate. States are recognizing that a study of placements covering only the first year after graduation gives a very inadequate picture of the effectiveness of training. Therefore, they are emphasizing the importance of studying the employment record of trade school graduates over a five to ten year period.

The value of a similar study of the former students of Monroe Trade School in Lynchburg has long been recognized. In 1952 steps were taken to review the activities of the students who attended the school during the period of 1940 to 1950.

This report represents a study of the scholastic progress of the six hundred seven students who attended Monroe Trade School and a follow-up study of 34.67 per cent or 190 of the 548 students who successfully completed at least one semester of work.

^{1/} Federal Security Agency, United States Office of Education, Digest of Annual Reports of State Boards for Vocational Education, Fiscal Year Ended June 30, 1950, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., page 52.

Although only slightly more than one third of the total number of students were contacted, the study portrays conditions which may be representative of the entire group. Because of early drop-outs, defense employment opportunities, enlistments into the armed services of our country, and steady draft requirements, the enrollment of Monroe Trade School changed continually. The per cent of students followed-up represents a random sampling of the entire group of students distributed over the ten year period.

Purpose

The purpose of this study was to ascertain what the former students of Monroe Trade School had done after leaving school and what they were doing at the time of the study. Specifically, the study was directed to determine the following:

1. The shop courses that were taught during the ten year period of 1940 to 1950.
2. The number of students enrolled in each shop course.
3. The number of drop-outs and failures in each shop course.
4. The number of Monroe Trade School students who were graduated from high school.
5. The number of students that entered the trades for which they were trained.
6. The areas in which former students have been employed.
7. The ways in which training at Monroe Trade School helped the former students in the service of their country.

8. The type of post-high school training taken by the former students of Monroe Trade School.
9. The present educational and vocational desires of the former students of Monroe Trade School.
10. The information that would be useful in revising the trade and industrial education curriculum of Monroe Trade School.

Scope

For reasons beyond the control of the writer, the study had many limitations.

It included all those high school students who attended Monroe Trade School from September 1940 up to but not including September 1950. No other students were included. Six hundred seven different students attended the school during the period studied. Because of the length of time covered in the study many addresses were incorrect and few records of the students' present life were on file. Three hundred sixty-five students whose addresses were known were selected at random and questionnaires were sent to them. Sixty-seven of the questionnaires were returned because of a wrong address. Of the 298 remaining, 190 were answered and returned. This represents 63.7 per cent of the students contacted. It is upon their answers that the follow-up study was made.

Terminology

Because of inexact and confusing usage of terminology in vocational education, the writer felt that the educational nomenclature used in

this study should be defined and described to such an extent that there would be no inconsistencies to mislead the reader.

Industrial and educational terms were used throughout the study. The implications of the writer can only be inferred correctly when correct interpretation is made of each term used.

Therefore, for the purpose of this study, the following terms shall mean:

1. Industrial Arts ^{2/}

Industrial arts is a phase of general education that concerns itself with the materials, processes, and products of manufacture, and with the contribution of those engaged in industry. The learnings come through the pupil's experiences with tools and materials and through his study of resultant conditions of life. It is a curriculum area rather than a subject or course, being comparable in this respect to the language arts.

Industrial arts, therefore, has general values that apply to all levels, and in a continuous program these values are progressively intensive and are cumulative in their effect as the pupil advances in maturity.

2. Trade and Industrial Education ^{3/}

a. Purposes of Education for Trades and Industry

The major objectives of trade and industrial education are:

^{2/} United States Department of the Interior, Office of Education, Industrial Arts, Its Interpretation in American Schools, Bulletin 1937, No. 34, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., page 1.

^{3/} Federal Security Agency, Office of Education, Administration of Vocational Education, Bulletin No. 1, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., pages 61,67,69,70.

To provide instruction of an extension or supplemental type for the further development of performance skills, technical knowledge, related industrial information, safety, and job judgment for persons already employed in trade and industrial pursuits.

To provide instruction of a preparatory type in the development of basic manipulative skills, safety judgment, technical knowledge, and related industrial information for the purpose of fitting persons for useful employment in trade and industrial pursuits.

These objectives are attained through various types of programs. Each program is specific in purpose and is designed to serve the training needs of individual industrial workers.

b. Trade and Industrial Pursuits

Training programs may be organized to provide instruction in:

- (1) Any industrial pursuit, skilled or semiskilled trade, craft, or occupation which directly functions in the designing, producing, processing, assembling, maintaining, servicing, or repairing of any manufactured product.
- (2) Any service trade or occupation which is not classified as agriculture, business, professional, or homemaking.
- (3) Other occupations which are usually considered as technical and in which workers such as nurses, laboratory assistants, draftsman, and technicians are employed.

c. Trade and Industrial Subjects

Instruction for trade and industrial pursuits may include instruction in any subject which is planned to assist an individual in developing manipulative skills, safety practices,

trade morale, and trade judgment, and give him technical knowledge or related industrial information essential to employment in the occupation for which training is given.

d. Diversified Occupations

The objective of cooperative training (diversified occupations) is to provide vocational training through cooperation of the school and industrial and business establishments for groups of youth, 16 years of age and over, whose individual employment objectives may differ and whose cooperative agreements provide for legal employment, systematic training on the job, and supplementary instruction in the school. Such instruction is widely used to provide training opportunities for high school boys and girls.

e. All-day Trade Courses

All-day trade training is given to persons regularly enrolled in a full-time school who have selected a trade or industrial pursuit, and who wish to be prepared for useful employment in that pursuit. The training given is comprehensive and includes instruction in manipulative processes and also in those technical and other related subjects which are needed by the skilled and competent worker.

f. Type B Day Trade Training

This type of day trade training is one in which the pupils devote one-half of the school day - not less than three consecutive clock-hours - to practical work on a useful or productive basis and to related instruction in the necessary technical and other related subjects. The related instruction is given by the shop instructor incidental to the shop work during the scheduled three hours.

3. Student - A person who attended Monroe Trade School at some time during the period of September, 1940 and September, 1950.

4. Special Student - A student who attended Monroe Trade School less than three periods per day.
5. Combination Student - A student who took more than one shop course at Monroe Trade School.
6. Combination Group - A group of students who took more than one shop course at Monroe Trade School.
7. Monroe Trade School - An old school building housing the trade and industrial education department of E. C. Glass High School. The building is approximately eighty years old, and is located on the corner of Eleventh and Monroe Streets in Lynchburg, Virginia, about five city blocks from the main high school building. Monroe Trade School is classified as a Type B Day Trade School.
8. E. C. Glass High School - The Lynchburg white high school situated on Park Avenue and Eighth Streets in Lynchburg, Virginia.
9. Graduate - A person who has completed the high school curriculum and has received a diploma from E. C. Glass High School.
10. Shop - A large room or laboratory in which the shop work is taught.
11. Shop Course - A trade and industrial subject taught at Monroe Trade School.
12. Student Classification - There were seven classifications given the students relating to the shop course in which they were enrolled, namely machine shop, electricity, radio, sheet metal,

drafting, and combination. Student classification refers to the students enrolled in a particular shop course.

Basic Assumptions

The students who attended Monroe Trade School are earning their living in Lynchburg, Virginia and its environs in vocations and allied vocations for which they were trained.

Historical Background

According to the 1950 census, Lynchburg is a city with 47,727 people living within its borders. Considering its environs it falls into the 50,000 population class.

It is a city that has been gracefully transformed from a large tobacco center with its many factories and warehouses into a thriving jobbing and distribution center and from that into a thoroughly industrialized community.

Employment opportunities have been built around shoe and garment factories that rank second to but a few in the world; around foundries producing nationally used products; and around industries manufacturing hosiery, storage batteries, gears, and other products that retail in many foreign lands as well as in the United States.

It has its proportionate share of professional workers. Its doctors, lawyers, clergymen, and teachers have participated in State and National affairs.

Three top ranking liberal art colleges are considered a part of Lynchburg, each making its contribution and having its influence on the population. Two are within the city and the third is is an

adjoining county. It is also the home of a preparatory institution for boys and a seminary and college for Negroes.

At the time this study was made, there were numerous elementary schools, one junior high school and one senior high school for white children in Lynchburg. The high school was called E. C. Glass High School after the city's first superintendent of schools. Monroe Trade School was a subsidiary of E. C. Glass, representing the trade and industrial education department of the school. When this department was started it was called Monroe Trade School because of the name of the building in which it was housed. The old Monroe School was an abandoned elementary school situated approximately five city blocks from the main E. C. Glass building.

The school was re-opened as the trade and industrial education department of the high school in September, 1938. Previously the only industrial education offered to high school boys was in the form of industrial arts. These industrial arts classes consisting of wood-working, mechanical drawing, and a combination of art metal and electricity, were offered to a limited number of high school boys who were allowed to attend classes at the Robert E. Lee Junior High School. Because of limited facilities, only a few boys were admitted and, although doing more advanced work, they were generally in the same class with seventh and eighth grade pupils. This type of industrial education was strictly industrial arts, having general education values and did not attempt to prepare the students for entrance into employment.

The main objective of the Monroe Trade School at the time of its

inception was to give specific training for employment in the trades of machine shop and electricity. The courses were set up on a Type B day trade basis whereby the student would take three consecutive hours of the shop course he selected each day. Courses in related mathematics and blueprint reading were taught also as a part of this three hour training. The student was allowed to earn one Carnegie unit of high school credit each semester, or two units a school year. Six of these credits could be earned toward the number of credits necessary for high school graduation.

From its organization until the time of this study, Monroe Trade School went through many changes. From 1938 until September, 1950, twenty-three different instructors taught in the trade and industrial program. Twenty-one of these taught in the Trade School. The other two taught diversified occupations in a classroom in E. C. Glass High School. Including diversified occupations, eight different subjects were offered as a part of the high school training. They were machine shop, electricity, radio, sheet metal, drafting, related mathematics, and related blueprint reading. Some of the subjects were taught during the emergency period of World War II and because of fluctuating enrollments were later discontinued. At the time of the study the two original subjects, namely, machine and electricity along with vocational drafting constituted the scope of the offering.

The entire trade and industrial education program in the city has grown so extensively in the past twelve years that a full time director was added. Through his leadership the offerings of Monroe Trade School

have grown and former students have done well in their various fields of work.

Methodology

The first step in the study was to locate the students who had taken shop courses at Monroe Trade School during the period of the study.

It had been the custom of classroom teachers, including teachers at Monroe Trade School, to record the scholastic progress of their students on marking sheets and to send these sheets to the various home-room teachers at the end of each six week grading period. At the close of each semester the records were transferred from these marking sheets to the students' permanent record cards for filing. Both the marking sheets and permanent record cards were kept on file in the principal's office. This being the only record available of the former students of Monroe Trade School, it was necessary to examine the marking sheets used by each high school teacher for a period of twelve years. Over twelve thousand marking sheets were examined and from this number those sheets containing the grades of Monroe Trade School teachers were selected and carefully studied. A record was then made for each student who had taken a trade and industrial subject. Such information as subject taken, grade received, credits earned, instructor's name, drop-outs, and failures were recorded. A list of the students who were in the department during the decade was made and the exact time that each student was in high school was indicated. This information was necessary in order to determine what permanent record

cards should be examined.

The permanent record cards of nearly eight hundred students were examined next to ascertain the last address, scholastic standing, and whether the student had graduated from high school or had dropped. Many addresses were recorded but because of the length of time covered in the study it was impossible to secure the correct address of every student. They had moved from place to place in Lynchburg and in many cases to other parts of the country. It was possible, however, to record addresses of approximately four hundred of the six hundred seven different students who had attended the school during the ten year period.

A questionnaire was designed for these students to bring out the information needed for the study. Six boys, who had attended Monroe Trade School, were selected and asked to answer the questionnaire. Upon their recommendations, corrections and changes were made. The questionnaire was then sent out to a few students for their reaction. After final corrections three hundred sixty-five questionnaires were mailed along with a letter explaining the purpose of the study. A personal message was written in long hand on each letter expressing best wishes, soliciting support, and whenever possible personal remarks were made.

When it was certain that all the questionnaires that could be expected had been returned, twenty-five letters were written to students who failed to respond. This was done to see if there were reasons why they refused to answer. One of the questionnaires was returned with an

incorrect address and nine were returned with completed answers. The material was then tabulated and compiled into raw charts classifying the students into seven categories, according to the number of semesters work they had completed successfully. A group of special students was studied also. These students had taken drafting and were classified as special students because they had taken less than three consecutive hours of shop work per day. For this reason they were not considered vocational students. Drafting was the only shop course into which students had been admitted for special credit.

Students were separated also into groups representing the shop courses they studied at Monroe Trade School, namely machine shop, electricity, radio, sheet metal, drafting, diversified occupations, and a special group consisting of those who took more than one shop course at the school. This group of students was called a combination group and refers to those students who took a combination of two or more shop courses, e.g. machine shop and electricity, electricity and radio, machine shop and drafting.

From these raw charts, finished tables were made and many interesting facts were discovered.

Review of Literature

Literature reviewed for this study consisted for the most part of follow-up studies made of different departments and institutions. Each study differed considerably in scope and technique but helpful information was derived as to procedure and forms which aided materially in the solution of this problem.

CHAPTER II

CLASSIFICATION OF STUDENTS

The material in this section illustrates the classification into which the students of Monroe Trade School were placed for the purpose of this study. From information secured from the marking sheets and permanent record cards the number of students who had been enrolled in each shop course was obtained. The number of special students and combination students were also learned. From this information and from information gathered from the first part of the questionnaire, tables were made to illustrate the number of students in each classification, the scholastic success and failure of these students, and the number of students followed-up. Chapter II gives a general picture of the enrollment of Monroe Trade School from September, 1940 to September, 1950.

Table 1 reveals that 607 different students attended the school during the decade. Some of these students failed the first semester while others dropped before the semester ended. Some students returned to the same class the next semester, others enrolled in different classes, and still others dropped out of high school and never returned to Monroe Trade School. For this reason 686 students are shown as members of the different classes instead of the 607 students enrolled. Over the ten year period 48 students dropped and 37 failed before completing one semester of work. This made a total of 601 students who successfully completed at least one semester of work at

the school.

Table 1 also reveals that more students were enrolled in electricity and machine shop than in any of the other shop courses. These two shop courses had been in operation all during the ten year period so it was not considered unusual that they surpassed all others in enrollment.

It was apparent also from the table that the enrollment in drafting exceeded that of radio, sheet metal, and diversified occupations. These courses were started after Monroe Trade School had been in operation a few years. The popularity of the drafting course seemed to warrant its continuance while the other courses were discontinued gradually because of small enrollment.

In proportion to the total number of students enrolled, there were more drop-outs the first semester in the machine shop and electrical courses than in any of the others. No one among the group of sheet metal students or the special students who were taking drafting dropped out of school or failed in his work during the time of the study.

Table 1. - Enrollment and Drop-outs in Monroe Trade School Classes, 1940 - 1950

Total Number of Different Students 607					
Shop Course	Enrollment in Classes		Number Dropped or Failed Before Completing One Semester of Work		Number of Students Completing at Least One Semester of Work
	Number in Class	Per cent of Total	Number Dropped	Number Failed	Number
Machine Shop	204	33.6	20	7	177
Electricity	247	40.7	17	15	215
Radio	47	7.7	4	13	30
Sheet Metal	10	1.6	0	0	10
Drafting	106	17.5	7	1	98
Special Drafting Students	38	6.3	0	0	38
Diversified Occupations	34	5.4	0	1	33
TOTAL	686*	-	48	37	601*

* Number 686 does not correspond with number 607, the total number of different students attending Monroe Trade School because many of the students took more than one shop course. Fifty-nine students either dropped or failed the first semester and did not return to school. This leaves a total of 548 different students completing at least one semester of work. The number 601 does not correspond with 548 because many of these students also took more than one shop course.

Table 2 illustrates the number of Monroe Trade School students who successfully completed work in each of the shop courses during the ten year period. It reveals the total number of semesters work completed by students in each shop course and the number of students in these groups that were followed-up. Table 2 also illustrates the number of special drafting students enrolled and followed-up and the combination group representing students who took more than one shop course while in high school.

Thirty-eight students took the drafting course as a special subject for less than three hours a day. They were considered industrial arts students. Besides this number, 98 students were enrolled and successfully completed work in vocational drafting.

Fewer boys were enrolled in the fourth, fifth, and sixth semesters of each shop course than in the first, second, or third. The largest enrollment appeared in the first semester, a slight decrease showing each subsequent semester.

More students completed work in electricity than any other shop course. Machine shop was the next course in popularity followed by drafting, radio, and sheet metal.

A larger percentage of machine shop students, 14.7 per cent, completed the entire course of six semesters than any other group of students. Electricity was second with 10.7 per cent. The percentage among students in other courses appears somewhat smaller because of the limited time the courses were offered during the decade of the study and, in the case of drafting because students were allowed to take the

course as special students for less than three periods a day.

Thirty-three boys and girls completed work in diversified occupations. This course was discontinued at the beginning of World War II, hence no diversified occupations students were followed-up. The writer felt that information secured from this group would have little significance because of employment opportunities created by the defense program at the time these students were in the cooperative work training course.

Table 2. - Distribution of Monroe Trade School Students Relative to Work Completed and Number Followed-up in Each Shop Course, 1940 - 1950

Shop Course	Semesters Work Completed and Number Followed-up																
	One Semester	Number Followed-up	Two Semesters	Number Followed-up	Three Semesters	Number Followed-up	Four Semesters	Number Followed-up	Five Semesters	Number Followed-up	Six Semesters	Per cent of Total Number of Students Enrolled	Number Followed-up	Special Students	Number Followed-up	Total Number Enrolled	Total Followed-up
Machine Shop	40	10	37	11	26	10	26	10	22	14	26	14.7	13	0	0	177	68
Electricity	52	4	47	11	36	9	34	8	23	12	23	10.7	17	0	0	215	61
Radio	12	3	6	1	6	3	4	0	1	1	1	3.3	0	0	0	30	8
Sheet Metal	3	0	4	1	2	1	0	0	1	0	0	0.0	0	0	0	10	2
Drafting	41	8	14	3	19	3	14	1	6	4	4	4.1	4	-	-	98	23
Special Drafting Students	-	-	-	-	-	-	-	-	-	-	-	-	-	38	7	38	7
Diversified Occupations	9	0	16	0	4	0	4	0	0	0	0	0.0	0	0	0	33	0
Combination of Two or More Shop Courses	-	2	-	3	-	2	-	0	-	8	-	-	6	-	-	-	21
TOTAL	157	27	124	30	93	28	82	19	53	39	54	9.9	40	38	7	601	190

Table 3 reveals the number of students who dropped out of trade and industrial education courses and the semester in which these drop-outs occurred.

There is evidence that more students dropped out of Monroe Trade School during the first semester of work than during any other semester. The smallest number of drop-outs occurred during the fifth and sixth semesters. There were more drop-outs in the machine shop course than in any other with 35.0 per cent of the total number enrolled leaving school before their work was completed. Fewer students dropped out of the diversified occupations course than dropped from any of the others. Drafting students comprised the next group of low drop-outs with only 13.6 per cent of their number leaving school before the semester was finished.

Table 3. - Enrollment and Number of Drop-outs in Each Trade and Industrial Education Course and the Semester in Which Drop-outs Occurred

Semester	Name of Trade and Industrial Education Course																				
	Machine Shop			Electricity			Radio			Sheet Metal			Drafting			Diversified Occupations			Total		
	Number Enrolled	Number Dropped	Per cent Dropped	Number Enrolled	Number Dropped	Per cent Dropped	Number Enrolled	Number Dropped	Per cent Dropped	Number Enrolled	Number Dropped	Per cent Dropped	Number Enrolled	Number Dropped	Per cent Dropped	Number Enrolled	Number Dropped	Per cent Dropped	Total Enrolled	Total Dropped	Per cent Dropped
First Semester	177	28	15.8	215	25	11.6	30	5	16.7	10	0	0.0	136	8	5.9	33	1	3.0	601	67	11.1
Second Semester	137	12	8.7	163	14	8.6	18	2	11.1	7	1	14.2	95	4	4.2	24	1	4.2	444	36	8.1
Third Semester	100	12	12.0	111	12	10.8	12	1	8.3	3	1	33.3	81	5	6.2	8	0	0.0	320	31	9.7
Fourth Semester	74	6	8.1	80	5	6.3	6	0	0.0	1	0	0.0	62	0	0.0	4	0	0.0	227	11	4.8
Fifth Semester	48	1	2.1	46	1	2.2	2	0	0.0	1	0	0.0	48	1	2.1	0	0	0.0	145	3	2.1
Sixth Semester	26	1	3.8	23	0	0.0	1	0	0.0	0	0	0.0	42	1	2.4	0	0	0.0	92	2	2.2
TOTAL	177*	62	35.0	215*	57	26.5	30*	8	26.7	10*	2	20.0	136*	19	13.9	33*	2	6.1	601*	150	24.9

*Number represents the total number of students taking that trade and industrial course and is the same as the number enrolled for the first semester.

Table 4 reveals the number of students who failed trade and industrial education courses and the semester in which these failures occurred.

Most of the failures occurred in the radio class with 56.7 per cent of the enrollment failing. The smallest number of failures occurred among the sheet metal and drafting students with no one failing the sheet metal course and less than one per cent failing in drafting. As was true with drop-outs, most of the failures occurred during the first semester. Very few students seemed to fail during the fifth or sixth semester of work. The per cent of failure for the entire Monroe Trade School during the period of the study was 16.3 per cent.

Table 4. - Enrollment and Number of Failures in Each Trade and Industrial Education Course and the Semester in Which Failures Occurred

Semester	Name of Trade and Industrial Education Course																				
	Machine Shop			Electricity			Radio			Sheet Metal			Drafting			Diversified Occupations			Total		
	Number Enrolled	Number Failed	Per cent Failed	Number Enrolled	Number Failed	Per cent Failed	Number Enrolled	Number Failed	Per cent Failed	Number Enrolled	Number Failed	Per cent Failed	Number Enrolled	Number Failed	Per cent Failed	Number Enrolled	Number Failed	Per cent Failed	Total Enrolled	Total Dropped	Per cent Dropped
First Semester	177	16	9.0	215	31	14.4	30	14	46.7	10	0	0.0	136	1	0.7	33	1	3.0	601	63	14.7
Second Semester	137	1	0.7	163	10	6.1	18	1	5.5	7	0	0.0	95	0	0.0	24	0	0.0	444	12	2.7
Third Semester	100	8	8.0	111	5	4.5	12	2	16.7	3	0	0.0	81	0	0.0	8	0	0.0	320	15	4.7
Fourth Semester	74	3	4.1	80	4	5.0	5	0	0.0	1	0	0.0	62	0	0.0	4	0	0.0	227	7	3.1
Fifth Semester	48	0	0.0	46	1	2.2	2	0	0.0	1	0	0.0	48	0	0.0	0	0	0.0	145	1	0.7
Sixth Semester	26	0	0.0	23	0	0.0	1	0	0.0	0	0	0.0	42	0	0.0	0	0	0.0	92	0	0.0
TOTAL	177*	28	15.8	215*	51	23.7	30*	17	56.7	10*	0	0.0	136*	1	0.7	33*	1	3.0	601*	98	16.3

* Number represents the total number of students taking that trade and industrial course and is the same as the number enrolled for the first semester.

Table 5 presents the number of Monroe Trade School students in each classification * who graduated from E. C. Glass High School during the period of the study.

Of the 601 students who successfully completed work at Monroe Trade School during the ten year period, 315 or 52.4 per cent graduated from high school. The drop-outs amounted to 200 or 33.3 per cent of the number of students enrolled.

More of the students who took diversified occupations graduated than any other group. One of the requisites for entrance into this course was that a student be a junior or senior or have at least eight units toward graduation. For this reason the 66.7 per cent who were graduated was not surprising.

Machine shop and electrical students were the next highest group to graduate with 54.8 and 52.1 per cent of their students earning their diploma. Sheet metal students, although only taking the course for a short while, were next with 40 per cent. This group led all others in the number who dropped out of high school before graduating.

The drafting course had only 36.0 per cent of its students graduating. However, 30.1 per cent of the drafting students were still in school at the time of the study. Because of the small number of drop-outs in this class, it is reasonable to assume that the per cent of graduates will become higher as these students advance in school.

*See terminology, page 16.

Table 5. - Number of Monroe Trade School Students in Each Classification Who Graduated from E. C. Glass High School, 1940 - 1950

Shop Course Taken at Monroe Trade School	Number Completing at Least One Semester	Number Graduating	Per cent Graduating	Number Dropping Out	Per cent Dropping Out	Number Still in School	Per cent Still in School
Machine Shop	177	97	54.8	65	36.8	15	8.5
Electricity	215	112	52.1	73	33.9	18	8.4
Radio	30	7	23.3	10	33.3	0	0.0
Sheet Metal	10	4	40.0	6	60.0	0	0.0
Drafting	136	49	36.0	28	20.6	41	30.0
Combination*	-	24	-	8	-	12	-
Diversified Occupations	33	22	66.7	10	30.3	0	0.0
TOTAL	601	315	52.4	200	33.3	84	13.9

* See terminology, page 16

Table 6 reveals not only the number of students in each classification who graduated from E. C. Glass High School but illustrates the relative amount of work completed at Monroe Trade School by these students.

Table 6 represents clearly that the longer a student remained in Monroe Trade School the better chance he had of graduating from E. C. Glass High School. Of the group who took five semesters or six semesters of work at the trade school, 94.8 and 90.1 per cent respectively were graduated. As compared to 51.9 per cent representing those who took only one semester of work, this seems significant.

Among the students who continued their work at Monroe Trade School there were fewer high school drop-outs. The table reveals that more drop-outs occurred among those who completed one and two semesters of work than among those who took three, four, five, and six semesters of work combined. This seems to suggest that the trade school had high holding power.

Table 6 also reveals that the majority of Special Students, those who studied drafting less than three hours a day, graduated from high school. Over 85 per cent of this group were successful.

One hundred fifty-one or 79.5 per cent of all the students followed-up graduated from E. C. Glass High School while thirty-eight or 20 per cent dropped out before graduation.

Table 6. - Number of Students in Each Classification* Who Graduated from E. C. Glass High School and the Relative Amount of Work Completed at Monroe Trade School

Semesters Work Completed at Monroe Trade School	Number of Students Followed-up	Number of Students Graduating	Per cent of Students Graduating	Number of Drop-outs	Per cent of Drop-outs	Number of Students Still in School
One Semester	27	14	51.9	12	48.1	1
Two Semesters	30	20	66.7	10	33.3	0
Three Semesters	28	21	75.0	7	25.0	0
Four Semesters	19	16	84.2	3	15.8	0
Five Semesters	39	37	94.8	2	5.2	0
Six Semesters	40	37	90.1	3	9.9	0
Special Students*	7	6	85.7	1	14.3	0
TOTAL	190	151	79.5	38	20.0	1

* See terminology, page 16

CHAPTER III

RESULTS OF THE QUESTIONNAIRE

In Chapter III the findings of the questionnaire received from the 190 former students of Monroe Trade School are presented in the form of forty-five tables with brief interpretations. The tables correspond to the forty-eight questions asked in the questionnaire.

Table 7 reveals the industrial arts courses taken by the 190 respondents while attending Robert E. Lee Junior High School in Lynchburg. It is apparent that the largest number of students, 148 or 78.4 per cent, took woodworking. The next most popular industrial arts subject was mechanical drawing. This is quite significant because this subject was discontinued during the ten year period of the study. Woodworking and the combination course of art metal and electricity were the only subjects being offered throughout the period. Ten per cent of the respondents did not take any form of industrial arts work while attending junior high school.

Table 7. - Number and Per cent of the Respondents Who Took Industrial Arts Subjects Offered at Robert E. Lee Junior High School

Industrial Arts Subjects	Respondents Taking Industrial Arts	
	Number	Per cent*
Woodworking	148	78.4
Mechanical Drawing	140	73.7
Art Metal - Electricity	86	45.3
None	19	10.0

* Per cent is taken of the 190 students followed-up.

Table 8 was compiled to indicate the day trade courses industrial arts students at Robert E. Lee Junior High School selected when they reached Monroe Trade School. The figures represent the per cent of students in that particular industrial arts class who selected the day trade course under which they appear.

It was expected that the largest number of students would select machine shop and electricity at the trade school as these two subjects had been offered for a longer period of time. An equal number of students appearing in the three industrial arts groups seemed to select these two. It was interesting to observe that the respondents who signified that they had no industrial arts experience at the junior high school selected drafting when they enrolled at Monroe Trade School. Machine shop seemed to have the greatest attraction. Electricity was almost as popular. Although drafting had only recently been added as a vocational subject it seemed to be the third selection.

From the data presented in Table 8, it appears that there is little relationship between the industrial arts subjects taken at the junior high school and the selection of day trade courses at Monroe Trade School.

Table 8. - Selection of Day Trade Courses at Monroe Trade School by Respondents Relative to Industrial Arts Subjects Studied at Robert E. Lee Junior High School

Industrial Arts Course Taken at Robert E. Lee Junior High School	Day Trade Course Selected and Per cent of Industrial Arts Students Enrolled					
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination
Art Metal - Electricity	47.7	34.9	3.5	2.3	5.8	5.8
Woodworking	39.5	32.9	10.8	10.8	4.7	1.3
Mechanical Drawing	35.7	35.7	3.6	1.5	12.1	11.4
None	15.8	15.8	5.2	0.0	63.2	0.0

Table 9, which is the converse of Table 8, indicates the number and per cent of respondents who took each of the industrial arts courses offered at the junior high school. It appears that most of the respondents took woodworking and mechanical drawing. This is true for each of the day trade courses selected at Monroe Trade School. For example, the data indicated that 86.7 per cent of the students who selected machine shop at the trade school had experience in woodworking and 73.5 per cent had experience in mechanical drawing. The only group that had experience in all three industrial arts activities was the group in sheet metal.

Table 9. - Number and Per cent of Monroe Trade School Students Taking Each of the Industrial Arts Courses Offered at Robert E. Lee Junior High School

Shop Course Taken at Monroe Trade School	Industrial Arts Courses Taken at Junior High School							
	Art Metal Electricity		Woodworking		Mechanical Drawing		None	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Machine Shop	41	60.3	59	86.7	50	73.5	3	4.4
Electricity	30	49.2	49	80.3	50	81.9	3	4.9
Radio	3	37.5	7	87.5	5	62.5	1	12.5
Sheet Metal	2	100.0	2	100.0	2	100.0	0	0.0
Drafting	5	16.7	16	53.3	17	56.7	12	40.0
Combination	5	23.8	16	76.2	16	76.2	0	0.0
TOTAL	86	45.3	148	78.4	140	73.7	19	10.0

In answer to the question, "Did you study shop mathematics at Monroe Trade School", Table 10 reveals that the combination group or the students who took more than one shop course at the school studied more shop mathematics than any other group.

A large per cent of the electrical and machine shop students also had shop mathematics related to their shop work. Of the drafting students 73.3 per cent of those who answered the questionnaire said they did not study shop mathematics while attending trade school. This would seem to indicate that mathematics was taught either incidental to the classwork and was not recognized as such or that there was no related mathematics taught for them as was done for the other shop students.

Sixty-six and three tenths per cent of all the respondents answered yes to the question indicating that they had received instruction in mathematics related to the shop course they studied.

Table 10. - Number and Per cent of Students in Each Classification* Who Studied Shop Mathematics at Monroe Trade School

Shop Course Studied at Monroe Trade School	Did You Study Shop Mathematics?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	49	72.1	18	26.5	1	1.5
Electricity	48	78.7	13	21.3	0	0.0
Radio	4	50.0	4	50.0	0	0.0
Sheet Metal	2	100.0	0	0.0	0	0.0
Drafting	6	20.0	22	73.3	2	6.6
Combination*	17	81.0	4	19.0	0	0.0
TOTAL	126	66.3	61	32.1	3	1.6

The respondents were asked if the shop mathematics they took was taught by the shop teacher as a part of the actual shop work or by a special teacher of related mathematics.

In machine shop and electricity it seems that the regular shop teacher taught his own related mathematics. Confirming what was assumed from Table 10, the drafting students were taught their mathematics by the drafting teacher. Not one of this group indicated differently. Of the 190 respondents, 56.9 per cent said that the shop mathematics that they studied was taught by the regular shop teacher. Table 11 presents the supporting data.

* See terminology, page 16.

Table 11. - Number and Per cent of Students in Each Classification Who Were Taught Shop Mathematics by the Regular Shop Teacher

Shop Course Studied at Monroe Trade School	Did Your Regular Shop Teacher Teach You Shop Mathematics?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	44	64.7	8	11.8	16	23.5
Electricity	40	65.6	8	13.1	13	21.3
Radio	2	25.0	3	37.5	3	37.5
Sheet Metal	1	50.0	1	50.0	0	0.0
Drafting	5	16.7	0	0.0	25	83.3
Combination	16	76.2	1	4.8	4	19.1
TOTAL	108	56.9	21	11.0	61	32.1

Table 12 illustrates the number of respondents in each classification who studied blueprint reading at Monroe Trade School.

There is evidence that 141 of the 190 students who returned questionnaires had taken such a course. The drafting class led all others with 86.7 per cent of its students signifying that they had studied blueprint reading. This was a normal response because making and interpreting blueprints were part of the drafting course. Those drafting students who answered no to the question or neglected to answer it interpreted the question literally. The course in blueprint reading was not offered to drafting students.

It was interesting to note that a large per cent of the students in all classes at Monroe Trade School had studied this important subject, a subject which was later found to be essential.

Table 12. - Number and Per cent of Students in Each Classification Who Studied Blueprint Reading at Monroe Trade School

Shop Course Studied at Monroe Trade School	Did You Study Blueprint Reading?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	48	70.6	19	27.9	1	1.5
Electricity	46	75.4	15	24.6	0	0.0
Radio	5	62.5	2	25.0	1	12.5
Sheet Metal	1	50.0	1	50.0	0	0.0
Drafting	26	86.7	3	10.0	1	3.3
Combination	15	71.4	6	28.6	0	0.0
TOTAL	141	74.2	46	24.2	3	1.6

The question was asked whether or not the regular shop teacher taught the course in blueprint reading. Nearly 50 per cent of the respondents indicated that the regular shop teacher had taught them this subject. All of the drafting students who answered the question said that they studied blueprint reading in the drafting class. About one fourth of all the respondents indicated that the course was taught by someone other than their regular shop teacher.

Table 13 clearly indicates that the shop teacher was not always responsible for the teaching of blueprint reading.

Table 13. - Number and Per cent of Students in Each Classification Who Were Taught Blueprint Reading by the Regular Shop Teacher

Shop Course Studied at Monroe Trade School	Did Your Regular Shop Teacher Teach You Blueprint Reading?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	25	36.8	23	33.8	20	29.4
Electricity	28	45.9	18	29.5	15	24.6
Radio	3	37.5	1	12.5	4	50.0
Sheet Metal	0	0.0	1	50.0	1	50.0
Drafting	26	86.7	0	0.0	4	13.3
Combination	10	47.6	5	23.8	6	28.6
TOTAL	92	48.4	48	25.3	50	26.3

The following question was asked to ascertain the type of school most frequently attended by the students after leaving high school:

If you have attended, or are attending a school or college, or have taken training since you left E. C. Glass High School, check type of institution below:

Still at E. C. Glass _____ Correspondence School _____
 College or University _____ Evening School _____
 Business School _____ Trade School - this _____
 Apprentice Training _____ may include after _____
 On-the-job Training _____ school or evening _____
 courses at Monroe _____
 Trade School _____
 Other type of _____
 School (Explain) _____

Table 14 presents the number and per cent of students in each classification who took training after leaving school and the type of school in which the training was taken.

Two thirds of the respondents answered this question. The largest number of students or 20.7 per cent indicated they attended college. With the exception of the two students in the sheet metal class who attended college, drafting, radio, and electrical students seemed to have the largest number represented.

Seventeen per cent of the students took correspondence courses. Those who studied radio at the trade school signified the greatest interest in correspondence school, with one fourth of the group being represented. Machine shop students and electrical students followed closely with 20.6 per cent and 18.0 per cent respectively.

Of the 190 respondents, 12.6 per cent took some form of apprentice training. Electrical students comprised the largest group of apprentices with 19.7 per cent of their number becoming indentured. One radio student became an apprentice while eight or 11.8 per cent of the machine shop students entered apprenticeship.

A large group of students signified that they had taken on-the-job training. Of the entire group studied, 15.8 per cent checked this type of training. The radio students led all others with 37.5 per cent of its number. Machine shop students were next with 23.5 per cent followed by those who studied electricity with 18.0 per cent. Many of the respondents taking on-the-job training were employed in apprenticeable trades also. There could be many reasons why they checked this group instead of the apprentice training group. However, it is reasonable to assume that this indicates that 28.4 per cent of the respondents were learning a trade on the job.

Table 14. - Number and Per cent of Students in Each Classification Who Took Training After Leaving E. C. Glass High School and the Type of School in Which Training Was Taken

Type of School in Which Training Was Taken	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
E. C. Glass High School	0	0.0	0	0.0	0	0.0	0	0.0	1	3.3	0	0.0	1	0.5
College	10	14.7	14	22.9	2	25.0	2	100.0	8	26.6	3	14.3	37	20.7
Business School	4	5.9	2	3.3	0	0.0	1	50.0	2	6.6	1	4.8	10	5.3
Apprentice Training	8	11.8	12	19.7	1	12.5	0	0.0	1	3.3	2	9.5	24	12.6
On-the-job Training	16	23.5	11	18.0	3	37.5	0	0.0	0	0.0	0	0.0	30	15.8
Correspondence School	14	20.6	11	18.0	2	25.0	0	0.0	3	10.0	2	9.5	32	17.0
Evening School	2	2.9	6	9.8	0	0.0	0	0.0	1	3.3	0	0.0	9	4.7
Trade School	6	8.8	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	7	3.6
Others	10	14.7	12	19.7	0	0.0	1	50.0	2	6.6	5	23.8	30	15.8
TOTAL	70	36.7	69	36.3	8	4.2	4	2.1	18	9.5	13	6.9	-	-
No Answer	25	36.8	12	19.7	1	12.5	0	0.0	14	46.6	12	57.1	64	33.7

Table 14. - Continued

Type of School in Which Train- ing Was Taken	Shop Course Studied at Monroe Trade School						
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	Total
	Number	Number	Number	Number	Number	Number	Number
Army School of Auto Mechanics	1	0	0	0	0	0	1
Armed Forces Technical School	0	1	0	0	0	0	1
Barbers School	1	0	0	0	0	0	1
Basic Engineering and Navy Diesel School	1	0	0	0	0	0	1
Cooks and Bakers School							
National Guard	0	1	0	0	0	0	1
Diesel School	0	1	0	0	0	0	1
Electronic Technical School	0	0	0	0	0	2	2
Fire and Gunnery School	0	0	0	0	0	1	1
Fert Belvoir Engi- neering School	0	0	0	0	0	1	1

Table 14. - Continued

Type of School in Which Train- ing Was Taken	Shop Course Studied at Monroe Trade School						Total Number
	Machine Shop Number	Electricity Number	Radio Number	Sheet Metal Number	Drafting Number	Combination Number	
Heavy Equipment School							
U.S. Marine Corps	1	0	0	0	0	0	1
Marine Radar School	1	0	0	0	0	0	1
Marine Corps Engi- neering School	0	0	1	0	0	0	1
Naval Air Technical Training School	1	0	0	0	0	0	1
National Cash Register Service School	0	1	0	0	0	0	1
Naval Communications Technical School	0	0	0	0	0	1	1
Radar School	0	1	0	0	0	0	1
Telephone School	0	1	0	0	0	0	1
Traffic Managing School	0	0	0	1	0	0	1
U.S. Navy Service School	2	2	0	0	0	1	5

Table 14. - Continued

Type of School in Which Train- ing Was Taken	Shop Course Studied at Monroe Trade School						
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	Total
	Number	Number	Number	Number	Number	Number	Number
U.S. Navy Survey School	0	1	0	0	0	0	1
U.S. Air Force Technical School	2	1	0	0	0	0	3
U.S. Air Force Electronics School	1	0	0	0	0	1	2
U.S. Navy Electricians School	0	3	0	0	0	0	3
U.S. Air Force School	0	1	0	0	0	0	1
U.S. Navy Aviation Electronics School	0	0	0	0	1	0	1
U.S. Armed Forces Institute	0	0	0	0	1	0	1
TOTAL	11	14	1	1	2	7	36

Table 15 presents data in answer to the question, "Did you complete the course you started?" Seventy-nine of the 190 respondents or 41.6 per cent answered yes to the question. Besides the two sheet metal students who completed the courses they took, electrical students led all others with 57.4 per cent of their number completing the training they took after leaving high school.

Approximately 17 per cent of the former students studied indicated they did not complete their course or were still in school at the time of the study.

Table 15. - Number and Per cent of Students in Each Classification Who Completed the Course or Courses They Started

Shop Studied at Monroe Trade School	Did You Complete the Course You Started?							
	Yes		No		In School		No Answer	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Machine Shop	31	45.6	10	14.7	9	13.2	21	30.9
Electricity	35	57.4	8	13.1	11	18.0	9	14.8
Radio	3	37.5	2	25.0	3	37.5	0	0.0
Sheet Metal	2	100.0	0	0.0	0	0.0	0	0.0
Drafting	3	10.0	7	23.3	9	30.0	11	36.6
Combination	5	23.8	6	28.6	2	9.5	9	42.9
TOTAL	79	41.6	33	17.4	34	17.9	50	26.3

Figures in the above table do not equal 100 per cent because many students took more than one course after leaving E. C. Glass High School.

The former students were asked what type of course they took after leaving E. C. Glass High School. Over sixty per cent of the respondents answered the question. In tabulating the responses it was found that electrical and machine shop students took nearly all the courses listed in Table 16. The most popular courses appeared to be business administration, machine shop, general electricity, drafting, and some type of engineering. Eighty-one different types of courses are listed in the following table.

Table 16. - A List of Courses Taken by Monroe Trade School Students After Leaving E. C. Glass High School and the Classification of Students Taking Them

Type of Course Taken After Leaving High School	Shop Course Studied at Monroe Trade School						Total Number
	Machine Shop Number	Electricity Number	Radio Number	Sheet Metal Number	Drafting Number	Combination Number	
Accounting	1	1	0	1	0	0	3
A.C. & D.C. Theory	0	1	0	0	0	0	1
Advanced Electronics	0	1	0	0	1	0	2
Advertising	0	0	0	0	0	1	1
Aircraft Machine Shop	2	0	0	0	0	0	2
Aircraft Engine Overhauling	1	0	0	0	0	0	1
Algebra	0	0	0	0	1	0	1
Architecture	0	1	0	0	0	0	1
Auto Mechanics	2	0	0	0	0	0	2
Auto Parts Salesmanship	0	1	0	0	0	0	1
Aviation Electronics	0	1	0	0	1	0	2
Barbering	1	0	0	0	0	0	1
Bookkeeping	1	0	0	0	0	0	1
Business Administration	3	6	0	0	2	2	13
Commercial Art	0	0	0	0	0	1	1
Communications	0	1	0	0	0	1	2
Dale Carnegie Course	0	0	0	0	1	0	1
Drafting - General	1	2	0	0	1	0	4
Drafting - Electrical	0	0	0	0	0	1	1
Drafting - Machine	0	0	0	0	0	1	1
Drafting - Sheet Metal	1	0	0	0	0	0	1
Drafting - Structural	0	0	0	0	1	0	1

Table 16. - Continued

Type of Course Taken After Leaving High School	Shop Course Studied at Monroe Trade School						
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	Total
	Number	Number	Number	Number	Number	Number	Number
Education - General	1	1	0	0	0	0	2
Education-Physical	1	0	0	0	1	0	2
Economics	0	1	0	0	0	0	1
Electrical House Wiring	0	1	0	0	0	0	1
Electricity-General	0	8	0	0	0	0	8
Electricity-Power	0	1	0	0	0	0	1
Electricity-Shipboard	0	1	0	0	0	0	1
Electric Movement of Trains	1	0	0	0	0	0	1
Electronics & Radar	0	1	0	0	0	2	3
Embalming	1	0	0	0	0	0	1
Engineering-Not Specified	0	0	0	0	1	0	1
Engineering-Building Construction	0	0	0	0	1	0	1
Engineering-Ceramic	1	2	0	0	0	0	3
Engineering-Civil	1	1	0	0	0	0	2
Engineering-Electrical	0	1	1	0	0	0	2
Engineering-Electronic	0	1	0	0	0	0	1
Engineering-Industrial	0	2	0	0	0	0	2
Engineering-Mechanical	1	0	0	0	0	0	1
Engineering-Mining	1	0	0	0	1	0	2
Executive Training	0	0	0	0	1	0	1
English	0	0	0	0	1	0	1
Foundry	0	1	0	0	0	0	1
Geometry	0	0	0	0	1	0	1
Heavy Equipment Read Machinery-Operation, Maintenance	1	0	0	0	0	0	1
Heavy Diesel Equipment Layout Inspection	0	1	0	0	0	0	1
	0	0	0	0	1	0	1

Table 16. - Continued

Type of Course Taken After Leav- ing High School	Shop Course Studied at Monroe Trade School						
	Machine Shop Number	Electricity Number	Radio Number	Sheet Metal Number	Drafting Number	Combination Number	Total Number
Machine Shop	10	2	0	0	0	1	13
Map Reading	0	0	0	0	0	1	1
Mathematics	0	1	0	0	0	0	1
Naval Air Mechanics	1	0	0	0	0	0	1
Office Management	1	0	0	0	0	0	1
Pattern Making-Metal	1	0	0	0	0	0	1
Pharmaceutical							
Training for Sales	0	1	0	0	0	0	1
Philosophy	1	0	0	0	0	0	1
Physics	0	1	0	0	0	0	1
Plumbing & Heating	0	0	0	0	0	1	1
Photo Engraving	0	1	0	0	0	0	1
Printing	1	0	0	0	0	0	1
Psychology	0	0	0	0	1	0	1
Radio Repair	0	0	2	0	0	0	2
Radio-Television Repair	0	2	0	0	0	0	2
Steamfitting	1	0	0	0	0	0	1
Stone Cutting & Mon- ument Lettering	1	0	0	0	0	0	1
Surveying	1	0	0	0	0	1	2
Teaching-Indus.Arts	0	0	0	0	1	0	1
Telegraphy	0	0	1	0	0	0	1
Television	0	0	1	0	0	0	1
Telephone Theory & Operation	0	2	0	0	0	0	2
Typewriting	1	1	0	0	0	0	2
Use of Shop Tools	1	0	0	0	0	0	1
Use of Sand Labora- tory Machines	1	0	0	0	0	0	1
Stat. Quality Control	1	0	0	0	0	0	1
Welding	1	0	0	0	0	0	1
TOTAL	45	50	5	1	17	13	131

The question was asked, "Did you graduate from college?" Seventeen of the 190 or 8.9 per cent of the respondents indicated that they had. This is summarized in Table 17. Fourteen or 7.4 per cent indicated they were still in school. Both sheet metal students who were followed-up graduated from college. Machine shop and electrical students had 10.3 and 11.5 per cent of their number represented respectively.

Discounting the 23 students who neglected to answer the question and the 14 students who were still in school, it seems certain that 136 or 71.6 per cent of the respondents did not graduate from college.

Table 17. - Number and Per cent of Students in Each Classification Who Graduated from College

Shop Course Studied at Monroe Trade School	Did You Graduate from College or Are You Still in School?							
	Yes		No		Still in School		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	7	10.3	52	76.5	1	1.5	8	11.8
Electricity	7	11.5	45	73.8	4	6.6	5	8.2
Radio	0	0.0	6	75.0	2	25.0	0	0.0
Sheet Metal	2	100.0	0	0.0	0	0.0	0	0.0
Drafting	0	0.0	19	63.3	6	20.0	5	16.7
Combination	1	4.8	14	66.7	1	4.8	5	23.8
TOTAL	17	8.9	136	71.6	14	7.4	23	12.1

As a result of the query made to determine how many students served in World War II, it was disclosed that 68 or 35.8 per cent of the respondents had been in one of the many branches of the Armed Forces. Students in each classification were represented among those having served.

Because of the existing emergency many who answered no to the question were in the Armed Forces at the time of the study. One hundred twelve respondents gave a negative answer but of this group 58.0 per cent were either serving at the time of the study or were Korean veterans. Sixty-nine and five tenths per cent of the 190 respondents were veterans of World War II, the Korean War, or were in some branch of the service at the time of the study.

Tables 18 and 19 reveal the number of students in each classification who served in the Armed Forces during World War II, during the Korean War, or were serving at the time of the study.

Table 18. - Number and Per cent of Students in Each Classification Who Served in the Armed Forces during World War II

Shop Course Studied at Menree Trade School	Did You Serve in the Armed Forces during World War II?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	36	52.9	29	42.6	3	4.4
Electricity	21	34.4	39	63.9	1	1.6
Radio	2	25.0	6	75.0	0	0.0
Sheet Metal	2	100.0	0	0.0	0	0.0
Drafting	3	10.0	26	86.6	1	3.4
Combination	4	19.1	12	57.1	5	23.8
TOTAL	68	35.8	112	58.9	10	5.3

Table 19. - Number and Per cent of Students in Each Classification Who Were Serving in the Armed Forces at the Time of the Study or Were Korean Veterans

Shop Course Studied at Menree Trade School	Are You Serving in the Armed Forces at Present?							
	Yes		No		No Answer		Korean Veteran	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	33	48.5	33	48.5	2	2.9	0	0.0
Electricity	19	31.2	41	67.2	0	0.0	1	1.6
Radio	1	12.5	6	75.0	0	0.0	1	12.5
Sheet Metal	1	50.0	1	50.0	0	0.0	0	0.0
Drafting	2	6.6	25	83.3	1	3.3	2	6.7
Combination	5	23.8	11	52.4	5	23.8	0	0.0
TOTAL	61	32.1	117	61.6	8	4.2	4	2.1

In order to ascertain whether or not experience at Monroe Trade School helped students in the service of their country, each student was asked the question, "Did your experience at Monroe Trade School help you in the service of your country?" If the answer were yes, the student was requested to explain in what way.

Seventy-nine of the entire group or 41.6 per cent said that their experience at Monroe Trade School helped them. Thirty per cent answered definitely no. Drafting students indicated that their experience helped them very little. This is not significant, however, because 56.7 per cent of this group did not answer the question. It does seem apparent, though, from the findings that electrical students found their work the most helpful while in the service. Both sheet metal students indicated that their experience helped but the writer feels that the number is too small to be significant.

The combination students, who had a wider variety of experiences at the school ranked second with 47.6 per cent of their number expressing the opinion that their experiences had been of value.

Table 20 reveals the number and per cent of students in each classification who found that the work they studied at Monroe Trade School had been helpful while serving in the Armed Forces of their country.

Table 20. - Number and Per cent of Students in Each Classification Who Found Their Experience at Monroe Trade School Helped Them in the Service of Their Country

Shop Course Studied at Monroe Trade School	Did Your Experience at Monroe Trade School Help You in the Service of Your Country?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	25	36.8	30	44.1	13	19.1
Electricity	35	57.4	12	19.7	14	22.9
Radio	3	37.5	1	12.5	4	50.0
Sheet Metal	2	100.0	0	0.0	0	0.0
Drafting	4	13.3	9	30.0	17	56.7
Combination	10	47.6	5	23.8	6	28.6
TOTAL	79	41.6	57	30.0	54	28.4

Table 21 was compiled to point out the ways in which experience at Monroe Trade School helped students while in the service. More than fifty per cent of those responding to the question felt that their experience gave them background that qualified them for special work in the service.

Table 21. - Ways in Which Experience at Monroe Trade School Helped Students in Each Classification in the Service of Their Country

Way in Which Experience Helped Students in the Service of Their Country	Shop Course Studied at Monroe Trade School						
	Machine Shop Number	Electricity Number	Radio Number	Sheet Metal Number	Drafting Number	Combination Number	Total Number
Developed Mechanical Ability	2	1	0	0	0	1	4
Gave Background Which Qualified Student for Special Work	14	17	3	1	3	7	45
Mechanical Background Helped in Getting Rating	3	3	0	0	0	0	6
General Knowledge Was Useful in Service	1	1	0	0	0	1	3
Guided Student in Selection of Field in Service	0	1	0	0	0	0	1

The employment status of the students followed-up may be summarized by the statement that no one was unemployed at the time of the study. Although only 48.4 per cent of the respondents were employed full time, the remainder were in the service, employed part-time, or attending school full time.

Six of the total number or 3.1 per cent indicated they owned their own business. The majority of these were former machine shop students. Drafting students comprised the largest group who were in school full time.

Because of the fact that many students were in the service, it is doubtful whether or not the figures of Table 22 are significant. If for the sake of comparison, in the service and being employed full time were considered synonymous and the figures were combined, sheet metal, machine shop, and electrical students would represent the largest group to be occupied, with 100.0, 88.2, and 85.3 per cent of their number being counted. No significant difference in the percentage of those in each classification may be assumed. Radio, drafting, and combination students followed closely with 75.0, 69.9, and 57.1 per cent of their group either being employed full time or in the service.

Table 22. - Employment Status of Students in Each Classification at the Time Study Was Made

Employment Status of Former Students	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Employed Full-time	27	39.7	33	54.1	5	62.5	1	50.0	19	63.3	7	33.3	92	48.4
Employed Part-time	0	0.0	5	8.2	1	12.5	0	0.0	0	0.0	2	9.5	8	4.2
Unemployed at Time of Study	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
In Service at Time of Study	33	48.5	19	31.2	1	12.5	1	50.0	2	6.6	5	23.8	61	32.1
Own Business of Some Kind	4	5.9	1	1.6	0	0.0	0	0.0	0	0.0	1	4.8	6	3.1
Attending School Full-time	2	2.9	2	3.3	1	12.5	0	0.0	7	23.3	1	4.8	13	6.9
No Answer	2	2.9	1	1.6	0	0.0	0	0.0	2	6.6	5	23.8	10	5.3

The majority of the respondents held from one to three jobs after leaving Monroe Trade School. Sixty-eight or 35.8 per cent held only one job, 62 or 32.6 per cent held two jobs, and 42 or 22.1 per cent held three or more jobs.

The machine shop students comprised the largest group of those holding only one job after leaving school. This would seem to indicate that they found something that interested them before students in the other classifications. When totalling the per cent of those finding employment in each classification after holding as many as six jobs, sheet metal, machine shop, combination, and electrical students rated about the same. Radio and drafting students followed respectively.

Table 23 reveals the number of full-time jobs held by students in each classification since leaving Monroe Trade School.

Table 23. - Number of Full-time Jobs Held by Students in Each Classification Since Leaving Monroe Trade School

Number of Full-time Jobs Held	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
One	28	41.1	18	29.5	2	25.0	1	50.0	11	36.7	8	38.1	68	35.8
Two	22	32.4	22	36.1	2	25.0	0	0.0	10	33.3	6	28.6	62	32.6
Three	10	14.7	11	18.1	3	37.5	0	0.0	1	3.3	4	19.0	29	15.2
Four	4	5.9	4	6.6	0	0.0	1	50.0	0	0.0	1	4.8	10	5.3
Five	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5
Six	1	1.5	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	2	1.1
None	3	4.4	3	4.9	0	0.0	0	0.0	7	23.4	2	9.5	15	7.9
No Answer	0	0.0	1	1.6	1	12.5	0	0.0	1	3.3	0	0.0	2	1.6

Tables 24 through 31 were compiled to present the number of students in each classification who held jobs related to the shop courses they studied at Monroe Trade School.

In order to present these data clearly one table was made for each classification showing the number of semesters of work students completed and the corresponding number of full time jobs held.

Table 24 discloses that electrical students held more jobs related to the shop course they studied than any other group. Of all the jobs held by electrical students 52.6 per cent were related to electricity.

Machine shop students claimed that 47.6 per cent of the jobs they held were related to machine shop. Following closely were radio, sheet metal, and combination students who credited 40.0, 40.0, and 36.1 per cent of their jobs respectively to be related to the work they studied at Monroe Trade School.

Only 26.5 per cent of the jobs on which the drafting students worked were considered related. Forty-five and five tenths per cent of the entire group of jobs were related to the work studied at the trade school.

It is evident in the following eight tables that students who completed one or two semesters of shop work held nearly as many jobs related to the shop course they studied as those who completed more than this amount of work. This was true in each classification except drafting where those who completed six semesters of work reported that 80.0 per cent of their jobs were related to the work they studied. In

all other classifications there was no significant relationship between the number of semesters work taken at the trade school and the number of jobs related to the shop work studied.

Table 24. - Number of Full-time Jobs Held by Students in Each Classification and the Number and Per cent of Jobs Related to the Shop Course Studied at Monroe Trade School

Shop Course Studied at Monroe Trade School	Number of Full Time Jobs Held	Number of Jobs Related to Shop Studied	Per cent of Jobs Related to Shop Studied
Machine Shop	124	59	47.6
Electricity	122	64	52.6
Radio	15	6	40.0
Sheet Metal	5	2	40.0
Drafting	34	9	26.5
Combination	36	13	36.1
TOTAL	336	153	45.5

Table 25. - Number of Jobs Held by Machine Shop Students Related to the Machine Shop Course Studied at Monroe Trade School

Number of Semesters Work Completed at Monroe Trade School	Machine Shop Students		
	Number of Full Time Jobs Held by Students	Number of Jobs Related to Machine Shop	Per cent of Jobs Related to Machine Shop
One	17	6	35.3
Two	20	8	40.0
Three	14	4	28.6
Four	21	12	57.1
Five	30	18	60.0
Six	22	11	50.0
Special*	0	0	0.0
TOTAL	124	59	47.6

*Special represents special students who took less than three periods of shop work a day.

Table 26. - Number of Jobs Held by Electrical Students Related to the Electrical Course Studied at Monroe Trade School

Number of Semesters Work Completed at Monroe Trade School	Electrical Students		
	Number of Full Time Jobs Held by Students	Number of Jobs Related to Electricity	Per cent of Jobs Related to Electricity
One	7	3	42.9
Two	24	13	54.2
Three	15	10	66.7
Four	15	6	40.0
Five	23	16	69.5
Six	38	16	42.1
Special*	0	0	0.0
TOTAL	122	64	52.6

*Special represents special students who took less than three periods of shop work a day.

Table 27. - Number of Jobs Held by Radio Students Related to the Radio Course Studied at Monroe Trade School

Number of Semesters Work Completed at Monroe Trade School	Radio Students		
	Number of Full Time Jobs Held by Students	Number of Jobs Related to Radio	Per cent of Jobs Related to Radio
One	8	5	62.5
Two	1	0	0.0
Three	4	1	25.0
Four	0	0	0.0
Five	2	0	0.0
Six	0	0	0.0
Special*	0	0	0.0
TOTAL	15	6	40.0

*Special represents special students who took less than three periods of shop work a day.

Table 28. - Number of Jobs Held by Sheet Metal Students Related to the Sheet Metal Course Studied at Monroe Trade School

Number of Semesters Work Completed at Monroe Trade School	Sheet Metal Students		
	Number of Full Time Jobs Held by Students	Number of Jobs Related to Sheet Metal	Per cent of Jobs Related to Sheet Metal
One	0	0	0.0
Two	4	2	50.0
Three	1	0	0.0
Four	0	0	0.0
Five	0	0	0.0
Six	0	0	0.0
Special*	0	0	0.0
TOTAL	5	2	40.0

*Special represents special students who took less than three periods of shop work a day.

Table 29. - Number of Jobs Held by Drafting Students Related to the Drafting Course Studied at Monroe Trade School

Number of Semesters Work Completed at Monroe Trade School	Drafting Students		
	Number of Full Time Jobs Held by Students	Number of Jobs Related to Drafting	Per cent of Jobs Related to Drafting
One	7	1	14.3
Two	5	2	40.0
Three	6	2	33.3
Four	0	0	0.0
Five	3	0	0.0
Six	5	4	80.0
Special*	8	0	0.0
TOTAL	34	9	26.5

*Special represents special students who took less than three periods of shop work a day.

Table 30. - Number of Jobs Held by Combination Students (Those Taking More Than One Shop Course) Related to the Shop Courses Studied at Monroe Trade School

Number of Semesters Work Completed at Monroe Trade School	Combination Students		
	Number of Full Time Jobs Held by Students	Number of Jobs Related to the Shop Courses Studied	Per cent of Jobs Related to the Shop Courses Studied
One	1	1	100.0
Two	4	0	0.0
Three	5	1	20.0
Four	0	0	0.0
Five	14	4	28.6
Six	12	7	58.3
Special*	0	0	0.0
TOTAL	36	13	36.1

*Special represents special students who took less than three periods of shop work a day.

Table 31. - Number of Jobs Held by Monroe Trade School Students and the Number and Per cent of Those Related to the Shop Courses Studied at Monroe Trade School

Number of Semesters Work Completed at Monroe Trade School	Monroe Trade School Students		
	Number of Full Time Jobs Held by Students	Number of Jobs Related to the Shop Courses Studied	Per cent of Jobs Related to the Shop Courses Studied
One	40	16	40.0
Two	58	25	43.1
Three	45	18	40.0
Four	36	18	50.0
Five	72	38	52.8
Six	77	38	49.4
Special*	8	0	0.0
TOTAL	336	153	45.5

*Special represents special students who took less than three periods of shop work a day.

Three questions were asked to learn whether the first job the students took was related to the work they studied or whether it was taken for income only.

Tables 32 through 34 reveal that 50.0 per cent of the former students took the first job offered them and about 43 per cent took their first job for income only. Sixty-eight students or 35.8 per cent said that their first job was related to the shop course they studied at Monroe Trade School. Considering the fact that only 7.4 per cent of the students did not answer the question, it appears that the students had to change jobs later to find work related to the shop work they studied.

More sheet metal, machine shop, and electrical students found their first job related to the course studied than any of the other groups.

Table 32. - Number and Per cent of Students in Each Classification Who Took the First Job Offered Them

Shop Course Studied at Monroe Trade School	Did You Take the First Job Offered You?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	37	54.4	27	39.7	4	5.9
Electricity	36	59.0	20	32.8	5	8.2
Radio	3	37.5	5	62.5	0	0.0
Sheet Metal	0	0.0	2	100.0	0	0.0
Drafting	10	33.3	14	46.7	6	20.0
Combination	9	42.9	10	47.6	2	9.5
TOTAL	95	50.0	78	41.1	17	8.9

Table 33. - Number and Per cent of Students in Each Classification Who Took Their First Job for Income Only

Shop Course Studied at Monroe Trade School	Did You Take Your First Job for Income Only?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	34	50.0	28	41.2	6	8.8
Electricity	25	41.0	32	52.4	4	6.6
Radio	4	50.0	3	37.5	1	12.5
Sheet Metal	0	0.0	2	100.0	0	0.0
Drafting	11	36.7	12	40.0	7	23.3
Combination	9	42.9	8	38.1	4	19.0
TOTAL	83	43.7	85	44.7	22	11.6

Table 34. - Number and Per cent of Students in Each Classification Whose First Job Was Related to the Shop Course They Studied at Monroe Trade School

Shop Course Studied at Monroe Trade School	Was Your First Job Related to the Shop Course You Studied?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	33	48.5	31	45.6	4	5.9
Electricity	20	32.8	38	62.3	3	4.9
Radio	1	12.5	7	87.5	0	0.0
Sheet Metal	1	50.0	1	50.0	0	0.0
Drafting	6	20.0	19	63.3	5	16.7
Combination	7	33.3	12	57.2	2	9.5
TOTAL	68	35.8	108	56.8	14	7.4

Of the 190 students who answered the questionnaire, 175 or 92.1 per cent gave information as to who helped them secure their first job.

Table 35 summarized this information. The largest number of students, 106 or 55.8 per cent indicated that they secured their first job themselves and attributed their success to their own effort. Only 37 or 19.5 per cent of the students gained help from the school, shop teacher, or vocational director. It appears that relatively few students made use of the placement services of the United States Employment Office. The vocational education director and the shop teachers helped more machine shop students to secure employment than any other group.

Table 35. - Persons and Agencies from Whom Monroe Trade School Students Received Help in Securing Their First Job

Person or Agency from Whom Help Was Secured	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Parents	5	7.4	4	6.6	1	12.5	0	0.0	4	13.3	1	4.8	15	7.9
Own Effort	32	47.1	45	73.8	7	87.5	2	100.0	10	33.3	10	47.6	106	55.8
Friend	10	14.7	7	11.5	1	12.5	0	0.0	4	13.3	5	23.8	27	14.2
Other Relative	2	2.9	0	0.0	0	0.0	0	0.0	2	6.6	0	0.0	4	2.1
School	6	8.8	4	6.6	0	0.0	1	50.0	0	0.0	0	0.0	11	5.8
Shop Teacher	7	10.3	1	1.6	0	0.0	0	0.0	1	3.3	2	9.5	11	5.8
Advertisement	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8	2	1.1
Employment Agency	2	2.9	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	3	1.6
Vocational Director	8	11.8	2	3.3	0	0.0	0	0.0	3	10.0	2	9.5	15	7.9
Others*	1	1.5	1	1.6	0	0.0	0	0.0	1	3.3	0	0.0	3	1.6
No Answer	2	2.9	3	4.9	0	0.0	0	0.0	7	23.3	3	14.3	15	7.9

*Others - Other agencies named were: Civil Service Examination, Retained Job Held as Student, and United States Navy.

The students were asked to list all the full time jobs they had held since leaving Monroe Trade School. Table 36 lists alphabetically the different type jobs held by the students in each classification.

One hundred twenty-nine different jobs were listed. A total of 361 jobs were held during the ten year period.

Twenty-nine respondents classified themselves as machinists. Fifteen more classified themselves as machinist helpers, apprentices, or operators making a total of 44 in this field.

Twenty-nine respondents indicated that they were draftsmen. Nineteen claimed they were electricians and 23 more were in or had been in some type of electrical work. Closely allied to this type of work were telephone workers and those in the field of electronics and radio. The total for this type of work was twenty.

Classified as various type clerks were 39 respondents. Stock clerks and grocery clerks led the list with nine and seven jobs held respectively.

Table 36. - List of Full Time Jobs Held by Students in Each Classification after Leaving Monroe Trade School

Full Time Jobs Held by Former Students	Shop Course Studied at Monroe Trade School						Total Number
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	
	Number	Number	Number	Number	Number	Number	
Adjustor, Insurance	0	1	0	0	0	1	2
Agent, Purchasing	0	0	0	0	0	1	1
Agent, Special F.B.I.	0	1	0	0	0	0	1
Aircraft Metalsmith	0	0	0	1	0	0	1
Aircraft Worker	0	2	0	0	0	0	2
Assorter, Cloth	1	0	0	0	0	0	1
Attendant, Garage	1	0	0	0	0	0	1
Attendant, Service Station	1	2	0	0	1	2	6
Auditor, Government	0	0	0	1	0	0	1
Barber	1	0	0	0	0	0	1
Baseball, Manager	1	0	0	0	0	0	1
Baseball, Professional	0	1	0	0	0	0	1
Bookkeeper	2	1	0	0	0	0	3
Border, Hosiery Mill	1	0	0	0	0	0	1
Brakeman, Railroad	0	1	0	0	0	0	1
Brick Mason	1	0	0	0	0	0	1
Cashier	0	2	0	0	0	1	3
Chauffeur	1	0	0	0	0	0	1
Clerk	0	0	0	0	1	0	1
Clerk, Cost	0	1	0	0	0	0	1
Clerk, Drug	0	0	0	0	1	2	3
Clerk, Grocery	3	2	1	0	0	1	7
Clerk, Manufacturing	1	0	0	0	0	0	1
Clerk, Meat Market	1	1	1	0	0	0	3
Clerk, Order	0	0	0	0	1	0	1
SUB TOTAL	15	15	2	2	4	8	46

Table 36. - Continued

Full Time Jobs Held by Former Students	Shop Course Studied at Monroe Trade School						Total Number
	Machine Shop Number	Electricity Number	Radio Number	Sheet Metal Number	Drafting Number	Combination Number	
Clerk, Payroll	0	1	0	0	0	0	1
Clerk, Post Office	2	1	0	0	0	2	5
Clerk, Receiving	0	3	0	0	0	0	3
Clerk, Shipping	3	0	0	0	0	0	3
Clerk, Standards	0	1	0	0	0	0	1
Clerk, Stock	2	6	0	0	1	0	9
Commercial Truck Driver	0	0	1	0	1	0	2
Cook and Baker	0	1	0	0	0	0	1
Coremaker	1	0	0	0	0	0	1
Counselor	0	0	0	0	0	1	1
Crane Helper	0	0	0	0	1	0	1
Crater, Box	1	0	0	0	0	0	1
Delivery Man	0	0	0	0	1	0	1
Displayman	0	1	0	0	0	0	1
Doffer	0	0	0	0	0	1	1
Draftsman	3	12	0	0	8	6	29
Electrical Appliance Installer	0	3	2	0	0	0	5
Electrical Appliance Service	0	4	0	0	0	0	4
Electrical Apprentice	0	3	0	0	0	0	3
Electrical Assembly	0	1	0	0	0	0	1
Electrical Expeditor	0	1	0	0	0	0	1
Electrical Work, General	2	16	1	0	0	0	19
Electrical Groundman	0	1	0	0	0	0	1
Electricians Helper	0	5	0	0	0	0	5
Electronic Technician	0	1	0	0	0	0	1
SUB TOTAL	14	61	4	0	12	10	101

Table 36. - Continued

Full Time Jobs Held by Former Students	Shop Course Studied at Monroe Trade School						
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	Total
	Number	Number	Number	Number	Number	Number	Number
Electricians Mate, Navy	0	2	0	0	0	0	2
Engineer, Civil	1	1	0	0	0	0	2
Engineer, College Apprentice	1	0	0	0	0	0	1
Engineer, Foundry	1	0	0	0	0	0	1
Fireman, Railroad	0	1	0	0	0	0	1
Forecaster, Weather	1	0	0	0	0	0	1
Foreman, Coal Mining	1	0	0	0	0	0	1
Foreman, Lynchburg Foundry	0	1	0	0	0	0	1
Foreman, Machine Shop	2	0	0	0	0	0	2
Grader, Steel	0	0	1	0	0	0	1
Heating Contractor	1	0	0	0	0	1	2
Iceman	0	0	1	0	0	0	1
Inspector Metalwork	0	0	0	1	0	0	1
Inspector Production	4	0	0	0	0	0	4
Knitter	0	1	0	0	0	0	1
Laborer	4	2	0	0	1	0	7
Machine Operator	6	0	0	0	1	0	7
Machinist	28	1	0	0	0	0	29
Machinist Apprentice	4	1	0	0	0	1	6
Machinist Helper	1	1	0	0	0	0	2
Manager, Store	2	1	0	0	0	2	5
Manager, Terminal	0	0	0	1	0	0	1
Manager, Tourist Camp	0	0	0	0	2	0	2
Manufacturer, Picture Frame	0	0	0	0	1	0	1
Manufacturer, Truck Body	1	0	0	0	0	0	1
Maintenance Worker	0	1	0	0	0	0	1
SUB TOTAL	58	13	2	2	5	4	84

Table 36. - Continued

Full Time Jobs Held by Former Students	Shop Course Studied at Monroe Trade School						
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	Total
	Number	Number	Number	Number	Number	Number	Number
Mechanic, Aviation	1	0	0	0	0	0	1
Mechanic, Automobile	1	1	0	0	0	0	2
Mechanic, Bus	2	0	0	0	0	0	2
Mechanic, General	1	1	0	0	1	0	3
Mechanic, Typewriter	0	1	0	0	0	0	1
Motor Carrier Work	1	0	0	0	0	0	1
Musician	1	0	0	0	0	0	1
Newspaper Work	1	0	0	0	0	1	2
Office Work	2	2	0	0	1	0	5
Operator, Street Car	0	1	0	0	0	0	1
Own Business	2	0	0	0	0	0	2
Packer	1	0	0	0	0	0	1
Painter	1	1	0	0	0	1	3
Pattern Maker, Metal	1	0	0	0	0	0	1
Photo Engraver	0	1	0	0	0	0	1
Pilot	0	1	0	0	0	0	1
Plumber and Heater	0	1	0	0	1	0	2
Plumbers Helper	1	0	0	0	0	0	1
Policeman	1	0	0	0	0	0	1
Printer	2	1	1	0	0	0	4
Radio & Television Repairman	0	0	2	0	0	0	2
Radio & Electronic Work	1	3	0	0	0	0	4
Recruiter, Army	1	0	0	0	0	0	1
Repairman, Cash Register	0	1	0	0	0	0	1
Road Builder & Repairman	1	0	2	0	0	0	3
Routeman	1	0	0	0	2	2	5
SUB TOTAL	23	15	5	0	5	4	52

Table 36. - Continued

Full Time Jobs Held by Former Students	Shop Course Studied at Monroe Trade School						
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	Total
	Number	Number	Number	Number	Number	Number	Number
Salesman	2	8	1	0	2	2	15
Seaman	0	2	0	0	0	0	2
Serviceman	0	0	0	0	1	1	2
Sheet Metal Worker	3	1	0	0	0	2	6
Shoe Work, General	1	1	0	0	0	1	3
Shoe Cutter	0	1	0	0	0	0	1
Shoe Button Stamper	0	0	0	0	1	0	1
Shoe Heel Finisher	0	1	0	0	0	0	1
Shoe Tack Puller	1	0	0	0	0	0	1
Shoe Shanker	0	0	0	0	0	1	1
Signalman, Railroad	2	0	0	0	0	0	2
Spreader, Garment	2	0	0	0	0	0	2
Stone Cutter, Monuments	1	0	0	0	0	0	1
Submarine Engineman	0	1	0	0	0	0	1
Supervisor, Laundry	0	1	0	0	0	0	1
Surveyor Assistant	2	2	0	0	2	4	10
Telegrapher	1	0	1	0	1	0	3
Telephone Worker	2	8	1	0	2	1	14
Teller, Bank	1	0	0	0	0	0	1
Tester, Sand	1	0	0	0	0	0	1
Tile Setter	0	0	0	0	0	1	1
Timekeeper	3	0	0	0	0	0	3
Veterinarian Assistant	1	0	0	0	0	0	1
Watchmaker	0	1	0	0	0	0	1
Welder	1	0	0	0	0	0	1
Well Driller	1	0	0	0	0	0	1
Woodworker, Assembly Work	1	0	0	0	0	0	1
SUB TOTAL	26	27	3	0	9	13	78
TOTAL	136	131	16	4	35	39	361

When more than one job was listed, the former students were asked why they left their previous employment. Table 37 lists the 19 reasons given by the students in each classification.

The major reason for changing jobs was for the purpose of obtaining something better. An equally major reason for leaving their jobs was to enter the service. The next three reasons given were: they did not like the work; they returned to school; or they were laid off. Only one respondent indicated that he had been discharged.

Table 37. - Reasons Why Students in Each Classification Left Their Jobs

Reasons Given for Leaving Jobs	Shop Course Studied at Monroe Trade School						Total Number
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	
	Number	Number	Number	Number	Number	Number	
Better Job	20	30	2	0	4	10	66
Company Closed	1	0	0	0	0	0	1
Did Not Like Community	2	0	1	0	0	0	3
Did Not Like Work	7	5	0	0	3	4	19
Discharged	0	0	0	0	0	1	1
Discharged (From Service)	6	3	0	0	0	0	9
Disqualified	0	1	0	0	0	0	1
Enter Apprenticeship	1	0	0	0	0	0	1
Enter Own Business	1	0	0	0	0	0	1
Enter Service	23	20	4	0	5	6	58
Health	2	2	0	0	0	0	4
Laid Off	7	4	1	1	1	2	16
More Experience	1	0	0	0	0	0	1
More Salary	0	7	0	0	1	0	8
No Future	2	0	0	0	0	0	2
Promoted	5	0	0	0	0	0	5
Return to School	3	11	2	0	2	0	18
Summer Job Only	0	0	0	0	0	2	2
Transferred	0	0	0	2	0	0	2

Table 38 was arranged to indicate the relationship between the reasons why students left their jobs and the number of semesters work they completed at Monroe Trade School.

It seems apparent that more of the students who completed five and six semesters of shop work left their jobs for better jobs than for any other reason. Those who completed two semesters or one year of shop work at the trade school seemed to leave for the same reason.

There was evidence, also, that the students who had completed the most work at the trade school were the ones who changed jobs; because they disliked the work; because they wanted to earn more money; and because they wanted to return to school.

Table 38. - Reasons Why Students Left Their Jobs and the Relative Amount of Work They Completed at Monroe Trade School

Reasons Given for Leaving Jobs	Semesters of Work Completed at Monroe Trade School						
	One Semester	Two Semesters	Three Semesters	Four Semesters	Five Semesters	Six Semesters	Special Students
Better Job	7	15	5	4	17	17	1
Company Closed	1	0	0	0	0	0	0
Did Not Like Community	0	0	1	1	1	0	0
Did Not Like Work	1	3	3	3	2	5	2
Discharged	0	0	0	0	0	1	0
Discharged(From Service)	2	2	2	0	1	2	0
Disqualified	1	0	0	0	0	0	1
Enter Apprenticeship	0	1	0	0	0	0	0
Enter Own Business	0	0	0	0	1	0	0
Enter Service	11	7	4	7	14	14	1
Health	0	1	1	0	1	1	0
Laid Off	1	3	1	3	6	2	0
More Experience	1	0	0	0	0	0	0
More Salary	0	0	2	0	2	4	0
No Future	0	1	0	1	0	0	0
Promoted	1	0	4	0	0	0	0
Return to School	2	4	2	1	8	1	0
Summer Job Only	0	0	0	0	2	0	0
Transferred	0	2	0	0	0	0	0

The students were asked how long they worked on each job and these data were compiled into Table 39.

The majority of the jobs were held from one to five months. Nearly as many jobs were held from six to ten months. From these figures it would appear that the majority of the respondents spent a year getting situated in a job that they liked or for which they felt they were prepared.

Table 39. - Length of Time Students in Each Classification Worked Before Leaving Their Jobs

Length of Time Students Worked Number Months	Shop Course Studied at Monree Trade School						Total Number
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	
	Number	Number	Number	Number	Number	Number	
One to Five	22	20	2	0	8	9	61
Six to Ten	11	27	4	1	5	9	57
Eleven to Fifteen	11	14	1	1	3	1	31
Sixteen to Twenty	11	9	0	1	0	3	24
Twenty-one to Twenty-five	1	3	0	0	3	0	7
Twenty-six to Thirty	7	3	1	0	1	0	12
Thirty-one to Thirty-five	5	1	0	0	0	2	8
Thirty-six to Forty	3	5	1	0	1	0	10
Forty-one to Forty-five	2	1	0	0	0	0	3
Forty-six to Fifty	6	2	1	0	0	0	9
Fifty-one to Fifty-five	0	1	0	0	0	0	1
Fifty-six to Sixty	0	2	0	0	0	0	2
Over Sixty (Five Years)	1	2	0	0	0	0	3

Table 40 was prepared to determine the length of time students worked before leaving their job and the semesters of work they completed at the trade school. The table reveals that the more work a student took at Monroe Trade School the greater the chance was that he would change jobs within the first year. This was also true about those who completed two semesters or one year of shop work.

Only three respondents indicated that they held their jobs for a period of five years. This was not unusual because of the interim spent in the service by such a large number of the former students studied.

Table 40. - Length of Time Students Worked before Leaving Their Jobs and the Semesters of Work They Completed at Monroe Trade School

Number of Months Students Worked	Semesters of Work Completed at Monroe Trade School						
	One Semester	Two Semesters	Three Semesters	Four Semesters	Five Semesters	Six Semesters	Special Students
One to Five	8	9	8	4	18	12	2
Six to Ten	9	11	9	5	11	12	0
Eleven to Fifteen	3	6	3	4	9	6	0
Sixteen to Twenty	2	5	1	2	5	9	0
Twenty-one to Twenty-five	1	0	1	0	1	2	2
Twenty-six to Thirty	2	2	2	0	2	4	0
Thirty-one to Thirty-five	1	1	1	1	2	2	0
Thirty-six to Forty	2	1	2	2	0	3	0
Forty-one to Forty-five	0	0	1	1	1	0	0
Forty-six to Fifty	2	1	1	1	2	2	0
Fifty-one to Fifty-five	1	0	0	0	0	0	0
Fifty-six to Sixty	0	0	0	0	1	1	0
Over Sixty (Five Years)	1	0	0	0	2	0	0

A classification of the jobs on which students were working at the time of the study is summarized in Table 41.

Of the entire group of respondents 50.5 per cent classified themselves as skilled workers. The greatest number of these were electrical students with 59.0 per cent of their number claiming to be skilled. Machine shop students ranked second with 55.9 per cent classified as skilled.

It is interesting to note that the combination students ranked high among skilled workers also. It is possible that this fact may be attributed to the variety of manipulative experiences they received while at the trade school.

Radio and drafting students led the group as semi-skilled workers. They were followed closely by electrical, machine shop, and combination students respectively.

Less than seven per cent of all the students followed-up were classified as laborers.

Table 41. - Classification of Jobs on Which Former Students Were Working at the Time Study Was Made

Classification of Job Held by Former Students	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Skilled Worker	38	55.9	36	59.0	2	25.0	1	50.0	8	26.7	11	52.4	96	50.5
Semi-skilled Worker	12	17.6	12	19.7	3	37.5	0	0.0	6	20.0	3	14.3	36	18.9
Operator	5	7.4	3	4.9	1	12.5	0	0.0	2	6.6	1	4.8	12	6.3
Laborer	7	10.3	1	1.6	0	0.0	0	0.0	3	10.0	2	9.5	13	6.9
Others	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No Answer	6	8.8	9	14.8	2	25.0	1	50.0	11	36.7	4	19.0	33	17.4

Table 42 sets up a comparison between the classification of jobs held by the students and the amount of work they completed at Monroe Trade School.

The table reveals that those students who completed only one or two semesters of shop work at the school held nearly as many skilled and semi-skilled jobs as those who completed more work. This would seem to indicate that the shop courses at Monroe Trade School were outlined and taught in such a way that one year of instruction was sufficient to give the former students enough background to secure and hold jobs related to the shop work they studied. However, this does not imply that the students who completed only one year of work held the best jobs. It is still reasonable to infer from these data that those who took six semesters of a particular shop course were better prepared.

Table 42. - Classification of Jobs on Which Students Were Working at the Time of the Study and the Semesters of Work Completed at Monroe Trade School

Classification of Jobs Held by Former Students	Semesters of Shop Work Completed at Monroe Trade School													
	One Semester		Two Semesters		Three Semesters		Four Semesters		Five Semesters		Six Semesters		Special Students	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Skilled Workers	9	33.3	14	46.6	18	64.3	13	68.4	23	58.9	19	47.5	0	0.0
Semi-skilled Workers	5	18.5	5	16.7	5	17.9	3	15.7	3	7.6	12	30.0	3	42.9
Operator	2	7.4	2	6.7	2	7.1	1	5.3	1	2.6	4	10.0	0	0.0
Laborer	3	11.2	1	3.3	2	7.1	1	5.3	5	12.8	1	2.5	0	0.0
Others	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No Answer	8	29.6	8	26.7	1	3.6	1	5.3	7	17.9	4	10.0	4	57.1

The former students who answered the questionnaires indicated in Table 43 the extent to which the jobs on which they were working at the time of the study were related to the shop work they studied at Monroe Trade School.

The students were asked whether their jobs were closely related, somewhat related, or not related at all. Their answers were almost equally distributed among the three relationships. About 25 per cent said that their jobs were closely related to what they studied at the trade school; 31.1 per cent said their jobs were somewhat related; and 37.9 per cent said they were not related at all.

Machine shop students and electrical students held the most jobs related to the work they studied with 61.7 and 59.1 per cent of their number being represented. Combination students or those who took more than one shop course followed closely with 52.4 per cent of their group indicating that their jobs were either closely or somewhat related to the shop work they studied. Only one-third of the drafting students were able to secure jobs related to the drafting course they studied.

Table 43. - The Extent to Which the Jobs on Which Students Were Working at the Time of the Study Were Related to the Shop Work Studied at Monroe Trade School

Relationship of the Job to the Work Studied at Monroe Trade School	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Closely Related	20	29.4	19	31.2	2	25.0	0	0.0	1	3.3	3	14.3	45	23.7
Somewhat Related	22	32.3	17	27.9	2	25.0	1	50.0	9	30.0	8	38.1	59	31.1
Not Related at All	25	36.8	22	36.1	3	37.5	1	50.0	13	43.3	8	38.1	72	37.9
No Answer	1	1.5	3	4.9	1	12.5	0	0.0	7	23.3	2	9.5	14	7.4

A comparison was set up again in Table 44 to indicate the number of semesters of work taken at Monroe Trade School and the relationship of the students' present job with the work they studied.

As in Table 42, the data in Table 44 revealed no significant relationship. Those who completed one and two semesters of work at the school were holding as many jobs closely related and somewhat related to the shop work they studied as those who completed more work. This was true also with those students who were working on jobs not related at all to the shop work studied.

Table 44. - The Extent to Which Jobs on Which Students Were Working at the Time of the Study Were Related to the Shop Work Studied at Monroe Trade School and the Semesters of Work Completed at the School

Relationship of the Job to the Work Studied at Monroe Trade School	Semesters of Work Completed at Monroe Trade School													
	One Semester		Two Semesters		Three Semesters		Four Semesters		Five Semesters		Six Semesters		Special Students	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Closely Related	4	14.8	7	23.3	4	14.2	7	36.8	10	25.7	12	30.0	1	14.3
Somewhat Related	10	37.0	6	20.0	12	42.9	4	21.1	11	28.2	15	37.5	1	14.3
Not Related at All	10	37.0	14	46.7	12	42.9	8	42.1	13	33.3	12	30.0	3	42.9
No Answer	3	11.2	3	10.0	0	0.0	0	0.0	5	12.8	1	2.5	2	28.5

Approximately 46 per cent of the respondents indicated that their work at Monroe Trade School gave them a background for their job. Approximately 12 per cent said that their experiences at the school actually prepared them for their job. Another 31.6 per cent of the respondents expressed the opinion that their industrial experiences gave them no help at all as far as their job was concerned.

Table 45 was compiled to present the ways in which training at Monroe Trade School helped the students in each classification on the job.

Table 45. - Ways in Which Training at Monroe Trade School Helped Students in Each Classification on The Job

Ways in Which Training Helped on the Job	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Prepared Me for the Job	10	14.8	6	9.8	1	12.5	0	0.0	2	6.7	4	19.1	23	12.1
Gave Me Background for the Job	37	54.4	34	55.7	3	37.5	0	0.0	7	23.3	8	38.1	89	46.8
Gave Me No Help At All	19	27.9	16	26.3	3	37.5	1	50.0	14	46.7	7	33.3	60	31.6
No Answer	2	2.9	5	8.2	1	12.5	1	50.0	7	23.3	2	9.5	18	9.5

Approximately 64 per cent of the former students who answered the question, "Do you believe that shop mathematics is important in your work?", indicated that they believed it was. Comparatively the same per cent of students in each classification reported that this was so. About 27 per cent of the respondents said that shop mathematics was not important in relation to their work.

Table 46 reveals the data compiled from the answers to this important question.

Table 46. - Number and Per cent of Students in Each Classification Who Thought Shop Mathematics Was Important in Their Work

Shop Course Studied at Monroe Trade School	Is Shop Mathematics Important in Your Work?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	44	64.7	20	29.4	4	5.9
Electricity	41	67.2	14	23.0	6	9.8
Radio	5	62.5	3	37.5	0	0.0
Sheet Metal	0	0.0	1	50.0	1	50.0
Drafting	15	50.0	10	33.3	5	16.7
Combination	16	76.2	3	14.3	2	9.5
TOTAL	121	63.7	51	26.8	18	9.5

Blueprint reading was found to be important in relation to the work of 58.9 per cent of the respondents. Over 60 per cent of the machine shop, electrical, radio, and combination students answered yes to the query about the importance of a course of this type. Only 46.7 per cent of the drafting students acknowledged the importance of blueprint reading. Considering the number who did not answer the question and the comparative number that gave a negative answer this would not be significant.

Table 47 lists the number and per cent of students in each classification who thought blueprint reading was important in their work.

Table 47. - Number and Per cent of Students in Each Classification Who Thought Blueprint Reading Was Important in Their Work

Shop Course Studied at Monroe Trade School	Is Blueprint Reading Important in Your Work?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	42	61.8	22	32.3	4	5.9
Electricity	38	62.3	17	27.9	6	9.8
Radio	5	62.5	3	37.5	0	0.0
Sheet Metal	0	0.0	1	50.0	1	50.0
Drafting	14	46.7	11	36.7	5	16.6
Combination	13	61.9	6	28.6	2	9.5
TOTAL	112	58.9	60	31.6	18	9.5

Over 60 per cent of the respondents placed highest value on general mathematics, English, and algebra as the high school subjects other than those studied at Monroe Trade School which had proved most helpful in their work.

As high as 100 per cent of the respondents in radio indicated that general mathematics was most helpful. Fifty per cent or more of the students in each classification felt the same.

The compiled data in Table 48 reveals that the students placed the high school subjects that were most helpful to them in their work in the following order:

General Mathematics	Over 75 Per cent
English, Algebra	From 60 - 70 Per cent
Economics, Science	From 30 - 40 Per cent
Geometry, Social Studies, Civics	From 20 - 30 Per cent
Typewriting, History	From 15 - 20 Per cent
Art, Biology, General Business, Physics, Trigonometry	From 10 - 15 Per cent
Chemistry, Latin, Spanish, Spelling, Physical Education	From 1 - 10 Per cent
French, None	Less than 1 Per cent

Table 48. - List of High School Subjects That Proved Most Helpful to Monroe Trade School Students in Their Work and the Classification of Students Taking Them

High School Subject Taken by Monroe Trade School Student that Proved Helpful	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Algebra	38	55.9	43	70.5	6	75.0	1	50.0	14	46.7	14	66.7	116	61.1
Art	8	11.8	11	18.0	0	0.0	0	0.0	5	16.7	4	19.0	28	14.7
Biology	5	7.4	7	11.5	1	12.5	0	0.0	6	20.0	3	14.3	22	11.6
Business, General	12	17.6	5	8.2	1	12.5	1	50.0	4	13.3	5	23.8	28	14.7
Chemistry	5	7.4	6	9.8	1	12.5	0	0.0	5	16.7	0	0.0	17	8.9
Civics	10	14.7	16	26.2	1	12.5	0	0.0	6	20.0	6	28.6	39	20.5
Economics	18	26.5	28	45.9	3	37.5	0	0.0	9	30.0	10	47.6	68	35.8
English	48	70.6	44	72.1	6	75.0	1	50.0	14	46.7	17	81.0	130	68.4
French	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Geometry	13	19.1	19	31.2	3	37.5	0	0.0	10	33.3	7	33.3	52	27.4
History	5	7.4	11	18.0	2	25.0	0	0.0	6	20.0	6	28.6	30	15.8
Latin	1	1.5	3	4.9	0	0.0	0	0.0	0	0.0	0	0.0	4	2.1
Mathematics, General	54	79.4	47	77.0	8	100.0	1	50.0	20	66.7	18	85.7	148	77.9
Physics	7	10.3	12	19.7	0	0.0	0	0.0	2	6.7	4	19.0	25	13.2
Science	14	20.6	27	44.3	3	37.5	0	0.0	12	40.0	6	28.6	62	32.6
Social Studies	10	14.7	15	24.6	3	37.5	0	0.0	8	26.7	8	38.1	44	23.2
Spanish	0	0.0	2	3.3	0	0.0	0	0.0	0	0.0	0	0.0	2	1.1
Trigonometry	8	11.8	11	18.0	2	25.0	0	0.0	3	10.0	3	14.3	27	14.2
Typewriting	11	16.2	11	18.0	3	37.5	1	50.0	4	13.3	4	19.0	34	17.9
Others*	1	1.5	1	1.6	0	0.0	0	0.0	0	0.0	1	4.8	3	1.6
None	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5
No Answer	4	5.9	6	9.8	0	0.0	1	50.0	6	20.0	1	4.8	18	9.5

*Others - Spelling 1, Physical Education 1

Table 49 reveals that 58.4 per cent of the former students who responded to the questionnaire were interested in jobs other than the ones on which they were currently working. All of the radio students were apparently interested in some other type of employment. Over 50 per cent of the machine shop, electrical, and combination students would like a change also.

The question was asked, "What type job other than your present job would you like best?" The answers to this question seem to indicate that many former students are still interested in obtaining employment in the fields for which they trained. It is evident from the data compiled that former machine shop students are interested in jobs in machine shop, electrical students are still interested in electricity, drafting students want to be draftsmen, and radio students want to pursue some type of work related to the work they studied.

Table 49. - Number and Per cent of Students in Each Classification Who Indicated an Interest in Jobs Other Than the Ones on Which They Were Working at the Time of the Study

Shop Course Studied at Monroe Trade School	Are You Interested in a Job Other Than Your Present One?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	35	51.5	14	20.6	19	27.9
Electricity	39	63.9	10	16.4	12	19.7
Radio	8	100.0	0	0.0	0	0.0
Sheet Metal	1	50.0	0	0.0	1	50.0
Drafting	14	46.7	5	16.7	11	26.6
Combination	14	66.7	3	14.3	4	19.0
TOTAL	111	58.4	32	16.8	48	25.2

The 110 students who indicated they would like a change in employment were asked what type of job other than their present one they would like best. Table 50 lists the jobs in which the former students were interested according to the classification in which they were placed.

There were 54 different type jobs mentioned. This reveals the vast differences of interest found among the respondents. Although the majority of the jobs listed were related in some way to the trade and industrial courses offered at Monroe Trade School, many were in advanced fields, some of which were highly technical. Others were in non-related fields ranging from game warden to college teaching. There was a great diversity in the aspirations of the former students.

Table 50. - List of Jobs in Which Monroe Trade School Students Were Interested Other Than the Ones on Which They Were Working at the Time of the Study

Jobs in Which Former Students Were Interested	Shop Course Studied at Monroe Trade School						
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	Total
	Number	Number	Number	Number	Number	Number	Number
Accountant (CPA)	1	0	0	0	0	0	1
Architect	0	1	0	0	1	0	2
Bookkeeper	1	0	0	0	0	0	1
Brick Mason	0	0	1	0	0	1	2
Cabinet Maker	1	0	0	0	0	0	1
Carpenter	0	1	0	0	0	0	1
Construction Worker	0	0	0	0	1	0	1
Coordinator for Mass Production	0	2	0	0	0	0	2
Draftsman	2	1	0	0	5	1	9
Druggist	1	0	0	0	0	0	1
Electrician	2	6	0	0	1	3	12
Electronic Technician	0	3	1	0	0	0	4
Engineer (Not Classified)	0	0	1	0	0	0	1
Engineer, Industrial	0	2	0	0	0	0	2
Engineer, Civil	0	1	0	0	0	0	1
Engineer, Railroad	0	1	0	0	0	0	1
Forestry Worker	0	1	0	0	0	0	1
Game Warden	1	0	0	0	0	0	1
Heating Contractor	1	0	0	0	0	0	1
Instructor Physical Education	1	0	0	0	0	0	1
Instructor Industrial Arts	0	0	0	0	1	0	1
Instructor College Biology	1	0	0	0	0	0	1
Machinist	6	0	0	0	0	1	7

Table 50. - Continued

Jobs in Which Former Students Were Interested	Shop Course Studied at Monroe Trade School						
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	Total
	Number	Number	Number	Number	Number	Number	Number
Machine Worker (Experimental)	1	0	0	0	0	0	1
Mathematician	0	1	0	0	0	0	1
Mechanic, Auto	1	0	0	0	1	0	2
Mechanic, Diesel	1	0	0	0	0	0	1
Mechanic, General	1	0	0	0	0	0	1
Musician	0	1	0	0	0	0	1
Own Business	1	0	1	0	3	0	5
Outdoor Work, General	0	0	0	0	0	1	1
Operator, Bus	1	0	0	0	0	0	1
Operator, Lathe	1	0	0	0	0	0	1
Office Worker	0	2	0	0	0	0	2
Parts Manager	0	1	0	0	0	0	1
Patternmaker	1	0	0	0	0	0	1
Personnel Worker	0	2	0	0	0	1	3
Photographer	1	0	0	0	0	0	1
Pilot	0	1	0	0	0	0	1
Plumber	0	1	0	0	0	0	1
Printer	0	1	0	0	0	0	1
Radio Technician	0	2	1	0	0	0	3
Radio and Television Repairman	0	0	1	0	0	1	2
Railroad Worker	1	0	0	0	0	0	1
Salesman	4	2	0	0	0	0	6
Salvage Diver	1	0	0	0	0	0	1
Teacher	0	1	0	1	0	0	2
Telephone Technician	0	1	0	0	0	1	2
Typewriter Repairman	0	1	0	0	0	0	1
Television Technician	0	0	2	0	0	0	2
Welder	0	1	0	0	0	0	1

Special training would be needed by 54.2 per cent of the respondents in order to change to another type of job. Table 51 reveals that 103 or 92.7 per cent of the 111 former students who signified they would like different employment would need special training to qualify.

Although 60.7 per cent of all electrical respondents would need special training to change jobs, it seems apparent by comparing Table 51 with Table 49 that approximately 95 per cent of those who indicated they wished a change would need special training. All of the sheet metal and machine shop students would need training to change to the type of job they indicated. Eighty-five per cent of the drafting students, 75.0 per cent of the radio students, and 71.0 per cent of the combination students would be concerned also with additional training for a change in jobs.

Table 51. - Number and Per cent of Students in Each Classification Who Would Need Special Training for the Type of Work in Which They Signified Interest

Shop Course Studied at Mon-roe Trade School	Do You Need Special Training to Change Jobs?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	37	54.4	8	11.8	23	33.8
Electricity	37	60.7	8	13.1	16	26.2
Radio	6	75.0	1	12.5	1	12.5
Sheet Metal	1	50.0	0	0.0	1	50.0
Drafting	12	40.0	4	13.3	14	46.7
Combination	10	47.6	4	19.1	7	33.3
TOTAL	103	54.2	25	13.2	62	32.6

About one-third of the respondents signified that they would like help in securing the type of work in which they were interested. Of the 111 who definitely wanted a change 63.9 per cent wished that assistance could be given them. Another 38.7 per cent of those who wished a change in employment stated that they were not interested in help.

In Table 52 the number and per cent of students in each classification who would like help in securing the type work in which they were interested are listed.

Table 52. - Number and Per cent of Students in Each Classification Who Would Like Help in Securing the Type Work in Which They Were Interested

Shop Course Studied at Monroe Trade School	Would You Like Help in Securing the Type Work You Want?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	23	33.8	18	26.5	27	39.7
Electricity	23	37.6	18	29.5	20	32.9
Radio	4	50.0	1	12.5	3	37.5
Sheet Metal	0	0.0	1	50.0	1	50.0
Drafting	11	36.7	4	13.3	15	50.0
Combination	10	47.6	1	4.8	10	47.6
TOTAL	71	37.4	43	22.6	76	40.0

Over 50 per cent of the respondents indicated an interest in taking special training to qualify for the type of work in which they were interested. Nearly 90 per cent of those who definitely signified a desire to change jobs were interested in taking training.

In Table 53 the number and per cent of students in each classification who professed an interest in taking special training are recorded.

Table 53. - Number and Per cent of Students in Each Classification Who Signified an Interest in Taking Special Training for the Type of Work in Which They Were Interested

Shop Course Studied at Mon- roe Trade School	Are You Interested in Taking Special Training?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	33	48.5	10	14.7	25	36.8
Electricity	33	54.1	9	14.7	19	31.2
Radio	4	50.0	1	12.5	3	37.5
Sheet Metal	1	50.0	0	0.0	1	50.0
Drafting	12	40.0	2	6.7	16	53.3
Combination	14	66.7	2	9.5	5	23.8
TOTAL	97	51.1	24	12.6	69	36.3

To ascertain why the students took the shop course they did at Monroe Trade School, they were asked to check whether they were especially interested in that trade, liked it best of the shop courses offered, liked the instructor, or had no choice.

Of the total number of respondents, 62.6 per cent indicated that they were especially interested in the trade. Another group of students representing about 32 per cent of the 190 said that they liked the shop they took best of those offered. Less than one per cent of the respondents said that they had no choice.

Table 54 lists the reasons why students in each classification took the shop they did at Monroe Trade School.

Table 54. - List of Reasons Why Students in Each Classification Took the Shop Course They Did at Monroe Trade School

Reason for Taking Shop Course at Monroe Trade School	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Especially Interested in Trade	39	57.3	42	69.8	7	87.5	0	0.0	18	60.0	13	61.9	119	62.6
Liked It Best of Shops Offered	27	39.7	17	27.9	1	12.5	1	50.0	9	30.0	6	28.6	61	32.1
Liked the Instructor	3	4.4	3	4.9	2	25.0	0	0.0	9	30.0	3	14.3	20	10.5
No Choice Given	0	0.0	0	0.0	0	0.0	0	0.0	1	3.3	0	0.0	1	0.5
To Join Friend	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5
Easy Way Out No Book Work	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8	2	1.1
Liked to Operate Machinery	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5
To Break Monotony of School Routine	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5
Interested in Repairing Things at Home	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5

Table 54. - Continued

Reason for Taking Shop Course at Monroe Trade School	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
To Get Background for Engineering Field	0.0	0.0	1	1.6	0	0.0	0	0.0	1	3.3	0	0.0	2	1.1
To Get Background for Trade	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5
For Credit	0	0.0	0	0.0	1	12.5	0	0.0	2	6.6	0	0.0	3	1.6
Thought It Would Be Useful	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8	1	0.5
No Answer	4	5.9	1	1.6	0	0.0	1	50.0	0	0.0	0	0.0	6	3.1

In response to the question, "If you could have selected another type shop course in high school, name the type you would have selected", 21 different courses were mentioned. The four most frequently named trade and industrial courses were, in order of preference: drafting, electronics, auto mechanics, and electricity.

The data are summarized in Table 55.

Table 55. - List of Shop Courses Students at Monroe Trade School Would Have Selected If They Had Been Offered

Subject Student Would Have Selected	Shop Course Studied at Monroe Trade School						Total Number
	Machine Shop Number	Electricity Number	Radio Number	Sheet Metal Number	Drafting Number	Combination Number	
Aviation	1	1	0	0	0	0	2
Brick Masonry	1	0	0	0	0	0	1
Business Education	0	0	0	0	1	0	1
Advertising	0	0	0	0	0	1	1
Drafting	7	15	0	0	0	2	24
Diversified Occupations	0	1	0	0	0	0	1
Cabinet Making	2	1	0	0	0	0	3
Electricity	7	1	0	0	5	0	13
Electronics	6	10	0	0	2	1	19
Heat Treating & Plating	1	0	0	0	0	0	1
Machine Shop	0	3	0	0	3	0	6
Mechanics, Auto	5	6	0	1	1	2	15
Mechanics, Diesel	2	2	0	0	0	0	4
Mechanics, Aviation	0	0	0	0	1	0	1
Printing	2	1	1	0	1	0	5
Sheet Metal	2	0	0	0	0	2	4
Television Service and Repair	0	0	0	0	0	1	1
Woodworking	0	2	0	0	0	1	3
Welding	0	1	0	0	0	0	1
No Answer	33	20	7	1	19	11	91

Twelve shop subjects were listed on the questionnaire and the former students were asked to check the five courses that they now would select in the order of their preference.

Table 56 lists the courses that the respondents in each classification would select if they were offered in high school and the order in which they would prefer them.

From the table it is apparent that the majority of the students, 68.4 per cent, would select drafting first. This was followed by electricity and machine shop. This is interesting and somewhat significant because these three shop courses have been popular in Monroe Trade School since its inception.

Two courses that followed closely and received the fourth and fifth rating were radio and auto mechanics. As radio was taught at one time in the school, auto mechanics becomes the only newcomer among the first five.

Woodworking, an industrial arts subject in the junior high school, received the sixth rating. Sheet metal, a subject once taught at the trade school and later discontinued, received the lowest rating, namely number twelve.

Table 56. - List of Shop Courses Monroe Trade School Students in Each Classification Would Select If They Were Offered and the Order of Their Preference

Shop Course Student Would Select in Order of Preference	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
1. Drafting	40	58.8	41	67.2	5	62.5	1	50.0	28	93.3	15	71.4	130	68.4
2. Electricity	38	55.9	45	73.8	7	87.5	1	50.0	22	73.3	10	47.6	123	64.7
3. Machine Shop	48	70.6	20	32.8	7	87.5	0	0.0	14	46.7	9	42.3	98	51.6
4. Radio	28	41.2	33	54.1	7	87.5	1	50.0	13	43.3	10	47.6	92	48.4
5. Auto Mechanics	22	32.4	27	44.3	3	37.5	1	50.0	16	53.3	10	47.6	79	41.6
6. Woodworking	24	35.3	20	32.8	2	25.0	0	0.0	4	13.3	6	28.6	56	29.5
7. Welding	24	35.3	8	13.1	2	25.0	0	0.0	3	10.0	6	28.6	43	22.6
8. Printing	14	20.6	9	14.8	1	12.5	0	0.0	10	33.3	6	28.6	40	21.1
9. Carpentry	9	13.2	10	16.4	3	37.5	0	0.0	3	10.0	2	9.5	27	14.2
10. Brick Masonry	4	5.9	12	19.7	2	25.0	0	0.0	4	13.3	3	14.3	25	13.2
11. Diversified Occupations	7	10.3	10	16.4	0	0.0	0	0.0	6	20.0	2	9.5	25	13.2
12. Sheet Metal	10	14.7	3	4.9	0	0.0	1	50.0	3	10.0	4	19.1	21	11.1

The findings in Table 57 with reference to public relations indicate that nearly every former student, 96.8 per cent, thought that personality, attitude toward others, and general good manners were most important in holding a job. Four of the six groups studied agreed to this 100 per cent. This is very significant as only two students out of the 190 or 1.1 per cent failed to answer the question.

Table 57. - Number and Per cent of Students, in Each Classification Who Indicated That an Individual's Personality, Attitude Toward Others, and General Manners Help Him Hold a Job

Shop Course Studied at Monroe Trade School	Are Personality, Attitude, Manners Helpful on the Job?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	65	95.6	2	2.9	1	1.5
Electricity	58	95.1	2	3.3	1	1.6
Radio	8	100.0	0	0.0	0	0.0
Sheet Metal	2	100.0	0	0.0	0	0.0
Drafting	30	100.0	0	0.0	0	0.0
Combination	21	100.0	0	0.0	0	0.0
TOTAL	184	96.8	4	2.1	2	1.1

To pursue the question of human relations further, the students were asked if they thought a course in personal relations and employer-employee relations should be taught at Monroe Trade School. Over 95 per cent of the students followed-up indicated that they thought it advisable.

The writer feels that this is significant also as 97.9 per cent of the respondents answered this question.

Table 58 summarizes these data.

Table 58. - Number and Per cent of Students in Each Classification Who Indicated That a Course in Personal Relations and Employer-employee Relations Should be Taught at Monroe Trade School

Shop Course Studied at Monroe Trade School	Should a Course in Personal Relations Be Taught?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	66	97.1	2	2.9	0	0.0
Electricity	57	93.5	1	1.6	3	4.9
Radio	8	100.0	0	0.0	0	0.0
Sheet Metal	2	100.0	0	0.0	0	0.0
Drafting	28	93.4	1	3.3	1	3.3
Combination	20	95.2	1	4.8	0	0.0
TOTAL	181	95.3	5	2.6	4	2.1

In order to receive federal reimbursement for the operation of day trade classes, they must operate three consecutive hours a day. In some instances this created difficulty in scheduling, resulting in students dropping out of the trade and industrial department at Monroe Trade School.

The former students were asked whether they preferred one, two, or three periods of shop work a day. The majority of the respondents, 61.6 per cent, indicated that they would still prefer three consecutive periods a day. This was true for the students in each classification. Only 1.6 per cent of the entire group signified that one period would be satisfactory. Sixty-four or 33.7 per cent said that two periods would suffice. More electrical students felt that two periods would be satisfactory than any other group. This would indicate that the three periods of electricity were either too long or the students felt that they could accomplish what was necessary in two periods of shop a day.

Table 59 was compiled to summarize the students response to the question about the length of the class period.

Table 59. - Number of Periods of Shop Work Per Day Students in Each Classification Indicated They Would Prefer Taking

Number of Shop Periods Per Day Preferred by Former Students	Shop Course Studied at Monroe Trade School													
	Machine Shop		Electricity		Radio		Sheet Metal		Drafting		Combination		Total	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
One	2	2.9	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	3	1.6
Two	20	29.4	26	42.7	3	37.5	0	0.0	10	33.3	5	23.8	64	33.7
Three	45	66.2	33	54.1	5	62.5	2	100.0	18	60.0	14	66.7	117	61.6
No Answer	1	1.5	1	1.6	0	0.0	0	0.0	2	6.7	2	9.5	6	3.1

Table 60 reveals that over three-fourths of the 190 respondents would leave Lynchburg to take jobs for which they had been trained. Two-thirds or more of the students in each classification made this statement.

Table 60. - Number and Per cent of Students in Each Classification Who Indicated They Would Leave Lynchburg to Take Jobs for Which They Had Trained

Shop Course Studied at Monroe Trade School	Would You Leave Lynchburg to Take a Job?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	47	69.1	20	29.4	1	1.5
Electricity	49	80.3	7	11.5	5	8.2
Radio	7	87.5	1	12.5	0	0.0
Sheet Metal	2	100.0	0	0.0	0	0.0
Drafting	25	83.3	2	6.7	3	10.0
Combination	18	85.7	3	14.3	0	0.0
TOTAL	148	77.9	33	17.4	9	4.7

In answer to the question, "Were you ever employed outside Lynchburg?" it was learned that 37.9 per cent of the respondents had been. The sheet metal students and over 60 per cent of the radio students had worked outside the city. Approximately one-third of the machine shop, electrical, and combination students and about one-fourth of the drafting students also had been employed outside of Lynchburg. These figures are quite significant as all but 3.7 per cent of the respondents answered the question.

Table 61. - Number and Per cent of Students in Each Classification Who Have Been Employed Outside Lynchburg

Shop Course Studied at Mon- roe Trade School	Were You Ever Employed Outside Lynchburg?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	25	36.8	41	60.3	2	2.9
Electricity	24	39.3	34	55.8	3	4.9
Radio	5	62.5	3	37.5	0	0.0
Sheet Metal	2	100.0	0	0.0	0	0.0
Drafting	8	26.7	22	73.3	0	0.0
Combination	8	38.1	11	52.4	2	9.5
TOTAL	72	37.9	111	58.4	7	3.7

Table 62 lists the areas outside Lynchburg where students in each classification had been employed. Forty-one places were named, 32 of which were in the State of Virginia.

Table 62. - A List of Areas Outside Lynchburg Where Monree Trade School Students in Each Classification Have Worked

Areas Outside Lynchburg Where Students Have Been Employed	Shop Course Studied at Monree Trade School						Total Number
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	
	Number	Number	Number	Number	Number	Number	
All Around the World	4	5	0	0	0	1	10
Alexandria, Virginia	0	1	0	0	0	0	1
Altavista, Virginia	1	0	0	0	0	0	1
Ashland, Virginia	0	0	1	0	0	0	1
Baltimore, Maryland	2	3	0	0	0	0	5
Charlotte, North Carolina	0	1	0	0	0	0	1
Charlottesville, Va.	0	0	0	0	1	0	1
Clarksburg, West Va.	1	0	1	0	0	0	2
Clifton Forge, Virginia	1	0	0	0	0	0	1
Danville, Virginia	0	1	0	0	0	0	1
Entire State of Virginia	0	0	0	0	1	0	1
Fairmont, West Virginia	0	0	0	0	1	0	1
Florida	1	0	0	0	0	0	1
Georgia	0	0	0	0	1	0	1
Harrisonburg, Virginia	0	0	0	0	1	0	1
Indiana	1	0	0	0	0	0	1
Kentucky	1	0	0	0	0	0	1
Kansas	1	0	0	0	0	0	1
Maryland	0	1	1	0	0	0	2
Middleburg, Virginia	0	2	0	0	0	0	2
Monree, Virginia	0	0	1	0	0	0	1
Nebraska	0	1	0	0	0	0	1
New York City	4	0	0	0	0	1	5
Newport News, Virginia	0	0	1	0	0	0	1
New Jersey	0	0	0	0	0	1	1

Table 62. - Continued

Areas Outside Lynch- burg Where Students Have Been Employed	Shop Course Studied at Monree Trade School						
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	Total
	Number	Number	Number	Number	Number	Number	Number
Norfolk, Virginia	3	1	0	0	0	1	5
North Carolina	0	0	0	0	0	1	1
Philadelphia, Pa.	0	2	0	0	0	0	2
Pittsburgh, Pa.	1	0	0	0	0	0	1
Portsmouth, Virginia	0	0	1	0	0	0	1
Radford, Virginia	0	0	0	0	0	1	1
Richmond, Virginia	0	2	1	0	0	2	5
Roanoke, Virginia	0	2	0	0	1	0	3
Salem, Virginia	0	1	0	0	0	0	1
Tennessee	0	1	0	0	0	0	1
Trenton, New Jersey	0	1	0	0	0	0	1
Waldeff, Virginia	0	0	0	0	0	1	1
Washington, D. C.	3	2	1	0	0	0	6
Wytheville, Virginia	1	0	0	0	0	0	1
Williamsburg, Virginia	0	0	0	0	1	0	1
Virginia Beach, Va.	0	0	0	0	1	0	1

The students were asked to list the type of work they did while working outside Lynchburg. Electrical and machine shop work of some kind were done in the majority of cases. There were 40 different type jobs listed. The respondents held a total of 75 jobs in all. The majority of these were held by machine shop and electrical students.

Table 63 lists the type of work reported by the former students in each classification.

Table 63. - Type of Work Done Outside Lynchburg by Students of Monroe Trade School in Each Classification

Type of Work Done Outside Lynchburg by Former Students	Shop Course Studied at Monroe Trade School						Total Number
	Machine Shop Number	Electricity Number	Radio Number	Sheet Metal Number	Drafting Number	Combination Number	
Aircraft Work	0	1	0	0	0	0	1
Air Force (Service)	3	0	0	0	0	0	3
Baseball	0	1	0	0	1	0	2
Cable Splicing	0	0	1	0	0	0	1
Clerking	1	0	0	0	0	0	1
Cooking & Baking	0	1	0	0	0	0	1
Construction Work	0	0	0	0	0	1	1
Counselling	0	0	0	0	0	2	2
Drafting	0	2	0	0	2	1	5
Electrical Work	1	10	2	0	1	0	14
Electronics	0	1	0	0	0	0	1
Engineering, Civil	1	0	0	0	0	0	1
Flying (Pilot)	0	1	0	0	0	0	1
Grading Steel	0	0	1	0	0	0	1
Insurance Adjusting	0	0	0	0	0	1	1
Laboratory Work	0	0	0	0	1	0	1
Machine Shop Work	9	0	0	0	0	0	9
Manufacturing (Production line)	1	0	0	0	0	0	1
Mechanic, Radar	1	0	0	0	0	0	1
Mechanic, General	1	0	0	0	0	0	1
Merchant Marine	0	1	0	0	0	0	1
Mining, Engineering	1	0	0	0	0	0	1
Musician	1	0	0	0	0	0	1
Naval Officer	1	0	0	0	0	0	1
SUB TOTAL	21	18	4	0	5	5	53

Table 63. - Continued

Type of Work Done Outside Lynchburg by Former Students	Shop Course Studied at Monroe Trade School						Total Number
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	
	Number	Number	Number	Number	Number	Number	
Office Work	0	1	0	0	0	0	1
Painting	1	0	0	0	0	0	1
Radio Operator	0	0	0	0	0	1	1
Radio & Television Work	0	0	1	0	0	0	1
Restaurant Work	0	0	0	0	1	0	1
Road Construction	0	1	1	0	0	0	2
Railroad Work	0	1	0	0	1	0	2
Sheet Metal Work	1	0	0	0	0	1	2
Special Agent FBI	0	1	0	0	0	0	1
Surveying	0	0	0	0	1	1	2
Sales Work	0	0	0	0	0	1	1
Technician, Radar	0	1	0	0	0	0	1
Telegraphy	0	0	2	0	0	0	2
Telephone Work	0	2	0	0	0	0	2
U. S. Marines	1	0	0	0	0	0	1
Work with American Can	1	0	0	0	0	0	1
SUB TOTAL	4	7	4	0	3	4	22
TOTAL	25	25	8	0	8	9	75

The students were asked whether or not their present job was related to the work they studied at Monroe Trade School. Table 64, which summarizes their answers, reveals that 50.6 per cent of the respondents were working on jobs either related or somewhat related to the shop work they studied. Electrical and machine shop students held more related jobs than the students in the other groups.

Approximately one-third of the respondents were employed in fields that were not related to the shop courses offered.

Table 64. - Number and Per cent of Students in Each Classification Who Were Working on Jobs Related to the Work They Studied at Monroe Trade School at the Time of the Study

Shop Course Studied at Monroe Trade School	Are You Working on a Job Related to or Somewhat Related to the Work You Studied at Monroe Trade School?							
	Yes		Somewhat		No		No Answer	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Machine Shop	20	29.4	18	26.5	27	39.7	3	4.4
Electricity	22	36.1	15	24.6	18	29.5	6	9.8
Radio	2	25.0	1	12.5	4	50.0	1	12.5
Sheet Metal	0	0.0	0	0.0	2	100.0	0	0.0
Drafting	7	23.3	3	10.0	14	46.7	6	20.0
Combination	4	19.0	5	23.8	9	42.9	3	14.3
TOTAL	55	28.5	42	22.1	74	39.0	19	10.0

In answer to the question, "Are you still interested in working on a job related to the work you studied at Monroe Trade School?" it was learned that over one-third of all the respondents were interested in doing so. This represents 67 or about 90 per cent of the 74 students who previously indicated that they were not currently working on jobs related to the shop work they studied.

Comparing Table 64 with Table 65, which reveals the answers to the question, it may readily be seen that a large per cent of the students in every classification except sheet metal were still interested in related employment. All the combination students and all the radio students were interested. Twenty-four or 88.8 per cent of the 27 machine shop students, 17 or 94.4 per cent of the 18 electrical students, and 13 or 92.8 per cent of the drafting students were interested also.

Table 65. - Number and Per cent of Students in Each Classification Who Were Interested in Working on Jobs Related to the Work They Studied at Monroe Trade School

Shop Course Studied at Monroe Trade School	Are You Interested in Working on a Job Related to the Work You Studied at Monroe Trade School?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	24	35.3	25	36.8	19	27.9
Electricity	17	27.9	18	29.5	26	42.6
Radio	4	50.0	2	25.0	2	25.0
Sheet Metal	0	0.0	2	100.0	0	0.0
Drafting	13	43.4	7	23.3	10	33.3
Combination	9	42.8	7	33.3	5	23.9
TOTAL	67	35.3	61	32.1	62	32.6

In response to the question, "Are you married or single," it was learned that 100 or 52.6 per cent of the respondents were married. Excluding the sheet metal students, the machine shop group had the largest number of married students with 64.7 per cent of its number represented.

Considering that less than one per cent of the respondents neglected to answer the question it appears certain that there were almost as many single students as married students in the group studied. These data are revealed in Table 66.

Table 66. - Marital Status of Students in Each Classification at the Time of the Study

Shop Course Studied at Monroe Trade School	Are You Married or Single?					
	Married		Single		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	44	64.7	24	35.3	0	0.0
Electricity	35	57.4	25	50.0	1	1.6
Radio	4	50.0	4	50.0	0	0.0
Sheet Metal	2	100.0	0	0.0	0	0.0
Drafting	8	26.7	22	73.3	0	0.0
Combination	7	33.3	14	66.7	0	0.0
TOTAL	100	52.6	89	46.9	1	0.5

Table 67 reveals that the former students who were followed-up have a total of 65 children. There were 39 boys and 26 girls.

Table 67. - Number of Children Students in Each Classification Had at the Time of the Study

Shop Course Studied at Monroe Trade School	How Many Children Do You Have?			
	Boys Number	Girls Number	None Number	No Answer Number
Machine Shop	22	12	18	24
Electricity	9	11	20	27
Radio	1	0	3	4
Sheet Metal	3	0	0	0
Drafting	3	2	4	22
Combination	1	1	6	14
TOTAL	39	26	51	91

The former students were asked if they would encourage their children to attend the industrial department of the new E. C. Glass High School.

One hundred twenty or 63.2 per cent of the respondents answered in the affirmative. Only 5.7 per cent indicated that they would not encourage their children to take trade subjects. Approximately 27 per cent indicated that they were undecided. Table 68 summarizes these data.

Table 68. - Number and Per cent of Students in Each Classification Who Indicated They Would Encourage Their Children to Attend the Industrial Department of the New E. C. Glass High School

Shop Course Studied at Monroe Trade School	Would You Encourage Your Children to Attend the Industrial Department of E. C. Glass High School?							
	Yes		No		Undecided		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	47	69.1	6	8.8	15	22.1	0	0.0
Electricity	32	52.4	3	4.9	22	36.1	4	6.6
Radio	5	62.5	0	0.0	3	37.5	0	0.0
Sheet Metal	1	50.0	0	0.0	1	50.0	0	0.0
Drafting	23	76.7	0	0.0	7	23.3	0	0.0
Combination	12	57.1	2	9.5	4	19.1	3	14.3
TOTAL	120	63.2	11	5.7	52	27.4	7	3.7

Students who indicated that they would not encourage their children to attend the industrial department of the new E. C. Glass High School or who were undecided were asked why.

Only 17 students responded. The two major reasons given were:

- a. The decision should be left up to the child.
- b. My children should take the college course.

Table 69 records the answers given to the question.

Table 69. - Reasons Given by Students in Each Classification for Not Encouraging Their Children to Attend the Industrial Department of the New E. C. Glass High School

Reasons Why	Why Would You Not Encourage Your Children to Attend the Industrial Department of the New E. C. Glass High School?						
	Machine Shop	Electricity	Radio	Sheet Metal	Drafting	Combination	Total
	Number	Number	Number	Number	Number	Number	Number
Academic Courses Offer More	2	0	0	0	0	0	2
Industrial Department Needs Improving	1	0	0	0	0	0	1
Insufficient Practical Experience Given in Industrial Department	1	0	0	0	0	0	1
Prefer Child Take College Course	1	3	1	0	0	1	6
Up to Child	1	4	0	0	0	2	7
No Answer	62	53	7	2	30	18	172

Table 70 reveals the number and per cent of students in each classification who desired a summary of the results of the questionnaire. The large number of former students requesting a summary seems to indicate a genuine interest in the affairs of Monroe Trade School, in the welfare of former students, and in the trade and industrial program of the new E. C. Glass High School. One hundred seventy or 94.2 per cent of the respondents requested a copy of the results of the study.

Table 70. - Number and Per cent of Students in Each Classification Who Would Like a Summary of the Questionnaire

Shop Course Studied at Monroe Trade School	Would You Like a Copy of the Results of This Study?					
	Yes		No		No Answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Machine Shop	65	95.6	1	1.5	2	2.9
Electricity	56	91.8	3	4.9	2	3.3
Radio	8	100.0	0	0.0	0	0.0
Sheet Metal	2	100.0	0	0.0	0	0.0
Drafting	27	90.0	1	3.3	2	6.7
Combination	21	100.0	0	0.0	0	0.0
TOTAL	179	94.2	5	2.6	6	3.2

CHAPTER IV

SUMMARY

In September of 1938, Monroe Trade School was organized as the trade and industrial education department of E. C. Glass High School in Lynchburg, Virginia. The school has operated continuously since its inception and a variety of day trade courses have been offered.

After a period of nearly 14 years a study of the many former students who had entered the employment world seemed advisable. The object of the study was to review the employment record of the students, ascertain their present educational and vocational desires, and gather data which could be used in evaluating the effectiveness of the training offered.

In the spring of 1952, questionnaires were sent to 298 former students of Monroe Trade School as part of a ten year follow-up study. One hundred ninety or 63.7 per cent of these students responded. Many pertinent questions were asked, the answers of which were compiled into tables and interpreted.

The 190 students represented a diversified group who attended Monroe Trade School at different times over a ten year period; who completed different amounts of shop work at Monroe Trade School; and who took different vocational industrial courses.

The following is a summary of the data compiled from a study of the high school records, and the significant findings of the questionnaire.

1. Monroe Trade School Enrollment from September, 1940 to September, 1950.-- During the ten year period covered by the study 607 different students attended Monroe Trade School. Of this number 601 students completed at least one semester of work. Major enrollment was found in the electrical, machine shop, and drafting classes. In all, eight different subjects were taught by a total of 23 different instructors. Seven courses were held at Monroe Trade School and the eighth, diversified occupations, was taught in the main high school building. Machine shop, electricity, and drafting (either related drawing, blueprint reading, or vocational drafting) were continually taught over the ten year period. Radio, sheet metal, and diversified occupations were offered for a limited period of time and dropped from the curriculum.

More former students dropped out of Monroe Trade School during their first semester than any other. Machine shop students constituted the largest number. There were very few drop-outs in any class after three semesters of work had been completed at the trade school. Fewest drop-outs occurred in the diversified occupations class and the drafting class.

Most of the failures at Monroe Trade School occurred the first semester. Radio students and electrical students comprised the largest group of failures. The fewest number were in the drafting class with less than one per cent of the number failing.

During the ten year period 52.4 per cent of the students graduated from high school. Two hundred or 33.3 per cent dropped out

of school. Of the students followed-up, it is evident that the more work they completed at Monroe Trade School the better chance they had of graduating from high school. Of those who completed one semester of work 51.9 per cent graduated and of those who completed six semesters work 85.7 per cent graduated.

2. Pre-Monroe Trade School Industrial Arts Training. -- At the time of the study it was apparent that nearly three-fourths of the students at Monroe Trade School had studied woodworking and mechanical drawing on an industrial arts basis. Nearly fifty per cent had studied a little art metal and electricity. Ninety per cent had taken some type of industrial arts work at Robert E. Lee Junior High School. The amount of industrial arts, however, was limited. It consisted for the most part of one or two semesters work of approximately 36 hours each. Mechanical Drawing, only, was offered to a select group of boys for a longer period of time.
3. Related Subjects at Monroe Trade School. -- Two related subjects were offered namely, shop mathematics and blueprint reading. Approximately two-thirds of the respondents studied shop mathematics and nearly three-fourths studied blueprint reading. In the majority of cases the related courses were taught by the regular shop instructor during part of the three consecutive hour day trade class. During part of the ten year period shop mathematics and blueprint reading were taught by a related teacher.
4. Post-high School Training of Former Students. -- Of the 190

respondents 20.7 per cent attended college; 17.0 per cent took some type of correspondence course; 15.8 per cent took on-the-job training; and 12.6 per cent entered some type of apprenticeship. Radio, electrical, and machine shop students, respectively comprised the group of apprentices and on-the-job trainees. One hundred thirty-one different courses were taken after leaving Monroe Trade School. The majority of these were taken by electrical and machine shop students.

Of all the courses taken by former students 41.6 per cent were completed. Another 17.0 per cent indicated they were still in school. It seems evident from the accumulated data that only 17.4 per cent of the students did not complete the work they started.

Approximately 46 per cent of those going to college graduated. This was 8.9 per cent of those responding to the questionnaire.

5. Service in the Armed Forces. -- Of the former students who participated in the study 133 or 70.0 per cent had served in World War II, in the Korean War, or were serving in the armed forces at the time of the study. Of the entire group of respondents 41.6 per cent indicated that their experiences at Monroe Trade School helped them in the service of their country. The majority seemed to feel that the things they learned at the trade school gave them background which qualified them for special work in the service.
6. Employment Status of Former Students. -- Not one of the respondents was unemployed at the time of the study. Nearly fifty per cent were

employed full time and 32.1 per cent were in the service.

Approximately 90 per cent of the students who were followed-up held from one to three jobs after leaving Monroe Trade School. Machine shop students seemed to find satisfactory employment before the students in any other group. They were followed by radio, electrical, and drafting students respectively. The entire group of students held 336 full time jobs. Of these 153 or 45.5 per cent were related to work studied at Monroe Trade School. Fewer drafting students worked on jobs related to the work they studied than any other group. Students who completed one or two semesters of work at the trade school held nearly as many jobs related to the work they studied as those who completed more work. Not one student who took drafting as a special student held a job in this or an allied field. Of the vocational drafting students 26.5 per cent held jobs related to drafting.

About 50 per cent of the students took the first job offered them and 87.4 per cent of these accepted the first job because of income only. The first job of about one-third of the respondents was related to the work they studied at the trade school.

In indicating the sources of securing employment 55.8 per cent said they secured their first job by themselves and attributed their success in finding work to their own effort. Approximately 20 per cent indicated they received help from school personnel.

There were 129 different type jobs held by the former students. The main reasons for leaving one job for another were to

accept a better job or to enter the service. The more work a student completed at Monroe Trade School the more chance there was that he would change jobs until he found something in which he was interested or something that was related to the work he studied. Over 60 per cent of the respondents spent 12 months finding jobs in which they were interested.

At the time the questionnaires were distributed, April 28, 1952, 50.5 per cent of the respondents classified themselves as skilled workers. Electrical and machine shop students comprised the largest group. The versatility found among combination students (those taking more than one shop course) apparently prepared them for skilled trades also. Another 18.9 per cent of the students classified themselves as semi-skilled workers. Students who completed only one or two semesters of work at Monroe Trade School were holding as many skilled and semi-skilled jobs as those who completed more work. Of all the jobs listed 23.7 per cent were closely related to work studied at the trade school and 31.1 per cent were somewhat related. Also, of these jobs 37.9 per cent were not related in any way. Those who only completed one or two semesters of industrial work at the school were holding as many jobs related to the work they studied as those who completed more. About one-third of the former students indicated that their experiences at Monroe Trade School gave them no help at all for their present employment. Over 50 per cent signified that their experiences either prepared them for the job or gave them valuable

background.

Exactly 58.0 per cent of the former trade school students were interested in jobs other than the ones on which they were working. From the accumulated data it was apparent that many were interested in work no way related to the work they studied at Monroe Trade School. In the table, listing jobs in which students were interested, appear such types of employment as bookkeeper, accountant, druggist, game warden, musician, and salesman which are not considered trade and industrial pursuits. However, approximately eighty per cent of the jobs listed were either directly or somewhat related to work studied in the industrial department of the school.

Over 90 per cent of the students who indicated they would like other work would need special training in order to change jobs. Nearly 90 per cent were definitely interested in taking the training necessary. In fact, over 50 per cent of all the respondents signified an interest in taking more training. Of the group who were interested in changing jobs 64.5 per cent indicated that they would like help in securing them.

Over three-fourths of the respondents would leave Lynchburg to secure jobs for which they had been trained. Approximately two-thirds of the respondents had been employed at some time outside Lynchburg. However, 78 per cent of the jobs were in Virginia, most of which were in the field of electricity and machine shop.

In surveying the employment status of former students at the

time of the study it was disclosed that approximately one-third of the students were not working on jobs related to what they studied at Monroe Trade School and were still interested in doing so.

Fifty per cent of the respondents were working on jobs either related or somewhat related to the work they studied.

7. High School Subject That Helped Former Students Most. -- Nearly two-thirds of the respondents indicated that shop mathematics was important in their work. Its value was recognized by students in each classification of work taught at the trade school. Blueprint reading was important in the work of 58.9 per cent of the respondents.

Of the subjects that normally appear under general education, general mathematics, English, and algebra were considered the most important. Over 60 per cent of the respondents expressed this opinion. Economics and science were mentioned by 35.8 per cent and 32.6 per cent of the group respectively. The remaining subjects found in the high school curriculum were considered important in the work of less than 30 per cent of the respondents.

Two major reasons were given why former students selected the shop they did at Monroe Trade School. Over 60 per cent of the respondents were especially interested in the course they selected. Nearly one-third attributed their selection to the fact that they liked the shop course best of those offered.

In order of preference, the five shops selected out of a group of twelve as the current choice of the respondents were: drafting,

68.4 per cent; electricity, 64.7 per cent; machine shop, 51.6 per cent; radio, 48.4 per cent; and auto mechanics, 41.6 per cent.

Former students almost unanimously agreed that personality, attitude toward others, and general good manners were important attributes to holding a job. Over 95 per cent indicated they thought it advisable to teach such a course at the trade school.

The majority of the respondents, 61.6 per cent, approved of three consecutive periods of shop work a day. About one-third or 33.7 per cent indicated a preference for two periods a day. Less than 2.0 per cent felt that one period a day would be sufficient. This would indicate that the three consecutive periods of shop necessary for day trade classes were both necessary and acceptable to the former students.

8. Marital Status of Former Students. -- One hundred or 52.6 per cent of the 190 former students followed-up were married at the time the questionnaires were returned. They had among them 65 children, 39 boys and 26 girls. Approximately 63 per cent of these students indicated they would encourage their children to attend the trade and industrial department of the new E. C. Glass High School. About one-fourth of the group indicated they were undecided and would prefer their children to decide for themselves.
9. Interest in the Study. -- Approximately 94 per cent of the students requested a summary of the results of the study. Students in each of the six classifications were interested.

CHAPTER V

CONCLUSIONS

In so far as the data involved in this study are representative of the students who attended Monroe Trade School during the period 1940 - 1950 and in so far as the interpretation given the findings is accurate, the following inferences may be drawn.

1. The traditional day trade courses of machine shop, electricity, and drafting which seem to predominate the trade and industrial education program of E. C. Glass High School continue to have a following and are apparently meeting the present day needs of the students taking them.

2. The large number of drop-outs and failures occurring during the first semester at Monroe Trade School indicate that special attention and study should be given to this level of work and calibre of student. It suggests the re-evaluation of the course outlines in each subject and the more adequate and effective presentation of their content.

3. The large number of Monroe Trade School students who graduated from high school seems to indicate a need for more flexibility in the program of studies. The data seems to suggest a need for developing an industrial education program that not only interests the potential graduate but serves the prospective drop-out and failure so realistically that they will not want to leave school before graduation.

4. It long has been recognized that industrial arts is a valuable

prerequisite for industrial vocational training. The early drop-out record and failures of the day trade students indicate a need for further study of the relationship between industrial arts and vocational industrial courses. It is possible that a need exists for more industrial arts training. Thirty-six to seventy-two hours of industrial arts in areas only somewhat related to those taught in the day trade classes are not considered sufficient. The State recommendation for industrial arts is a minimum of five hours per week for 36 weeks which totals 180 hours for two semesters or one school year. This is 108 hours more a year than were being offered at the time of the study. In terms of the industrial arts work desired by contemporary schools, a need for more adequate experiences exists.

5. The study indicates that a large number of Monroe Trade School students will take some type of training beyond high school. The fact that 20 per cent of the number will enter college should not be overlooked. If scheduling permits it seems advisable to encourage these students to take courses in advanced mathematics, science, and engineering drawing. These subjects would supplement their college preparation and at the same time strengthen the background of those who drop from college before graduation and enter the trade for which they trained.

It is also apparent that many students in the day trade classes will become apprentices. This is another reason for simulating the industry that is being represented as much as possible. It also indicates that a study of local apprenticeship opportunities would be invaluable.

6. Because of the current call of American youth to the service of their country consideration of the help vocational industrial education can give students is advisable. Of the 133 former students who served in branches of the armed forces, approximately 59 per cent signified that their industrial experiences in school helped them. Realizing that a large per cent of the future students will either be drafted or encouraged to enlist, it seems practical to consider this possibility and organize course material in such a way that students will profit by as little as one semester of work or as much as they have time to take.

7. Sharp deviations occurred in the number of persons employed in Virginia during the decade of the study, 1940 - 1950. There were 98,000 workers unemployed in April, 1940. This number receded until it nearly reached the vanishing point during the war years of 1943 - 1945. It rose again after V-J Day until the number of those seeking jobs totalled almost 45,000 during 1946. There was a slight decline the following year but by 1948 unemployment reached upward to 70,000. By 1950, there was evidence that a post-war high had been reached of 76,000 workers.

From an article by Elizabeth D. Weisiger, Assistant Chief, Research, Statistics and Information, Unemployment Commission ^{4/} the above figures were secured. They may seem to be exceedingly high. However, in 1940 the 98,000 persons unemployed represented 9.5 per cent of Virginia's labor force. The national average was estimated

^{4/} Elizabeth D. Weisiger, "Unemployment in Virginia Over the Past Decade", The Virginia Economic Review, III (July 1950), pages 5-6.

at 9.6 per cent. In April, 1950, the 72,500 unemployed workers in Virginia represented only 5.7 per cent of its labor force, a per cent equal to the national average. Virginia's labor force during the decade of the study increased more than 23 per cent.

There may be some question as to the significance of the figures found in the study relative to the employment status of the former students. Although Virginia's unemployment record equalled that of the national average, the ten years studied were not normal years and surely affected the job opportunities of the students. The writer feels, however, that some implications are present and the data are valid in the light that the decade studied represents the age in which the former students had to live, and seek and hold employment.

Not one of the respondents was unemployed at the time of the study. Over 90 per cent of the students held from one to three jobs after leaving school. About 45 per cent of these were related to the work the students studied at Monroe Trade School. From these data it seems apparent that the students shifted from one job to another until they found something related to the industrial work they studied or something in which they were genuinely interested. This fact is substantiated by the students when they indicated the main reason for leaving their jobs was to accept a better position. Only about one-third of the jobs accepted directly after leaving school were related to the day trade courses taught at the trade school. Over 50 per cent of the jobs held at the time the questionnaires were distributed were related to the industrial work studied. Over two-thirds of the jobs were held by students

who classified themselves as skilled and semi-skilled workers.

The data indicate that students who completed only one or two semesters of shop work were holding as many jobs related to the work they studied as those who completed more. This would seem to indicate that a student could prepare himself for employment in one school year of 540 clock hours instead of the minimum 1080 clock hours advocated for day trade courses or the 1620 hours offered at Monroe Trade School. This conclusion cannot be established without further study because the data do not measure the degree of skill necessary for the various jobs accurately, the quality of the product, or the responsibility of the worker. More measurable items should be studied. There is evidence, however, that the experience at Monroe Trade School, even during a one-year period, either prepared the students for their jobs or gave them valuable background.

It was revealed in the study that over 50 per cent of the respondents would like work other than that on which they were working at the time the study was made. Over 90 per cent of this group would need special training to do so. The majority of these were willing to take the necessary training in order to make the occupational change. From this response it would seem practical to study the possibility of organizing trade preparatory and trade extension classes to meet the needs of these employees. The fact that over 50 per cent of all the respondents requested opportunities for further training indicates a need for some type of post-school program.

Approximately one-third of the respondents were working on jobs

foreign to the shop work they studied at Monroe Trade School. This group signified a desire to secure employment in the field for which they prepared and to receive help in doing so. This and the fact that few students received help from school personnel in securing employment after leaving school suggests a need for some type of placement service.

There is evidence that 75 per cent of the former students would leave Lynchburg to find jobs for which they were trained. This indicates that students are not being trained for local jobs only. It also implies that the trade school may be training its students for allied jobs that do not currently exist.

8. Shop mathematics and blueprint reading were found to be of value in the work of the majority of the respondents. These subjects have been taught as part of the related instruction in each of the day trade classes and should be continued.

Nearly all the respondents agreed that a course in Employer-employee relations, personality, and good manners should be taught to all trade school students. Nearly 100 per cent voiced the opinion that such a course would help the students secure and hold their jobs.

The former students stated that general mathematics, English, and algebra were the most important subjects in the high school curriculum. They agreed that these subjects helped the day trade student most while on the job. This should be recognized by day trade instructors and the importance of these subjects stressed.

Consideration should be given to the current selection of day

trade courses made by the former students. Drafting, electricity, machine shop, radio, and auto mechanics were the most popular. Although this reveals the present interest of the former students, it may indicate the vocational choice of the students today. It seems advisable to study job opportunities in these fields around the Lynchburg area. It may prove practical to add radio and auto mechanics to the present curriculum, or even some area closely allied to one of the five listed above.

Approval was given the three consecutive hour day trade class by nearly two-thirds of the respondents. An equal number indicated that they would encourage their children to attend trade and industrial classes in the new E. C. Glass High School. This may be interpreted as satisfaction on the part of the majority of the former students.

CHAPTER VI

RECOMMENDATIONS

The value of any follow-up study is realized only when some use is made of the results. Invariably the findings present data that need further explanation. This makes the original study merely the initial step in a continuous program. The philosophy of E. C. Glass High School implies that there can be no reasonable assurance of progress in the attainment of the goals of the school without frequent critical analysis and evaluation of the outcomes of the educational program. This suggests a constant analysis of pupil and teacher needs and re-evaluation of practices to the end of improving the product of the school, the equipment, the offering, the instructional methods, the guidance of youth, and the development of teachers and administrators. The recommendations that follow are outcomes of the experience derived from the present study. It is hoped that further research will be made to analyze more intensively existing problems in the trade and industrial department and steps will be taken to improve continually the industrial offerings.

1. A study should be made of the drop-outs in the trade and industrial education department to ascertain why they left school, their post-school industrial experiences, and their present vocational needs and desires.

2. An industrial survey of Lynchburg should be made to determine the training needs of business and industrial establishments and to

ascertain existing vocational opportunities for the trade and industrial students.

3. A re-evaluation of the trade and industrial services offered by the public schools should be made to establish a basis for revising and expanding the existing curriculum.

4. A study should be made to determine the advisability of offering trade extension, trade preparatory, and general continuation classes to meet the needs of industrial and business establishments in the area and those of former students and others in the community.

5. A study should be made of the industrial arts offering and consideration should be given to broadening the scope of activity at both the elementary and high school levels.

6. A trade and industrial permanent record folder should be designed and maintained for all industrial education students. It should contain a brief but complete history of the student's trade and industrial experiences including aptitudes, attitudes, success, and failures; extra-curricular activities; anecdotal records; and references. A follow-up form should be designed and contact with all students should be maintained for a period of at least five years. The follow-up should include drop-outs, failures and graduates of the trade and industrial education department.

CHAPTER VII

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CHAPTER VIII

VITA

I, George Edward Wallace, was born January 6, 1911 at Oswego, New York. I was the fourth child of Gussie and the late John Wisner Wallace. I have one brother and two sisters all older than I.

I attended the public schools in Oswego and graduated from high school in June 1929. I entered Oswego State Normal School in September of the same year and was graduated with a three year diploma in Industrial Arts Education in June 1932. A few years later the school was made a State Teachers College and by attending summer school sessions I completed the requirements and received my B. S. degree in Education during the summer of 1945.

In January 1934 I began teaching industrial education on the Adult Education Program of the Public Works Administration at Oswego, New York. This was done for a period of three years at Fitzhugh Park Junior High School under the direction of the Oswego Public School System.

In September 1937 I accepted a position to teach industrial arts at the Virginia School for the Deaf and the Blind at Staunton, Virginia. Here I organized a general shop and taught industrial arts to deaf children for two years.

I married Vera Ella Stackhouse of Pitman, New Jersey in June 1939. She was the occupational therapist at the Virginia School for the Deaf and the Blind. We have one daughter, Suzanne.

We moved to Lynchburg, Virginia in September 1939 where I taught

mechanical drawing in the Robert E. Lee Junior High School. In 1940, I started teaching engineering subjects after school at Lynchburg College along with my public school teaching.

In 1944, I resigned my position with the public school system to teach physics on the Army Training Program at Lynchburg College. This work was discontinued after one year when the Army Unit was inactivated. I then returned to the junior high school to teach mechanical drawing. Afternoon classes in engineering and descriptive geometry were continued at the college.

In 1946 I was transferred to Monree Trade School where I taught vocational drafting on the high school program and the veterans program until 1951.

I entered graduate school at Virginia Polytechnic Institute in the summer of 1948.

In August 1951, I was appointed Assistant State Supervisor of Trade and Industrial Education in the State Department of Education, Richmond, Virginia. This is the position I held at this time.

George E. Wallace

George E. Wallace
May 18, 1953

CHAPTER IX

APPENDICES

SCHOLASTIC RECORD BLANK
FOR
MONROE TRADE SCHOOL STUDENTS

Student's Name _____

1. Subject	Fall Grade	Spring Grade	Fall Grade	Spring Grade	Fall Grade	Spring Grade
Machine Shop	_____	_____	_____	_____	_____	_____
Electricity	_____	_____	_____	_____	_____	_____
Radio	_____	_____	_____	_____	_____	_____
Sheet Metal	_____	_____	_____	_____	_____	_____
Drafting	_____	_____	_____	_____	_____	_____
Special	_____	_____	_____	_____	_____	_____

2. Average Grade _____

3. Distinction _____

4. Number of Shop Credits Earned _____

5. Number of Semesters Completed _____

6. Dropped _____ Date _____ Six Week Grades _____

7. Shop Teacher _____ Year _____ Shop Subject _____

8. Remarks

Code: / - Yes R - Radio
 S - Special (D.O., Less than 3 Hrs.) D - Drafting
 M - Machine Shop SM - Sheet Metal
 E - Electricity

HOME ADDRESS
RECORD BLANK
FOR
MONROE TRADE SCHOOL STUDENTS

Name _____

Address _____

Graduated from High School
 Yes No Year

Scholastic Average _____

Dropped _____
 Year

Shop Credits Earned _____ Name of Shop Course _____

Remarks:

NOTE: Please return in enclosed envelope if _____ cannot be located.

Monroe Trade School
Eleventh and Monroe Streets
Lynchburg, Virginia

April 28, 1952

Dear

E. C. GLASS HIGH SCHOOL is making a study of the students who attended Monroe Trade School at some time during the period of September, 1940, to September, 1950.

Will you help us by answering a few questions about yourself? Your welfare continues to interest us even though some of you have left school and are well beyond student age.

By answering the enclosed questions you will bring us up-to-date on your activities. This will be a great help to us and will only take about fifteen minutes of your time. We hope that if enough of you do this, we may improve the vocational offerings of the high school and give the youngsters of today the industrial subjects they need.

Even though you have had little work at Monroe Trade School and have held no job related to the shop you studied, your answers are important to us. Please try to answer everything.

We are sure you will be interested in the results of this study. If you wish, a summary of the answers will be sent to you. The information you give will be strictly confidential. The results will deal with groups only.

For your convenience, a self-addressed, stamped envelope is enclosed. May I have the answered questions returned as soon as possible?

Thank you for helping us. It will be nice to hear from you.

Sincerely yours,

George E. Wallace

TEN YEAR
FOLLOW-UP STUDY

OF

MONROE TRADE SCHOOL STUDENTS
SEPTEMBER, 1940 - SEPTEMBER, 1950

Date _____

1. Name _____ Address _____

2. Check the shops you took in Junior High School: Art Metal _____, Wood-
working _____, Mechanical Drawing _____.

3. Check the shops you took at Monroe Trade School: Machine Shop _____,
Electricity _____, Radio _____, Sheet Metal _____, Mechanical
Drawing _____, Diversified Occupations _____.

4. Did you study shop mathematics at Trade School? Check answer: _____
Yes No

5. If answer is yes, did the regular shop teacher teach it? Check answer:

6. Did you study Blueprint Reading at Trade School? Check answer: _____
Yes No

7. If answer is yes, did the regular shop teacher teach it? Check answer:

8. If you have attended, or are attending a school or college, or have taken
training since you left E. C. Glass High School, check type of institution
below:

- | | | | |
|-----------------------|-------|--------------------------------|-------|
| Still at E. C. Glass | _____ | Correspondence School | _____ |
| College or University | _____ | Evening School | _____ |
| Business School | _____ | Trade School | _____ |
| Apprentice Training | _____ | (This may include after school | |
| On-the-Job Training | _____ | or evening courses at Monroe | |
| | | Trade School) | |
| | | Other type of school (explain) | _____ |

9. Did you complete the course you started? Check answer: _____
still in school _____
Yes No

10. What type of a course did you take? (Explain briefly) _____

11. Did you graduate from college? Check answer: _____
Yes No Still in college

12. Did you serve in the Armed Forces during World War II? Check answer: _____
Yes No

13. Are you serving in the Armed Forces at the present time? Check answer:

14. Did your experience at Monroe Trade School help you in the service of your
country? Check answer: _____ In what way _____
Yes No

15. What is your present employment status? Check one:

Employed full time	_____	In Armed Forces	_____
Employed part time	_____	Own Business	_____
Unemployed	_____	Attending school full time	_____
Other (Explain)	_____		

16. How many full time jobs have you had since you left Monroe Trade School?

_____.
Give number

17. How many of these jobs were related to the shop or shops you studied at Monroe Trade School _____.

Give number

18. Did you take the first job offered you? Check answer: _____.
Yes No

19. Did you take your first job just to have an income? Check answer: _____.
Yes No

20. Was your first job related to the shop or shops you studied at Monroe Trade School? _____.
Yes No

21. Which of the following helped you most in getting your first job? Check answer:

Parents	_____	Other relative	_____	Advertisement	_____
Own effort	_____	School	_____	Employment Agency	_____
Friend	_____	Shop Teacher	_____	Vocational Director	_____
Other (Explain)	_____				

22. List below the full time jobs you have held since you left Monroe Trade School:

<u>Name of Firm</u>	<u>Type of Work</u>	<u>Number of Months Employed</u>	<u>Reason for Leaving</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If not enough space, use back of sheet, please.

23. On your present job, are you classed as a skilled worker, semi-skilled worker, operator, or laborer? Check answer: _____.
skilled worker semi-skilled operator
laborer

24. To what extent is your present job like the type of work you studied at Monroe Trade School? Check answer:

Not related at all	_____
Closely related	_____
Somewhat related	_____

25. In what way did the training you received at Monroe Trade School help you in your present job? Check answer:

- Prepared me for job _____
- No help at all _____
- Gave me a background for job _____

26. Do you believe that shop mathematics is important in your work? Check answer: .
Yes No

27. Do you believe that Blueprint Reading is important in your work? Check answer: .
Yes No

28. Besides your shop subjects, check the following subjects that you took in high school which have been helpful to you in your work:

- | | | |
|----------------------|---------------------------|--------------------|
| English _____ | Typewriting _____ | Trigonometry _____ |
| Social Studies _____ | General Business _____ | Latin _____ |
| Science _____ | History _____ | Spanish _____ |
| Biology _____ | General Mathematics _____ | French _____ |
| Physics _____ | Art _____ | Civics _____ |
| Economics _____ | Algebra _____ | Others _____ |
| Chemistry _____ | Geometry _____ | |

29. What type of job other than your present job would you like best? (write answer) _____.

30. Do you need special training for this type of job? Check answer: .
Yes No

31. Would you like help in securing this type of work? .
Yes No

32. Would you be interested in taking special training for this type of work if it were available? Check answer: .
Yes No

33. Why did you take the shop you did in high school? Check answer:

- Especially interested in that trade _____
- Liked it best of shops offered _____
- Liked the instructor _____
- No choice given - sent there by school _____
- Other reason (Explain) _____

34. If you could have selected another type of shop in high school, name the type you would have selected? Write answer _____.

35. After studying the list below, check five shops that you would now select in order of preference (write 1, 2, 3, etc.):

- | | | |
|----------------------|--------------------------|--------------------|
| Woodworking _____ | Electricity _____ | Machine Shop _____ |
| Auto Mechanics _____ | Radio _____ | Sheet Metal _____ |
| Printing _____ | Mechanical Drawing _____ | Diversified _____ |
| Textiles _____ | (Drafting) _____ | Occupations _____ |
| Brick Masonry _____ | Welding _____ | Carpentry _____ |
| | Others _____ | |

36. Do you think that your personality, attitude toward others, and general manners have anything to do with holding a job? Check answer: .
Yes No

37. Do you think the students at Monroe Trade School should be taught how to get along with people and employer-employee relationship? Check answer: .
Yes No
38. While at school, if you had your choice of taking one period or two periods of shop a day instead of three periods a day, which would you have taken? Check answer: .
one period two periods three periods
39. Would you leave Lynchburg to get a job for which you are trained? Check answer: .
Yes No
40. If you have never worked at the job for which you studied, are you still interested in doing so? Check answer: . Are you now working on a job related to the work you studied? .
Yes No To some extent
41. Were you ever employed outside Lynchburg? Check answer: .
Yes No
42. If so, where? . Doing what? .
43. Are you married or single? Check answer: .
married single
44. How many children do you have? (give number) .
boys girls none
45. If you had children and lived in Lynchburg, would you encourage them to attend the industrial department of the NEW E. C. Glass High School? Check answer: .
Yes No Undecided
46. If the answer is no, why? (explain briefly) .
47. How many semesters (18 weeks) of shop do you think is necessary to qualify for your present job? (write number of semesters) .
48. Would you like a copy of the results of this study? Check answer: .
Yes No

(Have you checked all the questions?)

THANK YOU FOR ANSWERING

SAMPLE
OF
FOLLOW-UP LETTER

September 19, 1952

Student's Name
Address

Dear (Student's Name)

Last spring I sent several hundred questionnaires about Monroe Trade School to former students asking questions about their activities after leaving school. About sixty per cent of the papers have been returned but a few more are needed to make the study complete.

I am writing to you, (student's name), because I did not receive yours. Somehow, I feel that you either did not receive it or it was lost in the mail. Will you help me by answering the enclosed questions? The fellows say it will take about fifteen minutes.

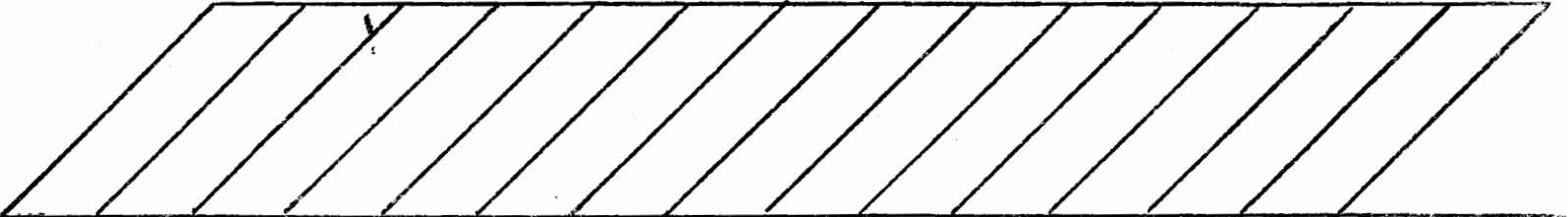
You will be doing me a big favor. I need your assistance. Besides, I shall enjoy hearing from you.

Please do it today. Thanks.

Sincerely,

George E. Wallace

Question No.



One Semester	MS																		Machine Shop
	EL																		Electricity
	R																		Radio
	SM																		Sheet Metal
	MD																		Mech. Drawing
	Comb. Total																		
Two Semesters	MS																		Machine Shop
	EL																		Electricity
	R																		Radio
	SM																		Sheet Metal
	MD																		Mech. Drawing
	Comb. Total																		
Three Semesters	MS																		Machine Shop
	EL																		Electricity
	R																		Radio
	SM																		Sheet Metal
	MD																		Mech. Drawing
	Comb. Total																		
Four Semesters	MS																		Machine Shop
	EL																		Electricity
	R																		Radio
	SM																		Sheet Metal
	MD																		Mech. Drawing
	Comb. Total																		
Five Semesters	MS																		Machine Shop
	EL																		Electricity
	R																		Radio
	SM																		Sheet Metal
	MD																		Mech. Drawing
	Comb. Total																		
Six Semesters	MS																		Machine Shop
	EL																		Electricity
	R																		Radio
	SM																		Sheet Metal
	MD																		Mech. Drawing
	Comb. Total																		
Special	MS																		Machine Shop
	EL																		Electricity
	R																		Radio
	SM																		Sheet Metal
	MD																		Mech. Drawing
	Comb. Total																		
Total																			