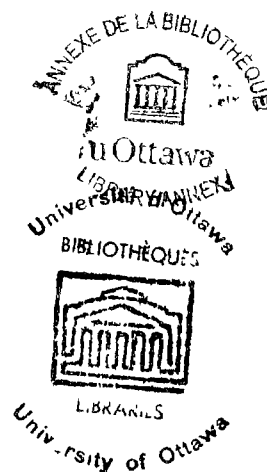


PLACEMENT
METHODS OF OHIO'S 1952-1953
REGULAR HIGH SCHOOL COOPERATIVE TRADE GRADUATES

by Leonard B. White

Thesis presented to the Faculty of Arts
of the University of Ottawa through the
Institute of Psychology and Education as
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CURRICULUM STUDIORUM

Leonard B. White was born in New Concord, Ohio, on August 21, 1916. Obtained the B.S. in Education from Ohio University, Athens, Ohio, in 1939, and the M.S. in Education from Oklahoma City University, Oklahoma City, Oklahoma in 1946.

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INTRODUCTION

One of the major concerns of vocational education administrators in Ohio is the proper placement of their graduates. This study will be concerned with the placement methods utilized by Ohio's 1952-1953 Cooperative Trade Graduates in obtaining the job held nine months after graduation. The hypothesis for this problem states that the Regular High Schools of Ohio are assuming their responsibility in the placement of their Cooperative Trade Graduates. Proper placement would best be defined as the act of placing a Vocational Education Graduate in the trade which was directly related to his high school training.

Our country's future sits today at a school room desk. This young generation needs education and training which will enable it to adjust itself to the demands of the technical world to which it is destined. What are our schools doing to meet these adjustment problems of our future citizens?

The citizen-to-be must be capable of appreciating the moral, the intellectual, the aesthetic and spiritual values, but they also need training in the means of providing a livelihood. This balanced educational diet will enable each to enjoy a satisfying personal life.

The vocational training program provides foundations of knowledge and skills which enable the high school graduate

to support himself as an individual. The training received tends to develop those characteristics of sound citizenship which are the hallmark of a productive member of society.

Vocational training down through the ages has been a part of family life. Vays¹ stated that probably its earliest appearance was for the purpose of training youth for the priestly callings. Gradually, training for other vocations has found a place in the college curricula. Today, high schools are also providing for the vocational training needs of young people.

The movement of vocational training has grown with remarkable rapidity since the Smith-Hughes Act of 1917. This Act provided for the promotion of vocational education by the Federal Government. It also provided for the cooperation of the states in the promotion of agriculture and trades and industries educational programs.² This growth has been a part of the changes which have taken place in the economic and social structure of society.

The vocational guidance and vocational education programs are closely associated. These two movements

¹ Arthur F. Vays, Principles and Practices of Vocational Education, New York, McGraw-Hill, 1948, p. 39.

² Ibid., p. 39.

developed out of the same economic factors of modern society. These movements in the educational pattern help the young person through his own efforts to obtain some of the privileges, benefits and enjoyments available in our democratic society. Thus, Trade and Industrial Education as an integral part of the Vocational Education Program offered by Ohio's High Schools is designed to prepare the young people for employment in trade and industrial occupations. One of the objectives of this program is the placement of students in occupations related to their trade training.³ Therefore, this investigation of the placement methods used by the graduates is of primary importance in appraising the objectives of the program.

The general problem of placement requires few definitions. However, several terms which pertain only to this investigation have been included in the introduction. The investigation includes the twelve regular high schools which offered the Cooperative Trades Program for the school year of 1952-1953. The term regular high school refers to a school having a regular academic program and a two year vocational trade program as an integral part of its curriculum.

³ State Department of Education, Division of Vocational Education, The Ohio Plan of Trade and Industrial Education, Columbus, Ohio, 1948, p. 112.

The Cooperative Trades Program is a program of part-time on-the-job training during the students' last year in high school. It has been divided into two programs called the Diversified Cooperative Trades and the Vocational Trade Cooperative Program. The former program provides a class of work experience plan which is designed for a small school system in which the students spend part time working in industry and part time in school. The school usually establishes a class in any one occupation which is justifiable. Several occupations may be represented in the same program. The Vocational Trade Cooperative Program is designed for the medium sized city, with the work experience being similar to the former program except that classes are provided in only a few specific trades.

This investigation includes the relationship between the trade training of the graduate and his present occupation. The term direct relationship refers to the graduates who are working in a civilian trade which they studied in high school and where the line of advancement leads to journeyman and craftsman. The graduates working in a partially related occupation refers to those working in a civilian trade field where the line of advancement would not lead to the craftsman rating in the trade studied in high school but is in the same trade area as that studied.

The term unrelated relationship refers to graduates working in a civilian trade other than the trade studied in high school. These graduates working in an occupation not definitely related to the Trades and Industries Program, such as truck driver, would be classified as working in a non-related occupation.

The first portion of the study will present the problem in its relationship to the literature. Those related studies stress the importance of placement as being a part of the Secondary High School Program. Additional studies likewise present the need for research and the role of placement at the present time. This chapter also establishes the respective relationship to the problem of placement as a part of Trades and Industries under the program of Vocational Education.

The description of the population with which this investigation is conducted is discussed in Chapter II. The tools and methods used in proving the hypothesis and a discussion of the procedures used in obtaining the basic information for the purpose of evaluation concludes the chapter.

Chapter III discusses the distribution of the population and the Cooperative Trade Courses offered by the Regular High Schools in Ohio. An analysis is given of the graduates' present employment status, employment-training

relationship, employment placement methods and length of employment in their current job.

The final chapter sets forth the implications of the investigation with recommendations for the improvement of the Trades and Industries Cooperative Trade Program for the Regular High Schools in Ohio.

CHAPTER I

PRESENTATION OF THE PROBLEM

This chapter presents the problem in the form of a question and then discusses the limitations. Several studies related to the placement problem are presented. Through the analysis of related literature, suggestions from educators are presented which stress the need for studies in placement. Finally, the obligations of placement in Trades and Industries are analyzed.

1. Statement of the Problem

One measure of the success of a Trade and Industrial Department in a high school is the degree of success its graduates attain after entering the industrial field, and the extent to which those graduates are placed in the industries of their community. It is the primary purpose of this study to furnish data concerning the effectiveness of the placement of the Cooperative Trade Graduates by the school.

The writer proposes to add to the general information in the field of vocational education by presenting a study of a group of Cooperative Trade Graduates from the Regular High Schools in Ohio. The problem of the present study may be stated in the form of a question: "How and to what extent

have the Regular High Schools of Ohio placed their 1953 Cooperative Trade Graduates in jobs held nine months after graduation?" This problem, therefore, is concerned with the means used by the student in obtaining the job which he holds at the time of this study.

The hypothesis can be stated as follows: It is believed that this study will verify the supposition that the Regular High Schools of Ohio are assuming their responsibility in the placement of their Cooperative Trade Graduates. This hypothesis rests on the fact that the supervising personnel of the Trades and Industries Cooperative Programs are fulfilling their objectives of placement as set forth in the vocational education statement of policy.

2. Limitations

Since one study cannot embrace all students of the approximately 1100 public high schools in the State of Ohio, the writer feels that it is necessary to limit the study to those students only who have graduated from the Regular High Schools which offered the Cooperative Trades and Industries Program.

The Vocational Education plan in Ohio is divided into four programs, one of which is Trades and Industries. Several of the large cities in Ohio have both regular and

vocational high schools. However, the organization of the vocational high schools is fitted to the complete vocational program while the regular high schools include only phases of vocational education in their curriculum. This study will consider the Trades and Industries program of the regular high school.

The Trades and Industries Program has been classified into In-school Instruction and Adult Instruction. The In-school Instruction is further divided into Unit Day Trade Programs and Cooperative Programs. This investigation will be confined to the medium or small cities having the Cooperative Trade Program which is an integral part of the regular high school. There were twelve regular high schools offering the Cooperative Trade Program during the school year 1952-1953 for which reimbursement was received from the Federal Government.

Therefore, this study will ascertain whether or not the regular high schools placed their graduates in the field for which they were trained as an apprentice or non-apprentice. The second step in the study will consider placement as it is related to the graduate's present job and trade training; whether directly related, partially related, unrelated or non-related. The third step will consider the various employment methods used by the trade graduates in obtaining their job at the time of this study, or approximately nine

months after graduation. The employment methods considered in the study are:

1. Through a personal application direct to employer.
2. Through a recommendation from previous employer.
3. Through friends and/or relatives.
4. Through labor organizations.
5. Through employment agencies.
6. Through an advertisement.
7. Through school personnel.
8. Other means.

It is believed by the writer that the graduates will have used some of these methods of placement as these seven basic referral sources provide the most likely methods of employment.

Finally, an over-all analysis of the employment training status in relation to the different methods of placement will be evaluated.

The reader has now been given a picture of the problem to be investigated. This section has discussed the pattern to be followed and the limitations to be imposed in this study.

3. Research Related to This Problem

Previous researches concerning employment experiences of out-of-school youth have emphasized the numerical distribution of the high school graduates in the vocational world. From these studies appraisals, conclusions, and recommendations have been given on high school curriculums in providing adequate preparation for occupational attainment.

The word Placement has been given very definite meaning by two educators. According to Anderson, "Placement is the process of uniting those who seek work and those who seek workers."¹ Galper stated that, "Placement is the end result toward which occupational counseling and occupational instruction are directed."²

The editor of the magazine Education stated that school administrators need to assume responsibility for the

¹ Roy N. Anderson, "The Work of the Placement Officer", in the Teachers College Record, Vol. 40, issue of October 1938, p. 60-61.

² Sidney A. Galper, "Placement and Follow-Up a Responsibility of the Public School" in Education, Vol. 62, issue of November 1941, p. 164-171.

destination of their students upon graduating from high school. He noted that

Every important educational survey made within the past few years reveals the fact that social and occupational adjustments are not made satisfactorily by graduates of our public secondary schools. All of the more authoritative reports of surveys carry these specific recommendations that school administrators do something about this matter through an assumption of responsibility for what happens to their graduates, and drop-outs, during the years immediately following departure from their schools.)

The onus of solving this problem rests, as stated in the above paragraph, upon our public school administrators. In the aspect of these conditions, it appears that the educational philosophy of the schools will have to be re-examined. This re-examination will have to be made in terms of ensuring adequate and proper post high school adjustment. This in turn, implies the usage of a program of placement and placement personnel as an integral part of the high school program.

Although the writer has not been able to find many studies related to this particular problem, he has located several which are similar in type. Those studies with reference to the over-all position which placement occupies in the school curriculum prior to World War II are first

3 Editor's Note in Education, Vol. 62, issue of November 1941, p. 64.

analyzed. Several studies following World War II are then analyzed. Finally, three studies connected with trade graduates in specific school systems in Ohio conclude this section. The reader is asked to notice the relationship between training and employment and the success attained where placement services are utilized. Thus, it is observed that placement renders a distinct service in this employment and training relationship.

Hewlett⁴ made an analysis of the placements by one of the larger New York State Employment Offices for a period of one year. She found that forty-two per cent of the boys trained in vocational courses were placed in line with their training or related field of training.

The conclusions from the study by Landy⁵ emphasized the need of continuous follow-up studies. He pointed out that from these studies schools should be able to draw sound inferences with respect to modifications of the school program. His study found that 34% of the students secured their first jobs through the help of a friend or relative,

⁴ Theodosia C. Hewlett, "Do the Schools Prepare for Beginning Jobs?", in Occupations, Vol. 19, issue of March 1941, p. 418-426.

⁵ Edward Landy, "Principals Offered Follow-up Program", in Occupations, Vol. 19, issue of January 1941, p. 266-272.

and that 36% secured employment through personal application, commercial agencies, and newspaper advertisements. His survey showed that only 4% of the youth secured their first jobs through the schools. However, he did not discuss the employment methods for the remaining 26%. He also noted that 47% left their first jobs because of slack business conditions, undesirable working conditions, dislike for the work or undesirable pay. He felt that this high percentage called for increased attention to these matters before youth left school and that greater attention to proper placement would have undoubtedly improved these existing conditions.

Williams⁶ recommended, as a result of his study, that the school establish a closer relationship with industry. He stated that such a relationship would increase placement opportunities.

Berger⁷ felt that the real test of any vocational education program was whether the graduate was able to secure employment in the occupation for which he was trained.

⁶ Garland E. Williams, A Follow-Up Study of Vocational Trade and Industrial Graduates of Harding High School, Ohio, 1939, unpublished Master's thesis, presented to the School of Education of Ohio State University, Columbus, Ohio, 1939, 74 p.

⁷ Max Berger, "A Yardstick for Your Placement Program", in Occupations, Vol. 23, issue of December 1944, p. 163-165.

He stated that the purpose of the vocational training was to prepare students for work in specific occupations. He believed that the vocational education program also had the added responsibility of seeing that their graduates were properly placed in employment and followed up. He concluded his report by emphasizing the need for a program of follow-up which should continue until the graduates were believed to be firmly established in their vocational field.

A study on the occupational affiliation experiences of certain vocational high school graduates was made by Leonard⁸ in 1947. He found that less than one-half of the graduates obtained jobs in either the trades or trade fields for which they were trained. The remainder of the graduates did not, could not, or had not obtained jobs in the trades and trade fields for which they were trained. He stated that twenty-one out of 123 were working in the trade fields for which they were trained and were placed by school personnel. This figure represented 17% of the combined 123 graduates contacted. The remaining graduates, 83% of the 123 graduates, were obliged to depend upon other means of placement. He noted, in analyzing his information, that

⁸ Regis Leonard, Occupational Experiences of Trade School Graduates, unpublished Doctor's thesis presented to the School of Education of the University of Pittsburg, Pittsburg, 1949, 207 p.

occupational floundering of the graduates occurred prior to the effective placement. His study also noted that more than one-third of the graduates experienced periods of unemployment during the one year period following graduation from high school.

Hirschhorn,⁹ Placement Counselor for the Baltimore Public School Placement Service, reported that their Service had made an informal study of the students placed. They found that 60% of the students placed were still working with the original employer after one year. Another interesting point was that only 3% had been discharged because of attitude or unsatisfactory work. This indicates that the majority of the group had adjusted themselves successfully, which is one measurement of success of the placement program. He also described the Baltimore program. He stated that their follow-up program extended for a period of one year. Contacts were made by the Service with both the employee and employer. The information obtained was maintained in a cumulative record for the purpose of improving the service to both the employer and employee. From the article it appears that the placement program

⁹ J. Leonard Hirschhorn, "Baltimore Schools Follow Up Students Placed", in The Vocational Guidance Quarterly, issue of Autumn, 1952, p. 25-27.

has been accepted as part of the city's educational program, and is showing positive results.

It is important to note that Lerner¹⁰ reported in 1949 on his survey practices by public schools that 45% had no placement service whatever. This survey was made in 86 of the ninety-two cities in the United States having a population of 100,000 or more. Sixty-nine of the cities reported that they cooperated with the local office of the state employment service. This study considered the total high school graduate population of which vocational training students were a part.

In the evaluation of vocational objectives from personal observation, Keller¹¹ emphasized the point of placement. He stated that one of the main principles on which a sound cooperative education program had been established was the placement of graduates who successfully completed their training program. The Vocational Trades Cooperatives training definitely provides the means to help bridge the gap between school and employment.

¹⁰ Leon Lerner, "Placement by Public Schools", in Occupations, Vol. 27, issue of February 1949, p. 322-325.

¹¹ Franklin J. Keller, Principles of Vocational Education, Boston, D. C. Heath and Company, 1948, p. 353-361.

Several follow-up studies have been made in Ohio concerning the relationship between training and occupational affiliation and occupational mobility. It was noted that mobility, not only in occupations but in movement from one community to another, had prevented several students from continuing in the occupation for which they were trained. Thus, it affects the relationship between employment and training and then proper placement. At least two follow-up studies have reached similar conclusions concerning mobility and training relationship.

Van Meter¹² studied the relationship between school and career. He found that approximately 80% of the graduates remained in the immediate community. However, only 25% of the men held jobs which were related to their high school course while approximately 30% held by women were similar to the course chosen in high school.

Williams¹³ found that a very high percentage of the Vocational Trade and Industrial Graduates were remaining in

12 Loren C. Van Meter, An Occupational Follow-Up of 383 High School Graduates to Discover Relationships between School and Career and to Learn any Implications for the Current Curriculum Particularly Industrial Arts, unpublished Master's thesis, presented to the School of Education of Ohio State University, Columbus, Ohio, 1940, 68 p.

13 Garland E. Williams, A Follow-Up Study of Vocational Trade and Industrial Graduates of Harding High School, of Marion, Ohio, 1939, unpublished Master's thesis presented to the School of Education of Ohio State University, Columbus, Ohio, 1939, 74 p.

the field of industry. Therefore, the economic return to the community was relatively high. His data noted that 81% of the Vocational Trade and Industrial Graduates remained in Industries in Marion, Ohio.

However, the work of Bricker¹⁴ fails to present a similar conclusion with reference to occupational mobility. He noted that at least one-half of the graduates included in his study had left the community. He interpreted this as an appeal to the schools to renew their efforts in maintaining a relationship between the school and the graduates.

These studies have pointed out a weakness in the schools' curriculum. This weakness lies in not utilizing research to follow-up former students as to whether proper occupational and social adjustments had been attained. The results and improvement of the curriculum can be used in constant evaluation.

This study will make available the findings and recommendations on the placement of Cooperative Trade Graduates in the Regular High Schools of Ohio. Thus, it is

¹⁴ Herman D. Bricker, A Survey of Graduates with Recommendation for Business Education in Rockford (Ohio) High School, unpublished Master's thesis, presented to the School of Education of Ohio State University, Columbus, Ohio, 1941, 85 p.

believed that this study may be important to the Regular High Schools contacted because these schools will be made aware of whether or not they have been fulfilling the obligation of placement. It is also believed that it may supply information to other educators by providing a basis on which to appraise other programs of placement.

4. Present Need For Research

One goal of vocational guidance activities is the proper placement of an individual in a vocation. This vocation should be the one for which the individual is best fitted by personality traits, ability, aptitude, interest and training.

One important aspect which is often neglected in the general education of youth is that of placement. After the student has received the training into which he was guided, his placement in a paying job is of prime importance. It is an efficiency test for the program. Was the student given the proper information concerning the type of trade training? A reliable answer to this question depends upon two additional questions. First, did the student have the aptitude, physical ability and genuine interest for the occupation? Second, will there be a job for the graduate in his chosen occupational field? It will be seen from these questions that placement is a matter of deep concern to the

vocational guidance worker and other school personnel. Several studies have indicated that a need exists for placement to be made an integral part of the high school educational program.

In order to emphasize the need for research in this field, Paine and Reese, two leaders in the Trades and Industries field, have indicated that a study of this type can be a contribution of importance in the field of vocational education placement.

Paine included a topic on the various areas in which research was needed in Vocational Education. One of the areas suggested for research was "follow-up studies of graduates and other vocational educational students."¹⁵

Reese,¹⁶ in a letter to the writer, see Appendix, stated that the State Department of Vocational Education was interested in the proposed study. He also stated that they did not have a study of or information on the placement of Cooperative Trade Graduates.

¹⁵ Walter S. Monroe, Editor, Encyclopedia of Educational Research, New York, Macmillan Company, 1950, p. 1504-1511.

¹⁶ Robert M. Reese, Supervisor of Trade & Industrial Education Service, of the State of Ohio Department of Education, Columbus, Ohio, letter dated December 1, 1953.

A number of follow-up studies on the importance of occupational adjustments and the value of follow-up surveys have been made at the secondary school level. These studies have been made mainly with the view of securing facts in order to obtain fuller information concerning improvements in curriculum. However, the writer has analyzed those studies which were concerned with the problem of placement and the need for research. Studies made prior to World War II indicated a lack of responsibility on the part of the school in not having a follow-up system on their former students. This is followed by a study on the positive side which cites reasons for and an example of an efficient follow-up system in a large city. The two final studies in this section present an important aspect of the need of placement information by the schools. These studies also emphasized the importance of promoting team work between the school and industry. Thus, the follow-up of the school-leavers or graduates would provide information for the guidance personnel to ensure adequate and efficient service toward the placement of future students.

Cramer¹⁷ stated that the secondary school system had an increased responsibility for the occupational

¹⁷ Buell E. Cramer, "Following-Up High School Graduates", in Occupations, Vol. 18, issue of December 1939, p. 182.

adjustment of its graduates. He reached this conclusion after analyzing his survey conducted over a period of years in a Missouri high school. He also pointed out the need for continuous follow-up occupational surveys. He found that the graduates, in evaluating their high school training, felt the school had not properly prepared them for the jobs which they held.

Landy¹⁸ characterized the placement service of the schools as being extremely weak. He recommended that a follow-up inventory should be sent out by the schools at one-, three-, and five-year intervals. This information would be secured by a questionnaire and then recorded on the same follow-up cards established at the time of school leaving. From this study he set forth two conclusions on training and placement. He stated that the schools needed to consider the type of occupational training as related to the occupational opportunities afforded in their community. A second conclusion stated that the school needed to provide a post-school counseling service.

¹⁸ Edward Landy, "Principals Offered Follow-Up Program", in Occupations, Vol. 19, issue of January 1941, p. 266-272.

It was noted by Menefee and Webb¹⁹ that follow-up studies which assessed the actual value of vocational training were almost completely lacking. They noted that many vocational schools kept records of the number of their graduates who obtained their first jobs, but few schools checked on their former students again once they had been placed.

Jones²⁰ analyzed Boston's Vocational Guidance Department and concluded that this Department was very efficient in the method in which it followed up its placements. The Department began its follow-up study six to nine months after graduation. The case of a graduate was closed in the follow-up only after the person had been in one position for at least two years or had been graduated from a higher institution or reached the age of twenty-one. He noted that the Vocational Guidance Department endeavored to secure information from the graduate and in turn to send the accumulated report to the school from which the student graduated. Thus, it is observed that the main reason Boston

19 Selden G. Menefee, and John N. Webb, Vocational Training and Employment of Youth, Federal Works Agency, WPA Research Monograph, Vol. 25, 1942, 152 p.

20 Arthur J. Jones, Principles of Guidance, New York, McGraw-Hill Book Company, Inc., 1951, p. 401-407.

was considered as possessing an efficient system was due to the fact that they had considered placement and follow-up as an integral part of their educational program.

Billings²¹ emphasized the need of team work between schools and industry. He pointed out that it was essential that a close relationship exist between those responsible for guidance in the schools and those responsible for employment of young workers. This team work is a necessity in order to provide adequate and necessary information in extending guidance services.

Mahow²² stated that consistency between training and occupational interest was essential. He expressed the fact that it was important for a guidance worker to be especially wary of the occupational choices which were not consistent with the student's choice of study. In such instances, the guidance worker requires reliable information on the needs of the student, as well as results in the placement of former students in order to adequately and intelligently

21 M. I. Billings, Group Method of Studying Occupations, Scranton, Pennsylvania, International Text Book Company, 1941, p. 174-178.

22 Theodore Mahow, "Correlation of the Persistence of Occupational Choice", in Dissertations Accepted for Higher Degrees in the Graduate School of Arts and Sciences, New York, Fordham University, Vol. 18, 1951, p. 179-183.

counsel the prospective wage earner. Again it is seen that placement is a component of vocational guidance and that the schools are the social agency which is best equipped to provide this information through the proper use of cumulative records. Schools are in a position to have more intimate knowledge of their students upon leaving school to go to work than any other agency.

The guidance workers must be able to help the students weigh the facts as to their aptitudes, abilities, interests and training and aid them in seeking the right affiliation in employment. The placement worker needs as thorough an understanding of the process as possible in order to participate intelligently in the program with the utmost helpfulness.

The placement position offers a wonderful opportunity to practice public relations as the school has a definite product for sale, a worker for the employer. A satisfied employer will offer support to the solution of our ever increasing school problems.

Vocational guidance has responsibilities in helping the youth reason soundly on the relation of his abilities to vocational requirements. After they have received the vocational training into which they were guided by the school, their placement in a related field of employment is the task for vocational guidance workers.

The need for information on placement, based upon established facts and obtained through adequate research techniques, is evident. The writer proposes to add to existing knowledge one phase of the placement program through the medium of this thesis. That phase is the methods of placement of the 1953 Cooperative Trade Graduates of the regular high schools in Ohio.

5. Evidences of the Need of Occupational Information Before Placement is Completed.

In a school which has guidance and vocational education as a part of the curriculum, the former becomes primarily vocational guidance. It becomes vocational guidance because selection of proper courses and training for a vocation are foci for a majority of other activities.

Vocational guidance programs have created many new subjects directly related to the solution of the students' problems upon leaving school. One of the main subjects comes under the heading of occupations.

Several studies have indicated that students who have taken courses in occupations tend to become better adjusted when placed in an occupation. These studies have been analyzed and arranged in chronological order to show the trend in which these courses have increased in importance during the past fourteen years.

Landy,²³ in a study prior to World War II, verified the importance of the course in occupations. He concluded that the high school students who had received occupational information presented a significantly better behavior in making occupational adjustments than those who had not taken this subject.

A similar conclusion was reached by Long²⁴ in analyzing his study with boys who had received occupational information in high school. He noted that these boys excelled in tenure of employment over those who did not have such courses.

Gulden²⁵ believed that courses in occupations were essential in a sound school program. He emphasized the fact that schools have a definite responsibility to keep informed about the occupational conditions in their respective communities. He also stated that the school had the responsibility to counsel both in-school and out-of-school youth as well as to cooperate in placement activities.

23 Edward Landy, "Occupational Adjustment and the School", National Association of Secondary School Principals, No. 93, November 1940, p. 55.

24 C. Darl Long, School Leaving Youth and Employment, New York, Teachers College, Columbia University, 1941, 84 p.

25 William W. Gulden, A Follow-Up Plan for High Schools, unpublished Master's thesis, presented to the School of Education of Ohio State University, Columbus, Ohio, 1941, 83 p.

It was noted by Keller²⁶ that an effective program had been carried on through lessons in occupations. He also noted that individual counseling and other necessary means which stimulated the students to use their own initiative were likewise important. In his school this initiative was directed by the guidance worker. The program called for the students to locate the necessary information and to make the final outcome the result of their personal efforts.

Lowenstein and Hoppock²⁷ made an analysis of the number of courses in occupations offered in the United States. This study was conducted during the period of 1948-49. A similar analysis was made in 1953 by Jones and Miller.²⁸ Both studies concluded that the enrollment of students in the courses in occupations was higher than in the traditional

26 Franklin J. Keller, Principles of Vocational Education, Boston, D. C. Heath and Company, 1948, p. 75-84.

27 Norman Lowenstein and Robert Hoppock, "The Teaching of Occupations in 1952", in Occupations, Vol. 31, issue of April 1953, p. 441-445.

28 Arthur J. Jones and Leonard M. Miller, "The National Picture of Pupil Personnel and Guidance Services in 1953", in the National Association of Secondary-School Principals of the National Education Association, Vol. 38, issue of February 1954, p. 114-129.

subjects. It was noted that all the states except Nevada were listed as having occupations courses in some of their high schools.

The United States Office of Education²⁹ Bulletin No. 1 in its vocational guidance services indicated that such courses were essential in a sound school program. It emphasized the fact that schools have a definite responsibility in keeping informed about the occupational conditions in their respective communities. It also stated that the school had the responsibility to counsel both in-school and out-of-school youth as well as to cooperate in placement activities.

In 1950, according to Hoyt,³⁰ one out of every three persons in the United States was employed in a skilled or semi-skilled occupation. This very fact emphasizes the need for sound occupational information devoted to these various fields of occupation before placement is accomplished.

29 U. S. Office of Education, Administration of Vocational Education, Bulletin No. 1, Revised, Federal Security Agency, Washington, D. C., 1948, 112 p.

30 Kenneth B. Hoyt, "Why Guidance is Necessary", in the American Vocational Journal, Vol. 28, issue of May 1953, p. 21.

In order to provide this occupational information, schools in recent years have been providing courses in occupations. In analyzing reports from the forty-eight states for the year 1949, Jones and Miller³¹ noted twenty-seven different subdivisions of guidance courses. These subdivisions were listed under the following course titles:

- | | |
|---------------------|---------------------|
| 1. Community civics | 4. Group guidance |
| 2. Occupations | 5. Student services |
| 3. Orientation | 6. Psychology |

They stated that these new courses indicated a conviction that pupil-problems were now considered by educators as being proper classroom subjects.

The study of a course in occupations provides the introduction to vocational training. By having this knowledge of occupations and field of training completed, adjustments are easier and better as a part of placement and in turn placement becomes more efficient in vocational guidance. Placement is an essential step in vocational guidance and is, therefore, a definite part of the educational process.

³¹ Arthur J. Jones and Leonard M. Miller, "The National Picture of Pupil Personnel and Guidance Services in 1953", in the National Association of Secondary-School Principals of the National Education Association, Vol. 38, issue of February 1954, p. 104-159.

6. Present Role of Placement

In order to illustrate the position of placement by the school, a survey of the literature has revealed an enlightening picture. An analysis by several educators on the role of the school during the past decade, with reference to placement, introduces this section. This is followed by an analysis of individual studies beginning with pre-world War II years.

The reader is asked to note the similarity of opinions as to the role of placement by the school and the relationship with which the schools take the necessary steps in securing community cooperation. This community cooperation, then in turn, is utilized to secure better occupational information for the purpose of placement by the school.

The school is the agency that should carry an important responsibility in the field of placement. The literature cited in this section has indicated that the school was the logical agency to handle placement. One of the main reasons cited was that of the close contact which it maintained during the training period.

In discussing the school's responsibility for the placement of graduates, Galper gave a definition of placement as follows:

The act of assisting pupils, graduates and withdrawals in finding desirable occupations for which they are most clearly qualified by aptitudes, interests, and abilities and which will serve the best interests of pupil and public.³²

It is observed from his statement that placement is the terminal result toward which training and occupational counseling are directed.

Novak,³³ Howard,³⁴ Edwards³⁵ and Keithley and Boisclair³⁶ are a few educators who felt that the school needed to exercise the responsibility for the placement of their own students into jobs as a natural step in the process

³² Sidney A. Galper, "Placement and Follow-Up a Responsibility of the Public School", in Education, Vol. 62, issue of November 1941, p. 164-171.

³³ Benjamin J. Novak, "What Placement for Placement?", in Occupations, Vol. 30, issue of January 1952, p. 258-259.

³⁴ William L. Howard, "Should a High School Place Graduates?", in School Board Journal, Vol. 99, issue of August 1939, p. 56.

³⁵ Phyllis M. Edwards, Teacher Appraisal of the Guidance Program of Springfield High School, unpublished Master's thesis, presented to the School of Education of Ohio State University, Columbus, Ohio, 1948, 95 p.

³⁶ E. M. Keithley and Esther Boisclair, "Guidance, Placement and Follow-Up in Business Education", in The Journal of Business Education, Vol. 21, issue of December 1945, p. 16-18.

of training students. They felt that the schools had the services of their graduates to offer as a product of their training program. The schools had taught the student the necessary skills, knowledge, habits and attitudes which represented a marketable product.

Eckert and Marshall,³⁷ in the late 1930's, studied a group of out-of-school youth in New York State and found that pupils had very little contact with their schools after leaving them. The schools were also found neglectful of their responsibility in attempting to find out about the activities of their graduates and withdrawals. It was also noted that students had not received much help in making adjustments after leaving school.

Reeves,³⁸ Director of the American Youth Commission, reported that not more than 5% of the schools provided any effective type of placement prior to World War II. The Commission also reported that of the 1,750,000 young people who leave school each year to hunt for jobs, only 25% had any proper preparation for work.

³⁷ Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School, New York, McGraw-Hill Book Company, 1938, 310 p.

³⁸ Floyd W. Reeves, "After the Youth Surveys--what?", in Occupations, Vol. 18, issue of January 1940, p. 245.

Reeves and Anderson³⁹ also stated that better school programs which provided integrated counseling, adjustment and placement services were needed. They believed that these services were needed from the time a young person entered school until he was out of school and had achieved some stability in adjustment to the vocational life. During the time in school, these services include assisting the student in making decisions and choices which will enable him to secure individual happiness and social values such as rendering service to the organized society of which he is a member.

Bell,⁴⁰ in an investigation of a representative sample of Maryland youth, stated there was a gap between the school-leaving age and the age of employment. In the study, interviews were held with more than 13,000 young people between the ages of sixteen to twenty-four. Approximately 75% of the young people, in appraising their schooling, stated they had received no vocational guidance. He believed that the placement of youth was more complex than job

³⁹ Roy N. Anderson, "The Work of the Placement Officer", in the Teachers College Record, Vol. 40, issue of October 1938, p. 60-61.

⁴⁰ Howard M. Bell, Matching Youth and Jobs, American Council on Education, Washington, D. C., 1940, p. 77-104.

placement. It was recommended that problems of further education and recreation should be included as a part of placement. It was very interesting to note in this study the reasons given by schools as to why they should not assume the responsibility of placement. The schools maintained that they prepared the students sufficiently well for entering into the employment field and felt that they did not need to give further assistance. However, Bell concluded the analysis by stating that placement service for students by the schools was increasing because a growing number of school administrators felt that the placement of their graduates and withdrawals was a proper function of the educational program.

Bell gave three reasons for the fact that placement had not been a logical result of long-time guidance programs:

(1) the schools have inadequate guidance programs, or none at all; (2) the schools keep inadequate cumulative records, or none at all by which vocationally significant information can be made available for each student; and (3) there are defects in the machinery for transferring these pertinent items of information from the counselling office to the placement office.⁴¹

⁴¹ Howard M. Bell, Matching Youth and Jobs, American Council on Education, Washington, D. C., 1940, p. 77-104.

These three negative causes should be remedied in the curriculum if the guidance program is to succeed in its purpose.

The purpose of Vocational Guidance has been set forth as follows:

The purpose of the Vocational Guidance Program is to provide individuals with the information and skills needed to make wise decisions in matters affecting vocational adjustment. The vocational guidance program is designed to result in efficiency in education and training both for the individual and the school and to improve the chances of the individual for progress and satisfaction in his occupation.⁴²

Therefore, in order to provide this essential information, it is necessary for the placement office to have the cumulative data for each student. This would tend to reduce the deficiencies cited by Bell, and aid in a constant evaluation of the curriculum in the light of changes in our society.

Howard⁴³ described as the view of the high school administration that placement is the duty of the school. In 1935 the high school in Logansport, Indiana, established a placement bureau in cooperation with the state employment

⁴² Report of the Committee of the National Vocational Guidance Association, "The Principles and Practice of Vocational Guidance", in Occupations: The Vocational Guidance Magazine, Vol. 15, May 1937, p. 772-780.

⁴³ William L. Howard, "Should a High School Place Graduates?", in School Board Journal, Vol. 99, issue of August 1939, p. 56.

office. This system was abolished because the employers were looking to the schools for recommendations. Howard concluded his discourse on placement by stating that every high school should have a well-organized placement and follow-up service to tie the school and community together and develop greater confidence between the business and industrial executives and the school.

Gulden⁴⁴ emphasized the importance of placement as belonging to the school. He concluded that with the exception of the home, the school was the only institution which was in a position to observe and record, over a period of years, the behavior of the growing child. However, he emphasized that the school was in a position to interpret its observations in terms of occupational possibilities. This fact of school importance was also stressed by Hewlett.⁴⁵ She pointed out that the school was in close contact with the student during the periods of training and when he was seeking employment. She also stated that the training which youth received prior to securing a job was the process of

⁴⁴ William W. Gulden, A Follow-Up Plan for High Schools, unpublished Master's thesis, presented to the School of Education of Ohio State University, Columbus, Ohio, 1941, 83 p.

⁴⁵ Theodosia G. Hewlett, "Do the Schools Prepare for Beginning Jobs?", in Occupations, Vol. 19, issue of March 1941, p. 418-426.

making the mind a more effective tool for doing a specific work.

Prior to World War II, the American Youth Commission based its recommendations for its program for youth on an analysis of past experiences. In analyzing guidance functions, it stressed the importance of the school by stating that, "The school reaches more children than any other agency and is in a position to give constructive guidance in connection with occupations, training and placement".⁴⁶

Keithley and Boisclair⁴⁷ evaluated the work of placement by the guidance counselor in each Milwaukee High School. They stated that the principal disadvantage of this type of placement was that it made no provision for these counselors to do follow-up studies. However, these services are provided by the Central Placement Department. They stated that the Placement Department of the Milwaukee Vocational School acted as the central agency for all graduates of the city school system.

⁴⁶ American Youth Commission, Youth and the Future, Washington, D. C., American Council on Education, 1942, p. 134-138.

⁴⁷ E. M. Keithley and Esther Boisclair, "Guidance, Placement and Follow-Up in Business Education", in The Journal of Business Education, Vol. 21, issue of December 1945, p. 16-18.

Several studies have indicated a laxness on the part of the schools in providing placement services. Berger⁴⁸ stated that few vocational schools possessed any trained placement officers.

Edwards made a study of a guidance program and stated, "There is no definitely organized placement service for graduates of Springfield High School".⁴⁹ However, she noted that the school personnel in charge of the Trades and Commercial Departments did do some placement work on behalf of their own students.

Wright,⁵⁰ in her analysis, pointed out that the secondary schools in the past had watched over the students who went to college. She felt that the schools had an equal responsibility to help the larger group prepare for jobs, locate openings, obtain placement in them, and make good.

⁴⁸ Max Berger, "A Yardstick for Your Placement Program", in Occupations, Vol. 23, issue of December 1944, p. 163-165.

⁴⁹ Phyllis M. Edwards, Teacher Appraisal of the Guidance Program of Springfield High School, unpublished Master's thesis, presented to the School of Education of Ohio State University, Columbus, Ohio, 1948, 95 p.

⁵⁰ Barbara H. Wright, Practical Handbook for Group Guidance, Science Research Associates, 1948, p. 120-126.

Hager⁵¹ conducted a survey of student problems. In asking the students' opinions she noted that 75% of the young people surveyed stated their biggest problem was how to earn a living. The survey also showed that students needed help in learning about job trends and aid in understanding and preparing for the future.

Keliher⁵² made a similar point by stating that one of the big problems for teen-agers was their need for effective vocational orientation. She also felt that industries, schools, and other community services needed to pool their knowledge of the vocational requirements and include this information in a vocational orientation program.

Keller,⁵³ principal of one of the largest Vocational High Schools in the United States, stated that adjustment to

⁵¹ Louisa W. Hager, "Public Relations", in Occupations, Vol. 28, issue of May 1950, p. 533-534.

⁵² Alice V. Keliher, "Teamwork for Maturity", in Mental Hygiene, Vol. 33, issue of April 1949, p. 230-235.

⁵³ Franklin J. Keller, Principles of Vocational Education, Boston, D. C. Heath and Company, 1948, p. 99-167.

an occupation was not accomplished by having the school secure a job for the graduate. Keller further stated that

[...] adjustment means placement, and no graduate leaves without a place in which to use the skills and knowledge he has acquired in school. It is a definite task of the school to effect such placement, to follow up the young worker in his employment, and to insist on replacement whenever it becomes necessary.⁵⁴

In the evaluation of Keller's vocational objectives from personal observation it is seen that one of the main principles on which a sound cooperative educational program had been established was the placement of graduates who successfully completed their training program.

He concluded his views on placement by stating that the school's responsibility was more than granting a diploma for a certain amount of work completed. He stated that the school was responsible to its former students until they were placed and well adjusted in the right vocation.

Jones,⁵⁵ in tracing the history of placement and follow-up, stated that Boston, of all the large cities, probably had the most efficient organization of placement and follow-up of any large system. He also made the point

⁵⁴ Franklin J. Keller, Principles of Vocational Education, Boston, D. C. Heath and Company, 1948, p. 99-167.

⁵⁵ Arthur J. Jones, Principles of Guidance, New York, McGraw-Hill Book Company, Inc., 1951, p. 397-403.

that many private placement bureaus are only interested in the commercial angle of placements and that public agencies are free from this type of monetary temptation.

He further noted that public agencies offered the best service because they followed the principle of placing an individual in the right job rather than just a job. Therefore, the school as a public agency is in a position of special importance for the placement and development of individual students. Thus, it is imperative for the school to provide the placement and follow-up services to find a suitable job for the graduate and to see that his adjustment is proper in that position and to aid him in his further advancement in it.

Bryan⁵⁶ proposed a plan for the development of a school placement service. He stated that teachers, co-ordinators, counselors, or others could act as placement personnel, but a central office should be established to extend and co-ordinate all placement services. He believed that the placement office should work with business and industry, state employment offices, and other agencies, and

⁵⁶ Joseph G. Bryan, "How Can the School Develop Placement Services and Work Experience Education for Youth?", in National Association of Secondary School Principals, Vol. 37, issue of April 1953, p. 31-35.

should assist all students, whether graduates or drop-outs, in securing employment.

A quotation from U. S. Federal Security Administrator Ewing's report to the President of the United States would be most appropriate to end this section.

The placing of a teenager in a job suitable for him is vitally important both to his well being and to the best use of the nation's labor force. This is a matter of matching the job and the worker. Waste of human resources and misfits of human endeavor will both be avoided if the worker is put in a job that is right for him.⁵⁷

From the viewpoint of a Federal Official, it is observed that placement is extremely important to the nation and exceedingly vital to the individual concerned.

It has been seen in this section that the school played a very small role in the matter of placement some ten years ago. However, different educators have pointed out that the school is the logical agency to handle placement. They further pointed out that placement included adjustment. Thus, the school trains and places the student, and the problem of adjustment becomes an integral part of placement. In turn, placement becomes a part of the whole pattern of education.

⁵⁷ Oscar R. Lwing, Youth--The Nation's Richest Resource, Washington D. C., U. S. Government Printing Office, 1953, 33 p.

7. Placement as Part of the Trades and Industries Program

The Trades and Industries Division is a part of the Vocational Education Program offered in the Ohio Schools. The Vocational Education Division⁵⁸ is one of the six divisions of the State Department of Education as shown in Figure 1. This Figure presents the relationship of each of the divisions as an equal component of the State Department of Education.

The Department of Vocational Education has been divided into four sub-divisions as shown in Figure 2. These sub-divisions are:

- | | |
|-------------------|--------------------------|
| 1. Agriculture | 3. Distributive |
| 2. Home Economics | 4. Trades and Industries |

Each of the divisions has had its own characteristic growth though the broad outlines and objectives are the same for all.

Vocational Education is an integral part of the education for a total life-pattern. In a review of the related literature, vocational education has now been accepted as a complement of rather than a substitute for general education.

⁵⁸ State Department of Education, Division of Vocational Education, The Ohio Plan of Trade and Industrial Education, Columbus, Ohio, 1948, 217 p.

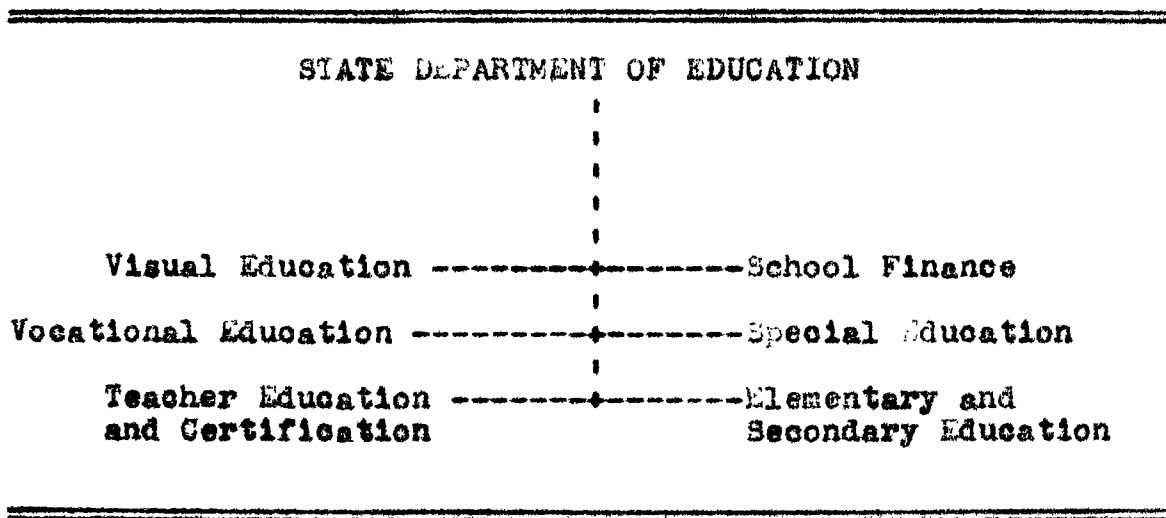


Figure 1. Organization of the Ohio State Department of Education.⁵⁹

⁵⁹ State Department of Education, Division of Vocational Education, The Ohio Plan of Trade and Industrial Education, Columbus, Ohio, 1948, p. 10.

The main purpose of vocational education is to provide the means to develop the skills, abilities, understandings, attitudes and working habits; and to impart the knowledge and information needed by prospective workers to make progress in their chosen vocational field.

The results of vocational training may best be stated in terms of the amount and types of useful employment obtained by the vocationally trained youth. Thus, it is seen that proper placement is an acid test of the vocational program.

The purpose of trade and industrial education, with reference to high school students, is to aid them to make satisfactory adjustments in society. This type of program provides the means for the high school graduates to secure technical training which will enable them to enter industrial employment.

Communities which have a large number of industries offer many occupational opportunities. However, this study is limited to the schools located in medium or small cities. These cities have one public high school which offers Vocational Trade and Industrial Education as a part of the Regular High School curriculum.

In the larger cities of this group, the Vocational Trade Cooperative Program is offered to the high school students. This program usually has only one trade course

offered at each school. The on-the-job training program during their senior year utilizes the services of the larger industries.

In the small cities the Diversified Cooperative Training Program is offered to the high school students. This program offers a number of trade courses. The on-the-job training utilizes the services of the several small businesses such as offices, stores and shops of various kinds for the work experience training during the students' senior year in high school.

Both of these programs are of a work experience nature. In order to participate in either of these cooperative programs, students must be in the final year of high school, have made an occupational choice and be legally employed in an establishment approved by the school.

The students in this cooperative program spend 50% of their time in school and the other 50% in employment in a related field in which they receive training. The time relationship between school and work experience is shown on Table I.

These vocational cooperative classes provide a means through which in-school and on-the-job training experiences enable the students to apply their technical knowledge in a production environment. It is also a cooperative undertaking between the student and coordinator in

TABLE I.-

Sample Training Schedule for Ohio's 1952-53
Cooperative Trade Graduates.⁶¹

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1st		General Subject			
2nd		Supervised Occupational Study			
3rd		and Related Technology			
Lunch					
4th		Work Experience			
5th		in the Training Establishment			
6th					

⁶¹ State Department of Education, Division of Vocational Education, The Ohio Plan of Trade and Industrial Education, Columbus, Ohio, 1952, p. 36.

establishing placement for the on-the-job training program.

Upon graduation, this training experience provides the graduate with saleable skills to enter the competitive labor market.

The vocational education supervisors and coordinators have been entrusted with the responsibility of advising and assisting the placement of their graduates in related jobs for which they were trained. The Ohio Plan of Trade and Industrial Education Manual includes the placement duties of a local supervisor and are stated as follows:

Advises and counsels students concerning their needs in preparing for, in making adjustment in employment and in assisting in adjusting difficulties in connection with the home, school or job [...]. assists in the placement of students in employment, advises employers as to the proper placement and the probable success of students and attempts to make adjustments when such are necessary or desirable for the worker or employer.⁶²

It is obvious that this administrator must be versatile. He must be occupationally competent in keeping abreast with technological advancement, but he must also maintain a balanced view between his status as a craftsman and guidance worker.

⁶² State Department of Education, Division of Vocational Education, The Ohio Plan of Trade and Industrial Education, Columbus, Ohio, 1948, p. 112.

The two years in-school contact between student and supervisor makes it possible for the supervisor to know each of the students as an individual. By knowing each student, the supervisor and/or coordinator can be more aware of the adjustment problems when placement is made in the vocational field.

By having a gradual transition between school and job, a less amount of adjustment will be required. "When a student first enters employment", Moss stated, "he encounters a sharp break between school and his first job."⁶³ The leaders in trade and industrial education are agreed that the local vocational administrator's duties require a continuous contact for as much as two years in order to counsel and guide the new employee in his chosen field.

This chapter has presented the problem in its setting with related research. These related studies pointed out the importance of placement. They emphasized that placement should be a part of the total picture of general education. Therefore, with the Trades and Industries Cooperative Training Program providing graduates with saleable skills, placement is even more important. It was

⁶³ R. Maurice Moss, "From School to Work", The School Worker, Toronto, Ontario College of Education, Vol. 7, issue of June 1952, p. 21-25.

seen in this chapter that placement called for assistance and adjustment. This was included from the selection of the program during his junior year until approximately two years after graduation. One of the main points in this program evolves around the administrator of the Trades and Industries Program for each school.

It has been seen in these references that the supervisor and/or coordinator has a great task to perform in aiding the vocational student. He must have a keen insight into the various pressures which influence vocational placement. He must know the pulse beat of the labor market placement in order to be able to make vocational placement an integral part of the school curriculum. These various points must be considered fully by the supervisor and/or coordinator when a student first inquires about enrolling in a vocational trade course.

In this chapter, the problem of research was described and discussed in its various aspects. The importance of placement and what has already been accomplished has been presented from related literature.

This chapter has also shown how vocational education is an inescapable part of education as a preparation for life. This preparation includes such training skills, job information and related technical knowledge as will produce a well balanced individual and an intelligent citizen.

It has pointed out that the graduate of a Trades and Industries Cooperative Program is ready to enter the competitive labor market. The related literature and studies emphasized the importance of placement as an integral part of vocational education.

CHAPTER II

EXPERIMENTAL DESIGN

This chapter provides the reader with the description of the population with which this research was conducted. It includes Ohio's 1953 graduates of the Cooperative Trade Program of all the Regular High Schools. Then, this is followed by a description of the tools and techniques used in the study. Finally, the method of approach, procedures in the analysis and evaluation for the purpose of the summarization of the results have been presented.

1. The Population

The population used in this investigation consisted of the Cooperative Trade Graduates of the Trades and Industries Vocational Education Program. There were twelve Regular High Schools in Ohio which offered the Cooperative Trades courses as a part of their curriculum during the school year 1952-53. The approximate location of the schools, on Figure 3, has been provided for its reference value to the reader. In this map the reader will note that these schools are located in different parts of the state. These schools were the only Regular High Schools in the state

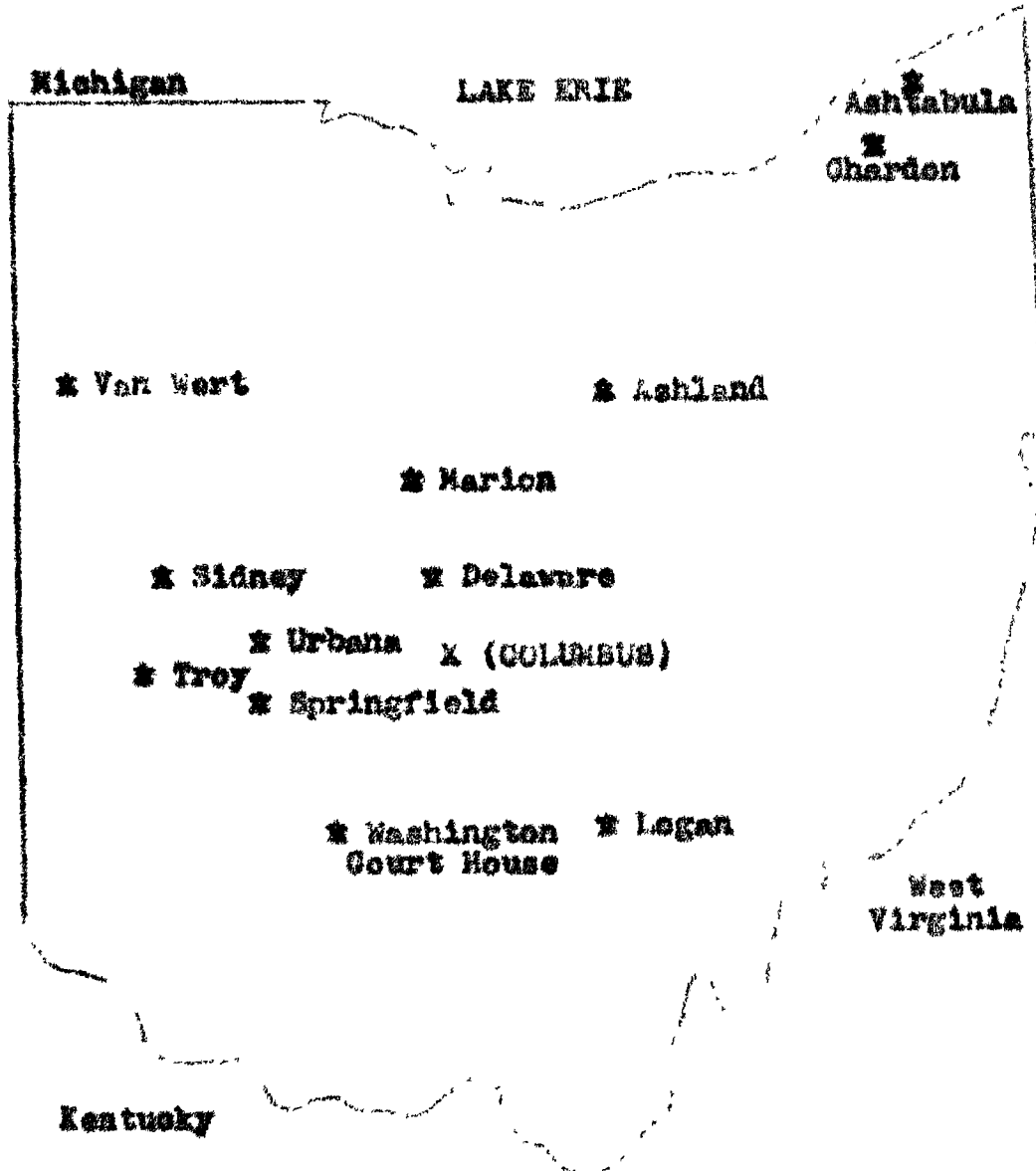


Figure 3. Regular High Schools of Ohio which offered the Cooperative Trade Program during the School Term of 1952-1953.

which offered the Trades and Industries Cooperative Trades Program for the 1952-53 school year.

There are four types of Trades and Industries Programs offered in the secondary schools of Ohio. These programs are offered in the large, medium and small cities. The four types are identified as follows:

1. Full Time Day Vocational Classes.
(Vocational Trade or High School)
2. Full Time Day Vocational Classes.
(Vocational Departments in High Schools)
3. Vocational Trade Cooperative Classes.
4. Diversified Training Classes.

This study will consider the last two types of programs. There were five Regular High Schools as shown on Table II which offered the Vocational Trade Cooperative Classes and seven schools which offered the Diversified Cooperative Training Classes during the 1952-53 school term.

These two types of classes have different programs from that of the other two Trades and Industries programs. The difference lies in the fact that the seniors worked approximately 50% of their time in civilian jobs related to the technical training which they received in school, while the other students attended the Full Time Day Vocational Classes without the on-the-job training program.

The total number of graduates as well as the number of graduates from each of the twelve Regular High Schools of the Cooperative Trades program in the spring of 1953 are

TABLE II.-

Types of Cooperative
Training Programs Offered in
Ohio's Regular High Schools
1952-53.¹

School	Div Coop Training	Voc Trade Coop
1. Ashland	X	-
2. Ashtabula	-	X
3. Chardon	X	-
4. Delaware	X	-
5. Logan	X	-
6. Marion	-	X
7. Sidney	-	X
8. Springfield	-	X
9. Troy	X	-
10. Urbana	X	-
11. Van Wert	X	-
12. Wash. C.H.	-	X

¹ Byrl L. Shoemaker,
Assistant Supervisor, Trade and
Industrial Education Service of
the State of Ohio, Department of
Education, Columbus, Ohio,
interview at Columbus, Ohio,
December 21, 1953.

shown on Table III. From this table the reader will notice the size of the program. The largest class had thirty-five graduates while the smallest class had nine graduates for this type of trade training program.

The Vocational Trade Cooperative Program provided training in specific occupations as shown on Table IV. The number of students graduating in 1953 from each trade course is also shown on this table. The Diversified Cooperative Training Program provided training in thirty-seven different trades as shown on Table V. The number of students graduating in 1953 from each trade course is also shown on this table. From these tables the reader will note that approximately five times as many trade courses were offered in the Diversified Cooperative Training Program as were in the Vocational Trade Cooperative Program.

TABLE III.-

Graduates from the
Cooperative Trade Program of
Ohio Schools 1952-53.²

School	Number
	N: 188
1. Ashland	22
2. Ashtabula	13
3. Chardon	9
4. Delaware	9
5. Logan	15
6. Marion	35
7. Sidney	10
8. Springfield	29
9. Troy	12
10. Urbana	12
11. Van Wert	11
12. Wash. C.H.	11

² Byrl L. Shoemaker,
Assistant Supervisor, Trade and
Industrial Education Service of
the State of Ohio, Department of
Education, Columbus, Ohio,
interview at Columbus, Ohio,
December 21, 1953.

TABLE IV.-

Vocational Cooperative
Trade Courses in Ohio's Regular
High Schools and their 1952-53
Graduates.

Courses	Number N: 98
1. Auto Mechanic	24
2. Automotive	16
3. Drafting	7
4. Foundry	2
5. Machinist	43
6. Pattern Making	6

TABLE V.-

Diversified Cooperative Trade Courses in Ohio's Regular High Schools with their 1952-1953 Graduates.

Course	Number	Course	Number
	90		
Auto Body Repair	2	Machine Sewing	2
Auto Mechanic	2	Meat Cutter	5
Auto Repair	1	Meat Packer	1
Body Repair	2	Meat Processing	1
Brick Layer	1	Mechanic	14
Commercial Art	1	Milk Processing	1
Cooking	1	Nursing	2
Dietician	1	Pre Nursing	5
Drafting	4	Photographer	3
Dry Cleaning	3	Plumber	3
Electrical Repair	1	Printer	7
Floral Design	1	Radio/TV Repair	1
Florist	1	Radiator Repair	1
Garage Mechanic	1	Salvage Mechanic	1
Lab. Assistant	1	Shoe Repair	1
Lab. Technician	2	Surveyor	2
Lumberman	1	Telephone	1
Lumber Mill	1	Welding	1
Machinist	10	Trade unknown	1

This section has presented to the reader a picture of the population with its location in Ohio which was used in this study. A description of the Trades and Industries Program with the various phases of training was discussed in the light of conditions considered with the placement of the Cooperative Trade Graduates.

2. The Tools

The questionnaire was used to seek the real facts in regard to the existing conditions of placement. The condition investigated was the method of placement in an occupation approximately nine months after the Cooperative High School students had graduated. The questionnaire obtained the facts concerning the current employment status of each of the graduates by trade and by school. It also secured the employment methods used by each student in securing his present occupation. These facts have been analyzed in the following chapter for purposes of evaluation.

The questionnaire was designed to give factual information on the graduates. It was planned to yield such

data as would enable the writer to obtain the following information:

1. The current occupational status of each student.
2. The relationship between employment and training.
3. The employment placement technique by which the graduates working in their field of training obtained employment in the job held approximately nine months after graduation.
4. The employment placement techniques by which the graduates working in a partially related field of training obtained employment in the job held approximately nine months after graduation.
5. The employment placement techniques by which the graduates working in an un-related field of training obtained employment in the job held approximately nine months after graduation.
6. The employment placement techniques by which the graduates working in a non-related field of training obtained employment in the job held approximately nine months after graduation.
7. The employment placement techniques by which the graduates working as apprentices obtained employment in the job held approximately nine months after graduation.
8. The employment placement techniques by which the graduates working as non-apprentices obtained employment nine months after graduation.
9. The employment placement techniques by which the graduates working as apprentices or non-apprentices, in relation to their trade training received, obtained employment nine months after graduation.
10. The length of time in the present job for all graduates.
11. The approximate date that the coordinator and/or supervisor last contacted the graduates.
12. The approximate number of contacts made by the coordinator and/or supervisor during the nine months since the students' graduation.

The reproduction of the letters and questionnaire in the Appendix will allow the reader to see the contents which were used in securing the information from the coordinators and/or supervisors.

The letters and questionnaires which were sent to the graduates, when the information requested was checked Unknown or was not completed by the coordinators or supervisors, has also been included in the Appendix.

The system of checking the different sections on the questionnaire is given in the Appendix for the reader's information. An example questionnaire, with check marks shown in different sections, was included with the letter of instructions. This sample is illustrated in the Appendix. From the letter and questionnaire the reader will be able to note the organization and the material utilized in obtaining the facts needed for this study.

3. The Method

The data for this study have been obtained by the use of the descriptive method.

A letter was sent to the State of Ohio Department of Education to secure the names of the principals of the Regular High Schools which had Cooperative Trade Classes. Upon receiving this information, a letter was then sent to the State Department of Education, Vocational Education Division, asking them to send the names of the coordinators and/or supervisors of the Cooperative Trades Program. These Vocational Education Administrators were in charge of each of the Regular High Schools which participated in the

Cooperative Trades Program during the school year 1952-53 as shown on page 52.

The names and training courses of the Cooperative Trade Graduates by each school were obtained by the writer during a personal interview with Shoemaker,³ Assistant Supervisor of Vocational Trade and Industrial Education. From this information, forms containing the names of the graduates and trade courses were prepared for each school.

This information was included as enclosures with letters which were sent to the principals of the Twelve Regular High Schools. The principals were asked to kindly verify the enclosed information which consisted of the names of the graduates and the respective trade courses. They were also asked to list the age and address of each of their 1953 Cooperative Trade Graduates as shown by the example in the Appendix. The address of each of the students was used in each case the coordinator and/or supervisor checked an Unknown on the questionnaire which was the next step in securing the desired information.

Upon receipt of this information from the principals, the writer then used the verified information to

³ Byrl L. Shoemaker, Assistant Supervisor of Vocational Trade and Industrial Education Service, of the State of Ohio Department of Education, Columbus, Ohio, interview at Columbus, Ohio, December 21, 1953.

fill out the course and student's name on the questionnaire. The questionnaire was then sent to each individual coordinator and/or supervisor. The names of the principals, coordinators and/or supervisors appearing in the appendix are listed by school. This will permit the reader to note the names of the local Vocational Education Administrators, their school titles and schools which were asked to participate in this study.

In the letter of instruction, the coordinator and/or supervisor of each Cooperative Trade Program was asked to check one item under present employment status for each graduate. This would indicate whether each former student was now an apprentice, non-apprentice, in the armed forces, unemployed or unknown. The next section was concerned with the graduates' employment and training relationship, and they were asked to check only one item. In this section, they were asked to check whether or not the graduate's present occupation was direct or in a partially related trade field, unrelated trade field or non-related occupation to the Cooperative Trade and Industries Program studied.

The coordinator and/or supervisor was next asked to check the employment method of the former students. The different methods were through:

1. Personal application
2. Recommendation by a previous employer
3. Relatives or friends
4. Labor organizations
5. Public employment agencies
6. Advertisements
7. School personnel
8. Unknown

In order to help verify the information as to the graduates' present status, employment and training relationship and employment methods, the coordinator and/or supervisor was asked to state the number of contacts or interviews he had held with the new graduate since graduation. He was also asked to state the approximate date of the last interview and how long the graduate had been working in his present occupation. Space was also provided for any comments which he desired to make.

In discussing the use of questionnaires by mail, Almaack states that

"Fifty per cent of returns is normal; only when exceptional care is used in the form, when special inducements are offered for a reply, and when the subject is of exceptional interest and importance can an investigation realize a seventy-five per cent return."⁴

⁴ John C. Almaack, Research and Thesis Writing, New York, Houghton Mifflin Company, 1930, p. 183.

From this point of view, it was believed that the writer would be able to receive information from at least nine or 75% of the schools contacted.

Upon receipt of the information from the coordinator and/or supervisor, it was reviewed for the purpose of finding any student's name with an Unknown checked or or incompleated information. If any of these were found, letters were sent to each of those graduates (see page 59). Upon receipt of the information from these graduates, it was included with the information on the questionnaire returned by the coordinator and/or supervisor.

The information from the questionnaires was recorded in numbers and percentages. This information has been recorded for each of the different sections on the questionnaires. These numbers were first recorded by school then by trade training and finally by trade program.

The trade programs were divided into two categories as follows: Diversified Cooperative Training Program and the Vocational Trade Cooperative Training Program. The next step in the analyzation was to divide the two programs by their present status of employment. This division was by:

- | | |
|-------------------|---------------|
| 1. Apprentice | 4. Unemployed |
| 2. Non-apprentice | 5. Unknown |
| 3. Armed Service | |

The next step was to analyze the section concerning the employment and training relationship. The two

Cooperative Trade Programs were divided into the four employment-training relationships. These were as follows:

1. Those trade graduates working in the trade for which they were trained.
2. Those graduates working in a trade in an occupational field partially related to the one for which they were trained.
3. Those trade graduates working in a trade in an occupational field unrelated to the one for which they were trained.
4. Those trade graduates working in an occupational field which is non-related to the one for which they were trained.

The employment methods section of the questionnaire was the third group to be analyzed. The two Cooperative Trade Programs were divided into the eight different classifications. The classifications were as follows:

1. Personal application
2. Recommendation from previous employer
3. Through friends and/or relatives
4. Labor organization
5. Public employment agencies
6. Answering newspaper advertisements
7. School officials
8. Unknown

Each of the different classifications was recorded in figures and percentages in reference to the total number surveyed in each trade for which the graduates were trained.

The average length of employment in the various jobs was also recorded for the purpose of showing the relationship between length of time employed in the present job; as to his present status, employment-training relationship and employment methods.

A cross-reference of the different classifications was the next analyzation step. From this information an over-all evaluation was established and conclusions drawn in regard to the problem.

The chapter has described the population, tools, and method used in this experiment. In the description of the population, the factors of the size and type of schools and the type of programs offered in trades and industries were taken into consideration. The questionnaire was described as the tool used in this study. Finally, the methods, including alternatives, to be utilized in securing the factual information were explained in testing the hypothesis.

CHAPTER III

ANALYSIS OF THE FINDINGS

This chapter will discuss the distribution of the population and the trade courses offered by each of the twelve regular high schools in Ohio. An analysis of the findings as to the trade graduates' current occupational status as an apprentice or non-apprentice will be discussed. These findings will be analyzed further to find the types of relationship which exist between the graduates' present occupation and their trade major. Finally, these employment training relationships will be analyzed in the light of the methods of placement used by the Cooperative Trade Graduates.

1. Distribution of the Graduates

The subjects of this study were all Ohio resident 1953 Cooperative Trade Graduates of the twelve regular high schools and had majored, at least during their senior year, in the Vocational Education Courses. They numbered originally 188; ninety of them were graduates of the Diversified Trade Program and 98 of the Vocational Trade Cooperative Training Program.

Of the 90 included in the study of the Diversified Cooperative Training Program, complete information was received on 56 graduates from the seven schools which were

included in this study. This represented an over-all response of 62% for this program. It will be of interest to the reader to note the various reasons why thirty-four high school graduates were not included in this study.

Of these 34, information on ten was checked Unknown on the questionnaire by their Vocational Education Administrators and no replies were received to two letters sent to each of these ten by the writer. These graduates were from Logan, Delaware and Urbana High Schools.

There are now 12 graduates from five of the high schools serving in the Armed Forces. These graduates were from Ashland, Chardon, Troy and Urbana High Schools. Five of the girls who graduated from Ashland, Logan and Van Wert High Schools are now married, and one has moved out of the state. Three graduates from Ashland High School are continuing their education. Two graduates of Van Wert and Urbana High Schools are now deceased. A Chardon High School Graduate's trade was unknown and one graduate was unemployed. This leaves 56 graduates from the Diversified Cooperative Trade Program included in this study.

The number of graduates engaged in a civilian occupation is shown on Table V^a by their trade major for each Regular High School of the Diversified Cooperative Trade Program.

TABLE V^A.-

Ohio's Employed 1953 Regular High School Diversified
Cooperative Trade Graduates by Trade Course.

Trade Course	Employed N:56	Schools						
		Ashl N:14	Char N: 6	Dela N: 5	Loga N: 7	Troy N:11	Urba N: 5	V.Wert N: 8
Auto Body Repair	1	-	-	-	-	-	-	1
Auto Mechanic	1	-	-	-	-	-	-	1
Auto Repair	1	1	-	-	-	-	-	-
Commercial Art	1	-	-	-	-	1	-	-
Cooking	1	1	-	-	-	-	-	-
Dietician	1	1	-	-	-	-	-	-
Drafting	3	-	-	1	-	2	-	-
Dry Cleaning	1	-	1	-	-	-	-	1
Electrical Rpr.	1	1	-	-	-	-	-	-
Floral Design	1	-	-	1	-	-	-	-
Garage Mechanic	1	-	1	-	-	-	-	-
Lab. Assistant	1	-	1	-	-	-	-	-
Lab. Technician	2	2	-	-	-	-	-	-
Lumberman	1	-	-	-	-	1	-	-
Machinist	7	-	-	-	-	2	4	1
Machine Sewing	2	2	-	-	-	-	-	-
Meat Cutter	3	1	-	-	1	-	-	1
Meat Packer	1	-	1	-	-	-	-	-
Meat Processing	1	-	-	-	-	-	-	1
Mechanic	10	1	-	1	5	3	-	-
Milk Processing	1	-	-	1	-	-	-	-
Nursing	1	-	1	-	-	-	-	-
Photographer	1	1	-	-	-	-	-	-
Pre Nursing	1	-	-	-	-	-	-	1
Printing	5	3	1	-	-	1	-	-
Radio & TV Rpr.	1	-	-	-	-	-	1	-
Radiator Repair	1	-	-	-	-	1	-	-
Shoe Repair	1	-	-	-	1	-	-	-
Surveyor	1	-	-	-	-	-	-	1
Telephone	1	-	1	-	-	-	-	-
Welding	1	-	-	1	-	-	-	-

It will be of interest to the reader to note the variety of courses offered in the seven high schools. Thirty-one trade courses had graduates who were included in this study. Twenty-four of the trade courses were represented with one graduate each. The mechanics trade course had the largest number of graduates and was offered in four different high schools. The machinist course had the second largest group of graduates who were from three different high school trade programs. Ashland High School with fourteen and Troy with eleven had the largest number of graduates. The other five high schools with the number of their graduates are also included. Thus, this table presents the different trade courses as offered by the seven high schools during the school term 1952-53.

The distribution by school of the 90 Diversified Cooperative Training Program Graduates is shown on Table VI. This table shows the number and percent of the graduates from each high school so as to arrive at a percentage response of the total number included in this study. This denotes an over-all response for the Diversified Cooperative Trade Program of 62%. This percentage represents the distribution by school of the graduates who were gainfully employed in a civilian occupation at the time of this study, approximately nine months after graduation.

TABLE VI.-

Ohio's Employed 1953 Regular High School Diversified Cooperative Trade Graduates by School.

School	Number		Percentage Employed
	Surveyed N: 90	Employed N: 56	
Ashland	22	14	64%
Chardon	9	6	67%
Delaware	9	5	55%
Logan	15	7	47%
Troy	12	11	92%
Urbana	12	5	56%
Van Wert	11	8	77%

The graduates of the Vocational Cooperative Trade Program originally numbered 98 with sixty-nine of these being recorded for this study. The writer received responses from all of the regular high schools which participated in this trade program for the school year 1952-53. These sixty-nine represented an over-all response of 70%, and the distribution is shown by trade major on Table VII for this program.

It will be of interest to the reader to note the similarity between the two Cooperative Trade Programs as to the reasons why insufficient information made it necessary to exclude sixty-three graduates from this study. Of the twenty-nine Vocational Cooperative Trade Graduates excluded, eighteen from Ashtabula, Marion, Sidney and Springfield High Schools are now serving in the Armed Forces. Seven responses were checked Unknown by their Vocational Education Administrator, and no replies were received to the two letters sent to each of these seven by the writer. These seven graduates were from Ashtabula, Marion and Washington Court House High Schools. There are two graduates continuing their education and one deceased from Springfield High School. One graduate from Marion High School was unemployed, therefore, this leaves sixty-nine graduates from this trade program included in the study.

TABLE VII.-

Ohio's Employed 1953 Regular High School
Vocational Trade Cooperative Graduates by Trade
Course.

Trade Course	Number Employed	Schools				
		Aahtab N: 7	Marion N: 28	Sidney N: 6	Spring N: 20	Wash C.H. N: 8
Auto Mech	15	7	-	-	-	8
Automotive	11	-	11	-	-	-
Drafting	6	-	-	-	6	-
Foundry	1	-	-	-	1	-
Machinist	32	-	17	6	9	-
Pattern Mak	4	-	-	-	4	-

The reader is asked to note the difference in the number of courses offered by the two trade programs as shown on Tables V and VII. Another distinct difference may be noted in the number of trade courses offered by each school. The Vocational Cooperative Trade Program offered two different courses than those named under the Diversified Cooperative Training Program. These courses, pattern making and foundry, were offered at the Springfield High School. Springfield also offered machinist and drafting trade courses. The other four subjects were similar to trade courses offered in the Diversified Cooperative Trade Program. Marion High School offered a machinist and automotive trades course while Sidney only offered a machinist trade course. Graduates from Washington Court House and Ashtabula High Schools majored in auto mechanics which is the last of the trade courses discussed in this study.

The distribution by school of the Vocational Cooperative Trade Graduates is shown on Table VIII. The reader may note from this table that Marion High School had the largest number of trade graduates as well as the highest percentage of responses sent to the writer. This table also shows the percent of the total trade graduates from each high school which are included in this study. This denotes

TABLE VIII.-

Ohio's Employed 1953 Regular High
School Vocational Cooperative Trade Graduates
by School.

School	Number		Percentage Employed
	Surveyed N:98	Employed N:69	
Ashtabula	13	7	55%
Marion	35	28	80%
Sidney	10	6	60%
Springfield	29	20	69%
Wash. Court House	11	8	73%

an over-all response of 70% for the Vocational Cooperative Trade Program. This also represents the distribution by school of the graduates who were gainfully employed in a civilian occupation at the time of this study.

Of the 188 graduates surveyed by the questionnaire, the names of 35 were checked Unknown or the information given was incomplete. Two follow-up letters with questionnaires were sent to these 35 graduates with a total of eighteen replies being received. One graduate was unemployed while seventeen were gainfully employed in a civilian occupation. These eighteen replies represented a 51% return. The writer felt encouraged in receiving such a high percentage return from the graduates whose names had previously been checked Unknown in their present employment status or employment method by their Vocational Education Administrator. These seventeen responses were included in the total of 125.

Responses have been recorded for 125, or 67% of the original 188 graduates from the two programs. This is shown on Table IX in which a comparison is made between the two programs as to the number included in this study. The reader may note from this table that the over-all response was fairly evenly distributed, being 62% and 70% respectively or a total participation of 67%.

TABLE IX.-

Ohio's Employed 1953 Regular High
School Cooperative Trade Graduates by Program

Program	Number		Percentage Employed 67%
	Surveyed N:188	Employed N:125	
Diversified Coop. Trade	90	56	62%
Vocational Trade Coop.	98	69	70%

The reader now has a fair picture of the distribution of the population used in this study. The tables have shown the trade courses offered in each program by school. From this basic information a further analysis will be made, in the following sections, of the graduates' present employment status, their employment training relationship, their employment methods and the inter-relationship of these factors.

2. Current Occupational Status.

The current occupational status data of 108 graduates were based upon responses made by the coordinators or supervisors. Moreover, seventeen responses were obtained by a questionnaire sent to the graduates whose complete status was Unknown to their coordinator or supervisor. No attempt was made to confirm the responses given on these questionnaires by contacting the graduates' employers. One of the basic assumptions of the thesis has been that the descriptive method itself is adequate in making a study of this particular population.

In this study the Cooperative Trade Graduates have been classified into two groups: those graduates who completed the Diversified Cooperative Training Program and those who completed the Vocational Cooperative Training Program. Each student in these groups has been classified

in his or her present employment status by trade course, as apprentice or non-apprentice.

An analysis of each of the sections of the questionnaire on the graduates' current occupational status is given by trade major and by school for each of the programs. No attempt has been made to compare one school or course against another because of the low number of graduates in each course which might give rise to exaggerated ratios and ambiguous results. However, the reader is asked to note particularly those points of similarity and difference and the over-all analysis which resulted in setting forth the information by trade course. These summaries have included the number of graduates who completed any one of the six trade courses of the Vocational Cooperative Training Program or the thirty-one courses offered in the Diversified Cooperative Training Program.

The current occupational status of the graduates included in the study of the Diversified Cooperative Trades was evenly distributed between those who were placed as apprentices and those placed as non-apprentices. There were 26 graduates working as apprentices or approximately 46% and thirty, or 54% working as non-apprentices. Table IX^a shows to what extent the graduates are placed as apprentices and non-apprentices in relation to the over-all Diversified Cooperative Trades Program. The table also shows that 26

TABLE IX^a. -

Actual Non-Apprentices and Apprentices by Trade
of Ohio's 1952-53 Diversified Cooperative Trade Grads.

Trade Course	Employment Status			Apprentice Percentage 47%
	Employed N:56	Non-Appren N:30	Appren N:26	
Auto Body Repair	1	-	1	100%
Auto Mechanic	1	-	1	100%
Auto Repair	1	1	-	-
Commercial Art	1	1	-	-
Cooking	1	1	-	-
Dietician	1	1	-	-
Drafting	3	2	1	33%
Dry Cleaning	1	-	1	100%
Electrical Repair	1	1	-	-
Floral Design	1	1	-	-
Garage Mechanic	1	1	-	-
Lab. Assistant	1	1	-	-
Lab. Technician	2	2	-	-
Lumberman	1	1	-	-
Machinist	7	2	5	71%
Machine Sewing	2	2	-	-
Meat Cutter	3	2	1	33%
Meat Packer	1	1	-	-
Meat Processing	1	-	1	100%
Mechanic	10	4	6	60%
Milk Processing	1	1	-	-
Nursing	1	1	-	-
Photographer	1	-	1	100%
Pre Nursing	1	1	-	-
Printing	5	-	5	100%
Radio & TV Repair	1	-	1	100%
Radiator Repair	1	1	-	-
Shoe Repair	1	-	1	100%
Surveyor	1	-	1	100%
Telephone	1	1	-	-
Welding	1	1	-	-

graduates from thirteen trade courses were placed as apprentices while 29 graduates from twenty-two trade courses were placed as non-apprentices.

All of the graduates who had majored in printing were successful in being placed as apprentices. Moreover, four of these 5 graduates had been employed in the same trade for fifteen months. Five machinist apprentices and 5 of the six apprentice mechanics have worked in the same trade for eighteen months. This indicates that the graduates' on-the-job training which they received as part time work during their senior year has provided for a continued placement in the trade in which they majored.

The percentages by schools for the Diversified Cooperative Trade Graduates working in the present status as apprentices or non-apprentices are shown in Table X. It will be of interest to the reader to note that the over-all distribution presents a fairly even pattern. However, Urbana and Logan had a fairly high number of their graduates employed as apprentices. The over-all percentage of 47% indicates that the graduates profited directly by the training which they received by being employed at the apprenticeship level.

It will be of interest to the reader to note the difference in the average length of time employed for each of these employees. It was found that apprentices have been

TABLE X.-

Actual Non-Apprentice and Apprentices
by School of Ohio's 1952-53 Diversified
Cooperative Trade Graduates.

School	Employment Status			Apprentice Percentage 47%
	Employed N:56	Non Appren N:30	Appren N:26	
Ashland	14	10	4	30%
Chardon	6	5	1	17%
Delaware	5	5	-	-
Logan	7	1	6	86%
Troy	11	7	4	37%
Urbana	5	-	5	100%
Van Wert	8	2	6	75%

working for an over-all average of approximately fourteen months in their present job while non-apprentices have worked an average of nine months. This indicates that the apprentices were placed in their present employment prior to graduation. Thus, it appears that the employers of these apprentices must have been satisfied with their work during their on-the-job training, and, at the same time, the graduates have continued in the trade for which trained.

There were 65% of the graduates from the six training courses of the Vocational Trade Cooperative Program placed as apprentices. From the 69 graduates included, twenty-four or 35% were placed in the occupational status of non-apprentices. The distribution by trade course between apprentices and non-apprentice employees is shown on Table XI. It will be of interest to the reader to note that 93% of the 15 auto mechanic graduates and the 6 drafting graduates were placed as apprentices while the automotive and machinist trade graduates were fairly evenly divided between apprentices and non-apprentices. It is also noted that 3 of the four pattern making graduates and the one foundry trade graduate were also working as apprentices.

The occupational status as to non-apprentices and apprentices by school of the Vocational Trade Cooperative Graduates is shown on Table XII.

TABLE XI.-

Actual Non-Apprentices and Apprentices
by Trade Training of Ohio's 1952-53 Vocational
Trade Cooperative Graduates.

Trade Course	Employment Status			Percentage Apprentice 65%
	Employed N:69	Non-Appren N:24	Appren N:45	
Auto Mech.	15	1	14	93%
Automotive	11	6	5	45%
Drafting	6	-	6	100%
Foundry	1	-	1	100%
Machinist	32	16	16	50%
Pattern Mak	4	1	3	75%

TABLE XII.-

Actual Non-Apprentices and Apprentices
by School of Ohio's 1952-53 Vocational Trade
Cooperative Graduates.

School	Employment Status			Percentage Apprentice 65%
	Employed N:69	Non-Appren N:24	Appren N:45	
Ashtabula	7	1	6	86%
Marion	28	14	14	50%
Sidney	6	6	-	-
Springfield	20	3	17	85%
Wash. C. H.	8	-	8	100%

The graduates of Springfield and Marion High Schools were very successful in being employed as apprentices although these schools had almost 70% of the Vocational Trade Cooperative Graduates. The Vocational Education Administrator at Sidney stated on the questionnaire that their school did not have an apprenticeship program, but 5 of the boys were working on jobs in their field of training. Therefore, they have been classified in the study as non-apprentices.

The distribution of trade graduates between apprentices and non-apprentices presents a slightly different pattern between the two programs.

The summaries for each of the two trade programs are presented on Table XIII. Thus, the reader may note in a comparison that the Vocational Trade Cooperative Graduates had 65% placed as apprentices while the graduates from the Diversified Cooperative Trade Program had a placement of 47%. The total percentage of the graduates included in the survey gave an over-all placement of 57% for the apprentices as compared to 43% for graduates now employed as non-apprentices. The percentages indicate a fairly even distribution.

TABLE XIII.-

Actual Non-Apprentices and Apprentices
by Trade Program of Ohio's 1952-53 Trade
Cooperative Graduates.

Trade Program	Employment Status			Apprentice Percentage
	Employed N:125	Non-Appren N:54	Appren N:71	
Diversified				
Coop. Trade	56	30	26	47%
Vocational				
Trade Coop.	69	24	45	65%

This section has analyzed the occupational status of each of the graduates as either non-apprentice or apprentice. Tables have denoted comparisons between courses and programs. Other tables have vividly portrayed the record for each school as to the employment status of their trade graduates.

3. Current Employment - Training Relationship

This section will analyze the relationship between the graduates' present occupational status in respect to their high school trade courses.

The graduates who had majored in the Diversified Cooperative Trades Program were fairly successful in their attempts to be placed in their trade field as evidenced by Table XIV. Of the 56, thirty-two or 57% of the graduates were employed in the trade which had a direct relationship with their trade training. A group of 9 or 15% were employed in a civilian trade field where the line of advancement would not lead to the craftsman rating in the trade studied. These 9 employees were graduates from six different trade courses, and their present employment status is only partially related to their training.

Of the remaining 15 graduates, 10 are now employed in an unrelated trade. Their present employment status is similar to those who are employed in a trade with a direct employment training relationship. However, these graduates

TABLE XIV.-

Employment Training Relationship by Trade of Ohio's
1952-53 Diversified Cooperative Graduates.

Trade Course	Employed N:56	Employment Status				%age Direct 57%
		Dir- ect N:32	Part- ial N: 9	Unrel ated N:10	Non- rel. N: 5	
Auto Body Repair	1	1	-	-	-	100%
Auto Mechanic	1	-	-	1	-	-
Auto Repair	1	1	-	-	-	100%
Commercial Art	1	-	-	1	-	-
Cooking	1	-	1	-	-	-
Dietician	1	-	-	1	-	-
Drafting	3	1	2	-	-	33%
Dry Cleaning	1	1	-	-	-	100%
Electrical Repair	1	-	-	1	-	-
Floral Design	1	1	-	-	-	100%
Garage Mechanic	1	1	-	-	-	100%
Lab. Assistant	1	1	-	-	-	100%
Lab. Technician	2	2	-	-	-	100%
Lumberman	1	-	1	-	-	-
Machinist	7	5	1	1	-	71%
Machine Sewing	2	-	-	-	2	-
Meat Cutter	3	1	-	1	1	33%
Meat Packer	1	1	-	-	-	100%
Meat Processing	1	1	-	-	-	100%
Mechanic	10	5	3	2	-	50%
Milk Processing	1	1	-	-	-	100%
Nursing	1	-	-	1	-	-
Photographer	1	-	-	-	1	-
Pre Nursing	1	-	-	1	-	-
Printing	5	5	-	-	-	100%
Radio & TV Repair	1	1	-	-	-	100%
Radiator Repair	1	-	1	-	-	-
Shoe Repair	1	1	-	-	-	100%
Surveyor	1	1	-	-	-	100%
Telephone	1	1	-	-	-	100%
Welding	1	-	-	-	1	-

are working in a trade outside the occupational area they studied in high school, but their present occupation does lead to a line of advancement to craftsman. The remaining 5 graduates or 9% are now working in an occupation which is not definitely related to their high school trade course.

Therefore, this table shows the employment training relationship with 57% having a direct employment connection with their high school trade course.

The employment training relationships by school for the Diversified Cooperative Trade Graduates are shown on Table XV. Urbana's 5 printing trade graduates are presently employed in a trade which has a direct employment training relationship. The reader is asked to note the point of similarity as to the direct and unrelated employment training relationships as being represented in six of these high schools. However, the direct relationship is over three times as large as the number of graduates in the unrelated occupational areas. Ashland's trade graduates are patterned in all of the categories while Delaware and Troy's are in three and the other three schools' graduates are in two categories. Thus, it is encouraging to note the high relationship between employment and training for these schools.

TABLE XV.-

Employment Training Relationship by School
of Ohio's 1952-53 Diversified Cooperative Grads.

School	Employed N:56	Employment Status				% - age Direct
		Dir- ect N:32	Part- ial N: 9	Unrel ated N:10	Non- rel. N: 5	
Ashland	14	6	2	2	4	44%
Chardon	6	5	-	1	-	83%
Delaware	5	3	1	-	1	60%
Logan	7	4	-	3	-	57%
Troy	11	4	6	1	-	36%
Urbana	5	5	-	-	-	100%
Van Wert	8	5	-	3	-	63%

The number of Vocational Trade Cooperative Graduates' direct employment training relationship is fairly high as shown on Table XVI. From the 69, forty-eight or 70% of the graduates of all six courses are working in a civilian trade similar to their high school training. It is interesting to note that 24 machinist trade graduates or 75% are working in their trade, and 12 of the auto mechanics graduates or 80% are also working in their trade. It is also interesting to note from the table that no graduates are working in a non-related occupation.

The reader is asked to observe the high percentage employment training relationship for each high school as shown on Table XVII. It is shown on this table that Springfield and Marion's 31 or 66% of their graduates had a direct employment training relationship. Ashtabula, Sidney and Washington Court House's 17 or 86% of their graduates also had a direct employment training relationship. The spread of the percentages ranged from 61% to 86% with an over-all average of a 70% direct employment training relationship for all five schools.

The summaries of the employment training relationship between the two Cooperative Trade Programs are shown on Table XVIII. Eighty or 64% of the Cooperative Trade Graduates were working in a civilian trade similar to the trade course studied in high school and where the line of

TABLE XVI.-

Employment Training Relationship by Trade of Ohio's 1952-53 Vocational Trade Cooperative Grads.

Trade Course	Employed N:69	Employment Status				%age Direct
		Dir- ect N:48	Part- ial N:14	Unrel ated N: 7	Non- rel. N: -	
Auto Mechanic	15	12	1	2	-	80%
Automotive	11	4	5	2	-	36%
Drafting	6	5	-	1	-	83%
Foundry	1	1	-	-	-	100%
Machinist	32	24	7	1	-	75%
Pattern Mak.	4	2	1	1	-	50%

TABLE XVII.-

Employment Training Relationship by School of Ohio's 1952-53 Vocational Trade Cooperative Grads.

School	Employed N:69	Employment Status				%age Direct
		Dir- ect N:48	Part- ial N:14	Unrel ated N: 7	Non- rel. N: -	
Ashtabula	7	5	-	2	-	71%
Marion	28	17	9	2	-	61%
Sidney	6	5	-	1	-	83%
Springfield	20	14	4	2	-	70%
Wash. C.H.	8	7	1	-	-	88%

TABLE XVIII.-

Employment Training Relationship by
Trade Program of Ohio's 1952-53 Cooperative
Trade Graduates.

Program	Employed	Percentages			
		Dir- ect	Part- ial	Unrel ated	Non- rel.
	N:125	64%	18%	14%	4%
Div. Coop. Trade	56	57%	16%	18%	9%
Voc. Trade Cooperative	69	70%	20%	10%	-

advancement leads to the rating of craftsman. The remaining 36% were divided between the other three employment training relationship categories. This pattern indicates that 64% of the graduates of the combined programs were working in the trades for which they had received training.

The reader now has a fair picture of the relationship between the graduates' high school trade training and their present occupation. Both trade programs had similar patterns with the majority of the graduates being employed in a trade which had a direct relationship with their high school trade major, i.e., roughly almost two-thirds of them.

4. Placement Procedures Used.

The current employment placement procedures used by the 125 graduates are analyzed and discussed in this section. From the seven placement methods suggested on the questionnaire, five have been used by the graduates in securing their present job. The summaries are given on the questionnaire returns by the graduates' trade major, school and trade program. The reader is asked to note the pattern of similarities and differences on each of the placement methods.

The various sources which were responsible as methods of placement used by the Diversified Cooperative Trade Graduates are shown on Table XIX. An examination of these data reveal that 18 trade graduates of nine courses were placed by school personnel while 24 from seventeen trade courses were placed by the graduates' own use of a personal application. Friends and relatives also served as important sources for the placement of 9 graduates from the same number of trade courses. Although the questionnaire did not ask the Vocational Education Administrators to list whether friends or relatives placed the graduates, three responses stated that the graduates were working for their fathers. Only 4 graduates from four trade courses secured their present job

TABLE XIX.-

Actual Employment Placement Methods by Trade
Course of Ohio's 1952-53 Diversified Cooperative Grads.

Trade Course	Employed N:56	Placement by				
		School N:18	Pers Appl N:24	Friend Rela. N: 9	Prev Employ N: 4	News Ads N: 1
Auto Body Repair	1	-	-	1	-	-
Auto Mechanic	1	-	1	-	-	-
Auto Repair	1	-	-	1	-	-
Commercial Art	1	-	1	-	-	-
Cooking	1	-	1	-	-	-
Dietician	1	-	1	-	-	-
Drafting	3	1	-	1	-	1
Dry Cleaning	1	-	-	1	-	-
Electrical Repair	1	-	1	-	-	-
Floral Design	1	-	-	1	-	-
Garage Mechanic	1	-	1	-	-	-
Lab. Assistant	1	-	-	-	1	-
Lab. Technician	2	1	-	1	-	-
Lumberman	1	-	1	-	-	-
Machinist	7	5	2	-	-	-
Machine Sewing	2	-	2	-	-	-
Meat Cutter	3	1	1	-	1	-
Meat Packer	1	-	-	-	1	-
Meat Processing	1	-	-	1	-	-
Mechanic	10	3	6	1	-	-
Milk Processing	1	-	1	-	-	-
Nursing	1	-	1	-	-	-
Photographer	1	-	1	-	-	-
Pre Nursing	1	1	-	-	-	-
Printing	5	4	1	-	-	-
Radio & TV Repair	1	1	-	-	-	-
Radiator Repair	1	-	1	-	-	-
Shoe Repair	1	-	-	1	-	-
Surveyor	1	1	-	-	-	-
Telephone	1	-	-	-	1	-
Welding	1	-	1	-	-	-

through their previous employer, and one secured his job by answering a newspaper advertisement.

It was interesting to note from the questionnaire that of the 4 graduates who secured their present job through their previous employer, three had been working for fifteen months and the other 1 ten months in their current occupation.

The pattern between the five placement methods used by the graduates of each school is illustrated on Table XX. Urbana placed all of their trade graduates while five of the other schools placed at least one graduate each. The table shows that eight of Ashland's 14 graduates and six of Troy's 11 graduates were placed in their current occupation by friends and/or relatives. Only one graduate from Delaware High School secured his job by answering a newspaper advertisement.

The data on the employment placement methods used by the Vocational Trade Cooperative Graduates are indicated on Table XXI. The school placed 37 graduates from all the trade courses in their current occupations while 24 graduates were placed through their own personal initiative, and 8 graduates secured their jobs through friends and relatives. From this table it is noted that each of the trade courses was reported as having at least one graduate utilize one of the three methods of placement with the exception of the

TABLE XX.-

Actual Employment Placement by School
of Ohio's 1952-53 Diversified Cooperative
Graduates.

School	Employed N:56	Placement by				
		School N:18	Pers N:24	Friend N: 9	Prev N: 4	News N: 1
Ashland	14	4	8	2	-	-
Chardon	6	-	3	-	3	-
Delaware	5	1	2	1	-	1
Logan	7	1	3	2	1	-
Troy	11	4	6	1	-	-
Urbana	5	5	-	-	-	-
Van Wert	8	3	2	3	-	-

TABLE XXI.-

Actual Employment Placement Methods by Trade
Course of Ohio's 1952-53 Vocational Trade Cooperative
Graduates.

Trade Course	Employed N:69	Placement by				
		School N:37	Pers Appl N:24	Friend Rela. N: 8	Prev Employ N: -	News Ads N: -
Auto Mechanic	15	9	4	2	-	-
Automotive	11	3	5	3	-	-
Drafting	6	4	1	1	-	-
Foundry	1	1	-	-	-	-
Machinist	32	18	12	2	-	-
Pattern Making	4	2	2	-	-	-

foundry and pattern making trade courses. From the table it is also seen that school personnel placed 37 of the 69 while the other methods together placed the remaining 32 graduates.

The relationship between the three different referral sources for placement of the Vocational Trade Cooperative Graduates for each school is illustrated by Table XXII. The data show that each school placed at least 50% of their graduates in their program. Although Marion and Springfield High Schools had 48 graduates in their program, the school still placed 24 or 50%. School personnel from Ashland and Sidney High Schools placed approximately 70% of their graduates.

TABLE XXII.-

Actual Employment Placement by School
of Ohio's 1952-53 Vocational Trade Cooperative
Graduates.

School	Employed N:69	Placement by				
		School N:37	Pers W:24	Friend N: 8	Prev N: -	News N: -
Ashtabula	7	5	2	-	-	-
Marion	28	14	9	5	-	-
Sidney	6	4	2	-	-	-
Springfield	20	10	9	1	-	-
Wash. C.H.	8	4	2	2	-	-

This section has analyzed the methods of placement by trade course and by school. In the over-all pattern, school personnel have placed almost as many graduates as all other methods combined. A further analysis will be made on the placement methods in relation to their present employment training relationship.

5. Employment Training Relationship with Placement Methods

The various placement methods used by the trade graduates in securing their current job, which has a direct relationship to their trade, is analyzed in this section. The data on the non-direct employment training relationships, which include partial, unrelated and non-related, is also presented in light of each of the placement methods.

When surveyed nine months after graduation, eighty of 125 graduates or 64% were employed in a trade which was of the same classification as their trade training. The Vocational Trade Cooperative Program had the larger group of these 80. Forty-eight graduates were from this trade program while 32 were from the Diversified Cooperative Program.

The 32 graduates classified as working in a trade for which they were trained in the Diversified Cooperative Trades utilized four methods of placement in obtaining their jobs. These sources, in order of effectiveness, were school personnel, friends and relatives, personal application and

through previous employer. Table XXIII shows to what extent each of the various sources were responsible for the placement of the graduates in a directly related job for this group of graduates. The reader is asked to note the number of trade courses in which the graduates are working in a job directly related to their trade major. Seventeen, or 53% of these, representing eight trades, were placed by school personnel.

Of the 69 graduates from the Vocational Trade Cooperative program, 48 were placed in an occupation which had a direct relationship with their trade course. Nine graduates from this program utilized two other sources of placement. Five of these received their present job through personal application while 4 secured their jobs through friends and relatives. It is interesting to note on Tables XXIII and XXIV that a large number of graduates in each trade course were placed by school personnel in an occupation which was directly related to their school training.

Slightly less than one-third of all Cooperative Trade Graduates surveyed were found to be working in Trades or trade fields which were not directly related to those for which they were trained. Of these 45, twenty-four were graduates of the Diversified Cooperative Trade Program,

TABLE XXIII.-

Current Direct Employment Training Relationship
with Placement Methods by Trade Major of Ohio's 1952-53
Diversified Cooperative Graduates.

Trade Major	Empl N:56	Dir- ect N:32	Placement by				
			Sch N:17	Pers Appli N: 4	Friend Rela N: 8	Prev Employ N: 3	News Ads N: -
Auto Body Repair	1	1	-	-	1	-	-
Auto Mechanic	1	-	-	-	-	-	-
Auto Repair	1	1	-	-	1	-	-
Commercial Art	1	-	-	-	-	-	-
Cooking	1	-	-	-	-	-	-
Dietician	1	-	-	-	-	-	-
Drafting	3	1	1	-	-	-	-
Dry Cleaning	1	1	-	-	1	-	-
Electrical Rpr	1	-	-	-	-	-	-
Floral Design	1	1	-	-	1	-	-
Garage Mechanic	1	1	-	1	-	-	-
Lab. Assistant	1	1	-	-	-	1	-
Lab. Technician	2	2	1	-	1	-	-
Lumberman	1	-	-	-	-	-	-
Machinist	7	5	5	-	-	-	-
Machine Sewing	2	-	-	-	-	-	-
Meat Cutter	3	1	1	-	-	-	-
Meat Packer	1	1	-	-	-	1	-
Meat Processing	1	1	-	-	1	-	-
Mechanic	10	5	3	1	1	-	-
Milk Processing	1	1	-	1	-	-	-
Nursing	1	-	-	-	-	-	-
Photographer	1	-	-	-	-	-	-
Pre Nursing	1	-	-	-	-	-	-
Printing	5	5	4	1	-	-	-
Radio & TV Rpr	1	1	1	-	-	-	-
Radiator Repair	1	-	-	-	-	-	-
Shoe Repair	1	1	-	-	1	-	-
Surveyor	1	1	1	-	-	-	-
Telephone	1	1	-	-	-	1	-
Welding	1	-	-	-	-	-	-

TABLE XXIV.-

Current Direct Employment Training Relationship
with Placement Methods by Trade Major of Ohio's 1952-53
Vocational Trade Cooperative Graduates.

Trade Major	Empl N:69	Dir- ect N:48	Placement by				
			Sch N:37	Pers Appl N: 7	Friend Rela N: 4	Prev Employ N: -	News Ads N: -
Auto Mechanic	15	12	9	1	2	-	-
Automotive	11	4	3	-	1	-	-
Drafting	6	5	4	1	-	-	-
Foundry	1	1	1	-	-	-	-
Machinist	32	24	18	5	1	-	-
Pattern Making	4	2	2	-	-	-	-

and only one of these was placed by school personnel. Twenty graduates from fourteen different trade areas secured their jobs through personal application. Each of the other 3 graduates utilized one of the other placement methods. The relationship between the various methods of placement of graduates from the thirty-one trade areas in occupations which were not directly related to their trade training is illustrated on Table XXV.

Personal applications were used by 17 of the 21 graduates of the Vocational Trade Cooperative Program while friends and relatives provided the means for 4 other graduates in securing their present jobs. These were the only methods of placement utilized by this group. Table XXVI illustrates the methods by trade course for the graduates who are employed in a trade which was not directly related to their trade major. The non-direct, partial, unrelated and non-related methods of employment training relationship with placement are shown separately by program and trade courses in the Appendix.

A comparison of the employment training relationships with reference to placement used by graduates from each of the trade programs is illustrated on Tables XXVII and XXVIII. The reader is asked to note the patterns of similarity for each employment status which includes direct, partial, unrelated and non-related.

TABLE XXV.-

Current Non-Direct Employment Training
Relationship with Placement Methods by Trade Major of
Ohio's 1952-53 Diversified Cooperative Graduates.

Trade Major	Empl N: 56	Non Dir- ect N: 24	Placement by				
			Sch N: 1	Pers Appl N: 20	Friend Rela N: 1	Prev Employ N: 1	News Ads N: 1
Auto Body Repair	1	-	-	-	-	-	-
Auto Mechanic	1	1	-	1	-	-	-
Auto Repair	1	-	-	-	-	-	-
Commercial Art	1	1	-	1	-	-	-
Cooking	1	1	-	1	-	-	-
Dietician	1	1	-	1	-	-	-
Drafting	3	2	-	-	1	-	1
Dry Cleaning	1	-	-	-	-	-	-
Electrical Repair	1	1	-	1	-	-	-
Floral Design	1	-	-	-	-	-	-
Garage Mechanic	1	-	-	-	-	-	-
Lab. Assistant	1	-	-	-	-	-	-
Lab. Technician	2	-	-	-	-	-	-
Lumberman	1	1	-	1	-	-	-
Machinist	7	2	-	2	-	-	-
Machine Sewing	2	2	-	2	-	-	-
Meat Cutter	3	2	-	1	-	1	-
Meat Packer	1	-	-	-	-	-	-
Meat Processing	1	-	-	-	-	-	-
Mechanic	10	5	-	5	-	-	-
Milk Processing	1	-	-	-	-	-	-
Nursing	1	1	-	1	-	-	-
Photographer	1	1	-	1	-	-	-
Pre Nursing	1	1	1	-	-	-	-
Printing	5	-	-	-	-	-	-
Radio & TV Rpr	1	-	-	-	-	-	-
Radiator Repair	1	1	-	1	-	-	-
Shoe Repair	1	-	-	-	-	-	-
Surveyor	1	-	-	-	-	-	-
Telephone	1	-	-	-	-	-	-
Welding	1	1	-	1	-	-	-

TABLE XXVI.-

Current Non-Direct Employment Training
 Relationship with Placement Methods by Trade Major of
 Ohio's 1952-53 Vocational Trade Cooperative Graduates.

Trade Major	Empl N:69	Non Dir- ect N:21	Placement by				
			Sch N: -	Pers Appli N:17	Friend Rela N: 4	Prev Employ N: -	News Ads N: -
Auto Mechanic	15	3	-	3	-	-	-
Automotive	11	7	-	5	2	-	-
Drafting	6	1	-	-	1	-	-
Foundry	1	-	-	-	-	-	-
Machinist	32	8	-	7	1	-	-
Pattern Making	4	2	-	2	-	-	-

TABLE XXVII.-

Current Employment Training Relationship with Placement Methods of Ohio's 1952-53 Diversified Cooperative Graduates.

Employ Trng. Status	Employed N	Placement by									
		School		Pers Appli		Friend/ Rela		Prev Employ		News Ads	
		N	%	N	%	N	%	N	%	N	%
	56	18	34%	24	43%	9	16%	4	7%	1	2%
Direct	32	17	53%	4	12%	8	25%	3	10%	-	-
Partial	9	-	-	7	78%	1	11%	-	-	1	11%
Unrelated	10	1	10%	8	80%	-	-	1	10%	-	-
Non-Related	5	-	-	5	100%	-	-	-	-	-	-

In an analysis of the current direct employment training relationship with placement, it was found that three schools placed all of their trade graduates. Graduates from five other schools utilized two methods of placement and graduates from the other four schools used three placement methods. The various placement methods which were utilized by the graduates from each of the twelve high schools are shown on Table XIX.

Graduates who were working in an occupation which was not directly related to their training used other sources than school personnel except in one instance. Thirty-seven of the 45 graduates from eleven high schools secured their jobs through personal application while 5 graduates from three different high schools obtained their current job through friends and relatives. The distribution of placement methods for each high school of those graduates not working directly in their trade major is illustrated on Table XX. Separate tables for each school have been included in the Appendix to show the current employment training relationship with placement methods for each of their trade graduates included in this study.

An over-all comparison between the two programs by each of the methods of placement showing the number and percentage is presented on Table XXXI. Graduates from the Diversified Cooperative Trade Program used personal

TABLE XXIX.-

Current Direct Employment Training Relationship
with Placement Methods by each School of Ohio's 1952-53
Cooperative Trade Graduates.

School	Empl N:125	Dir- ect N:80	Placement by				
			Sch N:54	Pers Appli N:11	Friend Rela N:12	Prev Employ N: 3	News Ads N:-
Ashland	14	6	4	-	2	-	-
Ashtabula	7	5	5	-	-	-	-
Chardon	6	5	-	2	-	3	-
Delaware	5	3	1	1	1	-	-
Logan	7	4	1	1	2	-	-
Marion	28	17	14	1	2	-	-
Sidney	6	5	4	1	-	-	-
Springfield	20	14	10	4	-	-	-
Troy	11	4	4	-	-	-	-
Urbana	5	5	5	-	-	-	-
Van Wert	8	5	2	-	3	-	-
Wash. C.H.	8	7	4	1	2	-	-

TABLE XXX.-

Current Non-Direct Employment Training Relationship
with Placement Methods by each School of Ohio's 1952-53
Cooperative Trade Graduates.

School	Empl N:125	Non Dir- ect N:45	Placement by				
			Sch N: 1	Pers N:37	Friend Rela N: 5	Prev Employ N: 1	News Ads N: 1
Ashland	14	8	-	8	-	-	-
Ashtabula	7	2	-	2	-	-	-
Chardon	6	1	-	1	-	-	-
Delaware	5	2	-	1	-	-	1
Logan	7	3	-	2	-	1	-
Marion	28	11	-	8	3	-	-
Sidney	6	1	-	1	-	-	-
Springfield	20	6	-	5	1	-	-
Troy	11	7	-	6	1	-	-
Urbana	5	-	-	-	-	-	-
Van Wert	8	3	1	2	-	-	-
Wash. C.H.	8	1	-	1	-	-	-

TABLE XXXI.-

Current Employment Placement Methods of Ohio's
1952-53 Cooperative Graduates.

Program	Employed	Placement by									
		School		Pers Appli		Friend/ Rela		Prev Employ		News Ads	
		N	%	N	%	N	%	N	%	N	%
	<u>125</u>	<u>53</u>	<u>44%</u>	<u>48</u>	<u>38%</u>	<u>17</u>	<u>14%</u>	<u>4</u>	<u>3%</u>	<u>1</u>	<u>1%</u>
Div. Coop. Trade	56	18	34%	24	43%	9	16%	4	7%	1	2%
Voc. Trade Cooperative	69	37	54%	24	35%	8	11%	-	-	-	-

applications as a method of securing their job more than any other of the five methods. However, it is reversed for the graduates of Vocational Trade Cooperatives as school personnel placed 54% to lead all other methods. In the total program, fifty-five of the 125 graduates or 44% were placed by school personnel. This figure may be compared to the other four methods of placement. Forty-eight graduates or 38% secured their jobs through personal application and 17 or 14% secured their present employment through friends and relatives while four or 3% were aided by their previous employer, and one secured his job by answering a newspaper advertisement.

This section has summarized the information, which was obtained from the questionnaires used in this study, between training and placement. It has shown that more graduates were placed by the schools in a trade which was directly related to their training than any other method. These data have been illustrated by the use of tables by individual trade majors, trade program and schools. The schools placed 44% of the Cooperative graduates while the second method only placed 38% and the other three methods 19%.

6. Current Length of Employment

This section will illustrate and discuss the relationship of the various placement methods in relation to the graduates' length of time in their current occupation.

The effective placement of the Cooperative Trade Graduates in a job which had a direct relationship with their trade training is of primary importance. However, one aspect of this issue must be further considered: How long have these graduates been employed in their current occupation?

The results show that graduates placed by the school in a directly related occupation have been employed on the average approximately two more months than graduates placed by the other methods. This information with the number of graduates utilizing each of the placement methods is illustrated on Table XXXII. However, it would be well to note that only a few graduates utilized some of the placement methods; this may give a distorted picture on the average months employed. Additional information has been included in the Appendix to show the graduates' average months employed by their trade major.

The length of the current employment of the Diversified Cooperative Trade Graduates was approximately six months longer than the Vocational Trade Cooperative Graduates who were placed by the school. It is also observed

TABLE XXXII.-

Average Length of Employment in Current Job Having a Direct Relationship to Placement Methods of Ohio's 1952-53 Cooperative Trade Graduates.

Placement by	Div. Coop. Trade N:32 Months	Voc. Trade Coop. N:58 Months		
School	17	16	37	10
Pers Appli	4	10	17	6
Friends/Rela	8	15	4	7
Prev Employer	3	15	-	-
News Ads	-	-	-	-

that the average length of employment extends backward from the time of this study to the winter and spring months of the graduates' senior year in high school.

The relationship between length of employment in the graduates' current job is much different when considering the graduates employed in occupations having a non-direct relationship with their trade major. The reader may note the difference between the direct and non-direct employment training relationships in reference to the average length of employment as shown on Tables XXXII and XXXIII.

The approximate average length of employment for the total program is shown on Table XXXIV. The reader may note the over-all averages as to length of employment as compared to the graduates' placement methods. It will be observed that the graduates placed by school personnel have worked longer on the average than graduates placed by the other methods except those placed by their previous employers. However, these four graduates comprise a very small percentage of the 125 Cooperative Trade Graduates.

TABLE XXXIII.-

Average Length of Employment in Current
Job Having a Non-Direct Relationship to Placement
Methods of Ohio's 1952-53 Cooperative Trade Grads

Placement by	Div. Coop. Trade N:24 Months	Voc. Trade Coop. N:11 Months		
School	1	8	-	-
Pers Appli	20	6	7	6
Friends/Rela	1	3	1	7
Prev Employer	1	10	-	-
News Ads	1	5	-	-

TABLE XXXIV.-

Average Length of Employment in Current
Job in Relationship to Placement Methods of
Ohio's 1952-53 Cooperative Trade Graduates.

Placement by	Div. Coop. Trade		Voc. Trade Coop.		Cooperative Trades	
	N	Months	N	Months	N	Months
School	18	15	37	10	55	12
Pers Appli	24	7	24	6	48	6
Friends/Rela	9	13	8	7	17	11
Prev Employ	4	13	-	-	4	13
News Ads	1	5	-	-	1	5

The purpose of this information has been to present to the reader a fair picture of the relationship between the length of the graduates' current employment and the five placement methods utilized by the different Cooperative Trade Graduates from Ohio's Regular High Schools in 1953.

7. Summary

We have seen the extent and method of employment of the 1953 graduates of the Cooperative Training Program in Ohio. Responses were received on 125 of the 188 trade graduates from twelve Regular High Schools. These graduates represented the Diversified Cooperative Trade and the Vocational Trade Cooperative Programs.

In an analysis of the present employment status of the 125 graduates, it was found that 45 of the 69 graduates or 65% from the Vocational Trade Cooperative Program and 26 of the 56 graduates or 46% of the Diversified Cooperative Trade Program were working as apprentices. This gave a total figure of 71 or 57% of the 125 Cooperative Trade Graduates working as apprentices.

In regard to the relationship between the graduates' trade major and their current employment status it was found that 80 graduates or 64% were working in a trade directly related to their high school trade major. The Vocational

Trade Cooperative Program had more graduates working in directly related jobs than the Diversified Cooperative Trade Program. The former had 48 or 70% of the 69 graduates compared to the 32 or 57% of the 56 graduates of the Diversified Cooperative Training Program. The over-all analysis found 36% of the graduates working in jobs that were not related to their trade training. It was also noted that 18% of this total were working in the trades which were partially related to their training while 14% were working in trades other than those for which they were trained and 4% were working in definitely non-related occupations.

Graduates of the Diversified Cooperative Program who were working in the trades for which they were trained used four placement methods in obtaining their current jobs. Graduates found to be working in jobs partially related or unrelated used three placement methods while graduates working in non-related occupations used only one method. The graduates who were employed in a job directly related to their trade major used school personnel as their main source of placement. Seventeen or 53% of these 32 graduates were placed by school personnel. Friends and relatives ranked as the second method with 8 or 25%, while 4 graduates or 12% used personal applications and 3 or 10% secured employment through a previous employer.

The over-all analysis found more Diversified Cooperative Trade Graduates utilizing personal applications than any other placement method. It was found that 24 or 43% of the 56 graduates were placed by personal application. Eighteen or 34% were placed by school personnel while the remaining 14 graduates used friends and relatives, previous employers and newspaper advertisements as their sources of placement.

The graduates of the Vocational Trade Cooperative Program used only three methods of placement. Graduates found to be working in jobs directly related to their trade training mainly used school personnel as sources for placement with thirty-seven of the 48 graduates or 77% placed. In the over-all analysis it was found that 37 of the 69 graduates or 54% were placed by school personnel while 24 or 35% were placed through personal applications and 8 or 11% were placed through friends and relatives.

In analyzing the total Cooperative Trade Program for the Regular High Schools in Ohio, it was found that 55 or 44% of the 125 graduates were placed by school personnel. The personal application method ranked as the second method of placement with 48 graduates or 38%. Graduates placed by friends and relatives ranked third with 17 or 14% while 4 graduates used previous employers and 1 obtained his current job through a newspaper advertisement.

CHAPTER IV

IMPLICATIONS OF THE FINDINGS

This discussion sets forth the implications in the data of the preceding chapters. It concludes with recommendations for the improvement of the Vocational Education Program for the Regular High Schools of Ohio.

1. Employment Placement Prospective

Ohio's Regular High Schools have a responsibility for insuring that placement be provided for the Cooperative Trade Graduates as part of a comprehensive guidance program. The schools, through their former students and various civic organizations, have contacts with different employment areas; they have the necessary cumulative records on their students and, thus, are in a position to give a well founded evaluation of a prospective employee to an employer before placement is completed. Galper,¹ Novak² and Keithley and Boisclair³ felt

1 Sidney A. Galper, "Placement and Follow-Up a Responsibility of the Public School", in Education, Vol. 62, issue of November 1941, p. 164-171.

2 Benjamin J. Novak, "What Placement for Placement?", in Occupations, Vol. 30, issue of January 1952, p. 258-259.

3 E. J. Keithley and Esther Boisclair, "Guidance, Placement, and Follow-Up in Business Education", in The Journal of Business Education, Vol. 21, issue of December 1945, p. 16-18.

that placement was a natural step in the process of training students. Therefore, the school, having trained the youth and possessing the necessary records, should assume the responsibility of placement of their Cooperative Trade Graduates.

Placement involves the selection and location of an occupation by the school placement officer and then the selection of a student to fill this position. However, placement does not end at this point. Placement must not be a minor or subsidiary function of the guidance program, but must be considered a part of the whole program of guidance. Lerner⁴ reported in 1949 that 55% of the 86 cities in the United States with a population over 100,000 had placement services in their public schools. The Ohio Plan of Trade and Industrial Education Manual⁵ included assistance in the placement of students in employment as one of the functions of the program.

⁴ Leon Lerner, "Placement by Public School", in Occupations, Vol. 27, issue of February 1949, p. 322-325.

⁵ State Department of Education, Division of Vocational Education, The Ohio Plan of Trade and Industrial Education, Columbus, Ohio, 1948, 217 p.

Novak,⁶ Galper⁷ and Howard⁸ believed that every high school should have a well organized placement and follow-up service as a part of the school's program.

The hypothesis of this problem stated that the Regular High Schools of Ohio are assuming their responsibility in the placement of Cooperative Trade Graduates. The result of this investigation showed that 92% of the schools had placed graduates in occupations. Leonard's⁹ study of Vocational High School Graduates in the Pittsburg area noted that 17% of their graduates were placed by the schools. He also noted that school personnel was responsible for the greatest number of placements. This figure of 17% offers a point of reference in comparing the former study with the present investigation. The results of this study revealed that 44% of Ohio's Cooperative Trade Graduates were placed by school personnel. Although these two studies involve different vocational programs, they do have

⁶ Benjamin J. Novak, "What Placement for Placement?", in Occupations, Vol. 30, issue of January 1952, p. 258-259.

⁷ Sidney A. Galper, "Placement and Follow-Up, a Responsibility of the Public School", in Education, Vol. 62, issue of November 1941, p. 164-171.

⁸ William L. Howard, "Should a High School Place Graduates?", in School Board Journal, Vol. 99, issue of August 1939, p. 56.

⁹ Regis J. Leonard, Occupational Experiences of Trade School Graduates, unpublished Doctor's thesis presented to the School of Education of the University of Pittsburg, Pittsburg, 1949, 207 p.

the same objectives in training students for specific trade fields. The difference indicates that the Ohio Regular High Schools are doing a better job of placement than the Vocational schools in the Pittsburg area. This investigation also noted that 38% of the Cooperative Trade Graduates obtained their jobs through their own personal applications. Placement by friends or relatives ranked third with 14% and previous employers and newspaper advertisements placed 4% and 1% respectively. However, the results do not prove conclusively the superiority of the school placement method over all other methods, but they do point out the extent to which the schools are assisting their graduates in finding available employment. Therefore, these results show that the Ohio schools are conscious of their responsibility of placing their trade graduates and thus confirm the hypothesis that the school personnel has accepted the objective of vocational education in assisting in placement of their Cooperative Trade Graduates.

The schools of Ohio have provided the necessary vocational training for the Cooperative Trade Graduates to be better qualified for an occupation than those who did not receive the trade training. This study has revealed that 65% of the Vocational Cooperative Graduates were employed as apprentices, and the average for the entire program was 57%. Of the apprentices presently employed, 67% have been employed

nine months or longer; and 82% of the graduates are employed in jobs related or partially related to their trade major. Thus, the results show that the Regular High Schools in Ohio are providing the knowledge and necessary skills for the graduates to be employed as apprentices and in their trade field during their senior year in high school. The Regular High Schools of Ohio have provided the Trade and Industries Training Classes for their graduates to become better qualified for employment during their final year in high school than those who did not receive the trade training during their senior year.

Van Meter¹⁰ found in his study of high school graduates in Northwestern Ohio that 25% of the men and 30% of the women held jobs related to their high school trade courses. This low figure could result from the lack of employment opportunities. Jones and Miller,¹¹ in analyzing a 1950-51 study in New Jersey, noted that unemployment was highest in

¹⁰ Loren C. VanMeter, An Occupational Follow-Up of 383 High School Graduates to Discover Relationships between School and Career and to Learn any Implications for the Current Curriculum Particularly Industrial Arts, unpublished Master's thesis, presented to the School of Education of Ohio State University, Columbus, Ohio, 1940, 68 p.

¹¹ Arthur J. Jones and Leonard M. Miller, "The National Picture of Pupil Personnel and Guidance Services in 1953", in the National Association of Secondary-School Principals of the National Education Association, Vol. 38, issue of February 1954, p. 114-129.

1938 with 20.5% while the lowest was 3% in 1950-51. The writer found that 90% of the Vocational Trade Cooperative Graduates and 73% of the Diversified Trade Graduates were working in an occupation which was directly or partially related to their trade training. Moreover, a study of the over-all employment training relationship found 82% of the graduates employed at the present time in trade fields of similar nature as their trade training. The approximate difference of 65% indicates not only an increase of employment opportunities but a better program which qualifies the students for a job related to their trade training. Therefore, the results show that the schools are providing the necessary training to enable the graduates to be employed in an occupation related to their trade training.

The findings in this study indicate that Ohio Cooperative Trade Graduates have been placed by the schools in occupations which have a direct relationship with their trade training. Landy's¹² recommendation urged the schools to give careful attention to the proper placement of the graduates in an occupation which had a direct relationship with their trade training. From our investigation it was revealed that of the graduates placed by the schools, 98% were working in

¹² Edward Landy, "Principals Offered Follow-Up Program", in Occupations, Vol. 19, issue of March 1941, p. 266-272.

an occupation directly related to their trade majors. In other words, only one of the 55 graduates placed by the school was placed in a job which was unrelated to his trade major. Therefore, it is believed that the schools have given careful attention to the problem of placing their graduates in occupations which were directly related to their training.

The occupational adjustment of Ohio's Cooperative Trade Graduates working in the same occupation and placed by the school, is better than that of those graduates placed by other methods. Hirschhorn¹³ found in an informal study in Baltimore that 60% of the students placed were still working with their original employer after one year. The findings in this study also tend to verify this fact of employment tenure. The results of this study show that 60% of the graduates placed by the schools were still working in the same jobs at the time of this investigation. It was found that the over-all average length of employment for the Cooperative Trade Graduates placed by the school was thirteen months at the time of this study. The facts revealed in this study show that the graduates placed by

13 J. Leonard Hirschhorn, "Baltimore Schools Follow-Up Students Placed", in The Vocational Guidance Quarterly, issue of Autumn, 1952, p. 25-27.

other methods had an average length of employment of less than eight months. Therefore, it is seen that the Cooperative Trade Graduates placed in an occupation by the school, as shown by the length of employment in the same occupation for which trained and by the fact that they have been working for the same employer for an average of over one year, appear to be better adjusted.

On the basis of this investigation, it is believed that a close relationship exists between placement and community life. Van Meter¹⁴ and Williams¹⁵ arrived at a similar conclusion when they noted that approximately 80% of the graduates included in their study remained in the immediate community. However, Bricker¹⁶ found that at least one-half of the graduates covered by his study left the local community. The evidence revealed that, excluding those in

14 Loren C. Van Meter, An Occupational Follow-Up of 383 High School Graduates to Discover Relationships between School and Career and to Learn any Implications for the Current Curriculum Particularly Industrial Arts, unpublished Master's thesis, presented to the School of Education of Ohio State University, Columbus, Ohio, 1940, 68 p.

15 Garland E. Williams, A Follow-Up Study of Vocational Trade and Industrial Graduates of Harding High School, of Marion, Ohio, 1939, unpublished Master's thesis presented to the School of Education of Ohio State University, Columbus, Ohio, 1939, 74 p.

16 Herman D. Bricker, A Survey of Graduates with Recommendation for Business Education in Rockford (Ohio) High School, unpublished Master's thesis, presented to the School of Education of Ohio State University, Columbus, Ohio, 1941, 85 p.

the Armed Forces, only one of the 171 graduates investigated in this study, has moved from her home community. Therefore, these facts indicate that a close relationship does exist between placement and community life.

The findings of this study indicate that Ohio's Vocational Education Administrators of the Cooperative Trade Programs have a follow-up system. Cramer¹⁷ and Jones¹⁸ strongly urged a follow-up system for all schools. This investigation noted that the present status of 35, or 19%, of the 188 graduates was unknown to the administrators. Therefore, it seems that the schools do have a contact and follow-up system with their Cooperative Trade Graduates.

The Regular High Schools of Ohio do not maintain follow-up records on the Cooperative Trade Graduates' employment status. Hirschhorn,¹⁹ as placement counselor for the Baltimore Public Schools, stated that cumulative records were maintained in their system through contacts with both

17 Buell E. Cramer, "Following-Up High School Graduates", in Occupations, Vol. 18, issue of December 1939, p. 182.

18 Arthur J. Jones, Principles of Guidance, New York, McGraw-Hill, 1951, p. 401-407.

19 J. Leonard Hirschhorn, "Baltimore Schools Follow-Up Students Placed", in The Vocational Guidance Quarterly, issue of Autumn, 1952, p. 25-27.

employer and employee. Landy²⁰ stated that records were necessary for post school counseling service. This study reveals that the present status of 35, or 19%, of the graduates was unknown to the Vocational Education Administrator. Also on the questionnaire returned by each school there were at least two Unknown or incomplete answers given concerning the graduates' present employment status. Thus, these facts show that the schools do not maintain records on the employment status of all Cooperative Trade Graduates.

It is believed that the Vocational Education Administrators of Ohio's Cooperative Trade Program do not have a definite time schedule in contacting the graduates on their jobs. Howard²¹ stated that every high school should have a well-organized follow-up service. Keller²² declared that it was the school's responsibility to follow-up the

20 Edward Landy, "Principals Offered Follow-Up Program", in Occupations, Vol. 19, issue of March 1941, p. 266-272.

21 William L. Howard, "Should a High School Place Graduates?", in School Board Journal, Vol. 99, issue of August 1939, p. 36.

22 Franklin J. Keller, Principles of Vocational Education, Boston, D. C. Heath, 1948, p. 75-84.

new worker in his employment, and Keithley and Boisclair²³ stated that the Milwaukee School Placement Department made a follow-up at the end of six weeks, six months, one year and two years in order to give help to the graduate if it was needed. This study revealed that 34% of the 125 Cooperative Trade Graduates had not been contacted since graduation. However, two schools had averaged better than four contacts per graduate during the nine months since graduation. Therefore, in considering the total findings, the results show that the Vocational Education Administrators do not have a definite time schedule for contacting their graduates in their present occupations.

The Vocational Education Administrators of Ohio's Regular High Schools can make more contacts with the Cooperative Trade Graduates when the group is smaller than ten. The results show that the administrator with less than ten graduates made an average of two and one-half contacts in the nine month period since graduation. However, one of the administrators in this group had not made any contacts, thus, lowering the average number of visits. The administrators with a group larger than ten made an average of less than one

²³ L. M. Keithly and Esther Boisclair, "Guidance, Placement and Follow-Up in Business Education", in The Journal of Business Education, Vol. 21, issue of December 1945, p. 16-18.

contact per graduate. Therefore, the results show that administrators with the smaller group can make more contacts per graduate and offer more guidance service to the Cooperative Trade Graduates than administrators who have more than ten graduates to supervise.

The Regular High Schools in Ohio which have Cooperative Trade Graduates are not making the necessary surveys of employment possibilities. The Ohio Plan of Trade and Industrial Education Manual²⁴ states that occupational surveys should be made to determine employment possibilities in each community. Cramer²⁵ stated there was a continuous need for occupational surveys. Anderson²⁶ noted in his study that the eighteen school administrators who had conducted occupational surveys in different sections of the United States found them useful and recommended similar surveys in other communities. This recommendation places the responsibility of occupational surveys to determine the trades

24 State Department of Education, Division of Vocational Education, The Ohio Plan of Trade and Industrial Education, Columbus, Ohio, 1948, 217 p.

25 Buell B. Cramer, "Following-Up High School Graduates", in Occupations, Vol. 18, issue of December 1939, p. 182.

26 Stuart Anderson, "Community Occupational Surveys: An Evaluation", in Occupations, Vol. 28, issue of March 1949, p. 174-176.

needed by business and industry on the school. The findings of this investigation show that twenty-four or 43% of the Diversified Cooperative Trade Graduates and twenty-one or 30% of the Vocational Trade Graduates are working in occupations not directly related to their trade training. Furthermore, the findings on the Diversified Cooperative Trade Program showed that twenty-three or 41% of these graduates were working as non-apprentices in occupations which did not have a direct training relationship with their trade major. In other words, students are being trained in trades which are not needed in the community when students are being employed in jobs not directly related to their trade major. Thus, it is evident from these results that the schools which have the Cooperative Trade Program as part of their curriculum are not making the necessary occupational surveys in their respective communities of employment possibilities for which training should be provided.

In the conclusion of these implications, a very important question may be asked, What is the relationship of the results of placement of this investigation to the total picture of Ohio's Trades and Industries Educational Programs?

The results of this investigation were obtained from one of the Trades and Industries Programs which included 125 graduates from twelve Regular High Schools while the other

programs had approximately 4800 graduates from forty-six Vocational and Regular High Schools.

The results from this investigation would imply that approximately 420 Cooperative Trade Graduates from the three Vocational High Schools which have the Cooperative Trades Program would be placed by school personnel. It would also show that approximately 410 of these graduates would be placed in occupations which were directly or partially related to their trade training.

It is probable that approximately forty-two schools having the Full-time Vocational Trades Program would place graduates in occupations. It is also probable that approximately 980 graduates of the Vocational High Schools and 720 graduates of the Regular High Schools would be placed by school personnel. These results would also indicate that of approximately 1700 graduates placed by the school, over 1650 would be placed in an occupation which was directly or partially related to their trade training.

This section has presented to the reader the implications of this investigation with reference to the problem of placement. It also shows the results in perspective to the total picture of the Trades and Industries Program in Ohio's Public High Schools.

2. Recommendations

In accord with the findings of this investigation, the following recommendations could be made for improvement in the Trades and Industries Cooperative Trade Program:

1. The Vocational Education Administrators should follow a definite schedule in visiting graduates at their place of employment.
2. Cumulative records should be kept on the Cooperative Trade Graduates.
3. A continuous survey should be maintained of occupational employment needs in each community.
4. An interchange of information on employment needs should exist between the schools and the employing agencies.
5. The Vocational Education Administrator, in addition to his other school duties, should not have more than ten graduates in their first year of employment under his supervision.
6. Graduates should be placed in occupations related to their trade training.
7. The selection of trade courses for the Cooperative Trade Program should be based on surveys of occupational employment needs of the community.
8. The schools should afford post-school counseling service for all Cooperative Trade Graduates.

The reader now has a fair picture of the implications of this investigation. The implication regarding the problem of placement was discussed in the light of the findings. The chapter also discussed the graduates' employment training relationship in reference to the schools in providing training to qualify them to become apprentices and to obtain employment

in jobs directly related to their trade training. The final implications discussed the need for follow-up records, schedule of supervisory visits with a small group of graduates on the job and increased placement by the schools. This chapter concluded with recommendations for the improvement of the Trades and Industries Cooperative Trade Program for the Regular High Schools in Ohio.

CONCLUSIONS

An inquiry was made to determine whether or not the Regular High Schools of Ohio were meeting their responsibility to place the Cooperative Trade Graduates in an occupation. It has been pointed out in this study that Vocational Education has as one of its objectives the assistance of placement of students in employment. Has Vocational Education met this objective?

After a review of the related literature which revealed a need for a study of employment placement methods, the Cooperative Trade Graduates of Ohio's Regular High Schools were selected for this investigation. The purpose of this study was to determine, "How and to what extent have the Regular High Schools of Ohio placed their 1952-53 Cooperative Trade Graduates in jobs held nine months after graduation?"

The subjects of this study were graduates of the twelve Regular High Schools of Ohio which offered the Cooperative Trade Program in 1952-53. The group numbered originally 188, however, 63 are not included in this investigation. Of the 63, thirty are now serving in the Armed Forces, the status of 18 is unknown, 5 girls are now married, 5 graduates are continuing their education, 3 are deceased and 2 are unemployed.

The 125 graduates were enrolled in two different programs under the Cooperative Plan of the Trades and Industries Program. There were 56 graduates of the Diversified Cooperative Program enrolled in thirty-one different trade courses, while 69 graduates were enrolled in six different trade courses of the Vocational Trade Cooperative Program.

The extent and methods of employment of 125 of the 188 Cooperative Trade Graduates was analyzed in this investigation. It was found that seventy-one, or 57%, of the graduates were working as apprentices. The results also showed that 67% of the apprentices have been employed nine months or longer in their present job.

The findings of this study also showed that eighty graduates or 64% were working in occupations directly related to their trade major. Moreover, 18% were working in jobs partially related to their trade training.

The over-all total showed that 125 obtained employment in trades and trade fields corresponding to their high school trade major. The results revealed that eleven of the twelve high schools had placed Cooperative Trade Graduates of 1953 in occupations directly related to their trade training. The results also revealed that Ohio's Cooperative Trade Graduates used five placement methods in obtaining employment in a job held nine months after graduation.

The over-all analysis of the placement methods revealed that 44% of the Cooperative Trade Graduates were placed in an occupation by the school. It was also found that 38% used personal applications in securing their present job, while friends or relatives placed 17%. The results also showed that 4 graduates secured their jobs through previous employers and 1 graduate secured his job through a newspaper advertisement.

The findings of this investigation showed that the graduates placed by school personnel have worked longer in their present job than graduates placed by the other placement methods. The findings also showed that 98% of the graduates placed by the schools were working in a job which is directly related to their trade major while the over-all average showed that 82% were employed in occupations which were directly or partially related to their trade training.

It is concluded that Ohio's Regular high schools have assumed their responsibility in placing their 1953 Cooperative Trade Graduates.

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A study dealing with the employment experiences of Vocational High School Graduates. It provided some interesting information concerning placement experiences.

Lerner, Leon L., "Placement by Public Schools", in Occupations, Vol. 27, issue of February 1949, p. 322-325.

An interesting study on the placement practices of city school systems in the United States. It contained brief descriptions of the three types of placement services used in these school systems.

APPENDIX 1

**PRINCIPALS, COORDINATORS AND/OR SUPERVISORS OF
THE COOPERATIVE TRADE PROGRAM OF OHIO SCHOOLS 1952-1953.**

Names of Principals of Ohio's Regular High Schools which Offered the Cooperative Trade Program in 1952-53.¹

Name	School	Trade Program
John E. Hartzler	Ashland	Diversified
Maurice E. Rowley	Ashtabula	Vocational
I. A. Canfield	Chardon	Diversified
Carl L. Hopkins	Delaware	Diversified
H. E. Kirk	Logan	Diversified
Cecil W. Gabler	Marion	Vocational
Stephen C. Brown	Sidney	Vocational
C. L. Fox	Springfield	Vocational
Charles Secoy	Troy	Diversified
Burr A. Simpson	Urbana	Diversified
C. Robert Baker	Van Wert	Diversified
E. Wayne Titus	Washington C.H.	Vocational

¹ R. M. Garrison, State of Ohio, Educational Directory, School Year 1953-1954, Akron, Ohio, Akron Printing and Lithographing, 1953, 156 p.

Names of Coordinators and/or Supervisors of the
Cooperative Trade Program of Ohio Schools 1952-53.²

Name	School	Title
C. P. Sherok	Ashland	DCT Coordinator
C. A. Meister	Ashtabula	Supervisor
L. W. Smith	Chardon	DCT Coordinator
D. E. Bowman	Delaware	DCT Coordinator
W. M. Haas	Logan	DCT Coordinator
Emil Lisak	Marion	Supervisor
E. J. Hammann	Sidney	Supervisor
H. R. Seaman	Springfield	Coordinator
E. C. Baden	Troy	DCT Coordinator
A. B. Ludviksen	Urbana	DCT Coordinator
G. J. Cotrell	Van Wert	DCT Coordinator
P. E. Kritchard	Washington C.H.	Coordinator

² Byrl L. Shoemaker, Assistant Supervisor, Trade and Industrial Education Service of the State of Ohio, Department of Education, Columbus, Ohio, interview at Columbus, Ohio, December 21, 1953.

APPENDIX 2

COPIES OF LETTERS SENT TO THE PRINCIPALS AND
VOCATIONAL EDUCATION ADMINISTRATORS CONCERNING COOPERATIVE
TRADES GRADUATES.

January , 1954
19 Adelaide Street
Ottawa, Ontario,
Canada

Mr. John J. Noe, Principal
Ohio High School
Ohio City, Ohio

Dear Mr. Noe:

From your experience as a high school administrator you are no doubt aware that placement of Cooperative Trade Graduates is an important phase of Vocational Education.

In making a study of the employment methods used by these graduates, I shall need additional information to that already furnished by the State Office of Vocational Education in Columbus, Ohio.

You will find herewith a list of your Cooperative Trade Graduates. Could you verify the information enclosed and include the address and age of each graduate? If you find that any names were omitted, would you please add them in the spaces provided?

It is realized that this may require some of your time, but it is believed that many educators could benefit by this information, since few studies have been made on this problem. I would appreciate receiving this information as soon as possible. An Air Mail stamped envelope is enclosed for your convenience.

Professionally yours,

LBW/mw
Enc.

Leonard B. White

January , 1954
19 Adelaide Street
Ottawa, Ontario,
Canada

Mr. John J. Doe, Coordinator
Ohio City, Ohio

Dear Mr. Doe:

From your experience as a high school teacher and coordinator in vocational education, you are no doubt aware that placement of the Cooperative Trade Graduates is an important phase in your work.

In making a study of the employment methods used by these graduates from your school, I shall need additional information to that already furnished by the State Office of Vocational Education in Columbus, Ohio, and the office of your principal.

You will find herewith a list of your Cooperative Trade Graduates. Could you check the information needed as explained in the brief instructions and sample form which is enclosed. If you feel that the information asked for does not adequately described the graduates' situation, please feel free to make any additional comments which you think are necessary.

It is realized that this may require some of your time, but it is believed that many educators could benefit by this information since few studies have been made on this problem. The State Office of Trades and Industries has expressed both a verbal and written interest in this study. I would appreciate receiving this information as soon as possible. An Air Mail stamped envelope is enclosed for your convenience.

Professionally yours,

LBW/mw
Enc.

Leonard B. White

February , 1954
19 Adelaide Street
Ottawa, Ontario,
Canada

Mr. John Doe
DCT Coordinator
Ohio City, Ohio

Dear Mr. Doe:

In making a study of the employment methods used by Cooperative Trade Graduates in all Regular High Schools in Ohio, I shall need information from your schools.

Perhaps my letter of January 18th containing the questionnaire and return Air Mail stamped envelope did not reach your office. Therefore, I have enclosed copies of the original with its enclosures.

I would appreciate receiving this information by return Air Mail.

Professionally yours,

LBW/mw
Enc.

Leonard E. White

APPENDIX 3.

COPIES OF LETTERS SENT TO THE GRADUATES WHOSE
INFORMATION WAS INCOMPLETE ON THE VOCATIONAL EDUCATION
ADMINISTRATORS' QUESTIONNAIRE.

January , 1954
19 Adelaide Street
Ottawa, Ontario,
Canada

Mr. John Jones
Ohio Street
Ohio City, Ohio

Dear Mr. Jones:

From your experience in working since graduation, you have probably recalled several times specific instances of the benefits you have received in taking the Cooperative Training Program.

In making a study of the employment methods used by the Cooperative Trade Graduates in Ohio, I shall need from you additional information to that already furnished by the State Office of Vocational Education in Columbus, Ohio.

You will find herewith a brief questionnaire. Could you fill in the information asked for on the questionnaire? Your answers will be combined with the answers of graduates from twelve high schools in Ohio. It is realized that this may require some of your time, but it is believed that your information will add to the knowledge in planning for better high school educational programs.

I would appreciate receiving this information by return mail. A stamped envelope is enclosed for your convenience.

Sincerely yours,

LBW/mw
Enc.

Leonard B. White

February , 1954
19 Adelaide Street
Ottawa, Ontario,
Canada

Mr. John Jones
Ohio Street
Ohio City, Ohio

Dear Mr. Jones:

In making an analysis of the employment method questionnaires returned to me, I notice that your questionnaire has not been returned. I would appreciate receiving this information by return mail.

Perhaps my letter of January 25th containing the questionnaire and return stamped envelope did not reach your address. If not, please send me a card, and I will send the form by return Air Mail.

Yours very truly,

LBW/mw

Leonard H. White

APPENDIX 4

**COPIES OF FORMS SENT TO THE PRINCIPALS AND
VOCATIONAL EDUCATION ADMINISTRATORS CONCERNING EACH GRADUATES
ADDRESS AND PLACEMENT QUESTIONNAIRE FOR EACH SCHOOL.**

COOPERATIVE TRADE GRADUATES

May-June 1953

Name	Course	Age, nearest birthday as of June 30, 1953	Present Address
Examples:			
a. Doe, John J.	Machinist	19	632 Granger Ave., Ohio City, Ohio
b. Smith, George	Auto Repair	20	123 Spring St., Ohio City, Ohio
1. Bame, Lewis	Mechanic		
2. Breece, Edythe	Floral Design		
3. Cole, Varvel	Factory Maint.		
4. Davison, Donald	Drafting		
5. Dean, Bill	Body Repair		
6. Hagaman, Bruce	Machinist		
7. Herrell, Norman	Welding		
8. Hitzner, Ramon	Auto Body Work		
9. McGovern, Roger	Mechanic		
10. Murfield, Chas.	Milk Processing		
11. Stravser, Terry	Drafting		
12. Thomson, Carol	Nursing		

QUESTIONNAIRE FOR COOPERATIVE TRADE COURSES

NAME	SCHOOL	COURSE	PRESENT STATUS				Empl- T ₁ Rela- tion- ship	EMPLOYMENT METHODS							CONTACTS						
			Apprentice	Non-Apprentice	Unemployed	Armed Forces		Unknown	Direct	Partial	Unrelated	None	Personal Apply.	Previous employer	Friends/relatives	Labor Organization	Pub. Empl. Agencies	Advertisement	School Personnel	Unknown	How long in present job
1. Ansel, G.		Machinex					X												4 Mo	2	Nov
2. Bryan, M.		Nursing Auto	X					X											3 Mo	1	Dec
3. Carr, J.		Mechanic Carpentry	X					X											3 Mo	3	Oct
4. Doggett, H.		X-ray Tech.	X					X					X						3 Mo	3	Oct
5. Flagg, D.		Drafting	X					X											2 Mo	2	Nov
6. Graham, V.		Machinist	X					X											2 Mo	1	Jan
7. Minor, Y.		Welding	X						X			X							7 Mo	2	Dec
8. Opperman, R.		Beauty Opr.				X				X									8 Mo	0	
9. Stephenson, G.		Meat Cutter	X						X										1 Mo	1	Jan
10. Tollerand, G.		Florist			X														8 Mo	0	
11. Williams, M.			X					X					X						5 Mo	2	Dec
12. Wilson, R.		Dairy	X					X											8 Mo	4	Oct

EXPLANATIONS AND INSTRUCTIONS TO BE USED IN
COMPLETING EMPLOYMENT QUESTIONNAIRE FORM

The first two columns have been completed by the writer and give the graduates' names and courses completed last school year.

You are asked to place a check mark in the appropriate column of the first three sections as shown on the sample form. An example is also illustrated for the other entries for each student under the final section.

Explanation:

1. PRESENT STATUS:

(1). Check one of the five items.

2. EMPLOYMENT AND TRAINING RELATIONSHIP:

(1). Check one of the four items.

(2). Examples: A graduate who had studied auto mechanics in the trade course and is now working full-time in that trade would be checked Direct. If the graduate is not working full-time, but part time in the trade, or if the job is in the same family of trades, check Partial. If the graduate is working in a trade field other than those studied where the natural line of advancement leads to first-class tradesman, mechanic, journeyman or craftsman, check Unrelated. However, if the graduate received training as an auto mechanic and is presently employed as a shipping room clerk, this would definitely be a non-related occupation and checked None.

3. EMPLOYMENT METHOD:

(1). Check one of the eight methods suggested.

(2). Examples: In answering this item, the following questions might be asked, "How did the graduate secure his present job?" "Did the graduate obtain the job by seeing the manager, owner, etc.?"

(3). Check one of the following methods on the questionnaire: personal application (in person or by a letter); recommended by a previous employer; through a friend or relative; through a labor organization; by answering an advertisement in a newspaper; through public employment services;

EXPLANATIONS AND INSTRUCTIONS TO BE USED IN

through placement by a teacher or school official; or were there other methods used by the graduate? (Use space for comments at the end of the questionnaire).

4. CONTACTS:

(1). Approximately how long has the graduate been working in the present job?

(2). State the approximate number of times you or another member of the staff have contacted the graduate since June 1953.

(3). State the month in which the last contact was made.

5. COMMENT:

Additional information may be listed at the bottom of the questionnaire.

APPENDIX 5

**COPIES OF FORMS SENT TO CERTAIN GRADUATES CONCERNING
THEIR PLACEMENT METHODS.**

Date

QUESTIONNAIRE FOR
COOPERATIVE TRADE GRADUATES

1. Name of high school _____.

2. Present status CHECK () ONLY ONE BELOW.
 - a. apprentice a. _____
 - b. non apprentice b. _____
 - c. unemployed c. _____

3. Employment and training relationship CHECK () ONE.
 - a. Do you consider your present job as being directly related to your trade course? a. _____
 - b. Is your job partially related to the trade training which you received? b. _____
 - c. Is your job unrelated to the trade training which you received? (Example: course - welding; now an apprentice carpenter) c. _____
 - d. Is your job definitely non-related to your trade training? (Example: course - welding; now a truck driver) d. _____

4. Employment method (Example: How did you obtain your present job?) CHECK () ONLY ONE BELOW.
 - a. Personal application a. _____
 - b. Recommendation from previous employer b. _____
 - c. Through friends or relatives c. _____
 - d. Labor Organization d. _____
 - e. Employment agencies e. _____
 - f. Answering newspaper ads f. _____
 - g. School officials (coordinator, principal, etc.) g. _____
 - h. Other means (please state) h. _____

5. Approximately how many months have you worked on your present job? _____

6. Approximately how many times has your coordinator talked with you at your present job? _____

7. Approximately when was the last time? _____

Date

QUESTIONNAIRE FOR
COOPERATIVE TRADE GRADUATES

1. Name of high school _____.
2. Employment method (Example: How did you obtain your present job?) CHECK () ONLY ONE BELOW

a. Personal application	a _____
b. Recommendation from previous employer	b _____
c. Through friends or relatives	c _____
d. Labor Organization	d _____
e. Employment agencies	e _____
f. Answering newspaper ads	f _____
g. School officials (coordinator, principal, etc.)	g _____
h. Other means (please state)	
h. _____	
3. Approximately how many months have you worked on your present job? _____
4. Approximately how many times has your coordinator talked with you at your present job? _____
5. Approximately when was the last time? _____

APPENDIX 6.

CURRENT NON-DIRECT EMPLOYMENT TRAINING RELATIONSHIP
WITH PLACEMENT BY TRADE MAJOR AND SCHOOL OF OHIO'S 1952-53
COOPERATIVE TRADE GRADUATES.

TABLE XXXV.-

Current Partial Employment Training Relationship
with Placement Methods by Trade Major of Ohio's 1952-53
Diversified Cooperative Graduates.

Trade Major	Empl N: 56	Part- ial N: 9	Placement by				
			Sch N: -	Pers Appli N: 7	Friend Rela N: 1	Prev Employ N: -	News Ads N: 1
Auto Body Repair	1	-	-	-	-	-	-
Auto Mechanic	1	-	-	-	-	-	-
Auto Repair	1	-	-	-	-	-	-
Commercial Art	1	-	-	-	-	-	-
Cooking	1	1	-	1	-	-	-
Dietician	1	-	-	-	-	-	-
Drafting	3	2	-	-	1	-	1
Dry Cleaning	1	-	-	-	-	-	-
Electrical Repair	1	-	-	-	-	-	-
Floral Design	1	-	-	-	-	-	-
Garage Mechanic	1	-	-	-	-	-	-
Lab. Assistant	1	-	-	-	-	-	-
Lab. Technician	2	-	-	-	-	-	-
Lumberman	1	1	-	1	-	-	-
Machinist	7	1	-	1	-	-	-
Machine Sewing	2	-	-	-	-	-	-
Meat Cutter	3	-	-	-	-	-	-
Meat Packer	1	-	-	-	-	-	-
Meat Processing	1	-	-	-	-	-	-
Mechanic	10	3	-	3	-	-	-
Milk Processing	1	-	-	-	-	-	-
Nursing	1	-	-	-	-	-	-
Photographer	1	-	-	-	-	-	-
Pre Nursing	1	-	-	-	-	-	-
Printing	5	-	-	-	-	-	-
Radio & TV Repair	1	1	-	1	-	-	-
Radiator Repair	1	1	-	1	-	-	-
Shoe Repair	1	-	-	-	-	-	-
Surveyor	1	-	-	-	-	-	-
Telephone	1	-	-	-	-	-	-
Welding	1	-	-	-	-	-	-

TABLE XXXVI.-

Current Partial Employment Training Relationship
with Placement Methods by Trade Major of Ohio's 1952-53
Vocational Trade Cooperative Graduates.

Trade Major	Empl N:69	Part- ial N:14	Placement by				
			Sch N: -	Pers Appl N:12	Friend Rela N: 2	Prev Employ N: -	News Ads N: -
Auto Mechanic	15	1	-	1	-	-	-
Automotive	11	5	-	4	1	-	-
Drafting	6	-	-	-	-	-	-
Foundry	1	-	-	-	-	-	-
Machinist	32	7	-	6	1	-	-
Pattern Making	4	1	-	1	-	-	-

TABLE XXXVII.-

Current Partial Employment Training Relationship
with Placement Methods by School of Ohio's 1952-53
Cooperative Trade Graduates.

School	Empl N:125	Part- ial N:23	Placement by				
			Job N: -	Pers Appli N:19	Friend Rela N: 2	Prev Employ N: -	News Ads N: 1
Ashland	14	2	-	2	-	-	-
Ashtabula	7	-	-	-	-	-	-
Chardon	6	-	-	-	-	-	-
Delaware	5	1	-	-	-	-	1
Logan	7	-	-	-	-	-	-
Marion	28	9	-	7	2	-	-
Sidney	6	-	-	-	-	-	-
Springfield	20	4	-	4	-	-	-
Troy	11	6	-	5	1	-	-
Urbana	5	-	-	-	-	-	-
Van Wert	8	-	-	-	-	-	-
Wash C.H.	8	1	-	1	-	-	-

TABLE XXVIII.-

Current Unrelated Employment Training Relationship
with Placement Methods by Trade Major of Ohio's 1952-53
Diversified Cooperative Graduates.

Trade Major	Empl N:56	Un rel ated N:10	Placement by				
			Sch N: 1	Pers Appli N: 8	Friend Rela N: -	Prev Employ N: 1	News Ads N: -
Auto Body Repair	1	-	-	-	-	-	-
Auto Mechanic	1	1	-	1	-	-	-
Auto Repair	1	-	-	-	-	-	-
Commercial Art	1	1	-	1	-	-	-
Cooking	1	-	-	-	-	-	-
Dietician	1	1	-	1	-	-	-
Drafting	3	-	-	-	-	-	-
Dry Cleaning	1	-	-	-	-	-	-
Electrical Repair	1	1	-	1	-	-	-
Floral Design	1	-	-	-	-	-	-
Garage Mechanic	1	-	-	-	-	-	-
Lab. Assistant	1	-	-	-	-	-	-
Lab. Technician	2	-	-	-	-	-	-
Lumberman	1	-	-	-	-	-	-
Machinist	7	1	-	1	-	-	-
Machine Sewing	2	-	-	-	-	-	-
Meat Cutter	3	1	-	-	-	1	-
Meat Packer	1	-	-	-	-	-	-
Meat Processing	1	-	-	-	-	-	-
Mechanic	10	2	-	2	-	-	-
Milk Processing	1	-	-	-	-	-	-
Nursing	1	1	-	1	-	-	-
Photographer	1	-	-	-	-	-	-
Pre Nursing	1	1	1	-	-	-	-
Printing	5	-	-	-	-	-	-
Radio & TV Repr	1	-	-	-	-	-	-
Radiator Repair	1	-	-	-	-	-	-
Shoe Repair	1	-	-	-	-	-	-
Surveyor	1	-	-	-	-	-	-
Telephone	1	-	-	-	-	-	-
Welding	1	-	-	-	-	-	-

TABLE XXXIX.-

Current Unrelated Employment Training Relationship
with Placement Methods by Trade Major of Ohio's 1952-53
Vocational Trade Cooperative Graduates.

Trade Major	Empl N: 69	Un rel ated N: 7	Placement by				
			Sch N: -	Pers Appli N: 5	Friend Rela N: 2	Prev Employ N: -	News Ads N: -
Auto Mechanic	15	2	-	2	-	-	-
Automotive	11	2	-	1	1	-	-
Drafting	6	1	-	-	1	-	-
Foundry	1	-	-	-	-	-	-
Machinist	32	1	-	1	-	-	-
Pattern Making	4	1	-	1	-	-	-

TABLE XL.-

Current Unrelated Employment Training Relationship
with Placement Methods by School of Ohio's 1952-53
Cooperative Trade Graduates.

School	Empl N:125	Un rel ated N:17	Placement by				
			Boh N: 1	Pers Appl N:13	Friend Rela N: 2	Prev Employ N: 1	News Ads N: -
Ashland	14	2	-	2	-	-	-
Ashtabula	7	2	-	2	-	-	-
Chardon	6	1	-	1	-	-	-
Delaware	5	-	-	-	-	-	-
Logan	7	3	-	2	-	1	-
Marion	28	2	-	1	1	-	-
Sidney	6	1	-	1	-	-	-
Springfield	20	2	-	1	1	-	-
Troy	11	1	-	1	-	-	-
Urbana	5	-	-	-	-	-	-
Van Wert	8	3	1	2	-	-	-
Wash. C.H.	8	-	-	-	-	-	-

TABLE XLI.-

Current Non-related Employment Training Relationship
with Placement Methods by Trade Major of Ohio's 1952-53
Diversified Cooperative Graduates.

Trade Major	Empl N: 56	Non- rel ated N: 5	Placement by				
			Sch N: -	Pers Appl N: 5	Friend Rela N: -	Prev Employ N: -	News Ads N: -
Auto Body Repair	1	-	-	-	-	-	-
Auto Mechanic	1	-	-	-	-	-	-
Auto Repair	1	-	-	-	-	-	-
Commercial Art	1	-	-	-	-	-	-
Cooking	1	-	-	-	-	-	-
Dietician	1	-	-	-	-	-	-
Drafting	3	-	-	-	-	-	-
Dry Cleaning	1	-	-	-	-	-	-
Electrical Rpr	1	-	-	-	-	-	-
Floral Design	1	-	-	-	-	-	-
Garage Mechanic	1	-	-	-	-	-	-
Lab. Assistant	1	-	-	-	-	-	-
Lab. Technician	2	-	-	-	-	-	-
Lumberman	1	-	-	-	-	-	-
Machinist	7	-	-	-	-	-	-
Machine Sewing	2	2	-	2	-	-	-
Meat Cutter	3	1	-	1	-	-	-
Meat Packer	1	-	-	-	-	-	-
Meat Processing	1	-	-	-	-	-	-
Mechanic	10	-	-	-	-	-	-
Milk Processing	1	-	-	-	-	-	-
Nursing	1	-	-	-	-	-	-
Photographer	1	1	-	1	-	-	-
Pre Nursing	1	-	-	-	-	-	-
Printing	5	-	-	-	-	-	-
Radio & TV Rpr	1	-	-	-	-	-	-
Radiator Repair	1	-	-	-	-	-	-
Shoe Repair	1	-	-	-	-	-	-
Surveyor	1	-	-	-	-	-	-
Telephone	1	-	-	-	-	-	-
Welding	1	1	-	1	-	-	-

TABLE XLII.-

Current Non-related Employment Training Relationship
with Placement Methods by School of Ohio's 1952-53
Cooperative Trade Graduates.

School	Empl N:125	Non- rel ated N: 5	Placement by				
			Job N: -	Pers Appli N: 5	Friend Rela N: -	Prev Employ N: -	News Ads N: -
Ashland	14	4	-	4	-	-	-
Ashtabula	7	-	-	-	-	-	-
Chardon	6	-	-	-	-	-	-
Delaware	5	1	-	1	-	-	-
Logan	7	-	-	-	-	-	-
Marion	28	-	-	-	-	-	-
Sidney	6	-	-	-	-	-	-
Springfield	20	-	-	-	-	-	-
Troy	11	-	-	-	-	-	-
Urbana	5	-	-	-	-	-	-
Van Wert	8	-	-	-	-	-	-
Wash. C.H.	8	-	-	-	-	-	-

APPENDIX 7

AVERAGE GRADUATION AGE AND LENGTH OF EMPLOYMENT IN
CURRENT JOB BY TRADE MAJOR AND SCHOOL OF OHIO'S 1952-1953
COOPERATIVE TRADE GRADUATES.

TABLE XLIII.-

Average Graduation Age and Length of
Employment in Current Job by Trade Major of Ohio's
1952-53 Diversified Cooperative Graduates.

Trade Major	Yrs. of Age N:18	No. Employ N:11
Auto Body Repair	18	19
Auto Mechanic	17	8
Auto Repair	18	15
Commercial Art	19	5
Cooking	19	6
Dietician	17	6
Drafting	19	5
Dry Cleaning	18	19
Electrical Repair	19	6
Floral Design	19	2
Garage Mechanic	18	15
Lab. Assistant	19	15
Lab. Technician	18	12
Lumberman	19	5
Machinist	19	15
Machine Sewing	17	10
Meat Cutter	18	11
Meat Packer	21	15
Meat Processing	18	17
Mechanic	19	13
Milk Processing	19	2
Nursing	18	6
Photographer	19	3
Pre Nursing	17	8
Printing	18	13
Radio & TV Repair	18	18
Radiator Repair	19	7
Shoe Repair	19	7
Surveyor	18	12
Telephone	19	15
Welding	20	-

TABLE XLIV.-

Average Graduation Age and Length
of Employment in Current Job by Trade
Major of Ohio's 1952-53 Vocational Trade
Cooperative Graduates.

Trade Major	Yrs of Age N:18	Mo. Employ N:11
Auto Mechanics	18	10
Automotive	18	9
Drafting	18	9
Foundry	17	1
Machinist	18	7
Pattern Making	18	9

TABLE XLV.-

Average Graduation Length
of Employment in Current Occupation
by School of Ohio's 1952-53
Cooperative Trade Graduates by Trade
Program.

School	Months Employed	
	Diversified N:11	Vocational N:11
Ashland	10	-
Ashtabula	-	11
Chardon	12	-
Delaware	6	-
Logan	13	-
Marion	-	7
Sidney	-	6
Springfield	-	8
Troy	8	-
Urbana	18	-
Van Wert	13	-
Wash. C.H.	-	10

APPENDIX B

LETTERS RECEIVED FROM THE STATE OF OHIO DEPARTMENT
OF EDUCATION CONCERNING THE COOPERATIVE TRADES AND INDUSTRIES
PROGRAM.

497 E. Town Street
Columbus, Ohio
November , 1953

Mr. Leonard B. White
19 Adelaide Street
Ottawa, Ontario,
Canada

Dear Mr. White:

Vocational office practice cooperative classes have not been a legal part of Trade & Industrial Education since April 1951. Therefore, we have indicated this fact on the sheet which you asked us to fill in with the name of the person in charge of each cooperative program.

Other materials are also being sent you.

Yours very truly,

Robert M. Reese
Supervisor, Trade &
Industrial Education Service

RMA/fnf
Enc.

497 E. Town Street
Columbus, Ohio
December , 1953

Mr. Leonard B. White
19 Adelaide Street
Ottawa, Ontario,
Canada

Dear Mr. White:

We do not have a placement report which gives all of the information requested in your recent letter.

However, the enclosed summary will indicate to you the type of information that we do receive annually and which includes both day trade students and trade cooperative students. In fact, our local school administrators tell us that over 80% of the cooperative students continue their employment with their regular employer.

We are interested in your proposed study and will be happy to do what we can to help you.

Yours very truly,

Robert M. Reese
Supervisor, Trade &
Industrial Education Service

RMR/fnf
Enc.

APPENDIX 9

ABSTRACT OF

Placement Methods of Ohio's 1952-1953 Regular High School Trade Graduates.¹

The hypothesis of the problem of placement was that the Regular High Schools in Ohio were meeting their responsibility to place the Cooperative Trade Graduates in an occupation. This conclusion was reached after analyzing the placement methods used by 125 graduates from Ohio's 1952-1953 Cooperative Trade Program. The technique of this investigation involved an analysis of the literature on high school placement and its relationship to the educational program of guidance.

The data gathered by the use of a questionnaire were used in determining the status of the problem: "How and to what extent have the Regular High Schools of Ohio placed their 1952-1953 Cooperative Trade Graduates in jobs held nine months after graduation?"

Responses indicating present employment were received from 125 of the 188 trade graduates from the twelve Regular High Schools in Ohio which offered the Cooperative Trades Program for the school year 1952-1953. Of the 63 not included,

¹ Ph.D. Thesis presented by Leonard G. White, in 1954, to the Faculty of Arts of the University of Ottawa, 183 pages.

30 are now serving in the Armed Forces, the status of 18 is unknown, 5 girls are now married, 5 graduates are continuing their education, 3 are deceased and 2 are unemployed.

In reference to the present status of the 125 employed, 71, or 57%, of the graduates are working as apprentices. This investigation also showed that the 125 graduates represented thirty-four different trade majors. Of the 125 graduates, 82% were employed in an occupation which was directly or partially related to their trade training.

In regard to a further relationship between the graduates' trade major and their current employment status, it was found that 80 graduates, or 64%, were working in a trade directly related to their high school trade major. Of these 80, fifty-four, or 68%, were placed by school personnel.

The over-all analysis of the placement methods used by the 125 graduates showed that the school had placed 44%. It was also found that 38% of the graduates used personal applications in securing their job, while friends or relatives placed 14%. The study also noted that 4 graduates secured their jobs through previous employers and 1 through a newspaper advertisement.

The results of this investigation indicate that:

1. The Regular High Schools in Ohio are providing the necessary training to enable their graduates to be employed in occupations which are directly or partially related to their trade major.
2. The schools are meeting the objectives of the Cooperative Trade Program by assisting their trade graduates in securing jobs.
3. The Cooperative Trade Graduates placed by the schools are better adjusted by having a longer length of employment in their present occupations than those placed by other placement methods.
4. A close relationship exists between trade training and community life.
5. A follow-up system of the Cooperative Trade Graduates is in existence.

The major recommendations of this study are that:

1. A current report on occupational trends be maintained in each school.
2. A systematized schedule be followed by the Vocational Education Administrators in visiting the Cooperative Trade Graduates at their place of employment.
3. A closer relationship with industrial personnel be established by the school through visits, employment planning conferences and school guidance programs.
4. A closer relationship is needed between training and industry in order to supply trained personnel as required by business and industry.
5. Cumulative records should be kept on the Cooperative Trade Graduates as to employment status.
6. The Vocational Education Administrator, in addition to his other school duties, should not have more than ten graduates in their first year of employment under his supervision.

7. Graduates should be placed in occupations related to their trade training.

8. The selection of trade courses for the Cooperative Trade Program should be based on surveys of occupational employment needs of the community.