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### A survey of Montana high school students who are paying part or all of their expenses by working

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A SURVEY  
of  
MONTANA HIGH SCHOOL STUDENTS  
WHO ARE PAYING PART OR ALL OF THEIR EXPENSES BY WORKING

by  
Lulu Anna Geringer

Presented in Partial fulfillment of the  
requirement for the degree of  
Master of Arts

State University of Montana

1932

Approved:

*Lewis C. Tidball*

Chairman of Examining Committee

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## **INTRODUCTION**

A few years ago the writer witnessed an incident in one of the high schools of the state which raised a number of queries resulting ultimately in this investigation.

A student earning all of her own expenses in high school as a waitress in a local cafe approached her assembly teacher and asked respectfully if she might not pass out at the head of the line of students at noon. She explained that she wished to reach her place of work ahead of her customers. The granting of the request involved nothing more than changing her seat to one nearer the door. The teacher's refusal was curt and to the point:

"We're not recognizing jobs here. If your outside work interferes with your school work, you must choose between the two."

The student passed on, her efficiency in the work by which she earned her living while attending school impaired by the lack of one little adjustment which might have made her school life easier. The incident caused the following questions to arise in the writer's mind:

How many students in Montana schools are paying a part or all of their own expenses while attending high school?

How much of the students' time and energy is given to earning a livelihood?

How much time is left for study, recreation, and rest?

What are the home conditions from which these students

come?

What provision, if any, is made to adjust school conditions to students who must devote part of their time to outside work or else forego the advantages of a high school education?

Since all these lines of investigation could not be followed out in one survey, the field was limited to ascertaining how many students in a number of high schools were earning their own expenses, and under what conditions they were earning them. It would be impossible to include all the schools of the state, since data could not be secured from all; hence the schools were limited to representative schools of each class. The number was still further limited by the fact that data could not be secured from all schools asked. However, by examining the map on page 10, the reader may see that the schools studied are rather evenly distributed throughout the state.

Most of the information sought could be secured only from teachers and students, most of the personal data from students themselves. The question might arise whether the students gave the correct answers, and whether they were reliable judges in regard to student work. In answer to the first part of the question it may be said that wherever the answers were checked in consultation with teachers, the replies were found to be correct and honest. The second part

of the question will be discussed in connection with the chapter on STUDENT OPINIONS AND SUGGESTIONS. The results have been checked carefully to eliminate as nearly as possible chances of error.

This survey would have been impossible to accomplish without the splendid co-operation of school officials, teachers, and students of the schools represented.



## **CHAPTER I**

### **METHOD OF PROCEDURE**

A letter was sent to a large number of the public high schools of the state of Montana, asking whether the school officials would co-operate in this survey. The recipients included all of the first class schools, all of the county high schools, and nearly all of the second and third class schools. A number of schools expressed their willingness to assist; and blanks similar to those on pages 3 and 4 were sent to each school for their working students to fill out. Not all of the blanks were returned, but the final results show thirty-one schools wholly or partially represented. These include three first class schools, ten county high schools, six second class schools, and twelve third class schools.

The blanks or questionnaires were to be filled out by the students themselves, since they would have first-hand knowledge of the information desired, and would be able to give it more easily than school officials. The questions asked were designed to bring out, in the simplest manner, the important facts about student work. In order that he might express himself with perfect honesty and frankness, the student was not required to disclose his name, unless he so desired. It is interesting to note in passing that nearly every student did sign his name.

Weaknesses in certain questions became apparent only after a number of questionnaires had been returned. One of these was a failure to define exactly what was included in "earning all" or "earning part" of his way in school. Some students, especially

among the girls, considered that they were earning all of their expenses when they worked for their board and room; others thought it meant earning all expenses, clothing, books, etc. This fact must be remembered in considering the number given as earning all of their expenses and as earning part of them.

Another weakness was the wording of the question, "Number of hours you work during the week, per day?" Some students answered with the number of hours worked per week. Since, however, tabulation was made of the number of hours the students worked per week, this did not make any material difference in the results.

The question, "Do you wish to give a suggestion, or make any remarks about student work?" was often left unanswered, suggesting that perhaps the writer's meaning was not clearly enough indicated.

When the questionnaires were all received, the work of tabulation was begun. This work was carried on during the spring of 1931 and the spring of 1932. It was thought best to take this time of the year as the best indication of the number of students really employed while in school. These students should represent a selective group, both working and non-working. It was necessary to try twice to get information from some schools; hence the work was continued into the spring of 1932. The year the investigation was made in each school is indicated in the tables of schools taking part. (Tables I, II, III, IV.) In computing results the figures for the year that the survey was

made in that particular school are used as a basis. The data (number in high schools, classification of schools, etc.) are taken from The Montana Educational Directory.<sup>1</sup> The figures given therein were revised only at the suggestion of supervisors, where error occurred in the directory. It is assumed that the directory is correct in the majority of cases.

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1. The Montana Educational Directory Published by the State Superintendent of Public Instruction, Helena, Montana.

TO THE STUDENT:

The purpose of this questionnaire is to find out how many students in the representative high schools of Montana are earning part or all of their way through high school. It is a worthy ambition to help yourself in this way if necessary, and the purpose is to find out how many are doing this in each school. By filling out these blanks correctly and accurately you will aid in this investigation, as well as aid your own school. The results of this study will be tabulated and sent to your school. No information of a private nature will be made public in any way. You need not even sign your name, unless you wish to.

Name: \_\_\_\_\_

Name of School: \_\_\_\_\_

Age: \_\_\_\_\_

Year in High School: \_\_\_\_\_

Sex: \_\_\_\_\_

Do you earn all or part of your way in high school? (Under-  
score correct answer.) All. Part.

What work do you do? (Housework, janitor, clerking, etc.)

Where? (Store, private home, office, etc.)

Number of hours you work during the week, per day?

Number of hours on Saturday? \_\_\_\_\_ On Sunday? \_\_\_\_\_

Do you work during vacation to earn your way?

About how many hours of sleep do you get at night?

How much time do you have for study each day?

How many subjects do you carry?

How much time do you have for recreation?

In your opinion, does working part or all of his way injure,  
in any way, a student's work in school?

(Other side of questionnaire)

Do you wish to give a suggestion, or make any remarks, about student work?

Do you plan to go to college after completing high school?  
What occupation do you expect to follow, if you have decided?

Are your parents both living?

If not, underscore the correct one. Mother. Father.

If neither is living, indicate here.

How many brothers have you?

How many sisters?

(Thank you for your co-operation in filling out these blanks.)

From the information obtained from blanks sent to the supervisors or teachers in addition to the questionnaire given to students case studies were made of a number of students. Some supervisors and teachers were interviewed for additional information; some cases were known personally to the writer. By both of these methods, a number of interesting case studies were secured.

The map on page ten shows the distribution of the schools represented in the survey. All were classified according to the kind of school; and the number of students in each school was indicated in tables. The students were then classified by schools to find the median age<sup>2</sup> for each school. This classification was made for both boys and girls. The median age<sup>2</sup> for all the schools in the survey was then taken. The use of the median age rather than the average age was believed to be fairer, since extremes at either end would not affect the general trend, as it would in securing the average.

The number earning all or part of their expenses was tabulated; the type of work, place of work, and number of hours devoted weekly to work, study, recreation and rest were put in tabular form. The number working during vacation was also secured.

The question asking how many hours were available to students for study should have been made more definite, by

---

2. The median age represents the middle age, after the hours have been arranged from highest to lowest.

asking how many hours the student had at his disposal outside of school hours. In cases where students reported no time at all for study, it was assumed that they had no time for study outside of school hours.

Only the regular school studies were counted in the number of subjects carried in school. (Students often designated these as "solids" in answering the questionnaire.) This elimination of certain subjects was not made because the other subjects were considered of no importance educationally, but because not enough students designated extra-curricular activities to warrant their inclusion.

In the answers to the questions concerning hours of recreation, it is well to remember that the time for recreation and the time for study was in many cases coincident; that is, the student could take recreation at the expense of his studies or vice versa, provided there was not enough time for both. Many students answered this question by saying, "Same as study time."

In the tabulation of the answers to the question asking how many planned to go to college, only those answering definitely either affirmatively or negatively, were counted. In tabulating the vocational choices of the students, the writer used their own terms since it could not be known what was in the student's mind when he said that he would be an engineer, or that he would do mechanical work.



Since the number of living members of a family would represent the economic strain while those deceased would not, no effort was made to find the number of the latter and whenever students indicated the number of brothers or sisters deceased, the information was disregarded. The number of married brothers and sisters in a family would, however, have a bearing upon the financial situation of the group, but the inclusion of these would have made the questionnaire too complex. The purpose of the questions was to get all the salient facts of the students' lives without using more than a school period of their time to fill in the answers.

The tabulation of student opinions was purposely left until last, since they represent opinions, not facts. They are valuable since they give us an insight into student attitudes and an idea of what students think can be done to improve the present situations. As will be seen in the chapter treating of this subject, valuable suggestions were made by students, suggestions which might at least give rise to remedial measures tending toward a more intelligent adjustment of conditions for each individual student.

## **CHAPTER II**

### **SCHOOLS REPRESENTED**

First Class Schools. Three first class schools are represented, namely: Butte, Great Falls, and Helena.

Second Class Schools. Six second class schools are represented: Big Sandy, Chinook, Columbus, Forsyth, Victor, and Cutbank.

Third Class Schools. Twelve third class schools are represented: Broadview, Cardwell, Cohagen, Ingomar, Klein, Rosebud, Ryegate, Plains, Sheridan, Vananda, Windham, and Winifred.

County High Schools. Ten county high schools are represented: Carbon County (Red Lodge), Carter County (Ekalaka), Custer County (Miles City), Fergus County (Lewistown), Flathead County (Kalispell), Jefferson County (Boulder), Park County (Livingston), Powell County (Deer Lodge), Teton County (Choteau), Wibaux County (Wibaux).

The statistics and questionnaires from Butte and Flathead County were available for girls only. The number of girls and boys in Teton County was given, but the questionnaires were not filled out. Plains, Powell County, and Carbon County gave the total number of both sexes working, but did not fill blanks. The schools filling all questionnaires and giving all information were the following: Big Sandy, Broadview, Cardwell, Carter County, Chinook, Columbus, Cohagen, Cutbank, Custer County, Forsyth, Fergus County, Great Falls, Ingomar, Park County, Klein,

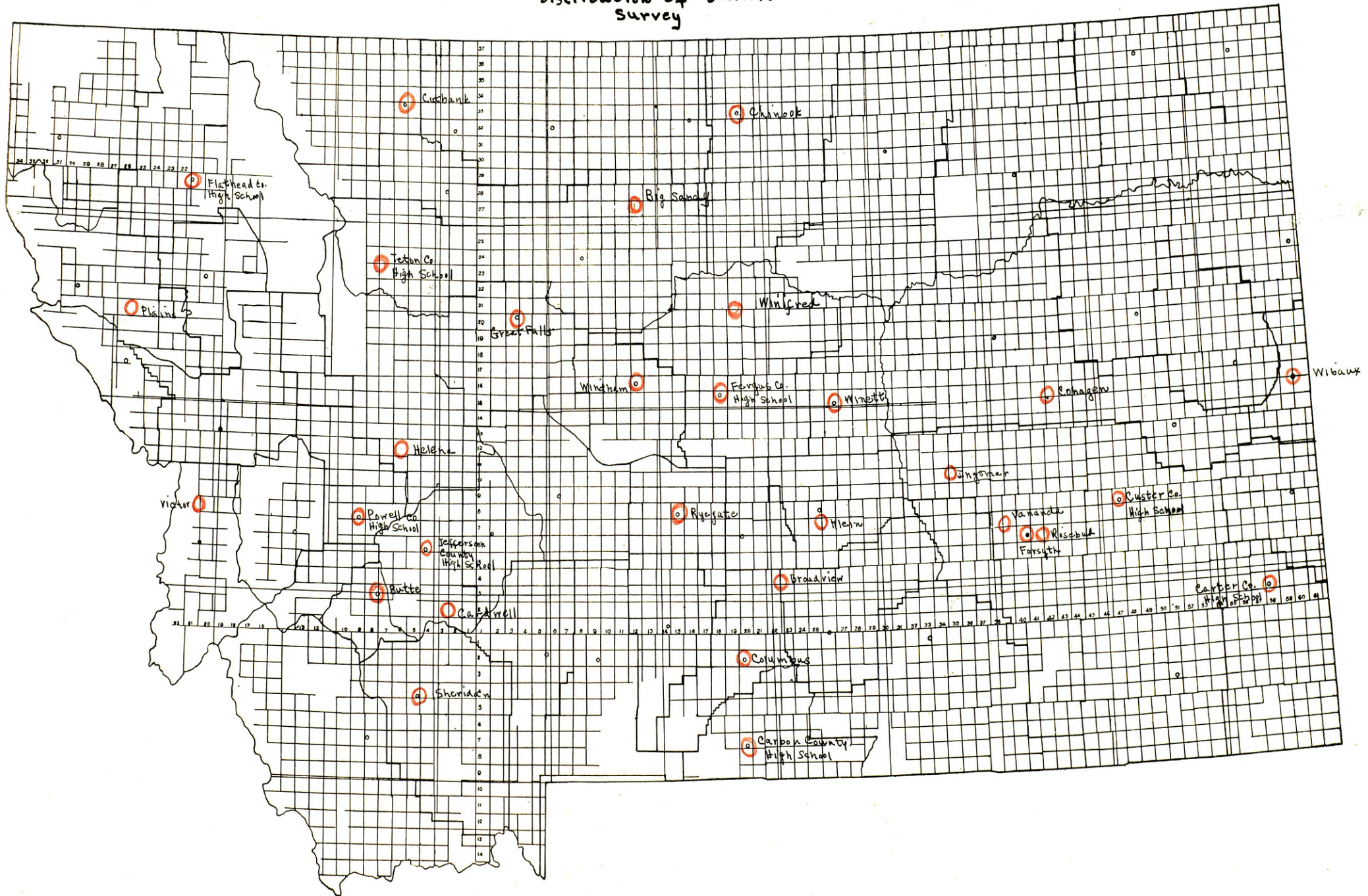
Rosebud,<sup>3</sup> Ryegate, Sheridan, Vananda, Victor, Windham, Winifred, Wibaux County.

A total of thirty-one schools including 313 boys, 322 girls, and 67 whose sex was not specified in the information sent, is partially or wholly represented in this survey. The total number of self-supporting students in these thirty-one schools for the year the study was made is 702. This number, from a total of 9499 students attending these schools, makes an average of 7.39 per cent students earning all or part of their expenses.

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3. Rosebud did not have any students working to earn expenses in 1932.

OUTLINE MAP  
OF  
MONTANA  
GEOGRAPHY AND NATURAL RESOURCES  
Distribution of Schools in  
Survey



T A B L E I

## NUMBER OF STUDENTS WORKING--FIRST CLASS SCHOOLS

Year of: Survey :	School :	Boys :	Girls :	Total: Total:	attendance of all students in these schools.
1932	Butte	*	35	35	1520
1932	Great Falls	98	60	158	1887
1931	Helena	52	23	75	734
<hr/>					
Totals		150*	118	268	4141

\*--Data not complete because of lack of statistics.

T A B L E    I I

## NUMBER OF STUDENTS WORKING---SECOND CLASS SCHOOLS

Year of: Survey :	School :	Boys :	Girls :	Total: Total:	Total attendance of all students in these schools.
1931	Big Sandy	14	4	18	321
1931	Chinook	9	9	18	226
1931	Columbus	7	7	14	112
1931	Cutbank	0	2	2	97
1931	Forsyth	12	13	25	180
1932	Victor	4	4	8	63
Totals		46	39	85	1059

T A B L E I I I

## NUMBER OF STUDENTS WORKING---THIRD CLASS SCHOOLS

Year of: Survey :	School :	Boys :	Girls :	Total:	Total attendance of all students in these schools.
1931	Broadview	3	3	6	44
1931	Cardwell	3	3	6	60
1931	Cohagen	11	14	25	45
1931	Ingomar	2	2	4	35
1931	Klein	0	1	1	77
1931	Plains	*	*	10	92
1932	Rosebud	0	0	0	50
1931	Ryegate	0	7	7	63
1931	Sheridan	11	6	17	65
1931	Vananda	3	0	3	21
1931	Windham	2	2	4	35
1931	Winifred	1	0	1	50
Totals		36	38	84	637

\* Data not available



T A B L E    I V

## NUMBER OF STUDENTS WORKING-----COUNTY HIGH SCHOOLS

Year of: Survey :	School	: :Boys:	: Girls:	: Total:	:Total attendance of all students in these schools
1932	Carbon County	*	*	25	302
1932	Carter County	11	4	15	84
1931	Custer County	25	29	54	690
1932	Fergus County	21	26	47	727
1931	Flathead County	*	36	36	745
1931	Jefferson County	1	2	3	62
1932	Park County	15	10	25	460
1932	Powell County	*	*	32	298
1931	Teton County	5	12	17	174
1931	Wibaux County	3	8	11	120
Totals		81	127	265	3662

\* Data Not Available

## **CHAPTER    III**

### **SUMMARY OF STUDENTS' QUESTIONNAIRES**

#### **FACTS ABOUT STUDENTS**

The information treated in this chapter concerns purely the student himself: his age, sex, year in high school, and the name of the school which he attended.

The names of the students were not used in any way except to identify case studies and to make an estimate of the probable number of members of the same family earning their school expenses. The name of the school was used to place the student in his school group. Any facts of a personal nature were not used in connection with the student's name or school. This was in accordance with the assurance given to the students (in the blanks) that their information would be held confidential.

Tables I, II, III, and IV show the number of schools of each class taking part in the survey, and the number of students working<sup>4</sup> in each school. It will be noticed that the data are incomplete in several cases. This has been referred to in the chapter on SCHOOLS REPRESENTED, and the explanation has been made there. The omission of the data for the boys in two large high schools (Butte and Flathead County) has the effect of lowering the total percentage of working students in these schools, possibly by half, since it may be assumed that nearly as many boys as girls are working. The total number for the whole group surveyed is also lowered by this omission, but the difference here is not as marked as it is in the individual schools.

---

4. Throughout the survey, the term "working" will refer to work performed to help the student pay his expenses while in school.

The following topics will be considered in this chapter:

- (1) The range in number of students working, (2) The range by sex, (3) The range in total number of students in attendance, (4) The range in percentage, (5) The comparison of percentages, (6) The distribution of ages, (7) The distribution of medians, (8) The class distribution.

#### (1) RANGE IN NUMBER OF STUDENTS WORKING

An examination of Tables I, II, III, and IV shows that there is a wide range in number of working students in these schools, beginning with none in Rosebud and reaching 158 in Great Falls, with a number of gradations between.

#### (2) RANGE BY SEX

The range in number of boys working extends from 0 in Rosebud, Cutbank, Klein, Ryegate, and Sheridan to 98 in Great Falls. The range for girls is less, extending from 0 in Rosebud, Vananda, and Winifred, to 60 in Great Falls. The total number of boys studied is 313, while the total number of girls is 322. This tabulation does not include 67 students whose sex was not specified in the reports received.

#### (3) RANGE IN TOTAL NUMBER IN ATTENDANCE

The range in total attendance in these schools varies from 21 in Vananda (1931) to 1887 in Great Falls (1932). In each case the number in attendance was taken for the year the survey was made.

#### (4) RANGE IN PERCENTAGES

The per cent range shows a great variability. It runs from 0.00 per cent in Rosebud for both sexes to 55.55 per cent in Cohagen for both. Cohagen is solving the economic problem for part of the students by giving them work in the school and in the dormitory. A large number of their self-supporting students reported from one-half hour to two hours of janitor work per day. Thus, Cohagen has by far the largest percentage of working students, while Sheridan and Carter County rank second and third, respectively, with much smaller percentages.

T A B L E V

## RANKING OF SCHOOLS IN ORDER OF PER CENT OF STUDENTS WORKING

School	Per Cent of Students Working
Cohagen	55.55
Sheridan	26.15
Carter County	17.85
Vananda	14.27
Forsyth	13.88
Broadview	13.83
Victor	12.69
Columbus	12.50
Ingomar	11.42
Windham	11.42
Ryegate	11.11
Plains	10.86
Powell County	10.73
Helena	10.21
Cardwell	10.00
Teton County	9.77
Wibaux County	9.16
Great Falls	8.37
Carbon County	8.27
Custer County	7.82
Fergus County	6.46
Chinook	6.29
Big Sandy	5.60
Park County	5.43
Jefferson County	4.83
Flathead County	4.81
Butte	2.30
Cutbank	2.06
Winifred	2.00
Klein	1.30
Rosebud	0.00
Total of 31 schools surveyed	

(It must be borne in mind that the percentages in smaller schools do not always accurately represent the true facts, since a school such as Klein may have a total attendance of 77 pupils, and one working student in the year that the survey is made, while in subsequent years there may be more or none at all working. Again, in Cohagen, the number of employed students exceeds by more than one-half, the total number of students in attendance.)

Cohagen has the largest per cent of students working; Rosebud has none of either sex working. Jefferson County has the lowest per cent of working boys, while Big Sandy has the lowest per cent of working girls. This does not take into consideration those schools in which either sex failed to be represented.

#### (5) COMPARISON OF PERCENTAGES

In general, it might be assumed that the larger schools, having more students and a greater demand for student work, would have fewer self-supporting students in proportion to the total attendance, but the figures secured in this survey do not warrant this assumption. Helena has nearly as large a percentage of working students as Plains, and a larger one than Cardwell. Great Falls has twice as large a percentage as Winifred and a much greater percentage than Klein.

Charts 1, 2, and 3, show the total percentage of students working in the schools surveyed compared with the number of

girls working in each school. The charts show the girls' percentages rather than the boys since more data were available for girls. Several schools are well represented by girls, but not by boys.

#### (6) DISTRIBUTION OF AGES

The distribution of students by ages will be found in Table VIII (for boys) and Table IX (for girls). Among the boys the largest number of individuals was found between the ages of fifteen to eighteen inclusive. The entire distribution extended from thirteen to twenty-three years inclusive. There was but one boy twenty-three years of age. The distribution of girls extended from thirteen to twenty-two years inclusive. There were two girls twenty-two years of age.

#### (7) DISTRIBUTION OF MEDIAN AGES

Table X shows the median age for boys in each school represented. Five schools have a median age of sixteen years for boys; thirteen schools have a median age of seventeen years; two schools have a median age of eighteen; and one school has a median age of nineteen years. This makes a median age of seventeen for boys in all the schools studied.<sup>5</sup> Table XI shows the median ages for girls in each school represented. The median age for girls begins a year earlier than that for the boys. Three schools show a median age of fifteen years for girls; seven schools, a median of sixteen

---

5. Those schools not represented by boys were not considered in finding the medians.



T A B L E   V I

TABLE OF PERCENTAGES OF BOYS WORKING RANKED FROM HIGHEST TO  
LOWEST

School	Per Cent of Working Boys
Cohagen	24.44
Sheridan	16.92
Vananda	14.27
Carter County	13.09
Helena	7.08
Broadview	6.81 $\frac{1}{2}$
Forsyth	6.66
Victor	6.34 $\frac{1}{2}$
Columbus	6.25
Ingomar	5.71
Windham	5.71
Great Falls	5.19
Cardwell	5.00
Big Sandy	4.36
Custer County	3.62
Park County	3.26
Chinook	3.14
Fergus County	2.88
Teton County	2.87
Wibaux County	2.50
Winifred	2.00
Jefferson County	1.61
Cutbank	0.00
Ryegate	0.00
Klein	0.00
Rosebud	0.00
Butte	*
Carbon County	*
Powell County	*
Flathead County	*
Plains	*

\* Represents where lack of data necessitated omission of percentages.

T A B L E    VII


TABLE OF PERCENTAGES OF GIRLS WORKING    RANKED FROM HIGHEST  
TO LOWEST

School	Per Cent of Working Girls
Cohagen	31.11
Ryegate	11.11
Sheridan	9.23
Forsyth	7.22
Teton County	6.90
Broadview	6.81 $\frac{1}{2}$
Wibaux County	6.66
Victor	6.34 $\frac{1}{2}$
Columbus	6.25
Windham	5.71
Ingomar	5.71
Cardwell	5.00
Flathead County	4.81
Carter County	4.76
Custer County	4.20
Fergus County	3.58
Jefferson County	3.22
Great Falls	3.18
Chinook	3.14 $\frac{1}{2}$
Helena	3.13
Butte	2.30
Park County	2.17
Cutbank	2.06
Klein	1.30
Big Sandy	1.24
Rosebud	0.00
Vananda	0.00
Winifred	0.00
Plains	*
Powell County	*
Carbon County	*


\* Represents where lack of data necessitated omission of percentage.



# Chart No. 1.

 Total Per cent of Self-supporting Students.

Percentage of Self-Supporting Students

 Per cent of Self-supporting

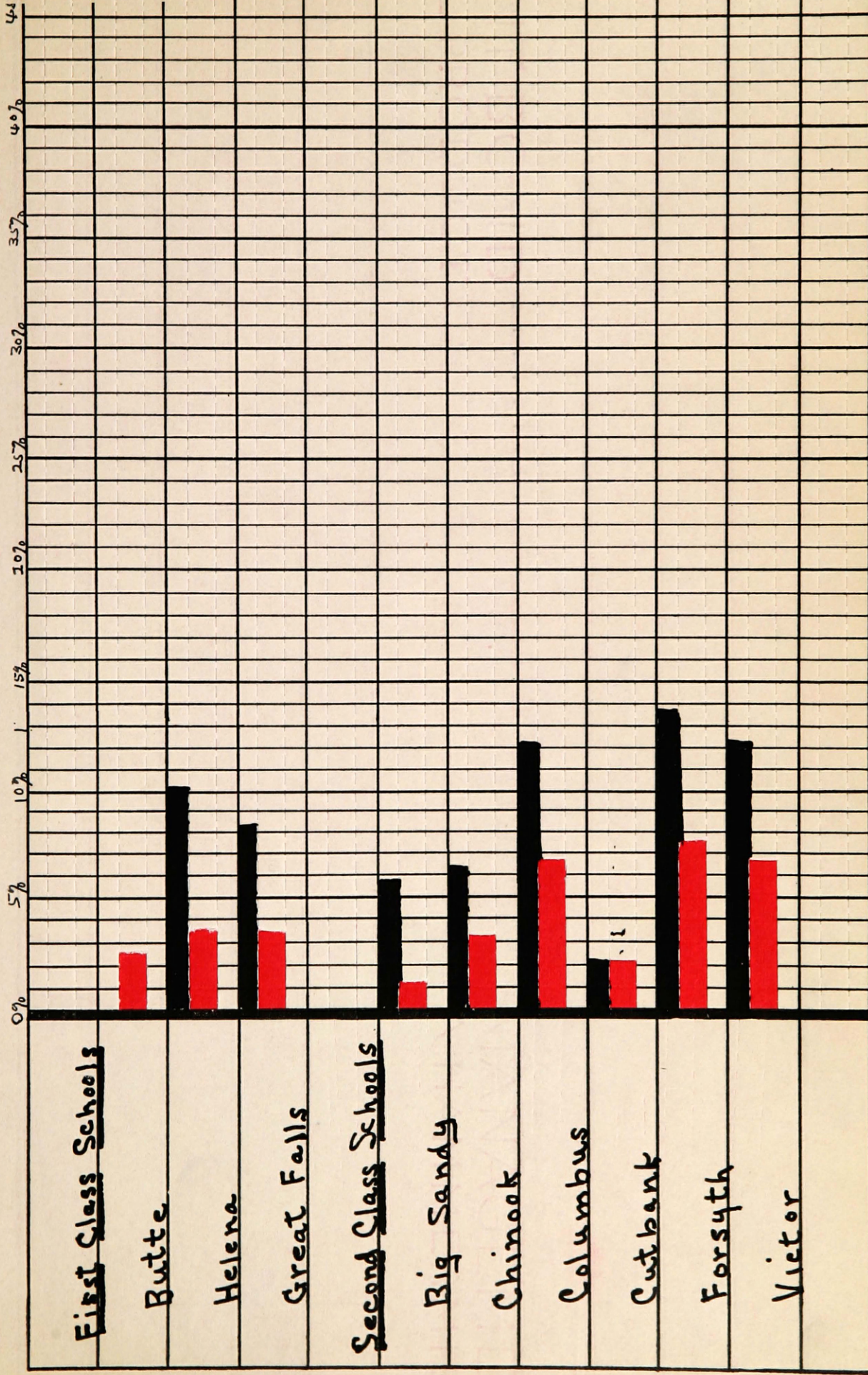




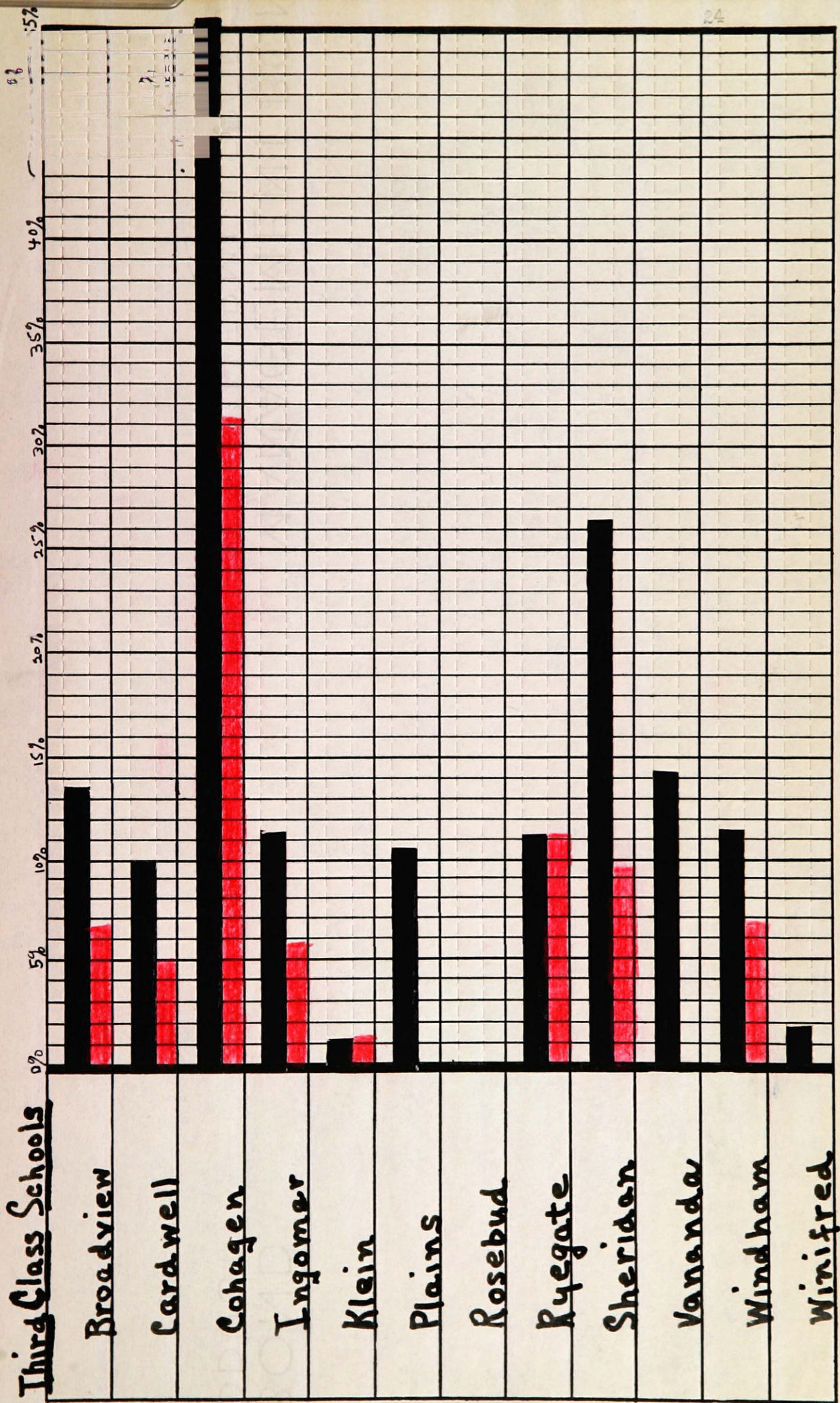
Chart No. 2.

Total per cent of  
Self-supporting  
Students.

Per 100  
Self-  
Supporting

# Percentage of Self-supporting Students

## Third Class Schools



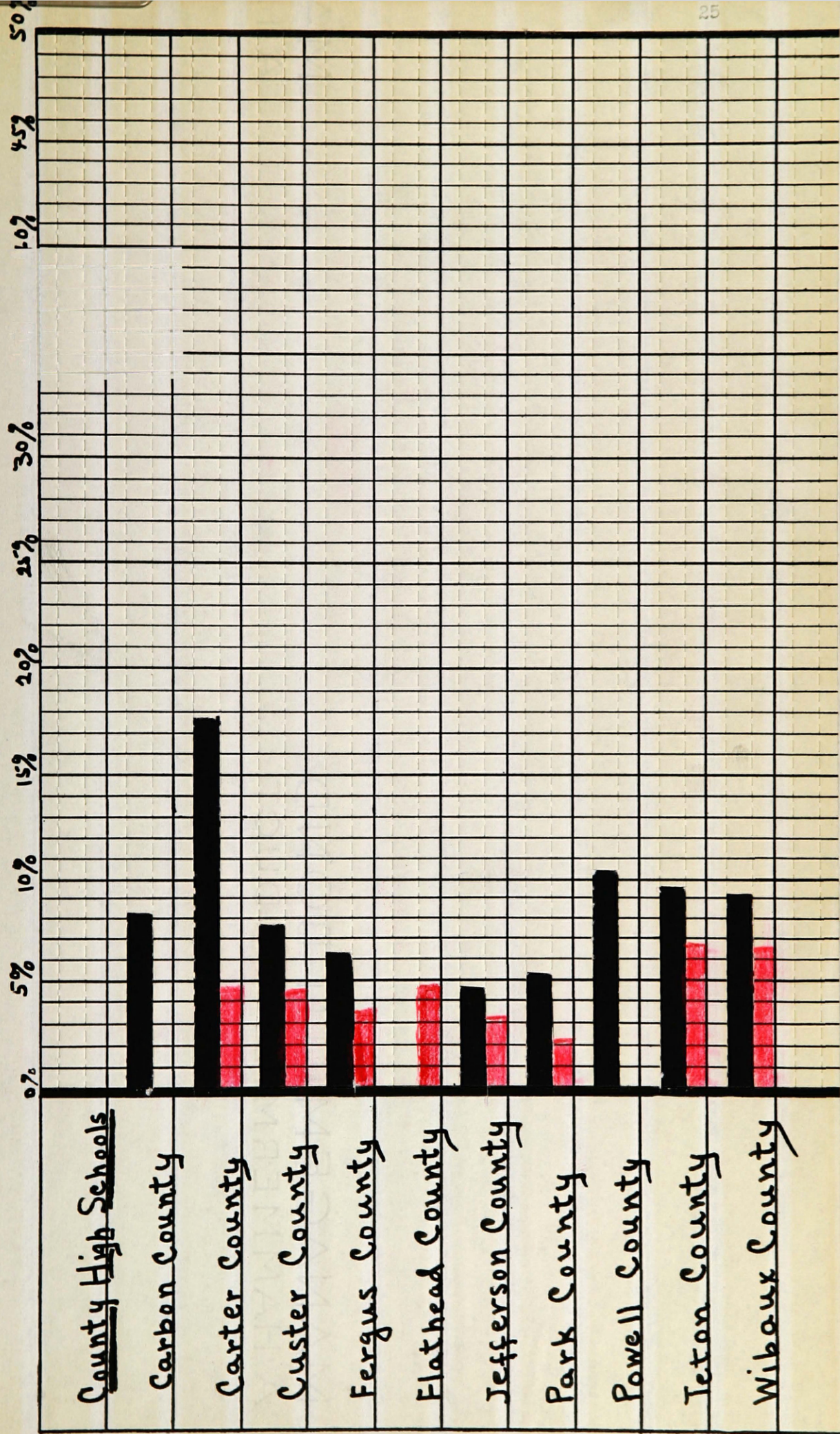


# Percentage of Self-supporting Students

Total Percentage of Self-supporting Students



Percentage of Self-Supporting





years; twelve schools, a median of seventeen years; two schools, a median of eighteen years of age. This makes a median age of seventeen years for girls in all the schools represented by girls. It will be noticed that this is the same as the median age for boys in all the schools studied; however, the medians for girls begin a year earlier. That is, while some schools have a median age as low as fifteen years, enough others have a median of seventeen to keep the median age of the whole group of girls at seventeen years.

#### (8) RANGE IN CLASS DISTRIBUTION

Table XII shows the students' ranking according to their year in high school. To avoid confusion, the terms, Freshman, Sophomore, Junior, and Senior are used to designate first, second, third, and fourth year in high school, respectively.

Among 287 boys who indicated their class in high school, 64 were Freshmen; 70 were Sophomores; 48 were Juniors, 69 were Seniors. Among the girls 71 were Freshmen; 66 were Sophomores; 73 were Juniors, 86 were Seniors. This represents a total of 135 Freshmen, 136 Sophomores, 157 Juniors, and 155 Seniors for both sexes. The boys have the maximum number in the Junior year; while girls have their maximum number in the Senior year. This might suggest that boys are dropping out in the Senior year, but with such a small control group, it is not safe to make generalizations. This conclusion is true, however, that more students are working to earn expenses in the upper than in the lower grades.

T A B L E    V I I I  
DISTRIBUTION OF BOYS BY CHRONOLOGICAL AGES

Years	13	14	15	16	17	18	19	20	21	22	23
	1	1	1	3	9	4	1	1	1	1	1
	1	4	1	3	2	2	8	2	1		
		1	13	2	1	22	1	2			
		4	2	25	20	1	3	1			
		1	1	1	3	5	3	1			
		1	1	1	4	5	1	1			
		1	13	16	5	4		1			
			3	5	10	4		1			
			1	2	8	2					
			1	1	3	1					
			2	3	5	1					
			3	1	5	1					
			1	1	1	1					
			1	3	2	2					
			1	1	1						
			1	1	3						
			1								
TOTALS:	2	13	47	69	82	55	17	10	2	1	1

T A B L E    I X  
DISTRIBUTION OF GIRLS BY CHRONOLOGICAL AGES

Years	13	14	15	16	17	18	19	20	21	22	23
	3	1	5	3	9	6	1	1		1	
	1	1	2	1	2	1	4				
	1	2	3	1	2	3	3	1		1	
		3	12	10	12	5	2	1			
		3	1	11	16	13	3	2			
		4	4	1	2	1	1	1			
		5	8	3	2	7	1	1			
		1	2	5	7	2	1	1			
		1	5	1	1	3	2	1			
		1	7	2	3	7					
		1	1	3	5	1					
		1	4	4	3	4					
			1	1	2	3					
			1	1	2	1					
			1	1	4	2					
				1	1						
				1	1						
				2	1						
				1	1						
				1							
TOTALS:	5	24	57	54	76	59	18	9	0	2	0



## T A B L E X

## MEDIAN AGES OF WORKING BOYS IN EACH SCHOOL REPRESENTED

Name of School	Median Age in Years
Helena	16
Boulder	16
Cohagen	16
Winifred	16
Windham	16
Carter County	17
Columbus	17
Custer	17
Chinook	17
Big Sandy	17
Fergus County	17
Great Falls	17
Park County	17
Sheridan	17
Vananda	17
Wibaux	17
Ingomar	17
Victor	17
Forsyth	18
Broadview	18
Cardwell	19

Number of Schools with Medians available for Boys...21

Median age for whole Group of Schools.....17

T A B L E    X I

## MEDIAN AGES OF WORKING GIRLS IN SCHOOLS REPRESENTED

Name of School	Median Age in Years
Forsyth	15
Sheridan	15
Windham	15
Flathead County	16
Ryegate	16
Victor	16
Broadview	16
Cardwell	16
Custer County	16
Helena	16
Carter County	17
Fergus County	17
Klein	17
Cohagen	17
Big Sandy	17
Park County	17
Boulder	17
Columbus	17
Wibaux	17
Great Falls	17
Butte	17
Ingomar	17
Cutbank	18
Chinook	18
Number of Schools with Medians available for Girls.....	24
Median Age for whole Group of Schools.....	17

T A B L E    X I I  
 CLASS DISTRIBUTION OF STUDENTS STUDIED

BOYS

Freshmen	Sophomores	Juniors	Seniors	Total
64	70	84	69	287

GIRLS

Freshmen	Sophomores	Juniors	Seniors	Total
71	66	73	86	296

**CHAPTER IV**

**SUMMARY OF STUDENTS' QUESTIONNAIRES**

**STUDENT WORK**

The findings about student work will be classified as to (1) how much is earned by students, (2) kinds of employment in which students engage, (3) hours per week spent in outside labor, (4) work done during vacation, (5) hours of sleep secured, (6) time available for daily study, (7) number of subjects carried, and (8) time available for recreation.

#### (1) HOW MUCH IS EARNED BY STUDENTS

As has been explained elsewhere, the question proved ambiguous, hence the accuracy of the answers must be slightly discounted. The number of boys earning all of their expenses was 90, while the number of girls earning all expenses was 99, a gain of 19 over the boys. This gain could probably be explained by the knowledge that many girls earned all of their expenses by doing housework, an occupation not so available to boys. There is a probability that a few of the students earning board and room expenses specified that they were "earning all", although wherever the writer investigated, as in the case studies, those so specifying were actually earning all of their expenses. Among those earning part of their expenses, there were 223 boys and 204 girls. As might be expected, the number of girls earning part of their expenses was smaller than that of the boys, since the number of girls earning all expenses was greater.

## (2) KINDS OF EMPLOYMENT IN WHICH STUDENTS ENGAGE

Table XII shows that there were 306 positions held by boys. It is significant both from a vocational viewpoint, and from that of securing a position while in school, that 269 of these boys held the fifteen jobs mentioned first in Table XII. In other words, the first fifteen positions mentioned in the table gave work to 269 out of 306 boys. These positions are, in the order of the number of students occupied in them: janitor (77), clerk in store (41), paper route and paper selling (31), employed in homes (27), ranch or farm work (26), miscellaneous<sup>6</sup> (18), delivery (12), printshop (6), creamery, service station attendant, and trucking, each (5), selling, cafeteria work, and caddying, each (4). The 37 boys not mentioned as holding the above positions were distributed in the remaining 29 positions mentioned in the table. These data might be suggestive to boys looking for work while attending high school.

Among 314 girls employed, 287 held one of the following five positions: housework (244), clerk (15), office worker (8), usher (5). The rest of the girls (27) held the sixteen remaining positions. Judging from the findings of this survey, the positions mentioned above are the most dependable for girls seeking work during high school years.

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6. Characterized by student as "Odd jobs", "anything I can get", etc.

### (3) HOURS PER WEEK SPENT IN OUTSIDE LABOR

A line had to be drawn somewhere in considering the reasonable number of hours per week which a student should be expected to work for an employer, in return for his board and room. Thirty hours was considered a fair amount, since anything above that number is too much for the student who wishes to accomplish efficient work in school. There are 168 hours in the week. If 30 of these are spent in work, 56 in sleep (eight hours a night), and 40 in school and in going to and from school, the student has 42 hours a week left. This means that he has 6 hours of time daily for eating, dressing, study, and recreation. This distribution, it would seem, is such that the student should come out of high school with a wholesome attitude toward life. Anything much above thirty hours a week given to work will be at a sacrifice of time for sleep, study, and recreation. This sacrifice is still more grave for the student when he must work as high as 40 or 50 hours a week.

T A B L E   X I I I  
B O Y S '   O C C U P A T I O N S

Positions held	Number of Boys	
	so	Employed
Janitor	77	
Clerk in Store	41	
Paper Route and Paper Selling	31	
Employed in Homes	27	
Ranch or Farm	26	
Miscellaneous	18	
Delivery	12	
Printshop	6	
Creamery	5	
Service Station Attendant	5	
Trucking	5	
Selling	4	
Cafeteria	4	
Caddy	4	
Musician	4	
Garage	3	
Office	2	
Sugar Factory	2	
Greenhouse and Gardening	2	
Posters, Bills, Signs	2	
Bellboy	2	
Theatre	2	
Repair Shop	2	
Soda and Billiards	1	
Telephone operator	1	
Elevator	1	
Tinshop	1	
Postoffice	1	
Dishwasher	1	
Page	1	
Warehouse worker	1	
Caretaker	1	
Mechanic	1	
Bus Boy	1	
Railroad work	1	
Labor Foreman and (odd jobs during winter)	1	
Oil Refinery	1	
Plumber's Assistant	1	
Swimming Instructor	1	
Bakery	1	
Operator of Refreshment Stand	1	
Carpenter's apprentice	1	
Messenger	1	



T A B L E    XIV  
GIRLS'    OCCUPATIONS

Positions held	Number of Girls so    Employed
Housework	244
Clerk in Store	15
Janitor	15
Office	8
Usher	5
Nursemaid	4
Telephone Operator	3
Work in Cafe	3
Sales Work	3
Library Work	2
Hairdresser	1
Dentist's Assistant	1
Photographer's Assistant	1
Fountain Work	1
Farm Work	1
Tea-room (Works there)	1
Waitress (In Dormitory)	1
Dishwasher	1
Dancing Teacher	1
Magazine Collector	1
Selling Art Work	1*

\* This girl makes the Art objects herself and sells them, in addition to holding a regular position.

Among boys studied there were twenty-two working 40 hours and above. (Table XV). The longest hours of weekly work (54) was given by a boy who works in a creamery and dairy. His hours are long; he gets up early in the morning and works nearly all of his time outside of school. The second longest (53½) hours was given by a boy who works in an apartment house. The next in length of working hours was a bell-boy who works 53 hours a week. Aside from these mentioned, most of those having long working hours were those students working on farms and ranches. However, there are exceptions to this; one of the lowest number of hours given was by a boy working 7½ hours weekly and earning all of his expenses by ranch work.

Another boy worked 7½ hours weekly as janitor in a dormitory; he earned all his expenses by this work. There were boys working as little as four hours a week, but these were usually employed on paper routes or in miscellaneous jobs by which they earned only a part of their expenses. Two boys, working 11 and 12 hours, respectively, in special delivery work, earned all of their expenses.<sup>7</sup>

Fifty-six boys worked less than 15 hours weekly. If we consider 30 hours weekly as the limit above which the student is rendering too much value to his employer for what he receives, we may with equal justice say that the students

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7. They did not state whether they earned all expenses doing this one kind of work, or whether they had other means of earning money.

who work less than 15 hours for board and room are not rendering their employers adequate service for value received. The cost of board and room, balanced against the value of the student's labor, will leave a deficit to the employer unless the student works for part of his expenses only. For example, there are clerks who work 14 hours on Saturday only, making a total of fourteen hours per week. If the clerk is paid a reasonable amount for this day, neither employer nor employee is losing anything by the transaction. If, however, the clerk gets his board and room for this one day's service, it is doubtful whether the employer is getting full value for what he is giving. The median number of hours for boys' work is 23 hours weekly for the whole group studied.

Table XVI shows that there were fifty girls working 40 hours and more weekly. The longest weekly hours (94½) was given by a night telephone operator who worked all night from 5 p.m. until 6:30 a.m. From this number of hours, she got her study time and about seven hours of sleep each night, unless interrupted by too many calls. If 49 hours for sleep is subtracted from her total time on duty, there were 45 hours working hours left, during which time she had to secure time for study and recreation. (She stated that she could not take part in any form of recreation which took her away from her post of duty.) The highest in length of working hours was a girl whose case is rather doubtful. She gave 68 hours of weekly work, but

stated that she had plenty of time for recreation, sleep, and study. The figures she gave sum up to more hours than the working week contains; she gave evidence of not having filled the questionnaire carefully; her record is not reliable. The third in length of weekly working hours (63) was an authentic case, having come under the personal observation of the writer. This girl got only six hours of sleep, had no time for recreation, and had no opportunity for study outside of school hours. She worked early and late in a home, doing housework and caring for children. Another girl worked 56 hours weekly, but held two positions, one in a home, and the other in an office. The girls working the greatest number of hours were, in nearly all cases, doing housework. Some girls began at five o'clock in the morning, worked until school time, and continued their labor after school as late as nine o'clock in the evening.

On the other hand, there were ten girls working 15 hours or less weekly, who were receiving their board and room. Those girls working 10 hours or less at housework often went into homes on Saturdays, or evenings, working by the hour or day and staying in their own homes. Fifty-seven girls worked less than 20 hours per week. One girl reported earning her board and room for 2 hours of weekly work; her case appears doubtful since her questionnaire was not filled out carefully in other items. The median hours of work per week for girls is 23 hours, five hours more than that for boys.

T A B L E XV

## HOURS PER WEEK SPENT IN OUTSIDE LABOR---BOYS

Number of Boys	* Hours Worked Per Week
6	50 - 56
6	47 - 48 $\frac{1}{2}$
10	40 - 42
9	36 - 39 $\frac{1}{2}$
11	33 - 35
11	31 - 32 $\frac{1}{2}$
25	28 - 30
21	23 - 27 $\frac{1}{2}$
30	20 - 22
22	15 - 19
56	Below 15

Total: 207

\* For greater simplicity, the hours have been grouped as above.

Median hours of work per week.....23

T A B L E   XVI

HOURS PER WEEK SPENT IN OUTSIDE LABOR---GIRLS

Number of Girls	* Hours Worked Per Week
1	94½
2	60 - 68
4	51 - 59
6	50
2	48 - 49
5	47
3	45 - 46
9	43 - 44½
7	42 - 42½
4	41
7	40
12	37 - 39
19	34 - 36
26	30 - 33½
16	24 - 26½
30	20 - 23½
25	15 - 19½
32	Below 15

Total   232

\* For greater simplicity, the hours have been grouped as above.

Median hours of work per week.....28.

#### (4) WORK DONE DURING VACATION

Out of 295 boys answering the question concerning the amount of work done during vacation; 267 worked during part or all of vacation at various jobs; 28 did not work. Among the girls 208 out of 303 worked during vacation; 95 did not.

#### (5) HOURS OF SLEEP SECURED

The hours of sleep secured by students is shown in Table XVII. The data for both sexes is put on one page to facilitate contrast. It may be added that in the majority of cases where girls received a small amount of sleep working conditions were responsible; this was not found to be true of the boys. The girls receiving a small amount of sleep were usually engaged in housework; the boys in this class are nearly always those having newspaper routes, odd jobs, or light work. (The boy who received the smallest amount of sleep does paper selling for an hour a day). However, the exceptions are the cases of one newsboy who received 12 hours of sleep, and one girl doing housework (for one hour a day) who received 11 hours.

The hours of sleep are distributed as follows for the boys: one boy received from four to five hours of sleep daily; sixteen boys received 6 hours; fifty-six boys received 7 hours; one hundred boys received 8 hours; ninety boys received 9 hours; twenty-four boys received 10 hours; one boy received 12 hours.

T A B L E    XVII  
HOURS OF SLEEP SECURED BY STUDENTS

Hours	4-5	6	7	8	9	10	11	12
Boys	1	16	56	100	90	24	0	1

Hours	6	7	8	9	10	11	12
Girls	10	59	112	81	31	1	0



The hours of sleep for girls are distributed as follows: ten girls received 6 hours of sleep; fifty-nine girls received 7 hours; one hundred and twelve girls received 8 hours; eighty-one girls received nine hours; thirty-one girls received 10 hours; one girl received 11 hours of sleep. Reference to Table XVII shows that of 288 boys who answered the question (asking how many hours of sleep they received) 190 received 8 or 9 hours of sleep each night. Among the girls, 193 out of 297 received 8 or 9 hours of sleep.

#### (6) TIME AVAILABLE FOR DAILY STUDY

The time available for daily study is given in Table XVIII. It ranges from none at all to seven hours. Students often specified that this time included study time in school. Answers were often qualified by the addition of the words "after supper" following the number of hours given to study. The range of time given to study extended from "no time at all"<sup>8</sup> to 7 hours daily among the girls, and from "no time at all"<sup>8</sup> to 6½ hours daily among the boys. The median number of hours for study for both boys and girls is two hours daily. This often includes recreation time; which must be sacrificed for study, and sometimes even sleeping time must be used for study. This especially applies to girls doing housework and caring for little children in the homes in which they work. Work in homes, unlike work in stores, has no definite hours of operation.

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8. It is inferred that when students used the term "no time at all", they meant no time outside of school hours.

## T A B L E XVIII

\* HOURS AVAILABLE FOR DAILY STUDY

## BOYS

---

	: Less :	:	:	:	:	:	:	:	:	:	:	:	:	:
None	: than :	1	: $1\frac{1}{2}$ :	2	: $2\frac{1}{2}$ :	3	: $3\frac{1}{2}$ :	4	: $4\frac{1}{2}$ :	5	: $5\frac{1}{2}$ :	6	: $6\frac{1}{2}$ :	:
	: hour :	:	:	:	:	:	:	:	:	:	:	:	:	:

---

9 : 40 :29 :19 :74 : 26:48 :10 :33 : 2 : 6 : 0 : 6 : 1 :

## GIRLS

---

	: Less :	:	:	:	:	:	:	:	:	:	:	:	:	:
None	: than :	1	: $1\frac{1}{2}$ :	2	: $2\frac{1}{2}$ :	3	: $3\frac{1}{2}$ :	4	: $4\frac{1}{2}$ :	5	: $5\frac{1}{2}$ :	6	: $6\frac{1}{2}$ :	7 :
	: hour :	:	:	:	:	:	:	:	:	:	:	:	:	:

---

8 : 1 :38 :18 :76 :19 :61 : 9 :24 :2 :4 :0 :1 :0 :3 :

---

\* Includes time in school. Most of the time given includes school study periods plus study time outside of school.

### (7) NUMBER OF SUBJECTS CARRIED

Tables XIX and XX give the number of subjects carried by students in the survey. Of 312 boys giving the number of subjects carried, 225 were carrying four subjects, the normal load. We are not particularly concerned with the students (20 in number) who were carrying less than the normal load, since their health or efficiency could not be lowered by so doing; we are concerned with those 63 students who were carrying five subjects; the two who were carrying six, and the one carrying seven.

Among the girls a slightly better situation occurred. Among 310 girls, 240 were carrying a normal load, 14 were carrying less, and 55 were carrying more than normal. The girl reporting eight subjects may have possibly meant to include several extra-curricular subjects although she does not so indicate. It is almost unbelievable that a school, even a small one such as this girl attended, would allow a student to carry eight regular subjects in addition to earning her own livelihood.

Only full time school subjects were included in the tabulation. The omission of extra-curricular activities was not made because they were felt to be of no importance, but because the students as a whole did not specify extra activities in their answers. The subjects reported were assumed to be regular school subjects, unless the student

specified otherwise.

(8) TIME AVAILABLE FOR RECREATION

The tabulation of recreation time presented a problem, since students did not always answer in uniform terms. Such phrases as "enough", "all I want", "all I need", and "anything within reason" are classified under the term "Enough". (One unusual case is that of a girl who worked 40 hours or more weekly and reported "enough to make me happy".)

T A B L E    X I X  
 NUMBER OF SUBJECTS CARRIED BY STUDENTS--BOYS

Number of Boys	Number of Subjects
2	2
19	3
225	4
63	5
2	6
1	7
<hr/>	
312	Total Number of Boys Replying to this Question

T A B L E    X X  
 NUMBER OF SUBJECTS CARRIED BY STUDENTS--GIRLS

Number of Girls	Number of Subjects
4	2
10	3
240	4
53	5
1	6
1	7
1	8 *
<hr/> 310    Total Number of Girls Answering this Question.	

\* It seems scarcely possible that this means eight regular subjects; possibly extra-curricular activities, such as Glee Club, etc. are counted. The student did not specify this fact, however, although other students sometimes did.

Other students replied "not enough", "very little", "one evening every two weeks", "one Sunday a month", etc. These replies are classified under "Not Enough". Some students had Saturday or Sunday afternoon or evening, or both, available for recreation time. Others had all of Saturday or Sunday, or both, free for recreation. Some students reported in terms of "study evenings". Tables XXI and XXII give the numbers reporting under the different amounts available for recreation. It will be noticed that some answered in rather vague and indefinite terms; others replied in the exact number of hours per day available for recreation. The students who reported that they had free evenings, usually qualified the answer by adding some such explanation as, "If I do not have to study." One boy working rather long hours in a garage said, "I get it while I work". A clerk in a store replied, "Four to eight hours", and a boy working on a paper route answered, "All night".

Six boys had no time at all for recreation; sixteen had Saturday or Sunday afternoon or evening, or both; twenty-six had all day Saturday or Sunday, or both; twenty-six reported "enough"; eight reported "not enough"; sixteen reported "study evenings"; six reported one-third to two-thirds of an hour daily. These answering more or less indefinitely total 104 boys; the rest (162 boys) answered in definite number of hours daily. Among the girls, 154 answered in indefinite terms,

while 98 reported in number of hours available for recreation daily.

This completes the data about students, except for their vocational plans and home conditions which follow in the succeeding chapters.



## T A B L E    XXI

## TIME AVAILABLE FOR RECREATION--BOYS

	: Sat. or Sun.:	All of :	:	:Even-	:One-third-
No Time	: Afternoon,	:Sat. :	:	:ings	:two-thirds
at all	: Evening,	:Sun. :	:Enough:	:Enough:(Study)	:Hour
	: or both	:or both:	:	:	:Daily

6	16	26	26	8	16	6
---	----	----	----	---	----	---

104 Boys Reported in the above Terms.

Hours Daily										
1	1½	2	2½	3	3½	4	4½	5	5½	6
22	14	50	9	34	5	16	0	6	0	6

162 Boys Reported as above in Definite Number of Hours.

T A B L E   XIII

## TIME AVAILABLE FOR RECREATION--GIRLS

	: Sat. or Sun.:	All of :	:	: Even-	: One or two
No Time	: Afternoon,	: Sat.	:	: Not	: ings
at all	: Evening,	: Sun.	: Enough:	: Enough:	: (Study): Evenings
	: or both	: or both:	:	:	: a Week
11	38	31	25	19	16
					30

154 Girls Answered Indefinitely, as Above.

Hours Daily										
1/2	:	:	:	:	:	:	:	:	:	:
to	:	1	:	1 1/2	:	2	:	2 1/2	:	3
3/4 Hr:	:	:	:	:	:	:	:	:	:	:
3	21	13	26	10	15	5	5	0	0	

18 girls reported as Above in definite number of hours.

The material presented in this chapter does not properly belong with that treated in the other chapters dealing with student questionnaires, since it refers to future plans rather than present conditions. It is presented to show what plans and ambitions these self-supporting students have in regard to college attendance and the choice of vocations.

### (1) COLLEGE PLANS OF STUDENTS

In asking the question, "Do you plan to go to college after completing high school?" the writer understood that many self-supporting students who would never be able to carry out their plans would like to go. Many students expressed this doubt in their answers by such qualifying remarks as these:

"Yes, if I can afford it", or, "I should like to, but don't know whether or not I can".

Several students had definite plans to make college a reality. For example, one girl said that she would teach in a rural school until she had enough saved to make college possible; another planned to begin by nursing and then work up to surgical or medical work later on. These young people gave evidence of being willing to put their plans into execution.

Among the boys, 180 planned to attend college; 78 did not. It is noteworthy that in rare cases only did the student show evidence of not having carefully considered what his preferred vocation demanded in the way of training. A few boys stated that they did not expect to attend college but

planned to be doctors or civil and electrical engineers. Such cases were noticeable by their rarity.

Among 258 girls answering the question concerning college plans, 150 planned to attend college, 108 did not. The probable explanation for the smaller number of girls planning to attend college will be given in the next topic.

## (2) VOCATIONAL PLANS OF STUDENTS

The vocational plans of students are often dependent upon their college plans, and the ability to carry out these plans will depend equally upon the ability to make college attendance a reality. The figures showing college plans and the tables (Tables XXIII and XXIV) showing vocational preferences represent plans students would like to follow, not what they actually will follow, in all cases.

In preferred vocations among boys, five are popular. These five are, together with the number choosing them: Aviation (20), Engineering (no specific branch named)(14), Work of electrician, or Electrical Engineer (13), Medicine (11), Farming or Scientific Agriculture (10). Other vocations received a smaller number of choices; there are many which were mentioned only once. There were 63 vocations represented in the choices of 195 boys.

It is to be noted that fewer girls planned to enter college than did boys. The explanation probably lies in the fact that 55 girls were planning to take nurses' training.

The largest number of girls (67) planned to follow the teaching profession. Stenography comes third with 46 girls choosing it, while the fourth choice is book-keeping (12). These four vocations represent the choices of 175 out of the 258 girls answering the question of vocational choice. There are thirty occupations mentioned in all by the girls. It is noticeable that none of the girls expressed the ambition to go into homes as wives and mothers, although that might have been in the minds of seven who gave cooking, domestic science work, and teaching of home economics, as their choices.

In all cases the students' own terminology is used, since the writer could not undertake to interpret what students had in mind when they named certain vocations.

## T A B L E    XXIII

## VOCATIONAL PREFERENCES OF WORKING STUDENTS--BOYS

Vocation *	Number of Boys Choosing
Aviation	20
Engineering (Kind not specified)	14
Electrical Work or Electrical Engineering	13
Medicine	11
Farming of Scientific Agriculture	10
Aeronautics or Aero-engineering	8
Radio Work (Service and Engineering)	7
Forestry or Forest Ranger, Ranching, Law, Coaching or Physical Education Work	6 each
Carpenter	5
Pharmacy, Druggist, Chemistry	5
Mechanical Work, Music Teaching, Architec- ture, Teaching, Mechanics	4 each
Civil Engineering, Chemical Engineering, Funeral Director, Biologist and Research Worker, Designing, Business, Airplane Pilot, Salesmen	3 each
Cattle and Stock-raising, Cow-punching, Plumbing, Surgery, Clerking, Merchandiz- ing	2 each
Ministry or Mission Work, Hotel Manager, Machinist, Owner of Grocery Business, Cartoonist, Line-work, Artist, Com- mercial Work, Printing, Garage Work, Dentistry, Book-keeping, Horticulture, Business Administration, Politics, Creamery Work, Milling, Landscaping, Cooking, Higher Mathematics, Dude Ranching, Movie Business, Sugar Manufact- urer, Journalism, Baker, Mail Clerk, Join the Navy.	1 each

Total of 195 boys who gave vocational preference.

\* In all cases the students' own terms are used, since the writer could not know what was in the students' minds when particular vocations were given.

T A B L E    XXIV  
VOCATIONAL PREFERENCES OF WORKING STUDENTS--GIRLS

Vocation*	Number of Girls Choosing
Teaching (includes Kindergarten and Primary Work)	67
Nursing	55
Stenography	46
Book-keeping	12
Secretarial Work	8
Art Work, Art Teaching	7
Domestic Science, Home Economics, Cooking	7
Clerking	7
Commerce, Journalism	6 each
Hairdressing, Business and Business Administration	5 each
Office Work	4
Physical Education Director	3
Mathematics Work, Medical Work, Beauty Culture, Costume Designing	2 each
Dramatic Work, Law, Decorator, County Extension Work, Work in Ready-to-wear Store, Dietetics, Music, Psychology, Social Service, Salesmanship, Medical Laboratory Technique, Surgery	1 each

258 girls gave Vocational Preference.

\* The students' own terms are used in all cases.

CHAPTER VI

SUMMARY OF STUDENTS' QUESTIONNAIRES

HOME CONDITIONS



In a study of this kind it is obviously impossible to make an extensive and a detailed study of home conditions for every student; that is left for the case study. However, it was felt that the size of the family from which a student came might easily influence the economic situation in that home. The loss of one or both parents, too, is a factor which seriously affects the student's life. Both of these factors could be ascertained by asking a few simple questions. Matters such as the divorce or separation of the parents vitally affect the student, but such questions could scarcely be asked of him. However, some students volunteered information such as this:

"Both parents living, but divorced; I am living with my mother."

"Yes, but separated."

"Father not known if living--I am living with my mother."

"Father's whereabouts unknown."

"Neither living, as far as I know."

"Mother is an invalid."

#### (1) NUMBER OF STUDENTS WITH PARENTS LIVING

Tables XXV and XXVI give the number of students whose parents were both living, the number of those who had but one parent living, and the number of those who had neither parent living. Among 303 boys, 235 had both parents living; 36 had the mother living; 26 had the father living; 6 had neither

parent living. The number of boys having one or both parents deceased is 68.

The number of girls answering this question was 307, 227 of whom had both parents living. Forty girls reported their mother as living; 30 reported their father as living; 10 reported neither parent living. The figures show that in cases of both boys and girls, apparently more mothers are living than are fathers. This does not necessarily mean that there are more mothers actually living than there are fathers; but it does suggest that the students whose mothers only are living are attending school in larger numbers than those whose fathers only are living.

## (2) SIZES OF FAMILIES REPRESENTED BY WORKING STUDENTS

Graph number 4 shows the sizes of the families represented by the students in this survey. Among 612 families represented; 34 families had one child (the one filling the questionnaire). Ninety-eight families had two children, and ninety-eight had four children. Thus, it may be seen that the number of two-child families and the number of four-child families are equal. One hundred and two families had three children. This represents the largest group in the graph. Seventy-four families had five children; sixty had six; fifty-five had seven; thirty-seven had eight; twenty-one had nine; seventeen had ten; twelve had eleven; three had twelve; one had thirteen in the family.

T A B L E    XXV

## NUMBER OF STUDENTS WITH PARENTS LIVING--BOYS

Number having neither Parent Living	Number having Father only Living	Number having Mother only Living	Number having both Parents Living
---	--	--	---

6

26

36

235

---



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Number of Boys Answering this question.....303

Number of Boys Having one or both Parents deceased...68

## T A B L E    XXVI

## NUMBER OF STUDENTS WITH PARENTS LIVING--GIRLS

Number having neither Parent Living	Number having Father only Living	Number having Mother only Living	Number having both Parents Living
---	--	--	---

10

30

40

227

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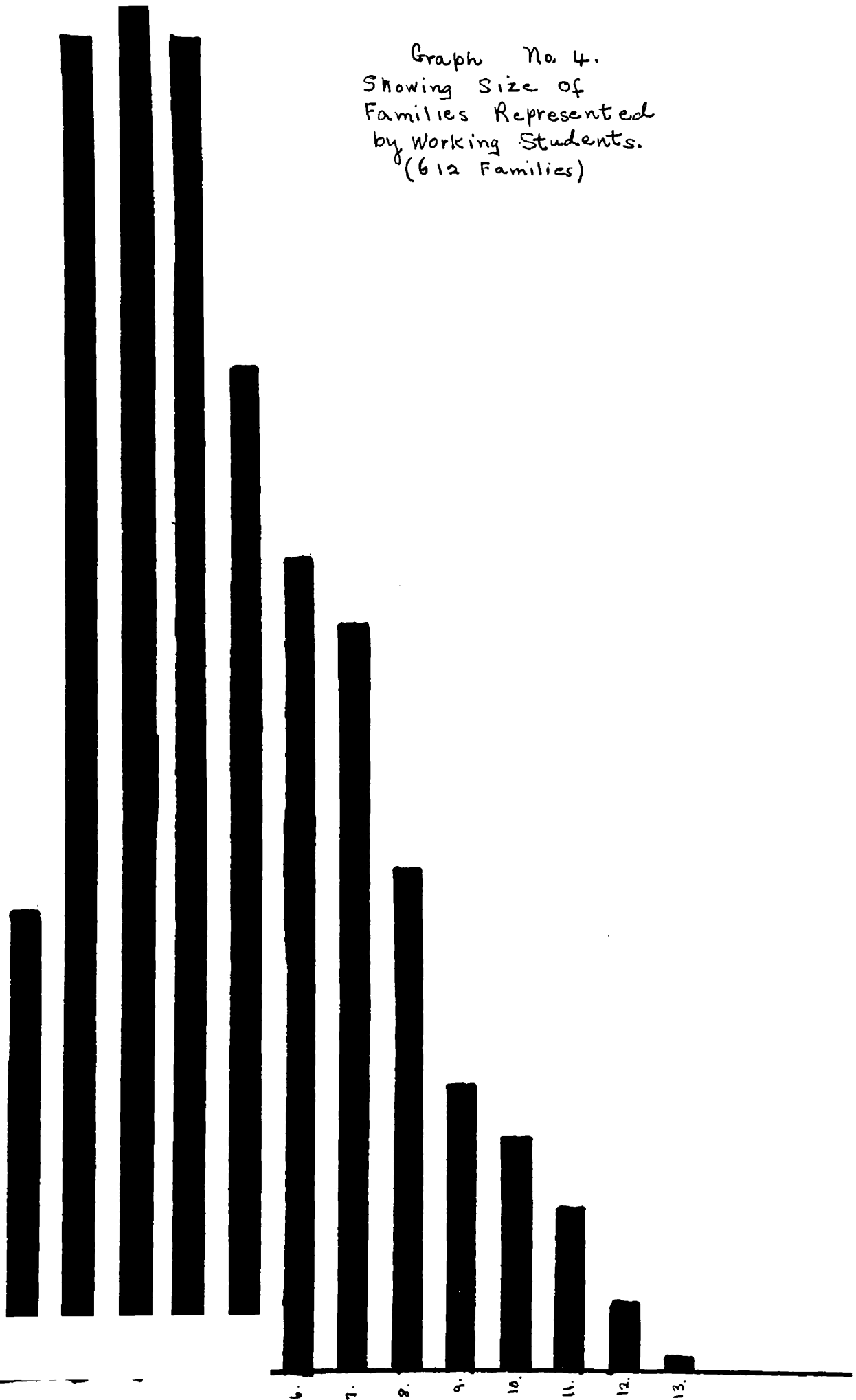
Number of Girls Answering this Question..... 307

Number of Girls Having one or both Parents Deceased...80

Graph No. 4.  
Showing Size of  
Families Represented  
by Working Students.  
(612 Families)

Number of Families

2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70 72 74 76 78 80 82 84 86 88 90 92 94 96 98 100



The largest group is the three-child family, the smallest, the twelve and thirteen-child families. It is interesting to note that Fergus County, Great Falls, and Columbus have, for the most part, small families; while Carter County and Custer County are characterized by the larger families.

By counting the number of brothers and sisters in the above families (the students themselves were not counted in this tabulation) there are found to be 1162 brothers and 1064 sisters of self-supporting students.<sup>9</sup>

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9. Where several students from the same family were self-supporting, the brothers and sisters would be counted twice. There is no means of knowing exactly how often this occurs, since unrelated students often have the same names.

## **CHAPTER VII**

### **SUMMARY OF STUDENTS' QUESTIONNAIRES**

#### **STUDENT OPINIONS**

The questions, "In your opinion, does working part or all of his way injure in any way, a student's work in school?" and "Do you wish to give a suggestion or make any remarks about student work?" were not as definite as the other parts of the questionnaire; they allowed the student considerable latitude in answering, as well as a chance to give his own opinions. In some cases these questions were misunderstood; in all cases, however, where questions were answered at all, they were answered with seriousness and thoughtfulness, and with a noticeable absence of rancor or bitterness.

#### I. DOES WORK INJURE THE STUDENT?

The fact that the question limited the answer to injury to studies and not to health and recreation elicited a number of replies qualifying a plain affirmative or negative answer. Ninety-six students answered simply, "Yes"; three hundred answered simply, "No"; one hundred and sixty-six qualified their answers with explanations or notations of what they believed to be correct. These answers, having been classified according to their substance, will be given in the words of the students themselves. In no case is a change made, except where a word has been obviously left out.

A. Disadvantages of Working. Students mentioned the following disadvantages of working: (1) Work is too great a physical strain upon the student who must study; (2) the students' studies suffer from work; (3) the student is deprived of



participation in school activities; (4) work is a social and recreational handicap; (5) there are personal losses caused by work.

(1) Work is too Great a Physical Strain upon the Student who Must Study.      Student comments follow:

"When we have to work we are too tired in the evening to study. You also lose some of your interest in school work when you have so little time to yourself."

"Yes, it does, they cannot concentrate in school."

"Sometimes discouragement carries over and affects the spirit in which he studies!" (Girl of 16, does 32 hours of housework weekly.)

"It makes it hard not to have plenty of time to study. Even if you have a few hours after supper, after working all day, you do not feel much like studying."

"I found that while working (during my Freshman year) I was often too tired either for study or recreation after school hours; and in this way it injured my ability both in and out of school." (Sophomore girl, earning part of her expenses by doing 29 hours of work a week.)

"If a student has to work he can't do either the work or the lessons well. He keeps thinking about the lessons when he works, and doesn't do his work well; when he comes to his lessons he is too tired to do them well."

"Yes, in my case. I get up at three in the morning and I'm so sleepy I cannot think clearly." (This boy works three hours daily, evidently early in the morning, in a printing office.)

"Yes, I think it does a little because you can't study until night, and then you are so tired, you don't concentrate as well as you would otherwise."

"In one way--after working after school hour you do not feel much like studying, and it is necessary to study after school." (Sophomore boy, seventeen years of age, works as clerk in a store, 40 hours a week.)

"Yes, depending on work--generally, no."

"Does hurt some students, because it often makes you too tired for study, and you want some recreation instead of work."

"Yes, he has to study when he can, and often he is too tired to do any studying at all nights. Besides he cannot participate in outside activities with a job calling for all his spare time. Most students who work make average grades, because they really want to learn, but haven't the time to study. If they didn't work they would often be at the head of their classes--but if they didn't work they couldn't go to high school. I think they ought to be given all the opportunities possible as they are really interested in learning." (From a Senior boy of 21. Is "out on his own hook" as he expresses it. Entirely self-supporting. Works in private home, 4 hours a day and all day Sunday. Gets 6 to 8 hours of sleep.)

(2) The Students' Studies Suffer from Work. The students gave the opinions that their studies suffered directly from the effects of work, that they had little or no time to give to make-up work, and that their efficiency in school was impaired because of work done outside of school.

"A student working in a home cannot concentrate on his studies as he should, because if he is conscientious about the work at home he is almost sure to worry about it to some extent." (Senior girl, doing 30 hours of housework per week.)

"I worked all last semester and six weeks of this semester. I did injure my school work; I failed the first six weeks. I am not working now." (This girl, a 15-year old Freshman, worked every minute of her spare time, and 15 hours on Saturday alone. She was always too tired to study.)

"Yes, because of lack of study time, and little recreation."

"It is hard to stay after school for make-up work, and for clubs".

"Only in getting points<sup>10</sup> for school (Clubs, plays, etc.) and for make-up after school."

"Sometimes we do not get our homework, because the teachers give us too much."

"The student who works after school is at a decided disadvantage, especially with the point system in operation."

"Working does injure a person in school work, and also socially."

"It does mine, but that is because I am not very brilliant. It wouldn't otherwise." (From a frank young person who faces facts willingly. Is a Freshman, 17 years old, does house-work  $5\frac{1}{2}$  hours a day on week days and 8 hours on Saturday. She adds the following:) "It is my opinion that any one who is willing to try can make a success of high school work, and at the same time work all or part of his way. It all depends on the ambition and courage of the pupil. It is good for one to work."

"It injures his work because he hasn't the time to spend on his subjects, and you don't know when you can get around to your lessons." (Junior girl, earning all of her expenses. Works seven hours a day on week days, 3 Saturday and 3 Sunday. Gets 7 hours of sleep.)

"In my case it does to a certain extent, because I go to work at 5:30 p.m. and work until seven in the morning. This does not give me much time for recreation, also when I am studying I am interrupted by calls." (This girl is a night telephone operator and is on duty  $13\frac{1}{2}$  hours every night in the week. She is a Junior, 20 years old. Usually gets seven hours of sleep out of the  $13\frac{1}{2}$  while on duty.)

"I had to miss a month of school for my work, and it injured it, but if a student does not have to miss school, it should not hurt him. It is good for every one to earn part of his school expenses." (This boy worked 12 hours a day in a sugar factory, during campaign, seven days a week. Money earned was saved for school expenses.)

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10. Some schools give "points" for participation in Extra-curricular activities.

"In some cases if you are interested in your job you will eventually lose interest in your school work. It is all right to work part way, but you will go into debt working all. It becomes very tiresome to see other pupils getting an education without any effort on their part. (Boy of 17, clerks in a store 2½ hours daily, 15 hours Saturday. Says humorously that he is "Carrying four subjects, dragging three".)

"If a student can go to school without working he can keep his mind better on his studies. All right to work part way, but not all. Working all the time, every spare minute, he cannot find time to spend on his studies."

"Yes, in a way. When I have several long written lessons it makes it hard to get them."

"Yes, it does sometimes. It's hard to get your lessons when you cannot stay after school once in a while, and I have to work, and can't stay very often."

"It depends on how much home-work each teacher gives you. There have been times when I had to work late at night. The next morning I wouldn't have my home-work done." (Girl of 17, does 37 to 40 hours of housework a week.)

"Working all of his way takes time most decidedly from his studies."

"In some cases no--in mine, yes." (Boy of 16, a dishwasher. Works 44 hours per week.)

"School work would be easier if I could stay extra periods after school for help, but I never can."

"No, but it takes a lot of pleasure out of life. It hinders you in points (for clubs, plays, etc.)"

"I think it injures a student's work a little bit; but if a student really wants to study and uses his spare time to do so, he will get along fine. If he wants to get high grades all the time and work for a scholarship, he should not work his way, for he may have to work when he wants to study."

"If one works his whole way by common labor it does. Some work does a student good, clerking, for example." (From a clerk).

"If I had more time to study, I could get better grades."

Working for my board, I have no certain hours for work, therefore I work all of the time that I am not in school, usually from 5:30 a.m. till 9:00 p.m."

"Yes, sometimes it does, as your work comes before your studies."

"Yes, I wish I could have more time to study and could get to school early so I could study in the morning."

### (3) The Student is Deprived of Participation in School Activities.

Among the boys, as might be supposed, the loss of opportunity to take part in athletics was felt most keenly; among the girls the loss of opportunity to take part in club work, plays, and piano recitals was regretted. There is, however, an overlapping of these interests. Some student quotations on the subject follow:

"Keeps me from taking part in school activities, but does not injure school work."

"My position hinders me once in a while in athletics, otherwise not. The average student has too much leisure time. He should have something to keep him occupied."

"In working all of his way, one is not able to take part in all the different activities which he would like; and sometimes he may not feel like studying when he gets through with his work."

"Yes, the student does not have the advantage of outside activities relating to school. After school it is necessary to hurry home, thus making it impossible to enter into any school activities. If a student has enough initiative to extract pleasure from the students around him, it is all right. The attitude of the people you stay with, toward you, is important."

"Only in one way. There are plays, piano recitals, etc.,

right after school that would be helpful to attend, but it is impossible to do so."

"You do not get any pleasure out of school. You cannot take part in outside activities, cannot be in plays, etc."

"To a certain extent. For instance, it keeps students out of student activities, class meetings, and plays."

"Students who are interested in athletics do not get time to practice after school."

"Does not injure my school work if I have time for social activities. I would rather get my board and room otherwise; then I would be able to take up football and other athletics, which I like very much." (Sophomore boy of 17, works 32 hours a week in private home, doing chores, etc.)

"No time for outside activities."

"Student work keeps one from entering school activities such as outside sports. I do not believe it sportsmanlike for a student participating in athletics to ridicule a student working his way through school, for not being able to go out for athletics." (Junior boy of 18, does janitor work four hours a day.)

"No because you cannot stay after school, for clubs or anything like that, although I do belong to two clubs."

"Yes, when I am supposed to stay after school to be in plays, or even for studies, I cannot stay." (Freshman girl, 14 years old, works 43 hours weekly at housework. She adds): "This is my first and last year of working out."

Perhaps no better summary of the answers given to this question, under this heading, could be given than this quotation from a student:

"It bars him from taking part in most all of the outside activities, which are almost as important as his school work."

#### (4) Work is a Recreational and Social Handicap.

Students mentioned that lack of recreation, lack of time for outside activities, or lack of opportunity to meet others in a social way handicapped them. Thus, one boy who is considered an unsocial person by his teachers and associates confesses:

"A student who works as I do at night, misses out on his social training. A plan should be made to give him some social life, as he needs it." (Boy on night duty at a hotel.)

Another says:

"When one works nights it is not so good, because one needs some recreation when he works all day and night Saturday and Sunday." (From a Senior boy, working 42 hours a week in a filling station.)

"You want some recreation."

"Sometimes it does (injure him socially) but it is better for the student to go ahead, and make something of himself for the future."

"A student working part or all of his time cannot get the same benefit or enjoyment out of school that he could otherwise."

"It does not hurt unless the student wishes to figure in the very social circles."

#### (5) There are Personal Losses Caused by Work.

Students give several personal losses caused by work. Some are definite:

"Yes, night study has injured my eyes." (This girl's writing gives evidence of very poor eyesight.)

Another case is a rather unique loss, expressed by a boy who is a salesman:

"In many cases working wrecks the chances of a boy, be-

cause of the over-amount of independence it creates sometimes."

Other losses were expressed a little more indefinitely:

A girl doing 50 hours of housework weekly says:

"All I can say is not to work at a place where the hours are so long that you have to slack in your school work, because it doesn't pay in the end."

A boy says, "I would like to take a project in Agriculture, but I cannot."

"It is hard all right when you don't get any other help, but I feel that I have accomplished more by working my way through school. Anyone can do it, if he is willing to sacrifice a little pleasure." (A 22 year old girl, doing 35 hours weekly work in a hospital.)

"I think it does, especially working in a home where there are children. There is never silence." (Girl of 18, does 44 hours of housework weekly, gets 7½ hours of sleep.)

"There is likely to be a strong physical and mental strain on the student. I advise any student who can possibly do otherwise to avoid it, because working certainly does pull down your grades. I think it is much easier to work the first two years of high school than the last, because for the last you need all the time available for concentration and rest, or you will find yourself in the midst of a physical or nervous breakdown." (This girl works 44 hours a week at housework, and spends 2 hours a week in Library work, besides. Gives evidence of careful budgeting of time.)

**B. Advantages of Working.** These who said that work actually helped a student, while fewer in number than those who said it injured him, were no less intelligent and sincere in the reasons given for their views than the others. The advantages of work, according to the students' comments were:

(1) Work gives the student good training and good mental attitudes; (2) work is a pleasure to some students; (3) students



are helped socially by their employers; (4) work furnishes students an outlet for spare time; (5) work enables the individual to secure an education; (6) student work relieves economic burden from parents; (7) work proves an asset in students' future vocational life.

(1) Work Gives the Student good Training and good Mental Attitudes.

Students said that work gave the student good training, mental and physical, that it induced good mental attitudes such as alertness, ambition, self-reliance, sense of responsibility, and enthusiasm.

"I think that student work gives application to what you learn in school. You can decide more easily the type of work you wish to take up."

"It acts as an incentive. We desire something higher and determine to work for it." (Junior girl, 17 years old, doing 55 hours of housework weekly.)

(From a boy with a paper route) "I'd be lost if I couldn't get up at four a.m. and walk three miles. It helps the body keep strong, and a strong body helps to develop a strong mind. I believe that a student can learn from work more easily than out of text-books. Those who have a job know the value of a dollar and appreciate the work of others more than the person who gets his money from his parents." (Senior, 18 years old.)

"It makes the mind more alert and able to grasp things faster, having to move and think fast." (Delivery boy.)

"It helps him to appreciate and value time in high school more. He knows he is here to work, and realizes just how much his education is costing him in both effort and money. He learns to budget his time and finances. I think it is an excellent plan for every student to finance part of

his own way."

"I am satisfied with my work, and grades at school. I feel that working has not hurt me in any way. My grades are just as good as they would have been had I not worked. I think that working is a very good thing as long as one cannot go to school otherwise. It puts young students more on their own responsibility."

"I am very much in favor of students working their own way. It makes them responsible, develops initiative."

"If one learns to work and have responsibilities by working his way, he becomes better adapted to leadership and to his life work."

"It gives you some sense of responsibility and teaches you to be more careful of your conduct and manners. Your grades do not suffer, because you feel that you are personally responsible."

"Makes you appreciate your education more."

"Student work, in my opinion, is an asset to anyone. It makes one realize what school and work are, keeps him interested in study, keeps his mind on a good course of thought."

"It has a tendency to make a student independent."

"I know from experience that the more work you have to do, the more work you get to do. People who have work besides school aren't always chasing around the streets."

"Some people think that students who work their way through high school are deprived of many of the school activities. This is true occasionally, but a majority of these students are really being taught to value their time, be economical, and keep out of mischief. I know of a girl who worked for her board and room for four years and was the valedictorian of her class."

"Work represents some effort on the part of the student, and will make him more enthusiastic."

"Working makes the student realize that school is a help and not an obstacle to freedom. Makes him realize the worth of money."

"I have worked part of my way one year, and all of my

way two years and succeed in getting as good grades as the others who have all their time to spend as they please."  
(From the valedictorian of his class.)

"If anything, it makes the student more ambitious, self-reliant, and stronger mentally and physically."

"It helps, for the student who cares enough about school to work for it, will study when he gets to school."

"Makes a student more dependent upon himself and more independent of others."

"Being away from home and family teaches you to be independent and to take care of yourself. You learn to face obstacles and hardships that come up in your everyday life."

"It brings the student in contact with the people who inhabit this great world. It impresses upon him that courtesy, honesty, etc., are necessary for progress. It teaches him to take things as they come." (Girl, 17 years old, clerks in store, 50 hours weekly. Takes three subjects.)

"I frankly believe that working all or part of one's way through high school does not hinder, but rather helps a person who is going to school. Working makes a student see that he has his studies and that these are to be studied in the time he has available for them. If he has these to be done, he goes ahead and does them and does not put it off, because putting off sometimes results in work undone. He learns to do more than just studies, and this will help him when he gets into the world, because he will be able to do more than just his little tasks."

(2) Work is a Pleasure to Some Students. Students expressed this idea by expressions such as these:

"I am not happy unless I work."

"I like my work and am interested in it."

"Makes a person feel that he is really getting something out of school."

"I prefer working."

"It is something to look forward to besides school work."

"It makes one more interested in school work."

"I like to work, and need something to do."

"I like my work, and enjoy my job."

### (3) Students are Helped Socially by Their Employers.

In contrast to the students who reported that they were hindered socially by working, several said that they had been helped socially by their employers. This was true of girls who worked in refined homes. One girl reports:

"My working where I do has helped me very much because the people (employers) help me so much by telling me what to do. She (the lady of the house) helps me in my school work, my social life, and my recreation." (From a 14-year old Sophomore, who does housework most of her spare time.)

Others say:

"It helps you; teaches you how to deal with the world."

"When a girl works, she gets more out of school work than if she didn't. She is not able to stay up late on school nights, and is more likely to amount to something. In my case, the place I work is just like going to school, I learn so many things there. (Girl, earning all of her expenses by reasonable hours of housework.)

### (4) Work Furnishes Students an Outlet for Spare Time.

The advantages of having something definite to occupy spare time that would otherwise be wasted is emphasized by some students:

"It keeps one home more, so that he is able to study."

"It keeps you busy."

"Students who work have less time to waste on foolish things, and think less of evil pastimes, because they do not have the time."

"The time spent in work wouldn't be used for study anyhow."

"You have something else to do besides run the streets."

"I have less time to waste."

"Work after school is a good thing. It prevents loafing, and loafing develops bums and criminals."

"If a student doesn't let work interfere with his studies, it is one of the best things he can do. Most fellows would rather work than loaf around, because there isn't any sport in loafing in pool-rooms, etc."

Two students give the two following frank summaries of the situation.

"A student working hasn't so much time to put on his studies, but the average student wouldn't put that time on his studies anyway. He would study only about so much. Of course, if one spent a great deal of time upon work, his lessons would suffer."

"Most students waste a good deal of time, especially do students from ranches who board in town. During times of depression like this a great deal is saved by students working. I used to board, but prefer working."

#### (5) Work Enables the Individual to Secure an Education.

Several students gave work as a means of securing an otherwise unobtainable education. If more did not mention it, it was possibly because they believed the fact to be so obvious that it needed no mention. Students expressed themselves in regard to this advantage by saying:

"If I didn't work I could not go to school."

"It would be preferable not to work, but if you cannot get an education otherwise, you have to work."

"If a student did not have to work, he could get better grades, but if he did not work, he could not go to school."

(6) Student Work Relieves Economic Burden from Parents.

That student work relieves economic burden from parents is realized by students and expressed in characteristic adolescent language in the following extracts:

"I believe working helps the student, as it gives him an idea what it means to parents to have to 'dish out' money for dances, shows, etc." (Boy)

"It is nice to be able to help your family along. I get all my clothes, etc." (Girl, usher in a theatre.)

"Makes students less of a burden on parents." (Freshman boy, son of widowed mother.)

"I think students ought to help their families by working." (Boy)

(7) Work Proves an Asset in Students' Future Vocational Life. Comments of students prove that the writers thought seriously of the relation of their work to their future vocational life.

"The experience will be valuable in going to college, too. It will not be effort wasted, because he will be able to get more out of school that is worthwhile to him."

"Because of my work, I have more hopes of college."

"Teaches you how to deal with the world, and if you don't get an education you don't get far."

"A student should foresee the future enough to help get all out of his school work that is possible; ambition lands you half-way to success."

"The training received will help a lot in the future."

"A limited amount of work offers advantages for the future. You have experience along some one line, and are better able to cope with the problems in life." (Store clerk, working long hours.)

"I think that the student who works during his school years is far better prepared to meet the occurrences of his future years than one who does not."

"Housework at this time is a good thing for a girl. Then if she gets married and has to take care of a home--very well. She will know how."

### C. Answers Qualified by Accompanying Reservations.

This section includes answers which were either affirmative or negative, but were accompanied by some qualifying remarks in addition. The following quotations are typical:

"It does if he does not have enough time to study and to sleep, otherwise it does not."

"Not if he has plenty of time for recreation and school work. I don't think a student should have to work all his way, because when you go to school, that is supposed to be your occupation."

"Student work is all right, if you get a good place to work."

"It doesn't hurt, if the work is not too difficult."

"No, it doesn't, if you study when you are supposed to, instead of going out nights."

"Not unless there is so much work that it robs a student of his study."

"Yes and no. It depends on the work done, plus the subjects carried."

"If a student works in a place where they have the least bit of consideration for his feelings, I believe working does not hurt him."

"It depends on his health."

"Only at times when they have extra work or extra lessons. If students do any outside reading they must find time on Sundays or read until late in the evening." (18-year old girl, does 45 hours of housework weekly.)

"It does not injure school work, unless you are not careful to spend your time well, and have too much to do."

"Not unless it is too hard, or too long hours, or the student is carrying too many subjects."

"Not unless he works all of his way during nine months a year."

"It depends on the character of the pupil."

"Not if the student is of at least medium intelligence and makes the most of his time."

## II. STUDENT SUGGESTIONS

The answers to the question, "Do you wish to give any suggestions or make any remarks about student work?" fall into four groups: (1) suggestions for school authorities for making the student's burden lighter; (2) advice to students for making their work easier; (3) suggestions about the handling and finding of positions for students; (4) rights of students as defined by the students themselves.

(1) Suggestions to School Authorities. The suggestions were few in number, but express a need for the adjustment of academic work to outside conditions. The first comes from a student who attends a school having 60-minute periods.

"I don't think we should have whole hour classes that don't give us a chance to get most of our work done in school." (Some teachers use almost the whole 60-minute period, for recitation, leaving the student little or no study time in school.)

This boy voices a direct plea to the teachers:

"Please try to cut down on the amount of home work."



Others say:

"Sometimes the teachers expect just as much from a person who has only one or two hours to study at night, as from those who have five or six."

"I think that when a student is working and is needed for a whole day which happens to be a school day (as I have often been called) the student should be allowed to get an excused 'admit'. I have often needed the money I could have made, but was unable to earn it because of not being excused." (Boy who has irregular work at miscellaneous jobs. His teacher wrote the following comment on his paper "Amen! if he must work.")

"My suggestion would be that students should receive one-fourth credit a semester for work, because it is an industrial relation."

"Allowance should be made in school work for working students."

"Yes, I think there should be a girls' co-operative class as well as the boys and we should get credit for our work."

(2) Advice to Students. Advice to students on how to make their work easier was sensible and practical in all cases.

"A student shouldn't try to work and carry more than the required number of subjects."

"If a student is getting a little bit of wages when he is working it won't be so hard to determine how much is expected from the employer or the employee."

Several students suggested that it would be well to have an understanding with the employer before beginning work to eliminate misunderstandings as to what was expected from both employer and student. Onegirl expressed it thus:

"I think there should be a limit to the number of hours a student works and that he should have an understanding with his employer before starting work." (Junior girl, works seven hours daily outside of school, gets seven hours of sleep.)

"I do think that students often work for more than they get. In some instances the employer doesn't appreciate your work. They (not all of them of course) think you should keep on doing a little more each day. Some think it is a good way to get cheap labor."

The following boy sums up the advice to the student in a few short sentences:

"Advice to students: Take advantage of every opportunity. Do not waste time in school. Study when you get a chance. Do not loaf."

### (3) Suggestions About the Handling and Finding of Work For Students.

These need no comment, since they are self-explanatory.

"Students should be given the preference for work in vacation, to help them in school."

"There should be more work available."

"Would be better if school superintendent would help each student who is looking for work."

"To students out of town, the privilege of work should be given first."

"The superintendent should make a list of all available jobs and then give them to students from out of town who need them. The superintendent should be in co-operation with the business men."

"A student should be helped in finding work if he or she needs it."

### (4) Rights of Students as Defined by Students Themselves.

The number of suggestions concerning the rights and privileges of students exceeded all other suggestions. A few of these follow:

"I don't think students should have to work their way, because no one can take care of them as the parents can. It is hard on the child."

"If a girl is doing housework, and the family she works for knows she is going to school, they should give her time to study and to participate in various outside activities if it does not take too much time from her work. The same holds true of a boy working."

"A student shouldn't be compelled to work after supper."

"I don't think it is right for students to have to work so long that they can't have time for their lessons." (This girl, works 50 hours a week doing housework. She begins at 5:30 a.m. and works until 9:00 p.m. She works 14 hours Saturday and 11 hours Sunday.)

"I don't think they should have to work too hard, because when you get your lessons and do quite a lot of other work besides you get pretty tired, and sometimes don't feel so good." (Freshman girl, 15 years old. Does 26 hours of housework weekly.)

"I think that a student going to school should have some recreation and not have to stay home all the time. Most of the girls have to do their studying at school and then work about all the time for only that little board and room that they get. I also think that they should be treated decently, and not nagged at all the time." (Junior girl, 15 years old. Works 52 hours weekly.)

"Yes, they should have at least two evenings a week for themselves."

"I think that each student should have a half-hour each day to rest before supper, which I don't have. I race from the cleaning work to the preparation of the supper at 5:30. I would appreciate Sunday off." (Girl of 16, doing 34 hours of housework weekly.)

"I think that a student should have only certain things to do, and be relieved from things the woman of the house really should do. A girl should be her own boss after she has done her work." (Junior girl, 18 years old. Does 44 hours a week, housework. Gets 7½ hours of sleep. Earns all of her expenses.)

"I think that working students should have nearly as many priveleges as others if it does not affect their work or studies. I have heard many comments on this from other working students." (Girl, 17 years old. Carries five subjects. Does 40 hours of housework, weekly. Earns all of her own expenses.)

"Students should have no work after eight p.m."

In going over these student comments the reader must bear in mind that the student often had a limited time in which to fill the blanks; a thorough organization of thought and a careful choice of language was not possible. Some of the comments contradict others. This is to be expected since the student based his opinions and observations largely upon his own case. The student who had to work an unreasonable number of hours was likely to think that all self-supporting students are injured by work; the student who earned his board and room by reasonable work in a favorable environment was likely to believe that "work hurts no student" as a few expressed it. In view of the above fact, the student's opinion can be accepted only in as far as it reflects his own experiences, since what is ture of his own experience might not be true of another's. However, the value of the opinions and suggestions lie in the very fact that they often do reflect the students' own experiences and problems.

It is well to consider, also, that the student does not have the perspective that he will have in maturer years. A student may feel now that his employer's insistence upon ac-

curacy and courtesy is a hardship, but he may, with maturer years, feel that this training was valuable to him. Another student may feel now that working long hours with little sleep is not harming him, the next ten years of his life may prove to him that he was mistaken. His mental mechanism may be so trained and set that he will not be able to take reasonable recreation later in life because he learned to sacrifice it during his school years. These remarks are not meant to belittle the students' opinions, but merely to suggest that the writers have not yet arrived at that state of maturity of judgment which takes all sides of a problem into consideration. The comments made by students showed thought, practicability, and seriousness; they proved that students were thinking about the subject, and were facing facts frankly and honestly.

**CHAPTER VIII**

**CASE STUDIES OF SELF-SUPPORTING  
STUDENTS**

The case studies do not properly come within the scope of the material handled in the questionnaires because they represent the unusual cases of self-supporting students. Crawford<sup>11</sup> says in regard to the case study:

"As the term implies, the case study has to do with individual persons or situations rather than with large groups or collections of persons or situations. It is a study of individual cases rather than cases in the aggregate. It is more concerned with the individual than with society as a whole. It is interested in discovering what is unique rather than what is characteristic of large numbers of persons or situations. It is more concerned with the exceptional than with the typical. It attempts to discover everything that is significant in the life or behavior of an individual person rather than something that is significant for all persons."

Most of the case studies which follow fit Crawford's definition inasmuch as they represent cases which differ widely from normal, and yet they present situations with which many students have to cope. These studies, in addition to information secured from students' questionnaires, include information secured from supervisors and teachers concerning students' mental and emotional characteristics, school standings, social contacts, and hereditary backgrounds. Much of this material was secured by personal interview with supervisors, teachers, and students; some students are known personally to the writer. The information secured from these sources is formed into a composite report of the students' cases.

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11. Claude C. Crawford. Case Study Technique,  
The Technique of Research in Education.  
 Published by the University of Southern California,  
 Los Angeles 1928

I BOYSCASE 1

Case 1 is that of a Junior boy seventeen years old. Both parents, one brother and two sisters are living. The home environment is that of a good ranch home with the necessary comforts, but not the luxuries, of modern life. The boy is a rather poor student, failing in two out of four subjects. He is interested in mechanical and manual work and biology, but is poor in English and literature. He works in a garage after school hours and enjoys the work. He tried a newspaper route but gave it up. He has a good character and high ideals of conduct, but is easy-going and indifferent in all subjects not interesting to him. He plans to attend college and take up mechanical and electrical work.

CASE 2

Case 2 is that of a Senior boy seventeen years old. Both parents are living. The father is a dry land rancher, who is not making a financial success of it; the mother is a cook, who works steadily to add to the family income. The student has three sisters. He is a fair student, but has a careless, detached attitude toward work and school. He earns part of his expenses by working thirty hours a week in a home; an older sister supplies the rest of his expenses. He has ample time for rest and recreation. He resents having to work; he has rather radical tendencies and ideas. He was in grave danger of expulsion for a moral delinquency, although he is not habitually loose morally. This lapse was probably the effect of too little supervision by parents. He plans to go to college to prepare for engineering or



agricultural work.

### CASE 3

Case 3 is that of a Junior boy seventeen years old. His parents are both dead; he has six brothers and six sisters. He is entirely self-supporting. He works seven hours a day, or fifty-one per week, as a janitor in a rooming-house and as janitor in a store. His time is his own from 3:45 p.m. on. He carries four subjects. He works during vacation to earn money for school expenses. This student feels that employers often take advantage of the fact that a student has to earn a livelihood, but on the whole he takes a wholesome attitude toward life and toward society. He works hard both in school and at his places of work. He goes out for school activities and for social life in spite of hard work, little time, and a slight nervous disorder. This nervousness causes him to stutter badly, and the same tendency carries over into muscular co-ordination. His typewriting teacher says, "He stutters with the typewriter". He plans to go to college and prepare for a journalistic career.

### CASE 4

Case 4 is that of a Freshman boy fifteen years old. Both parents are dead; he has no brothers nor sisters. He had no regular home until the family for whom he now works took charge of him. He is small and rather undersized appearing. He gets up early in the morning, but his work is not too hard for him,

nor are the hours too long, (21 hours a week). He has ample time for study and rest. He has a cheerful and friendly spirit, attends Sunday school regularly, but is not much of a mixer in other social activities. He does not plan to attend college and has not yet made plans for his vocation.

#### CASE 5

Case 5 is that of a Junior boy seventeen years old. His mother is a widow, who secures work anywhere that she can; thus the boy has little home life. He has three sisters and three brothers. This student is entirely self-supporting; he works 48 hours a week on a ranch during the school year, and he works wherever he can during vacation. He is very bright in school; his best work is done in Latin. He has a quiet and studious disposition, is well-behaved, and friendly toward others. He is especially interested in athletics, but the nature of his work (farm chores) and the length of his working hours (48 per week) prevent him from carrying out this interest to any great extent. He plans to attend college but has not yet decided upon a vocation.

#### CASE 6

Case 6 is that of a Senior boy nineteen years old. His parents are farmers of native stock and poor financially. There are four brothers and two sisters in the family. This student is entirely self-supporting; he works from 4 to 5 hours a night as a bell-boy in a hotel. He gets 7 hours of

sleep. He feels that working makes a student lose interest in school. He is a good student, works hard in school and out, and pays all expenses for his education and incidentals. His teachers say that he has no interest in social life, but he says that his night work is compelling him to miss valuable social training of which he feels the need. He does not plan to attend college, but will join the Navy as soon as he has completed high school.

#### CASE 7

Case 7 is that of a Junior boy eighteen years old. His parents are both living. They are poor financially, but the home environment is one of kindness and hospitality. The student has one sister and three brothers (one of them an epileptic). He clerks in a store, earning five dollars a week. On this he supports himself entirely, budgeting every cent carefully, and working during vacations to secure money for clothing and other expenses. He works at the store 3½ hours daily three days a week, seven hours two days a week, and 14 hours on Saturday. He is of average mentality, but superior in character, judgment, and business ability. He is rather mature minded; his advice is often sought by other students. He carries four subjects and has part of his evenings for study. He is interested in football and is a good player, but the nature of his work keeps him from participation in this sport. He is a good mixer socially, is friendly,

and is interested in others. He has a marked influence for good on his associates. He is an excellent public speaker and has won several prizes for declamation and extemporaneous speaking. He plans to attend college and prepare for mission or ministerial work.

#### CASE 8

Case 8 is that of a Senior boy seventeen years old. He has been self-supporting since he was ten years old. His mother is dead and his father is a social misfit, spending part of his time in jail, and doing no legitimate work when he is free. The boy has one brother, who is being cared for by a family living in another state. The student has superior scholarship, unusual athletic ability, and the qualities of a leader. His fellow-students respect and admire him. He forms very strong friendships with a few of them; he is friendly to all. He is healthy and attractive; has a good character, and an even temper. His job is working two hours a day at janitor work, so arranged as to allow him to participate in athletics. He plans to attend Annapolis; he is especially interested in aviation training.

#### CASE 9

Case 9 is that of a Freshman boy fifteen years old. His father is dead. His mother works at odd jobs, but the family is supported partly by city aid. There are four sisters and three brothers living. One brother is married and lives at

home part of the time. Two sisters are working in offices. The whole family may be described as good-tempered, shiftless, and improvident. This boy works as a bell-boy in a hotel, receiving only tips from guests as wages. He is partly self-supporting, and often helps the family when money is needed for some special item. He likes his work and is liked by his employers. He is careless and indifferent in his school work; his teachers complain that he is mischievous and inattentive. He is inclined to do things of rather doubtful moral value simply out of a spirit of adventure. He plans to attend college and prepare to be a hotel manager.

#### CASE 10

Case 10 is that of a Senior eighteen years of age. His parents are dry land farmers, very poor financially, but above the average in mentality and culture. Besides this boy, there is a daughter. The boy is an excellent student, is valedictorian in a class of thirty. He has been entirely self-supporting for the past three years and does not find it difficult to keep his work at a high standard. He has plenty of time for recreation and rest. He is a janitor in a school building; his employer complains that he is not as good at manual labor as he is in his studies. He has a somewhat peculiar disposition and is rather affected and effeminate in his actions and manner of speaking. He is too easily led. He plans to go to college to study electrical engineering or some branch of

scientific agriculture. He states emphatically, however, that he does not plan to study farming.

#### CASE 11

Case 11 is that of a Junior boy eighteen years of age. His father is living but is not taking a particular interest in him; his mother is dead. He has one brother living. This student is of average mentality but wastes a great deal of time in school. He tries to "get by" with as little mental work as possible. He is strong, healthy, and rather dissipated in his habits. He goes on an occasional "spree", but does his work in the store where he clerks efficiently and well. He is very fond of society and belongs to "cliques". He has an indifferent attitude toward school work but likes his store work. He works 2 hours a day on week days and 10 hours on Saturdays. He has time for recreation, rest, and study. He works in the store full time during vacations. He plans to attend college upon graduation and is interested in a pharmacy course.

#### CASE 12

Case 12 is that of a Junior boy seventeen years old, he does not need to work, but prefers to do so in order that he may take part in athletics in the particular school which he is attending. His parents live in another city; they are the ordinary type of substantial citizen. The father is a travelling salesman. The boy has a strong physique, is a

superior athlete, and an average student. He does janitor work for the school, and upon the proceeds he supports himself except for clothing. He is an exceptionally good speaker and debater; he also does good work in biology. He is a rather quiet and stay-at-home type. He works two hours a day at his work; his employer recommends him highly. He is cheerful and industrious. He has ample time for rest, recreation and study. He plans to attend college but has not yet decided upon a vocation.

### CASE 13

Case 13 is that of a Sophomore boy seventeen years old. His father is dead; his mother, two brothers and two sisters are living. Poverty is apparent in the home, but absolute cleanliness prevails. The boy wears faded and patched clothes but is always scrupulously neat and clean. Living at home and performing odd jobs whenever he can get them, he works to earn part of his expenses. He has ability to get work in apparently difficult places. He works during summer vacation, "bumming" his transportation with the hoboes until he finds work. He travels in this way all over the middle western states, sending home a generous amount of his earnings from time to time. He is always on hand again when school begins, although he is a mediocre and indifferent student. He is rather shy and reserved, unless brought out by some one whom he likes or who takes an interest in him. He suggests that there

should be more work available for those who want it. He plans to take up line-work in connection with a telegraph company.

#### CASE 14

Case 14 is that of a boy who is eighteen years of age and is entirely self-supporting. His parents are both living, and are a rather narrow, bigoted type, but honest and upright. Neighbors say that the whole family is a little "queer". The boys are "sissified"; the girls are reserved. There are four brothers and three sisters. This boy works in a hospital. He does some chores every day, and works 10 hours on Saturday, and 3 hours Sunday. He is a poor student, carried five subjects and does poor work in all of them, and tries to get out of all the work he can both in and out of school. He wants to try short cuts to accomplishment, and does his work in a slipshod manner. He is nervous, irresponsible, and easily led, but has an attractive personality in many ways. He says that work is good to keep a student out of mischief. He plans to go to college to study medicine.

#### . CASE 15

Case 15 is that of a Senior twenty years old. His parents are both living. His father is unsympathetic with the boy's plans and ambitions. He has three sisters and two brothers. The home is poor, and the boy's earnings go not only to support himself, but also to help the family along. He works four



hours a day on school days and 10 hours on Saturday, clerking in a store. He is a fair student, especially interested in scientific subjects. He is an efficient clerk and is well-liked by his employer. When he is off duty, he is somewhat addicted to drink. His morals generally are not above reproach. He plans to attend college and prepare for chemical engineering.

These few cases have been selected from a larger group of cases. An attempt has been made to get as many different kinds as possible.

## II. GIRLS

### CASE 16

Case 16 is that of a Senior girl eighteen years of age. Her parents are separated; there is discord in the home. The girl lives with her mother when she is not working. The home environment is sordid. During the school year the student works about 28 hours a week for her board and room. She is a superior student, carrying five subjects and doing excellent work in all of them. She has a marked talent in fine arts, especially in painting and drawing. She is interested in becoming an art teacher or in doing journalistic work. She is a cheerful and lovable person, gets along well with associates, and is happy in her work and study. She hungers for cultural

experience, is ambitious for her own success, and for that of others. She is entirely unselfish.

#### CASE 17

Case 17 is that of a Junior girl sixteen years old, who is a sister to the student mentioned in CASE 16. She is an average student and entirely self-supporting. Life in her home is a struggle for existence, but she has been especially favored by the mother. This girl does at least 50 hours of housework per week. She works in a private home, has no time for study outside of school hours, and no time for recreation. She has difficulty in getting along with the people in the home in which she works. She seems determined not to let any one take advantage of her by cheating her out of anything she thinks is rightfully hers. She carries five subjects and is very conscientious about school work. She has absolutely no friends among boys or girls of her own age in school. She plans to be a nurse.

#### CASE 18

Case 18 is that of a Freshman girl sixteen years old. Her parents are both living but are rather odd. They neglect their children in many ways. The girl has two brothers and four sisters. She is an excellent student, but rather deaf from adenoids which her parents neglected to have attended to in time. (The neglect may have been partly due to poverty, since the parents are poor.) The girl is ambitious, anxious to get her lessons well, but very shy and does not speak unless

addressed first. She earns part of her expenses by working about 36 hours a week in a private home. She has time for recreation, rest, and study. She plans to attend college but has not decided upon a vocation.

#### CASE 19

Case 19 is that of a Junior girl of seventeen. Her parents are both living. The home is poor; and the environment is not conducive to bringing out the best in a child. There are small children in the home (five brothers and one sister) and a continual atmosphere of discord and strife. The financial situation is strained. The girl has a low mentality but is physically attractive. She daydreams and is subject to frequent attacks of epileptic seizures. The doctor says that school work is a strain but that a return to her home environment would be a still greater mental strain and would aggravate her physical condition. She feels that work keeps her from taking part in school activities. She does housework in a home for six hours a day on school days, fourteen on Saturday, and six on Sunday. She plans to attend college and prepare for school teaching. (This student left school before school was out, because she was to become a mother. The father of the child is unknown. Gross ignorance rather than innate viciousness is the cause of this misdemeanor.)

#### CASE 20

Case 20 is that of a Sophomore girl seventeen years old.

Her parents are both living and are of a low type. The father is a liquor addict and boot-legger. The mother earns a precarious living in devious ways. The girl has one brother old enough to support himself; a younger brother she is supporting in addition to supporting herself entirely. Her parents are separated and seemingly have no interest whatever in their children. The girl is a rather nervous, high-strung type of person; her health is not good. She works in a rooming-house, doing the work of a chamber-maid, and in the evenings she often takes charge of the office, assigning rooms to guests. She is rather sophisticated and cynical, but clean morally and has a keen sense of responsibility for the welfare of the brother whom she is supporting. She works during vacation to help pay her expenses. She has a talent for forensic work and acting and plans to attend a dramatic school after completing high school, if her health holds out.

#### CASE 21

Case 21 is that of a sixteen year old Sophomore. Her mother is dead; her father is in the penitentiary, serving a sentence for theft. The girl is taking care of a small brother, a younger sister, and an aged grandmother. The grandmother is too old to do very much besides watch the younger children and advise them. The girl is unselfish, sweet and kind, very solicitous for her brother and sister. Her father's disgrace has made her shy and reserved; she will not speak unless first spoken to. She shows a great anxiety to

make and keep friends. She earns part of her expenses by doing housework in a private home; she also helps in her own home. She works 5 hours a day on week days, 9 on Saturday, and 4 on Sunday. She plans to take a business course after she finishes high school. (Her mother, a superior type of woman, died during the girl's Sophomore year. The girl finished her first semester of school work by coming to school at intervals for her classes and doing the rest outside of school. She finished three subjects in this way. The second semester she enrolled in the regular manner and came regularly.)

#### CASE 22

Case 22 is that of a Sophomore girl fifteen years old. Her father is dead, her mother is remarried, and takes little interest in the child. Sometimes she does not write to her for months. Her home environment has a low moral tone but the girl has not been home for two years. She has one brother and two sisters, all married. Although they live rather far away, she sometimes visits them. She works during vacation to earn part of her expenses. During the school year she does housework in a school dormitory. She works 5 hours a school day, 9 on Saturday, and 6 on Sunday. She is a fair student. She studies during school hours and little evenings. She gets eight hours of sleep. She is a rather emotional, erotic type, and wants to get married as soon as she can.

She plans to be a stenographer.

CASE 23

Case 23 is that of a Freshman girl fifteen years old. Both parents are living; they are shiftless and extremely poverty-stricken. There are four brothers and three sisters, all quite young. For a while the family made their home in a sheep-wagon in the tourist camp. This girl works for her board and room in a private home. Her hours are reasonable; she gets 10 hours of sleep and has enough time to study. She does not work during vacations. She carries four subjects, doing poor work in all of them. She does not show interest in anything or in any subject. She is a very shy, repressed, nervous girl. She plans to go to an art school.

CASE 24

Case 24 is that of a sixteen year old girl who does not know whether her parents are living or dead. A series of divorces has left her in a home with a step-mother and a step-father, who are rather anxious to get rid of her by some legitimate means. She does housework for them and does hair-dressing to earn money for herself. She studies during school hours only. She works during vacation. She has a rather flighty, romantic temperament. She planned to marry a man who was ten years her senior but broke it off the day before the wedding was to take place. She plans to be a hairdresser. She says she has brothers and sisters but is not sure of the number. It is a long time since she has heard from either of

her parents. The manner in which she filled her questionnaire and responded to interview suggests that her mentality is not very high. (This student quit school in the spring and married a rancher, not the same man she planned to marry earlier.)

#### CASE 25

Case 25 is that of a Freshman girl of fourteen. Her father is dead and her mother is in poor financial circumstances. The girl is entirely self-supporting and plans to help her brother when he is ready to enter high school. She is very anxious to make good in her school and outside work. She takes the attitude that every one will treat her fairly if she treats them the same. She is a talented speaker; she has already won a first place in a local extemporaneous speaking contest and has acquitted herself well in debate. She does good work in biology. She is very much interested in church work and spends practically all of her spare time on Sunday in teaching a Sunday school class and in doing Epworth League work. She works nearly all of her time outside of school doing housework in the home in which she stays, but she does not feel that work impairs a student's efficiency. She is cheerful, lovable, and ambitious. She is rather inclined to spend too much school time on favorite subjects, neglecting the others. She is bright and capable in every phase of her work. She plans to be a teacher.

CASE 26

Case 26 is that of a Freshman girl fourteen years old. Her parents are both living. Her father is a cripple, morose, ill-tempered, and difficult to please; her mother is a slatternly woman who seems to have given up all hopes of better times. The girl has six sisters and one brother. Her home surroundings show poverty and shiftlessness except as the girl and an older sister have been able to improve things. Through the influence of 4H club work, the children are becoming neat, and tidy. This girl is clean, well-dressed, and neat. She makes her own clothes and keeps them in spotless condition. She earns part of her expenses in a home where she has good surroundings, reasonable hours of work, and ample time for herself. She receives 10 hours of sleep. She is a rather small but is in good health and spirits. She is well liked for her sunny disposition. She plans to be a stenographer.

CASE 27

Case 27 is that of a Freshman girl eighteen years old. Her parents are both living. The writer was unable to get any information about her home environment. She has three brothers and six sisters. She does housework in a private home at least 50 hours a week. She works 14 hours on Saturday and 11 hours on Sunday. Judging from the reports of others, the writer would say that the girl underestimated, rather than overestimated her hours of work. She begins work at 5:30 a.m.



and works all of her time outside of school until 9:00 p.m. She reports about three hours a week recreation. She studies from 9:00 until 11:00 p.m. and gets six hours of sleep. She feels that work does not injure her but that she cannot get as good grades as she could if she had more time to give to school work. She seems always tired and overworked, but she never complains. She plans to attend college and later will take nurse's training.

#### CASE 28

Case 28 is that of a Freshman girl who is seventeen years old. Her parents are poor dry-land farmers. Except for the straitened circumstances the environment of the home is good. The student has one brother and nine sisters. This girl works 50 hours a week doing housework. She is entirely self-supporting. She gets from 6 to 8 hours of sleep; she has little time for recreation. She carries four subjects and feels that working injures a student's work to some extent. She is attractive and pleasant and in as far as her finances permit shows good taste in dress. She is popular among the other students. She plans to go to college but has not yet decided upon a vocation.

#### CASE 29

Case 29 is that of a Senior girl, nineteen years old. Her father is dead; her mother is married again to a foreigner, who is a dry-land farmer and a coal miner. The girl has two brothers and four sisters. She does 31 hours of housework

per week in a private home. She has time for study and rest, but not much for recreation. Her scholarship is excellent; and she also does satisfactory work outside of school. Her teachers speak highly of her. She is attractive and even tempered. She works in Yellowstone Park during summers to help pay her expenses. She plans to attend college to study medicine.

#### CASE 30

Case 30 is that of a Senior girl who is a sister to CASE 29. She is valedictorian of her class and has the highest scholarship in the whole school. She has a brilliant mind; she is ambitious to do well whatever work she attempts. She is attractive and dependable. During the school year she does housework, working 40 hours a week for part of her expenses; during the summer she works in Yellowstone Park. She carries five subjects and does excellent work in all of them. She plans to be a stenographer.

These exceptional cases are given in the hope that (1) educators may realize more vividly with what difficulties students have to contend and that (2) they may be encouraged to make a study of cases in their own educational fields with a view to diagnostic and remedial work. A case study ordinarily attempts more than simply to understand the case; it seeks to improve it as well. We may not be able to prevent a student from overworking outside of school if he must do

so to earn a livelihood, but we can, if we know his case, prevent him from overworking in school, and in some cases at least, arrange his work so as to place the least possible mental and physical strain upon him. Fitting an education to a pupil and adjusting him to his place in the social order requires a knowledge of the student's physical and mental environment together with such other factors about him as it is possible to secure. General principles and rules cannot be applied to all students alike regardless of conditions outside of school life. Our educational system is not a bed of Procrustes that we should force every student into a certain mould.

"The case study arises from practical needs rather than field of pure science..... Case studies in educational work are naturally of more concern to teachers, administrators, school counsellors, mental hygiene specialists, etc., than to scientists working outside of the actual school situation .....A case study ordinarily attempts more than simply to understand the case; it seeks to improve it as well." 12

Since these studies concern the unique and the unusual cases, they cannot be regarded as a basis for statistical methods of procedure; they cannot be used as the basis for sweeping generalizations, and yet their study will be of real value only as they become a working basis for educators who are sincerely striving for the best interests of self-supporting students in their schools.

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12 Crawford, op. cit., p. 80 - 81

**CHAPTER IX**

**INTERPRETATION OF DATA ACCUMULATED  
AND  
FURTHER RECOMMENDATIONS**

In interpreting the data thus accumulated, the author does not claim that a comprehensive survey of the conditions throughout the whole state has been made, but rather that a suggestive study of representative high schools has been attempted. It is reasonably safe to assume that the conditions described in the thirty-one schools studied are typical of conditions elsewhere in the state, since all sections are represented.

One of the significant things about the survey is that it shows the per cent of students working to earn expenses. If 7.39 per cent of the total number in attendance are working to earn all or part of their school expenses, do these not constitute a large enough group to make a study of their cases justifiable? Are we not justified in believing that the students who possess the ambition and initiative to earn their own expenses are at least as high, if not a higher type than the other 92.81 per cent?

Of these self-supporting students there are more girls in the first and second class schools, while the situation in the third class and county high schools is reversed. It is possible that in other years these results might be reversed, but if the figures represent conditions true year after year, it suggests that girls could more easily secure employment in the first two kinds of school, while boys could more easily secure it in the last two.

In earning all school expenses girls have an advantage over boys because so many housework situations furnish the girl with all of her board and room, and occasionally with clothes and money for incidentals. The girls do not fare so well in the number of working hours, since many more girls than boys work too long hours for the value received. Again, the explanation lies in the fact that 224 girls are doing housework, which while offering the girls more opportunity to secure employment, offers them less time for study, rest, and recreation. Housework has not regular hours of operation such as clerking, stenography, or ushering in a theatre has. The hours are whatever the employer wishes to make them.

The effect of too much housework and child tending upon a young girl, aside from the deprivations of rest, recreation, and study, may give her a permanent distaste for home-making and motherhood. On the other hand, equally disastrous effects may be manifested in the girl who earns all of her expenses by a few hours of housework a week, and who wastes her time in frivolity and idleness, developing the impression that one need not give full service for value received. The desirable goal toward which all those interested in the subject should strive is a reasonable number of working hours for the student performed faithfully for the employer and supervised by the school wherever possible.

In considering the number of hours carried one must bear

in mind that capable students could do efficient work and still carry five subjects together with a reasonable amount of outside work, while some of slower mentality might struggle along in an easy position, carrying three subjects. A sweeping rule cannot be made without considering the individual case of the student. The student's interests should be protected, if necessary. The over-ambitious student may think he is able to carry a heavier load than the judgment of older people would permit. The school may not be able to prevent a student from working 50 hours a week, but it can prevent him from taking five or six subjects if his interests are threatened by the load.

Finally, it may be stated that the case studies, representing as they do, the unusual and special situations, indicate that school officials who have working students under their jurisdiction should investigate and ascertain whether their schools, too, do not have some unusual cases which merit their consideration and guidance.

#### FURTHER RECOMMENDATIONS

In view of the results of the survey the writer ventures to recommend several measures in school policy:

(1) School officials should try to put working students in touch with employers. The school knows the students' abilities and aptitudes better than the employer can before he employs them, and should be able to prevent many misfits.

(2) Schools should carefully supervise the schedules of the working students. Only those of superior health, ability, and perseverance should be allowed more than the normal load of school work.

(3) Schools should work out some plan for the protection of the student's health from the exploiting type of employer. Girls doing housework should especially be protected from too long hours of work.

(4) Schools should protect the employer from the lazy, indolent, and inefficient type of students. Such persons waste their employer's time and money, often exhausting his patience so that good students find it harder to get work.

(5) Schools might devise a form of credit or honor system for work well and efficiently done, under proper supervision, outside of school hours.

(6) Schools should know something of the handicaps the students labor under, and make reasonable allowances for them.

These recommendations could not be carried out all at once; they require time, patience, and interest in the welfare of the student. They would not prove as costly as many health and civic programs carried out by the school. Since the purpose of the school is to fit the individual for life in society, it cannot afford to have his view-point of life warped by over-work outside of school and apparent injustice in school; neither can it afford to have him develop into a



useless and indolent citizen because he learned to take advantage of his employers and his school. By giving careful consideration to the lot of the self-supporting student in high school and adjusting conditions, wherever practical, to that lot, we shall be making it more possible for a student to fit himself for his place in high school, community, state, and nation.

CHAPTER X  
SUMMARY OF FINDINGS  
AND FURTHER WORK TO BE DONE

### A. SUMMARY

This survey was made in thirty-nine representative schools of Montana. It includes three first class schools, six second class schools, twelve third class schools, and ten county high schools. A total of 9499 students, 702 of whom are earning all or part of their school expenses is represented. The working students form 7.39 per cent of the total attendance in the schools studied.

Out of a total attendance of 4141 in first class schools, 150 boys and 118 girls, a total of 268 students are earning part or all of their school expenses, by outside work. In the second class schools, out of a total attendance of 1059, 46 boys and 39 girls, or a total of 85 students are earning part or all of their expenses. In the third class schools, out of a total of 637 in attendance, 36 boys and 38 girls, or a total of 85 students are earning part or all of their expenses. In the county high schools with 3662 in total attendance, 81 boys and 127 girls, a total of 265 students earn all or part of their expenses. These working students represent an average of 7.39 per cent of the total attendance.

The survey includes 313 boys, 322 girls, and 67 whose sex is not specified in the data received. The range runs from no one working in Rosebud to 158 working in Great Falls. The per cent of working students in comparison with the total attendance ranges from 0.00 per cent in Rosebud to 55.55

per cent in Cohagen. The age distribution lies chiefly between the ages of fifteen to eighteen years for boys, and fourteen to eighteen for girls. The range of total attendance runs from 21 students in Vananda (1931) to 1887 in Great Falls (1932).

A total of 179 students, 80 boys and 99 girls earn all of their expenses in high school. There are 223 boys and 204 girls, or a total of 427 students earning part of their expenses in high school. In regard to employment, 269 out of 306 boys hold one of fifteen jobs. Among 314 girls employed, 287 hold one of five positions.

The median number of hours of weekly work of boys is 23; that of girls is 28. Most of the boys get 8 to 9 hours of sleep; most of the girls get 7 to 9. The boys' study time ranges from none at all to 6 hours a day; that of the girls from none at all to 7 hours a day. This study time often includes recreation or rest time. There are 295 boys and 298 girls working during vacation.

Among the boys, 21 carried less than the normal load of subjects; 66 carried more. Among the girls, 14 carried less than the normal load; 55 carried more.

The recreation time of the boys varied from none at all to 6 hours daily; that of the girls, from none at all to 4 hours daily.

Of 258 boys, 180 planned to attend college; of 258 girls,

150 planned to attend. The preferred vocations of boys were aviation, engineering of various kinds, practice of medicine, and agricultural pursuits. The preferred vocations of girls were teaching, nursing, and stenography.

In investigating home conditions it was found that 16 students had neither parent living, 76 had a mother only living, 56 had a father only, 462 had both parents living, though sometimes separated. In sizes of families in homes of working students, there were 34 one-child families represented, 98 two-child families, 102 three-child families, 98 four-child families, and 280 families having more than four children. There were 1162 brothers and 1064 sisters related to the students in the survey.

Student opinions were classified according to those who stated that work injured the student or his studies, those who stated that work was a benefit, and those who qualified a negative or affirmative answer by additional remarks.

The case studies represent the unusual and the unique cases of students who are self-supporting.

#### B. FURTHER WORK TO BE DONE

The studies given in the summary represent the facts learned from the survey, but there is much work still to be done in this field. Some of the things challenging investigation are:

(1) An attempt to get official data (on the subject of student self-support) from all schools in the state.

(2) A comparative study of the conditions of employed students of Montana with those of other states.

(3) A summary of the viewpoints of the employers of students.

(4) A survey to learn what each school is doing for its self-supporting students.

(5) The formulation of a good program of study, recreation, work, and rest for self-supporting students.

(6) A comparison of self-supporting students with others in respect to intelligence. (This was attempted in connection with the survey made, but it was impossible to secure sufficient data to make the work reliable.)

(7) Discover the effect student self-support has upon scholarship.

(8) Discover the extent to which student self-support stifles leadership and the qualities of leadership.

(9) A follow-up of these students to learn how many actually carry out their plans of attending college.

(10) A follow-up survey to discover the number who actually enter the occupations named as their choice.

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